

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** ADAMS EL

**Campus ID:** 220901161

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	More	Disadv	Econ										
					Disadv						Races		Disadv										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	65%	59%	74%	30%	*	75%	-	*	66%	54%	0%	69%	70%	67%	63%	-	-	-	*	
	Students																						
	CWD	49%	38%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	*	
	CWOD	79%	72%	69%	66%	78%	33%	*	75%	-	*	70%	58%	-	69%	73%	74%	64%	-	-	-	-	
	EL	69%	67%	70%	*	78%	22%	*	79%	-	-	68%	83%	*	73%	70%	63%	79%	-	-	-	-	
	Male	73%	65%	67%	70%	68%	38%	*	73%	-	*	67%	50%	0%	74%	63%	67%	-	-	-	-	*	
	Female	78%	72%	63%	47%	78%	*	*	80%	-	*	64%	57%	*	64%	79%	-	63%	-	-	-	-	
Mathematics	All	78%	72%	72%	62%	81%	60%	*	88%	-	*	74%	62%	0%	77%	81%	75%	69%	-	-	-	*	
	Students																						
	CWD	52%	44%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	*	
	CWOD	81%	76%	77%	69%	85%	67%	*	88%	-	*	78%	67%	-	77%	85%	84%	70%	-	-	-	-	
	EL	75%	75%	81%	*	83%	56%	*	93%	-	-	81%	83%	*	85%	81%	74%	89%	-	-	-	-	
	Male	78%	72%	75%	75%	79%	63%	*	82%	-	*	78%	50%	0%	84%	74%	75%	-	-	-	-	*	
	Female	78%	72%	69%	47%	83%	*	*	100%	-	*	68%	71%	*	70%	89%	-	69%	-	-	-	-	
Grade 4 Reading	All	74%	66%	63%	65%	45%	80%	*	91%	*	*	62%	69%	17%	66%	58%	48%	79%	-	*	-	-	
	Students																						
	CWD	44%	34%	17%	*	*	*	*	-	-	-	*	*	17%	-	*	20%	*	-	-	-	-	
	CWOD	78%	70%	66%	68%	48%	*	-	91%	*	*	65%	73%	-	66%	59%	51%	81%	-	*	-	-	
	EL	64%	64%	58%	*	38%	*	-	100%	*	-	58%	*	*	59%	58%	32%	89%	-	-	-	-	
	Male	71%	63%	48%	62%	30%	*	*	*	*	*	46%	*	20%	51%	32%	48%	-	-	-	-	-	
	Female	77%	70%	79%	68%	80%	*	-	100%	-	*	82%	67%	*	81%	89%	-	79%	-	*	-	-	
Mathematics	All	74%	67%	68%	63%	61%	80%	*	100%	*	*	71%	46%	0%	72%	65%	62%	75%	-	*	-	-	
	Students																						
	CWD	46%	36%	0%	*	*	*	*	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	78%	71%	72%	66%	65%	*	-	100%	*	*	75%	55%	-	72%	67%	68%	77%	-	*	-	-	
	EL	69%	69%	65%	*	54%	*	-	100%	*	-	66%	*	*	67%	65%	50%	83%	-	-	-	-	
	Male	74%	67%	62%	67%	52%	*	*	*	*	*	63%	*	0%	68%	50%	62%	-	-	-	-	-	
	Female	74%	68%	75%	60%	80%	*	-	100%	-	*	82%	44%	*	77%	83%	-	75%	-	*	-	-	
Grade 5 Reading	All	86%	82%	75%	73%	80%	*	*	71%	*	*	76%	68%	14%	79%	72%	70%	80%	-	*	-	-	
	Students																						
	CWD	55%	48%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-	
	CWOD	89%	86%	79%	77%	85%	*	*	71%	*	*	81%	72%	-	79%	77%	73%	85%	-	*	-	-	
	EL	77%	76%	72%	57%	81%	*	-	75%	*	-	76%	33%	*	77%	72%	64%	77%	-	-	-	-	
	Male	83%	78%	70%	61%	77%	*	*	*	-	*	70%	64%	*	73%	64%	70%	-	-	*	-	-	
	Female	88%	85%	80%	89%	82%	*	-	70%	*	*	83%	67%	*	85%	77%	-	80%	-	-	-	-	
Mathematics	All	89%	84%	81%	80%	82%	*	*	86%	*	*	87%	58%	29%	85%	82%	75%	87%	-	*	-	-	
	Students																						
	CWD	68%	61%	29%	*	*	*	-	-	-	*	33%	*	29%	-	*	*	*	-	-	-	-	
	CWOD	92%	87%	85%	85%	85%	*	*	86%	*	*	90%	61%	-	85%	87%	78%	92%	-	*	-	-	
	EL	85%	82%	82%	71%	88%	*	-	92%	*	-	90%	17%	*	87%	82%	73%	89%	-	-	-	-	
	Male	88%	83%	75%	74%	77%	*	*	*	-	*	81%	45%	*	78%	73%	75%	-	-	*	-	-	
	Female	90%	85%	87%	89%	86%	*	-	90%	*	*	91%	67%	*	92%	89%	-	87%	-	-	-	-	
Science	All	74%	65%	63%	61%	70%	*	*	57%	*	*	66%	47%	29%	65%	57%	66%	59%	-	*	-	-	
	Students																						
	CWD	45%	43%	29%	*	*	*	-	-	-	*	33%	*	29%	-	*	*	*	-	-	-	-	

		State	District	Campus	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	CWOD	77%	68%	<b>65%</b>	64%	73%	*	*	57%	*	*	68%	50%	-	65%	60%	67%	63%	-	*	-	-
	EL	60%	55%	<b>57%</b>	43%	71%	*	-	58%	*	-	64%	0%	*	60%	57%	64%	53%	-	-	-	-
	Male	74%	65%	<b>66%</b>	61%	68%	*	*	*	-	*	67%	55%	*	67%	64%	66%	-	-	*	-	-
	Female	73%	64%	<b>59%</b>	61%	71%	*	-	50%	*	*	64%	33%	*	63%	53%	-	59%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>65%</b>	66%	59%	*	-	83%	-	*	66%	55%	0%	68%	59%	57%	72%	-	*	-	*
	CWOD	33%	32%	<b>0%</b>	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	71%	72%	<b>68%</b>	69%	64%	*	-	83%	-	*	70%	55%	-	68%	61%	62%	73%	-	*	-	*
	EL	42%	49%	<b>59%</b>	60%	61%	*	-	60%	-	-	59%	*	*	61%	59%	45%	74%	-	-	-	-
	Male	62%	64%	<b>57%</b>	61%	52%	*	-	80%	-	*	58%	*	*	62%	45%	57%	-	-	-	-	-
	Female	71%	72%	<b>72%</b>	70%	67%	*	-	86%	-	-	74%	63%	*	73%	74%	-	72%	-	*	-	*
Mathematics	All Students	80%	82%	<b>77%</b>	71%	74%	*	-	100%	-	*	78%	73%	0%	81%	85%	76%	78%	-	*	-	*
	CWOD	50%	47%	<b>0%</b>	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	83%	86%	<b>81%</b>	74%	81%	*	-	100%	-	*	83%	73%	-	81%	87%	83%	80%	-	*	-	*
	EL	67%	77%	<b>85%</b>	80%	82%	*	-	100%	-	-	86%	*	*	87%	85%	80%	89%	-	-	-	-
	Male	78%	80%	<b>76%</b>	72%	71%	*	-	100%	-	*	77%	*	*	83%	80%	76%	-	-	-	-	-
	Female	81%	84%	<b>78%</b>	70%	78%	*	-	100%	-	-	79%	75%	*	80%	89%	-	78%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>41%</b>	36%	45%	20%	*	50%	-	*	40%	38%	0%	43%	41%	43%	37%	-	-	-	*
	CWOD	26%	19%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	*
	CWOD	46%	39%	<b>43%</b>	40%	48%	22%	*	50%	-	*	43%	42%	-	43%	43%	48%	38%	-	-	-	-
	EL	35%	34%	<b>41%</b>	*	44%	11%	*	50%	-	-	40%	50%	*	43%	41%	37%	46%	-	-	-	-
	Male	41%	34%	<b>43%</b>	45%	47%	25%	*	45%	-	*	42%	50%	0%	48%	37%	43%	-	-	-	-	*
	Female	47%	39%	<b>37%</b>	26%	43%	*	*	60%	-	*	39%	29%	*	38%	46%	-	37%	-	-	-	-
Mathematics	All Students	48%	39%	<b>44%</b>	28%	52%	20%	*	81%	-	*	44%	38%	0%	47%	51%	46%	41%	-	-	-	*
	CWOD	30%	21%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	*
	CWOD	50%	42%	<b>47%</b>	31%	55%	22%	*	81%	-	*	47%	42%	-	47%	53%	51%	42%	-	-	-	-
	EL	41%	41%	<b>51%</b>	*	50%	11%	*	86%	-	-	51%	50%	*	53%	51%	46%	57%	-	-	-	-
	Male	49%	41%	<b>46%</b>	40%	53%	25%	*	73%	-	*	45%	50%	0%	51%	46%	46%	-	-	-	-	*
	Female	46%	38%	<b>41%</b>	16%	52%	*	*	100%	-	*	43%	29%	*	42%	57%	-	41%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>27%</b>	30%	15%	60%	*	45%	*	*	25%	38%	0%	29%	23%	25%	29%	-	*	-	-
	CWOD	24%	16%	<b>0%</b>	*	*	*	*	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	38%	<b>29%</b>	32%	16%	*	-	45%	*	*	27%	45%	-	29%	23%	28%	30%	-	*	-	-
	EL	30%	30%	<b>23%</b>	*	13%	*	-	44%	*	-	21%	*	*	23%	23%	18%	28%	-	-	-	-
	Male	41%	33%	<b>25%</b>	38%	13%	*	*	*	*	*	25%	*	0%	28%	18%	25%	-	-	-	-	-
	Female	46%	38%	<b>29%</b>	24%	20%	*	-	44%	-	*	26%	44%	*	30%	28%	-	29%	-	*	-	-
Mathematics	All Students	46%	39%	<b>36%</b>	43%	12%	40%	*	73%	*	*	37%	31%	0%	38%	23%	35%	38%	-	*	-	-
	CWOD	27%	21%	<b>0%</b>	*	*	*	*	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	49%	41%	<b>38%</b>	45%	13%	*	-	73%	*	*	39%	36%	-	38%	23%	38%	38%	-	*	-	-
	EL	39%	39%	<b>23%</b>	*	4%	*	-	67%	*	-	21%	*	*	23%	23%	18%	28%	-	-	-	-
	Male	48%	40%	<b>35%</b>	52%	13%	*	*	*	*	*	33%	*	0%	38%	18%	35%	-	-	-	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	38%	Amer	10%	*	-	67%	-	*	41%	22%	*	38%	28%	-	38%	-	*	-	-
Grade 5 Reading	Female																					
	All	53%	46%	44%	41%	41%	*	*	50%	*	*	45%	37%	14%	46%	39%	40%	47%	-	*	-	-
	Students																					
	CWD	27%	23%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	56%	49%	46%	44%	44%	*	*	50%	*	*	47%	39%	-	46%	42%	41%	50%	-	*	-	-
	EL	36%	35%	39%	29%	41%	*	-	50%	*	-	41%	17%	*	42%	39%	36%	40%	-	-	-	-
	Male	50%	42%	40%	35%	36%	*	*	*	-	*	42%	27%	*	41%	36%	40%	-	-	*	-	-
	Female	56%	51%	47%	50%	45%	*	-	50%	*	*	48%	44%	*	50%	40%	-	47%	-	-	-	-
Mathematics	All	57%	47%	52%	39%	66%	*	*	43%	*	*	56%	32%	14%	54%	53%	45%	58%	-	*	-	-
	Students																					
	CWD	31%	28%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	60%	49%	54%	41%	71%	*	*	43%	*	*	59%	33%	-	54%	57%	47%	62%	-	*	-	-
	EL	46%	41%	53%	29%	69%	*	-	42%	*	-	59%	0%	*	57%	53%	50%	54%	-	-	-	-
	Male	56%	47%	45%	26%	55%	*	*	*	-	*	51%	18%	*	47%	50%	45%	-	-	*	-	-
	Female	57%	47%	58%	56%	77%	*	-	30%	*	*	61%	44%	*	62%	54%	-	58%	-	-	-	-
Science	All	48%	38%	35%	29%	40%	*	*	29%	*	*	38%	21%	14%	36%	34%	38%	31%	-	*	-	-
	Students																					
	CWD	27%	27%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	50%	39%	36%	31%	43%	*	*	29%	*	*	39%	22%	-	36%	37%	39%	33%	-	*	-	-
	EL	31%	26%	34%	29%	45%	*	-	25%	*	-	38%	0%	*	37%	34%	45%	26%	-	-	-	-
	Male	50%	40%	38%	26%	41%	*	*	*	-	*	42%	18%	*	39%	45%	38%	-	-	*	-	-
	Female	45%	37%	31%	33%	38%	*	-	20%	*	*	33%	22%	*	33%	26%	-	31%	-	-	-	-
Grade 6 Reading	All	36%	37%	28%	22%	21%	*	-	75%	-	*	28%	27%	0%	30%	26%	20%	36%	-	*	-	*
	Students																					
	CWD	19%	17%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	38%	40%	30%	23%	22%	*	-	75%	-	*	30%	27%	-	30%	26%	21%	37%	-	*	-	*
	EL	14%	17%	26%	40%	21%	*	-	40%	-	-	27%	*	*	26%	26%	10%	42%	-	-	-	-
	Male	33%	33%	20%	17%	14%	*	-	60%	-	*	19%	*	*	21%	10%	20%	-	-	-	-	-
	Female	40%	42%	36%	26%	28%	*	-	86%	-	-	38%	25%	*	37%	42%	-	36%	-	*	-	*
Mathematics	All	46%	49%	39%	22%	44%	*	-	83%	-	*	41%	18%	0%	41%	56%	37%	40%	-	*	-	*
	Students																					
	CWD	23%	21%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	48%	52%	41%	23%	47%	*	-	83%	-	*	44%	18%	-	41%	58%	40%	41%	-	*	-	*
	EL	27%	35%	56%	60%	54%	*	-	80%	-	-	57%	*	*	58%	56%	45%	68%	-	-	-	-
	Male	45%	48%	37%	17%	48%	*	-	80%	-	*	37%	*	*	40%	45%	37%	-	-	-	-	-
	Female	46%	50%	40%	26%	39%	*	-	86%	-	-	45%	13%	*	41%	68%	-	40%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	25%	21%	26%	20%	*	38%	-	*	25%	23%	0%	27%	25%	30%	20%	-	-	-	*
	Students																					
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	*
	CWOD	29%	23%	27%	23%	28%	22%	*	38%	-	*	27%	25%	-	27%	27%	33%	20%	-	-	-	-
	EL	19%	20%	25%	*	25%	11%	*	36%	-	-	26%	17%	*	27%	25%	26%	25%	-	-	-	-
	Male	24%	19%	30%	25%	32%	25%	*	36%	-	*	29%	33%	0%	33%	26%	30%	-	-	-	-	*
	Female	29%	24%	20%	16%	22%	*	*	40%	-	*	20%	14%	*	20%	25%	-	20%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	15%	5%	19%	10%	*	38%	-	*	16%	8%	0%	16%	21%	21%	8%	-	-	-	*
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	*
	CWOD	25%	19%	16%	6%	20%	11%	*	38%	-	*	17%	8%	-	16%	22%	24%	8%	-	-	-	-
	EL	18%	20%	21%	*	19%	11%	*	36%	-	-	23%	0%	*	22%	21%	29%	11%	-	-	-	-
	Male	26%	20%	21%	10%	26%	13%	*	45%	-	*	24%	0%	0%	24%	29%	21%	-	-	-	-	*
	Female	22%	16%	8%	0%	13%	*	*	20%	-	*	7%	14%	*	8%	11%	-	8%	-	-	-	-
Grade 4 Reading	All	21%	17%	9%	15%	0%	0%	*	18%	*	*	9%	8%	0%	10%	5%	10%	8%	-	*	-	-
	Students																					
	CWD	8%	4%	0%	*	*	*	*	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	18%	10%	16%	0%	*	-	18%	*	*	10%	9%	-	10%	5%	11%	9%	-	*	-	-
	EL	12%	13%	5%	*	0%	*	-	11%	*	-	3%	*	*	5%	5%	5%	6%	-	-	-	-
	Male	20%	15%	10%	24%	0%	*	*	*	*	*	8%	*	0%	11%	5%	10%	-	-	-	-	-
	Female	23%	18%	8%	8%	0%	*	-	22%	-	*	10%	0%	*	9%	6%	-	8%	-	*	-	-
Mathematics	All	27%	22%	19%	26%	3%	20%	*	36%	*	*	20%	15%	0%	20%	13%	19%	19%	-	*	-	-
	Students																					
	CWD	13%	7%	0%	*	*	*	*	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	20%	27%	3%	*	-	36%	*	*	20%	18%	-	20%	13%	21%	19%	-	*	-	-
	EL	20%	22%	13%	*	4%	*	-	33%	*	-	13%	*	*	13%	13%	14%	11%	-	-	-	-
	Male	29%	23%	19%	33%	4%	*	*	*	*	*	21%	*	0%	21%	14%	19%	-	-	-	-	-
	Female	25%	20%	19%	20%	0%	*	-	33%	-	*	18%	22%	*	19%	11%	-	19%	-	*	-	-
Grade 5 Reading	All	29%	24%	24%	22%	16%	*	*	43%	*	*	21%	37%	14%	25%	19%	23%	25%	-	*	-	-
	Students																					
	CWD	9%	8%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	31%	26%	25%	23%	17%	*	*	43%	*	*	22%	39%	-	25%	21%	22%	27%	-	*	-	-
	EL	14%	13%	19%	29%	13%	*	-	42%	*	-	20%	17%	*	21%	19%	14%	23%	-	-	-	-
	Male	26%	21%	23%	22%	9%	*	*	*	-	*	21%	27%	*	22%	14%	23%	-	-	*	-	-
	Female	31%	27%	25%	22%	23%	*	-	40%	*	*	22%	44%	*	27%	23%	-	25%	-	-	-	-
Mathematics	All	36%	27%	40%	29%	50%	*	*	36%	*	*	42%	32%	14%	42%	40%	32%	47%	-	*	-	-
	Students																					
	CWD	14%	12%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	38%	28%	42%	31%	54%	*	*	36%	*	*	43%	33%	-	42%	43%	33%	50%	-	*	-	-
	EL	24%	20%	40%	29%	53%	*	-	33%	*	-	45%	0%	*	43%	40%	36%	43%	-	-	-	-
	Male	36%	28%	32%	17%	36%	*	*	*	-	*	35%	18%	*	33%	36%	32%	-	-	*	-	-
	Female	35%	26%	47%	44%	64%	*	-	30%	*	*	48%	44%	*	50%	43%	-	47%	-	-	-	-
Science	All	23%	17%	13%	10%	9%	*	*	14%	*	*	11%	21%	14%	13%	11%	15%	11%	-	*	-	-
	Students																					
	CWD	11%	9%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	25%	18%	13%	10%	10%	*	*	14%	*	*	11%	22%	-	13%	12%	14%	12%	-	*	-	-
	EL	11%	9%	11%	14%	10%	*	-	17%	*	-	12%	0%	*	12%	11%	9%	12%	-	-	-	-
	Male	25%	19%	15%	13%	5%	*	*	*	-	*	14%	18%	*	14%	9%	15%	-	-	*	-	-
	Female	21%	15%	11%	6%	14%	*	-	10%	*	*	9%	22%	*	12%	12%	-	11%	-	-	-	-
Grade 6 Reading	All	17%	18%	16%	12%	10%	*	-	42%	-	*	16%	9%	0%	16%	8%	13%	18%	-	*	-	*
	Students																					
	CWD	6%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	18%	19%	16%	13%	11%	*	-	42%	-	*	18%	9%	-	16%	8%	14%	18%	-	*	-	*
	EL	4%	5%	8%	0%	7%	*	-	20%	-	-	8%	*	*	8%	8%	0%	16%	-	-	-	-
	Male	14%	15%	13%	17%	5%	*	-	40%	-	*	14%	*	*	14%	0%	13%	-	-	-	-	-

		State	District	Campus	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
	Female	20%	22%	18%	9%	17%	*	-	43%	-	-	19%	13%	*	18%	16%	-	18%	-	*	-	*
Mathematics	All Students	20%	24%	21%	7%	28%	*	-	50%	-	*	22%	9%	0%	22%	33%	28%	14%	-	*	-	*
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	26%	22%	8%	31%	*	-	50%	-	*	24%	9%	-	22%	34%	31%	14%	-	*	-	*
	EL	8%	12%	33%	20%	36%	*	-	40%	-	-	35%	*	*	34%	33%	35%	32%	-	-	-	-
	Male	20%	24%	28%	11%	33%	*	-	80%	-	*	28%	*	*	31%	35%	28%	-	-	-	-	-
	Female	20%	23%	14%	4%	22%	*	-	29%	-	-	17%	0%	*	14%	32%	-	14%	-	*	-	*

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All Students	77%	73%	70%	67%	70%	48%	67%	85%	75%	83%	72%	59%	11%	74%	70%	66%	74%	-	43%	-	50%
	CWD	46%	38%	11%	0%	9%	0%	*	-	-	*	10%	11%	11%	-	9%	14%	0%	-	-	-	*
	CWOD	81%	77%	74%	71%	75%	56%	71%	85%	75%	80%	76%	63%	-	74%	74%	71%	76%	-	43%	-	*
	EL	62%	63%	70%	63%	72%	34%	*	84%	75%	-	73%	45%	9%	74%	70%	61%	79%	-	-	-	-
	Male	74%	70%	66%	67%	64%	39%	57%	83%	*	88%	67%	57%	14%	71%	61%	66%	-	-	*	-	*
	Female	80%	76%	74%	66%	78%	60%	*	85%	67%	71%	76%	60%	0%	76%	79%	-	74%	-	*	-	*
Reading	All Students	73%	69%	67%	66%	66%	41%	*	82%	*	70%	68%	64%	8%	71%	66%	61%	74%	-	*	-	*
	CWD	39%	30%	8%	0%	0%	*	*	-	-	*	5%	*	8%	-	0%	11%	0%	-	-	-	*
	CWOD	78%	73%	71%	70%	70%	47%	*	82%	*	67%	71%	67%	-	71%	69%	66%	76%	-	*	-	*
	EL	54%	55%	66%	65%	67%	24%	*	80%	*	-	67%	56%	0%	69%	66%	53%	79%	-	-	-	-
	Male	69%	64%	61%	63%	56%	31%	*	76%	*	71%	60%	61%	11%	66%	53%	61%	-	-	*	-	*
	Female	78%	74%	74%	68%	77%	56%	*	84%	*	*	75%	64%	0%	76%	79%	-	74%	-	*	-	*
Mathematics	All Students	81%	77%	75%	69%	75%	64%	*	94%	*	90%	77%	59%	8%	79%	79%	72%	77%	-	*	-	*
	CWD	53%	44%	8%	0%	10%	*	*	-	-	*	10%	*	8%	-	11%	11%	0%	-	-	-	*
	CWOD	84%	81%	79%	73%	80%	74%	*	94%	*	89%	81%	63%	-	79%	82%	78%	80%	-	*	-	*
	EL	72%	74%	79%	71%	78%	53%	*	95%	*	-	81%	50%	11%	82%	79%	70%	88%	-	-	-	-
	Male	79%	75%	72%	72%	69%	54%	*	90%	*	100%	75%	52%	11%	78%	70%	72%	-	-	*	-	*
	Female	82%	79%	77%	66%	82%	78%	*	97%	*	*	80%	64%	0%	80%	88%	-	77%	-	*	-	*
Science	All Students	80%	75%	63%	61%	70%	*	*	57%	*	*	66%	47%	29%	65%	57%	66%	59%	-	*	-	-
	CWD	51%	44%	29%	*	*	*	*	-	-	*	33%	*	29%	-	*	*	*	-	-	-	-
	CWOD	84%	79%	65%	64%	73%	*	-	57%	*	*	68%	50%	-	65%	60%	67%	63%	-	*	-	-
	EL	61%	60%	57%	43%	71%	*	-	58%	*	-	64%	0%	*	60%	57%	64%	53%	-	-	-	-
	Male	79%	74%	66%	61%	68%	*	*	*	-	*	67%	55%	*	67%	64%	66%	-	-	*	-	-
	Female	81%	77%	59%	61%	71%	*	-	50%	*	*	64%	33%	*	63%	53%	-	59%	-	-	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All Students	49%	44%	38%	33%	39%	23%	56%	60%	25%	52%	40%	32%	5%	41%	39%	37%	40%	-	14%	-	0%
	CWD	24%	18%	5%	0%	0%	0%	*	-	-	*	6%	0%	5%	-	0%	7%	0%	-	-	-	*
	CWOD	52%	47%	41%	35%	41%	27%	71%	60%	25%	45%	42%	34%	-	41%	41%	40%	41%	-	14%	-	*
	EL	29%	29%	39%	34%	40%	11%	*	53%	25%	-	41%	26%	0%	41%	39%	35%	44%	-	-	-	-
	Male	47%	41%	37%	33%	35%	21%	43%	65%	*	50%	38%	32%	7%	40%	35%	37%	-	-	*	-	*
	Female	52%	47%	40%	32%	43%	25%	*	56%	33%	57%	42%	31%	0%	41%	44%	-	40%	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	35%	32%	32%	27%	*	57%	*	40%	35%	36%	4%	37%	34%	33%	38%	-	*	-	*
Reading	All																					
	Students																					
	CWD	21%	15%	4%	0%	0%	*	*	-	-	*	5%	*	4%	-	0%	5%	0%	-	-	-	*
	CWOD	50%	45%	37%	34%	34%	32%	*	57%	*	33%	37%	39%	-	37%	35%	35%	39%	-	*	-	*
	EL	23%	24%	34%	35%	32%	12%	*	48%	*	-	34%	31%	0%	35%	34%	27%	40%	-	-	-	-
	Male	43%	37%	33%	34%	27%	23%	*	52%	*	43%	32%	35%	5%	35%	27%	33%	-	-	*	-	*
	Female	51%	47%	38%	31%	37%	33%	*	58%	*	*	38%	36%	0%	39%	40%	-	38%	-	*	-	*
Mathematics	All	51%	45%	43%	34%	46%	23%	*	71%	*	50%	45%	30%	4%	45%	47%	41%	45%	-	*	-	*
	Students																					
	CWD	26%	21%	4%	0%	0%	*	*	-	-	*	5%	*	4%	-	0%	5%	0%	-	-	-	*
	CWOD	54%	49%	45%	36%	49%	26%	*	71%	*	44%	47%	33%	-	45%	49%	45%	46%	-	*	-	*
	EL	37%	37%	47%	35%	47%	12%	*	68%	*	-	48%	31%	0%	49%	47%	40%	53%	-	-	-	-
	Male	50%	44%	41%	34%	41%	23%	*	81%	*	43%	42%	35%	5%	45%	40%	41%	-	-	*	-	*
	Female	51%	47%	45%	33%	51%	22%	*	65%	*	*	48%	27%	0%	46%	53%	-	45%	-	*	-	*
Science	All	53%	47%	35%	29%	40%	*	*	29%	*	*	38%	21%	14%	36%	34%	38%	31%	-	*	-	-
	Students																					
	CWD	25%	20%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	56%	50%	36%	31%	43%	*	*	29%	*	*	39%	22%	-	36%	37%	39%	33%	-	*	-	-
	EL	26%	25%	34%	29%	45%	*	-	25%	*	-	38%	0%	*	37%	34%	45%	26%	-	-	-	-
	Male	53%	46%	38%	26%	41%	*	*	*	-	*	42%	18%	*	39%	45%	38%	-	-	*	-	-
	Female	53%	48%	31%	33%	38%	*	-	20%	*	*	33%	22%	*	33%	26%	-	31%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	20%	17%	19%	10%	33%	36%	0%	48%	20%	20%	5%	21%	20%	21%	19%	-	0%	-	0%
	Students																					
	CWD	8%	6%	5%	0%	0%	0%	*	-	-	*	6%	0%	5%	-	0%	7%	0%	-	-	-	*
	CWOD	25%	21%	21%	18%	20%	12%	43%	36%	0%	40%	21%	21%	-	21%	21%	23%	20%	-	0%	-	*
	EL	11%	11%	20%	20%	20%	8%	*	30%	0%	-	21%	8%	0%	21%	20%	20%	21%	-	-	-	-
	Male	22%	18%	21%	19%	16%	14%	43%	46%	*	44%	22%	20%	7%	23%	20%	21%	-	-	*	-	*
	Female	24%	21%	19%	14%	22%	5%	*	29%	0%	57%	19%	20%	0%	20%	21%	-	19%	-	*	-	*
Reading	All	20%	17%	19%	17%	14%	14%	*	37%	*	40%	18%	22%	4%	20%	16%	19%	18%	-	*	-	*
	Students																					
	CWD	7%	5%	4%	0%	0%	*	*	-	-	*	5%	*	4%	-	0%	5%	0%	-	-	-	*
	CWOD	22%	19%	20%	18%	15%	16%	*	37%	*	33%	19%	24%	-	20%	17%	21%	19%	-	*	-	*
	EL	8%	8%	16%	24%	13%	6%	*	30%	*	-	16%	19%	0%	17%	16%	13%	19%	-	-	-	-
	Male	17%	14%	19%	22%	11%	15%	*	38%	*	43%	19%	26%	5%	21%	13%	19%	-	-	*	-	*
	Female	23%	20%	18%	13%	18%	11%	*	35%	*	*	18%	18%	0%	19%	19%	-	18%	-	*	-	*
Mathematics	All	26%	22%	24%	17%	27%	9%	*	40%	*	40%	25%	18%	4%	25%	27%	25%	23%	-	*	-	*
	Students																					
	CWD	11%	6%	4%	0%	0%	*	*	-	-	*	5%	*	4%	-	0%	5%	0%	-	-	-	*
	CWOD	28%	24%	25%	18%	28%	11%	*	40%	*	33%	26%	19%	-	25%	28%	27%	23%	-	*	-	*
	EL	16%	16%	27%	18%	29%	12%	*	35%	*	-	30%	0%	0%	28%	27%	28%	26%	-	-	-	-
	Male	25%	22%	25%	18%	25%	15%	*	57%	*	29%	26%	13%	5%	27%	28%	25%	-	-	*	-	*
	Female	26%	22%	23%	16%	29%	0%	*	29%	*	*	23%	21%	0%	23%	26%	-	23%	-	*	-	*
Science	All	24%	20%	13%	10%	9%	*	*	14%	*	*	11%	21%	14%	13%	11%	15%	11%	-	*	-	-
	Students																					
	CWD	8%	5%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	26%	22%	13%	10%	10%	*	*	14%	*	*	11%	22%	-	13%	12%	14%	12%	-	*	-	-
	EL	7%	7%	11%	14%	10%	*	-	17%	*	-	12%	0%	*	12%	11%	9%	12%	-	-	-	-
	Male	25%	21%	15%	13%	5%	*	*	*	-	*	14%	18%	*	14%	9%	15%	-	-	*	-	-



	State	District	Campus	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
Female	23%	20%	11%	6%	14%	*	-	10%	*	*	9%	22%	*	12%	12%	-	11%	-	-	-	-

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	56	61	48	50	*	67	*	58	54	47	55
CWD	47	50	43	*	*	-	-	*	50	47	50
CWOD	57	61	48	61	*	67	*	50	55	-	55
EL	55	92	47	36	-	64	*	-	55	50	55
Male	46	50	38	*	*	60	-	*	43	38	39
Female	67	71	62	57	-	70	*	*	66	*	69
<b>Mathematics</b>											
All Students	67	69	60	82	*	76	*	92	69	32	65
CWD	32	17	21	*	*	-	-	*	32	32	58
CWOD	69	72	63	78	*	76	*	90	71	-	65
EL	65	69	60	93	-	70	*	-	66	58	65
Male	65	74	53	*	*	80	-	*	68	35	55
Female	68	64	69	71	-	74	*	*	70	*	72

#### Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
**	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
	351	78	22%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	39	43	27	52	60	33	61	44	7	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
All Subjects	All	100%	100%	100%	100%	100%	97%	100%	100%	100%	97%	100%	100%	100%	99%	100%	-
	Students																
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	97%	100%	100%	100%	97%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	*	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	100%	92%	*	100%	100%	93%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	*	96%	*	100%	100%	97%	100%	99%	100%	99%	100%	-
	Students																
	CWD	100%	100%	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	100%	*	96%	*	100%	100%	96%	-	99%	100%	99%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	*	91%	*	100%	100%	92%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	100%	*	98%	*	100%	100%	98%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	98%	*	100%	100%	98%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	95%	*	100%	100%	96%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
Science	All	99%	100%	100%	*	*	93%	*	*	100%	95%	100%	99%	100%	98%	100%	-
	Students																
	CWD	100%	*	*	*	-	-	-	*	100%	*	100%	-	*	*	*	-
	CWOD	99%	100%	100%	*	*	93%	*	*	100%	95%	-	99%	100%	98%	100%	-
	EL	100%	100%	100%	*	-	100%	*	-	100%	100%	*	100%	100%	100%	100%	-
	Male	98%	100%	100%	*	*	*	-	*	100%	91%	*	98%	100%	98%	-	-
	Female	100%	100%	100%	*	-	100%	*	*	100%	100%	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	0%	3%	0%	0%	0%	3%	0%	0%	0%	1%	0%	-
	Students																
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	3%	0%	0%	0%	3%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	0%	8%	*	0%	0%	7%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	*	4%	*	0%	0%	3%	0%	1%	0%	1%	0%	-
	Students																
	CWD	0%	0%	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	0%	*	4%	*	0%	0%	4%	-	1%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	*	9%	*	0%	0%	8%	0%	1%	0%	1%	-	-

		Campus	African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	2%	*	0%	0%	2%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	2%	*	0%	0%	2%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	5%	*	0%	0%	4%	0%	1%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	1%	0%	0%	*	*	7%	*	*	0%	5%	0%	1%	0%	2%	0%	-
	Students																
	CWD	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-
	CWOD	1%	0%	0%	*	*	7%	*	*	0%	5%	-	1%	0%	2%	0%	-
	EL	0%	0%	0%	*	-	0%	*	-	0%	0%	*	0%	0%	0%	0%	-
	Male	2%	0%	0%	*	*	*	-	*	0%	9%	*	2%	0%	2%	-	-
	Female	0%	0%	0%	*	-	0%	*	*	0%	0%	*	0%	0%	-	0%	-

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

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	10	5	5	0	0	0	0	0	2		
	Female	2	2	0	0	0	0	0	0	0		
	Total	12	7	5	0	0	0	0	0	2		
Out-of-School Suspensions												
	Male	28	22	4	2	0	0	0	0	2		
	Female	15	13	2	0	0	0	0	0	0		
	Total	43	35	6	2	0	0	0	0	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	4	2	2	0	0	0	0	0	2		0
	Female	2	0	2	0	0	0	0	0	0		0
	Total	6	2	4	0	0	0	0	0	2		0
Out-of-School Suspensions	Male	8	4	2	2	0	0	0	0	2		2
	Female	2	0	2	0	0	0	0	0	0		0
	Total	10	4	4	2	0	0	0	0	2		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	58	17	29	8	0	2	0	2	14	14	2
	Female	51	17	20	5	2	5	0	2	17	5	2
	Total	109	34	49	13	2	7	0	4	31	19	4

Total

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	46	11	23	5	0	5	0	2	23	5
	Female	40	17	14	2	0	5	0	2	17	2
	Total	86	28	37	7	0	10	0	4	40	7
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.9	16.8%
Teachers Teaching with Emergency or Provisional Credentials	1.9	3.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.0%

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

### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

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

'-') Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

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

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** AMOS EL

**Campus ID:** 220901124

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## **Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	68%	71%	64%	*	-	*	-	-	61%	89%	*	71%	67%	47%	85%	-	-	-	-
	CWD	49%	38%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	71%	83%	65%	*	-	*	-	-	62%	100%	-	71%	69%	53%	84%	-	-	-	-
	EL	69%	67%	67%	-	67%	-	-	*	-	-	67%	*	*	69%	67%	29%	100%	-	-	-	-
	Male	73%	65%	47%	*	50%	-	-	*	-	-	38%	*	*	53%	29%	47%	-	-	-	-	-
	Female	78%	72%	85%	*	77%	*	-	*	-	-	80%	100%	*	84%	100%	-	85%	-	-	-	-
Mathematics	All Students	78%	72%	68%	71%	68%	*	-	*	-	-	61%	89%	*	68%	53%	59%	75%	-	-	-	-
	CWD	52%	44%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	81%	76%	68%	67%	70%	*	-	*	-	-	58%	100%	-	68%	54%	60%	74%	-	-	-	-
	EL	75%	75%	53%	-	58%	-	-	*	-	-	50%	*	*	54%	53%	43%	63%	-	-	-	-
	Male	78%	72%	59%	*	67%	-	-	*	-	-	54%	*	*	60%	43%	59%	-	-	-	-	-
	Female	78%	72%	75%	*	69%	*	-	*	-	-	67%	100%	*	74%	63%	-	75%	-	-	-	-
Grade 4 Reading	All Students	74%	66%	83%	88%	82%	100%	-	50%	-	*	81%	90%	71%	84%	82%	89%	75%	-	*	-	*
	CWD	44%	34%	71%	-	80%	*	-	*	-	-	67%	*	71%	-	*	83%	*	-	*	-	-
	CWOD	78%	70%	84%	88%	82%	100%	-	57%	-	*	83%	89%	-	84%	81%	90%	78%	-	*	-	*
	EL	64%	64%	82%	*	84%	*	-	67%	-	-	84%	*	*	81%	82%	88%	75%	-	-	-	-
	Male	71%	63%	89%	*	92%	*	-	*	-	*	90%	83%	83%	90%	88%	89%	-	-	*	-	-
	Female	77%	70%	75%	*	67%	*	-	*	-	*	71%	*	*	78%	75%	-	75%	-	-	-	*
Mathematics	All Students	74%	67%	61%	63%	56%	71%	-	50%	-	*	59%	70%	43%	63%	68%	67%	54%	-	*	-	*
	CWD	46%	36%	43%	-	40%	*	-	*	-	-	50%	*	43%	-	*	50%	*	-	*	-	-
	CWOD	78%	71%	63%	63%	59%	67%	-	57%	-	*	60%	78%	-	63%	67%	70%	56%	-	*	-	*
	EL	69%	69%	68%	*	63%	*	-	67%	-	-	68%	*	*	67%	68%	81%	50%	-	-	-	-
	Male	74%	67%	67%	*	63%	*	-	*	-	*	70%	50%	50%	70%	81%	67%	-	-	*	-	-
	Female	74%	68%	54%	*	47%	*	-	*	-	*	46%	*	*	56%	50%	-	54%	-	-	-	*
Grade 5 Reading	All Students	86%	82%	89%	100%	83%	*	-	80%	-	*	89%	86%	71%	92%	75%	89%	88%	-	*	-	-
	CWD	55%	48%	71%	-	71%	-	-	-	-	-	71%	-	71%	-	67%	71%	-	-	-	-	-
	CWOD	89%	86%	92%	100%	88%	*	-	80%	-	*	94%	86%	-	92%	80%	95%	88%	-	*	-	-
	EL	77%	76%	75%	-	73%	*	-	*	-	-	73%	*	67%	80%	75%	83%	*	-	-	-	-
	Male	83%	78%	89%	*	81%	*	-	*	-	*	92%	*	71%	95%	83%	89%	-	-	*	-	-
	Female	88%	85%	88%	100%	88%	-	-	*	-	*	83%	100%	-	88%	*	-	88%	-	-	-	-
Mathematics	All Students	89%	84%	98%	90%	100%	*	-	100%	-	*	97%	100%	100%	97%	100%	100%	94%	-	*	-	-
	CWD	68%	61%	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	-	-	-	-	-
	CWOD	92%	87%	97%	90%	100%	*	-	100%	-	*	97%	100%	-	97%	100%	100%	94%	-	*	-	-
	EL	85%	82%	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	*	-	-	-	-
	Male	88%	83%	100%	*	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%	-	-	*	-	-
	Female	90%	85%	94%	83%	100%	-	-	*	-	*	92%	100%	-	94%	*	-	94%	-	-	-	-
Science	All Students	74%	65%	87%	90%	83%	*	-	80%	-	*	87%	86%	71%	89%	75%	89%	82%	-	*	-	-
	CWD	45%	43%	71%	-	71%	-	-	-	-	-	71%	-	71%	-	67%	71%	-	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>89%</b>	90%	88%	*	-	80%	-	*	90%	86%	-	89%	80%	95%	82%	-	*	-	-
	EL	60%	55%	<b>75%</b>	-	73%	*	-	*	-	-	73%	*	67%	80%	75%	83%	*	-	-	-	-
	Male	74%	65%	<b>89%</b>	*	81%	*	-	*	-	*	92%	*	71%	95%	83%	89%	-	-	*	-	-
	Female	73%	64%	<b>82%</b>	83%	88%	-	-	*	-	*	75%	100%	-	82%	*	-	82%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>79%</b>	55%	83%	100%	-	75%	-	-	78%	83%	67%	80%	63%	75%	82%	-	-	-	-
	CWD	33%	32%	<b>67%</b>	*	*	*	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-	-
	CWOD	71%	72%	<b>80%</b>	60%	83%	100%	-	75%	-	-	80%	83%	-	80%	64%	77%	82%	-	-	-	-
	EL	42%	49%	<b>63%</b>	-	69%	-	-	*	-	-	63%	-	*	64%	63%	63%	63%	-	-	-	-
	Male	62%	64%	<b>75%</b>	40%	86%	*	-	60%	-	-	73%	*	*	77%	63%	75%	-	-	-	-	-
	Female	71%	72%	<b>82%</b>	67%	81%	*	-	*	-	-	82%	*	*	82%	63%	-	82%	-	-	-	-
Mathematics	All Students	80%	82%	<b>91%</b>	82%	90%	100%	-	100%	-	-	92%	83%	83%	92%	88%	89%	92%	-	-	-	-
	CWD	50%	47%	<b>83%</b>	*	*	*	-	-	-	-	83%	-	83%	-	*	*	*	-	-	-	-
	CWOD	83%	86%	<b>92%</b>	90%	89%	100%	-	100%	-	-	93%	83%	-	92%	86%	92%	91%	-	-	-	-
	EL	67%	77%	<b>88%</b>	-	85%	-	-	*	-	-	88%	-	*	86%	88%	88%	88%	-	-	-	-
	Male	78%	80%	<b>89%</b>	80%	86%	*	-	100%	-	-	88%	*	*	92%	88%	89%	-	-	-	-	-
	Female	81%	84%	<b>92%</b>	83%	92%	*	-	*	-	-	94%	*	*	91%	88%	-	92%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>35%</b>	29%	32%	*	-	*	-	-	25%	67%	*	35%	27%	29%	40%	-	-	-	-
	CWD	26%	19%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	46%	39%	<b>35%</b>	33%	30%	*	-	*	-	-	23%	75%	-	35%	23%	33%	37%	-	-	-	-
	EL	35%	34%	<b>27%</b>	-	25%	-	-	*	-	-	17%	*	*	23%	27%	14%	38%	-	-	-	-
	Male	41%	34%	<b>29%</b>	*	33%	-	-	*	-	-	15%	*	*	33%	14%	29%	-	-	-	-	-
	Female	47%	39%	<b>40%</b>	*	31%	*	-	*	-	-	33%	60%	*	37%	38%	-	40%	-	-	-	-
Mathematics	All Students	48%	39%	<b>30%</b>	29%	28%	*	-	*	-	-	21%	56%	*	26%	33%	29%	30%	-	-	-	-
	CWD	30%	21%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>26%</b>	17%	26%	*	-	*	-	-	15%	63%	-	26%	31%	27%	26%	-	-	-	-
	EL	41%	41%	<b>33%</b>	-	33%	-	-	*	-	-	25%	*	*	31%	33%	14%	50%	-	-	-	-
	Male	49%	41%	<b>29%</b>	*	33%	-	-	*	-	-	15%	*	*	27%	14%	29%	-	-	-	-	-
	Female	46%	38%	<b>30%</b>	*	23%	*	-	*	-	-	27%	40%	*	26%	50%	-	30%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>50%</b>	38%	46%	71%	-	50%	-	*	48%	60%	71%	47%	54%	53%	46%	-	*	-	*
	CWD	24%	16%	<b>71%</b>	-	80%	*	-	*	-	-	67%	*	71%	-	*	83%	*	-	*	-	-
	CWOD	46%	38%	<b>47%</b>	38%	41%	67%	-	57%	-	*	46%	56%	-	47%	52%	47%	48%	-	*	-	*
	EL	30%	30%	<b>54%</b>	*	47%	*	-	67%	-	-	52%	*	*	52%	54%	50%	58%	-	-	-	-
	Male	41%	33%	<b>53%</b>	*	50%	*	-	*	-	*	50%	67%	83%	47%	50%	53%	-	-	*	-	-
	Female	46%	38%	<b>46%</b>	*	40%	*	-	*	-	*	46%	*	*	48%	58%	-	46%	-	-	-	*
Mathematics	All Students	46%	39%	<b>28%</b>	13%	28%	29%	-	38%	-	*	28%	30%	43%	26%	39%	36%	18%	-	*	-	*
	CWD	27%	21%	<b>43%</b>	-	40%	*	-	*	-	-	50%	*	43%	-	*	50%	*	-	*	-	-
	CWOD	49%	41%	<b>26%</b>	13%	26%	17%	-	43%	-	*	25%	33%	-	26%	37%	33%	19%	-	*	-	*
	EL	39%	39%	<b>39%</b>	*	37%	*	-	50%	-	-	36%	*	*	37%	39%	44%	33%	-	-	-	-
	Male	48%	40%	<b>36%</b>	*	38%	*	-	*	-	*	37%	33%	50%	33%	44%	36%	-	-	*	-	-
	Female																					

		State	District	Campus	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
	Female	45%	38%	18%	*	13%	*	-	*	-	*	17%	*	*	19%	33%	-	18%	-	-	-	*
Grade 5 Reading	All	53%	46%	67%	80%	58%	*	-	80%	-	*	63%	86%	43%	71%	56%	64%	71%	-	*	-	-
	Students																					
	CWD	27%	23%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	50%	43%	-	-	-	-	-
	CWOD	56%	49%	71%	80%	65%	*	-	80%	-	*	68%	86%	-	71%	60%	71%	71%	-	*	-	-
	EL	36%	35%	56%	-	55%	*	-	*	-	-	53%	*	50%	60%	56%	58%	*	-	-	-	-
	Male	50%	42%	64%	*	56%	*	-	*	-	*	65%	*	43%	71%	58%	64%	-	-	*	-	-
	Female	56%	51%	71%	83%	63%	-	-	*	-	*	58%	100%	-	71%	*	-	71%	-	-	-	-
Mathematics	All	57%	47%	67%	50%	63%	*	-	80%	-	*	66%	71%	71%	66%	63%	75%	53%	-	*	-	-
	Students																					
	CWD	31%	28%	71%	-	71%	-	-	-	-	-	71%	-	71%	-	67%	71%	-	-	-	-	-
	CWOD	60%	49%	66%	50%	59%	*	-	80%	-	*	65%	71%	-	66%	60%	76%	53%	-	*	-	-
	EL	46%	41%	63%	-	55%	*	-	*	-	-	60%	*	67%	60%	63%	75%	*	-	-	-	-
	Male	56%	47%	75%	*	69%	*	-	*	-	*	81%	*	71%	76%	75%	75%	-	-	*	-	-
	Female	57%	47%	53%	50%	50%	-	-	*	-	*	33%	100%	-	53%	*	-	53%	-	-	-	-
Science	All	48%	38%	58%	70%	46%	*	-	80%	-	*	53%	86%	57%	58%	50%	61%	53%	-	*	-	-
	Students																					
	CWD	27%	27%	57%	-	57%	-	-	-	-	-	57%	-	57%	-	50%	57%	-	-	-	-	-
	CWOD	50%	39%	58%	70%	41%	*	-	80%	-	*	52%	86%	-	58%	50%	62%	53%	-	*	-	-
	EL	31%	26%	50%	-	45%	*	-	*	-	-	47%	*	50%	50%	50%	58%	*	-	-	-	-
	Male	50%	40%	61%	*	50%	*	-	*	-	*	62%	*	57%	62%	58%	61%	-	-	*	-	-
	Female	45%	37%	53%	67%	38%	-	-	*	-	*	33%	100%	-	53%	*	-	53%	-	-	-	-
Grade 6 Reading	All	36%	37%	55%	36%	55%	71%	-	63%	-	-	53%	67%	67%	53%	31%	50%	58%	-	-	-	-
	Students																					
	CWD	19%	17%	67%	*	*	*	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-	-
	CWOD	38%	40%	53%	40%	53%	67%	-	63%	-	-	52%	67%	-	53%	29%	50%	56%	-	-	-	-
	EL	14%	17%	31%	-	31%	-	-	*	-	-	31%	-	*	29%	31%	13%	50%	-	-	-	-
	Male	33%	33%	50%	40%	36%	*	-	60%	-	-	46%	*	*	50%	13%	50%	-	-	-	-	-
	Female	40%	42%	58%	33%	65%	*	-	*	-	-	59%	*	*	56%	50%	-	58%	-	-	-	-
Mathematics	All	46%	49%	61%	27%	60%	86%	-	88%	-	-	58%	83%	67%	60%	38%	57%	63%	-	-	-	-
	Students																					
	CWD	23%	21%	67%	*	*	*	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-	-
	CWOD	48%	52%	60%	30%	58%	83%	-	88%	-	-	57%	83%	-	60%	36%	58%	62%	-	-	-	-
	EL	27%	35%	38%	-	31%	-	-	*	-	-	38%	-	*	36%	38%	38%	38%	-	-	-	-
	Male	45%	48%	57%	20%	50%	*	-	80%	-	-	54%	*	*	58%	38%	57%	-	-	-	-	-
	Female	46%	50%	63%	33%	65%	*	-	*	-	-	62%	*	*	62%	38%	-	63%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	22%	29%	16%	*	-	*	-	-	18%	33%	*	21%	20%	12%	30%	-	-	-	-
	Students																					
	CWD	10%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	29%	23%	21%	33%	13%	*	-	*	-	-	15%	38%	-	21%	15%	13%	26%	-	-	-	-
	EL	19%	20%	20%	-	17%	-	-	*	-	-	17%	*	*	15%	20%	0%	38%	-	-	-	-
	Male	24%	19%	12%	*	8%	-	-	*	-	-	8%	*	*	13%	0%	12%	-	-	-	-	-
	Female	29%	24%	30%	*	23%	*	-	*	-	-	27%	40%	*	26%	38%	-	30%	-	-	-	-



		State	District	Campus	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
Mathematics	All	24%	18%	14%	14%	12%	*	-	*	-	-	7%	33%	*	12%	7%	12%	15%	-	-	-	-
	Students																					
	CWD	12%	8%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	19%	12%	17%	9%	*	-	*	-	-	4%	38%	-	12%	0%	13%	11%	-	-	-	-
	EL	18%	20%	7%	-	8%	-	-	*	-	-	8%	*	*	0%	7%	0%	13%	-	-	-	-
	Male	26%	20%	12%	*	17%	-	-	*	-	-	0%	*	*	13%	0%	12%	-	-	-	-	-
	Female	22%	16%	15%	*	8%	*	-	*	-	-	13%	20%	*	11%	13%	-	15%	-	-	-	-
Grade 4 Reading	All	21%	17%	14%	0%	13%	14%	-	38%	-	*	13%	20%	0%	16%	18%	11%	18%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	-	0%	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	23%	18%	16%	0%	15%	17%	-	43%	-	*	15%	22%	-	16%	19%	13%	19%	-	*	-	*
	EL	12%	13%	18%	*	11%	*	-	50%	-	-	16%	*	*	19%	18%	6%	33%	-	-	-	-
	Male	20%	15%	11%	*	8%	*	-	*	-	*	10%	17%	0%	13%	6%	11%	-	-	*	-	-
	Female	23%	18%	18%	*	20%	*	-	*	-	*	17%	*	*	19%	33%	-	18%	-	-	-	*
Mathematics	All	27%	22%	11%	0%	8%	29%	-	25%	-	*	9%	20%	14%	11%	18%	14%	7%	-	*	-	*
	Students																					
	CWD	13%	7%	14%	-	0%	*	-	*	-	-	17%	*	14%	-	*	17%	*	-	*	-	-
	CWOD	29%	23%	11%	0%	9%	17%	-	29%	-	*	8%	22%	-	11%	19%	13%	7%	-	*	-	*
	EL	20%	22%	18%	*	11%	*	-	33%	-	-	12%	*	*	19%	18%	19%	17%	-	-	-	-
	Male	29%	23%	14%	*	13%	*	-	*	-	*	13%	17%	17%	13%	19%	14%	-	-	*	-	-
	Female	25%	20%	7%	*	0%	*	-	*	-	*	4%	*	*	7%	17%	-	7%	-	-	-	*
Grade 5 Reading	All	29%	24%	38%	50%	25%	*	-	80%	-	*	37%	43%	0%	45%	25%	36%	41%	-	*	-	-
	Students																					
	CWD	9%	8%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	-	-	-	-	-
	CWOD	31%	26%	45%	50%	35%	*	-	80%	-	*	45%	43%	-	45%	40%	48%	41%	-	*	-	-
	EL	14%	13%	25%	-	9%	*	-	*	-	-	27%	*	0%	40%	25%	33%	*	-	-	-	-
	Male	26%	21%	36%	*	25%	*	-	*	-	*	38%	*	0%	48%	33%	36%	-	-	*	-	-
	Female	31%	27%	41%	67%	25%	-	-	*	-	*	33%	60%	-	41%	*	-	41%	-	-	-	-
Mathematics	All	36%	27%	38%	30%	42%	*	-	60%	-	*	37%	43%	57%	34%	38%	43%	29%	-	*	-	-
	Students																					
	CWD	14%	12%	57%	-	57%	-	-	-	-	-	57%	-	57%	-	50%	57%	-	-	-	-	-
	CWOD	38%	28%	34%	30%	35%	*	-	60%	-	*	32%	43%	-	34%	30%	38%	29%	-	*	-	-
	EL	24%	20%	38%	-	36%	*	-	*	-	-	40%	*	50%	30%	38%	50%	*	-	-	-	-
	Male	36%	28%	43%	*	50%	*	-	*	-	*	46%	*	57%	38%	50%	43%	-	-	*	-	-
	Female	35%	26%	29%	50%	25%	-	-	*	-	*	17%	60%	-	29%	*	-	29%	-	-	-	-
Science	All	23%	17%	29%	0%	29%	*	-	60%	-	*	29%	29%	29%	29%	31%	36%	18%	-	*	-	-
	Students																					
	CWD	11%	9%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	33%	29%	-	-	-	-	-
	CWOD	25%	18%	29%	0%	29%	*	-	60%	-	*	29%	29%	-	29%	30%	38%	18%	-	*	-	-
	EL	11%	9%	31%	-	18%	*	-	*	-	-	33%	*	33%	30%	31%	42%	*	-	-	-	-
	Male	25%	19%	36%	*	31%	*	-	*	-	*	38%	*	29%	38%	42%	36%	-	-	*	-	-
	Female	21%	15%	18%	0%	25%	-	-	*	-	*	8%	40%	-	18%	*	-	18%	-	-	-	-
Grade 6 Reading	All	17%	18%	23%	18%	23%	43%	-	13%	-	-	22%	33%	17%	23%	6%	32%	16%	-	-	-	-
	Students																					
	CWD	6%	5%	17%	*	*	*	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	18%	19%	23%	20%	25%	33%	-	13%	-	-	22%	33%	-	23%	7%	31%	18%	-	-	-	-
	EL	4%	5%	6%	-	8%	-	-	*	-	-	6%	-	*	7%	6%	0%	13%	-	-	-	-
	Male	14%	15%	32%	20%	29%	*	-	20%	-	-	31%	*	*	31%	0%	32%	-	-	-	-	-

		State	District	Campus	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
	Female	20%	22%	16%	17%	19%	*	-	*	-	-	15%	*	*	18%	13%	-	16%	-	-	-	-
Mathematics	All Students	20%	24%	36%	18%	30%	57%	-	75%	-	-	33%	67%	0%	40%	25%	46%	29%	-	-	-	-
	CWD	9%	6%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	26%	40%	20%	33%	67%	-	75%	-	-	37%	67%	-	40%	29%	50%	32%	-	-	-	-
	EL	8%	12%	25%	-	15%	-	-	*	-	-	25%	-	*	29%	25%	38%	13%	-	-	-	-
	Male	20%	24%	46%	20%	36%	*	-	80%	-	-	42%	*	*	50%	38%	46%	-	-	-	-	-
	Female	20%	23%	29%	17%	27%	*	-	*	-	-	26%	*	*	32%	13%	-	29%	-	-	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All Students	77%	73%	80%	79%	79%	95%	-	75%	-	100%	79%	86%	70%	82%	75%	80%	80%	-	100%	-	*
	CWD	46%	38%	70%	*	74%	*	-	*	-	-	73%	*	70%	-	75%	68%	75%	-	*	-	-
	CWOD	81%	77%	82%	82%	79%	95%	-	78%	-	100%	80%	90%	-	82%	75%	83%	81%	-	100%	-	*
	EL	62%	63%	75%	*	74%	100%	-	67%	-	-	75%	73%	75%	75%	75%	78%	71%	-	-	-	-
	Male	74%	70%	80%	76%	79%	100%	-	68%	-	100%	81%	73%	68%	83%	78%	80%	-	-	100%	-	-
	Female	80%	76%	80%	82%	78%	88%	-	79%	-	100%	77%	95%	75%	81%	71%	-	80%	-	-	-	*
Reading	All Students	73%	69%	80%	78%	79%	100%	-	70%	-	100%	79%	88%	65%	82%	73%	79%	82%	-	*	-	*
	CWD	39%	30%	65%	*	72%	*	-	*	-	-	67%	*	65%	-	64%	65%	67%	-	*	-	-
	CWOD	78%	73%	82%	82%	80%	100%	-	73%	-	100%	81%	90%	-	82%	75%	82%	82%	-	*	-	*
	EL	54%	55%	73%	*	75%	*	-	60%	-	-	74%	71%	64%	75%	73%	72%	75%	-	-	-	-
	Male	69%	64%	79%	71%	80%	100%	-	54%	-	*	79%	79%	65%	82%	72%	79%	-	-	*	-	-
	Female	78%	74%	82%	84%	77%	100%	-	82%	-	*	79%	94%	67%	82%	75%	-	82%	-	-	-	*
Mathematics	All Students	81%	77%	79%	78%	77%	89%	-	78%	-	100%	78%	84%	74%	80%	76%	80%	79%	-	*	-	*
	CWD	53%	44%	74%	*	78%	*	-	*	-	-	81%	*	74%	-	91%	71%	83%	-	*	-	-
	CWOD	84%	81%	80%	79%	77%	88%	-	82%	-	100%	78%	90%	-	80%	73%	82%	78%	-	*	-	*
	EL	72%	74%	76%	*	75%	*	-	73%	-	-	76%	71%	91%	73%	76%	81%	69%	-	-	-	-
	Male	79%	75%	80%	76%	77%	100%	-	69%	-	*	81%	71%	71%	82%	81%	80%	-	-	*	-	-
	Female	82%	79%	79%	79%	77%	75%	-	82%	-	*	75%	94%	83%	78%	69%	-	79%	-	-	-	*
Science	All Students	80%	75%	87%	90%	83%	*	-	80%	-	*	87%	86%	71%	89%	75%	89%	82%	-	*	-	-
	CWD	51%	44%	71%	-	71%	-	-	-	-	-	71%	-	71%	-	67%	71%	-	-	-	-	-
	CWOD	84%	79%	89%	90%	88%	*	-	80%	-	*	90%	86%	-	89%	80%	95%	82%	-	*	-	-
	EL	61%	60%	75%	-	73%	*	-	*	-	-	73%	*	67%	80%	75%	83%	*	-	-	-	-
	Male	79%	74%	89%	*	81%	*	-	*	-	*	92%	*	71%	95%	83%	89%	-	-	*	-	-
	Female	81%	77%	82%	83%	88%	-	-	*	-	*	75%	100%	-	82%	*	-	82%	-	-	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All Students	49%	44%	50%	43%	46%	68%	-	65%	-	67%	48%	65%	58%	49%	44%	52%	48%	-	71%	-	*
	CWD	24%	18%	58%	*	60%	*	-	*	-	-	61%	*	58%	-	57%	56%	67%	-	*	-	-
	CWOD	52%	47%	49%	44%	44%	65%	-	67%	-	67%	46%	67%	-	49%	41%	51%	47%	-	60%	-	*
	EL	29%	29%	44%	*	40%	60%	-	55%	-	-	41%	73%	57%	41%	44%	45%	43%	-	-	-	-
	Male	47%	41%	52%	42%	47%	80%	-	61%	-	75%	51%	60%	56%	51%	45%	52%	-	-	71%	-	-
	Female	52%	47%	48%	43%	46%	50%	-	67%	-	57%	44%	68%	67%	47%	43%	-	48%	-	-	-	*

		State	District	Campus	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
Reading	All	47%	42%	<b>52%</b>	47%	48%	74%	-	61%	-	67%	49%	69%	57%	52%	44%	51%	53%	-	*	-	*
	Students																					
	CWD	21%	15%	<b>57%</b>	*	61%	*	-	*	-	-	57%	*	57%	-	55%	53%	67%	-	*	-	-
	CWOD	50%	45%	<b>52%</b>	50%	46%	71%	-	64%	-	67%	48%	70%	-	52%	42%	51%	53%	-	*	-	*
	EL	23%	24%	<b>44%</b>	*	40%	*	-	53%	-	-	41%	71%	55%	42%	44%	40%	50%	-	-	-	-
	Male	43%	37%	<b>51%</b>	47%	45%	82%	-	54%	-	*	48%	71%	53%	51%	40%	51%	-	-	*	-	-
	Female	51%	47%	<b>53%</b>	47%	52%	63%	-	64%	-	*	51%	67%	67%	53%	50%	-	53%	-	-	-	*
Mathematics	All	51%	45%	<b>47%</b>	31%	45%	63%	-	65%	-	67%	45%	56%	61%	45%	43%	50%	43%	-	*	-	*
	Students																					
	CWD	26%	21%	<b>61%</b>	*	61%	*	-	*	-	-	67%	*	61%	-	64%	59%	67%	-	*	-	-
	CWOD	54%	49%	<b>45%</b>	29%	42%	59%	-	68%	-	67%	42%	60%	-	45%	39%	49%	41%	-	*	-	*
	EL	37%	37%	<b>43%</b>	*	38%	*	-	53%	-	-	40%	71%	64%	39%	43%	47%	38%	-	-	-	-
	Male	50%	44%	<b>50%</b>	29%	47%	82%	-	54%	-	*	51%	50%	59%	49%	47%	50%	-	-	*	-	-
	Female	51%	47%	<b>43%</b>	32%	42%	38%	-	73%	-	*	39%	61%	67%	41%	38%	-	43%	-	-	-	*
Science	All	53%	47%	<b>58%</b>	70%	46%	*	-	80%	-	*	53%	86%	57%	58%	50%	61%	53%	-	*	-	-
	Students																					
	CWD	25%	20%	<b>57%</b>	-	57%	-	-	-	-	-	57%	-	57%	-	50%	57%	-	-	-	-	-
	CWOD	56%	50%	<b>58%</b>	70%	41%	*	-	80%	-	*	52%	86%	-	58%	50%	62%	53%	-	*	-	-
	EL	26%	25%	<b>50%</b>	-	45%	*	-	*	-	-	47%	*	50%	50%	50%	58%	*	-	-	-	-
	Male	53%	46%	<b>61%</b>	*	50%	*	-	*	-	*	62%	*	57%	62%	58%	61%	-	-	*	-	-
	Female	53%	48%	<b>53%</b>	67%	38%	-	-	*	-	*	33%	100%	-	53%	*	-	53%	-	-	-	-

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	19%	<b>25%</b>	18%	21%	34%	-	45%	-	27%	23%	34%	19%	25%	20%	27%	22%	-	14%	-	*
	Students																					
	CWD	8%	6%	<b>19%</b>	*	19%	*	-	*	-	-	20%	*	19%	-	25%	20%	17%	-	*	-	-
	CWOD	25%	21%	<b>25%</b>	19%	22%	32%	-	47%	-	27%	23%	36%	-	25%	20%	29%	22%	-	0%	-	*
	EL	11%	11%	<b>20%</b>	*	14%	30%	-	42%	-	-	20%	27%	25%	20%	20%	22%	18%	-	-	-	-
	Male	22%	18%	<b>27%</b>	11%	23%	44%	-	54%	-	38%	27%	27%	20%	29%	22%	27%	-	-	14%	-	-
	Female	24%	21%	<b>22%</b>	25%	19%	19%	-	33%	-	14%	18%	39%	17%	22%	18%	-	22%	-	-	-	*
Reading	All	20%	17%	<b>23%</b>	25%	19%	32%	-	39%	-	17%	22%	31%	9%	25%	17%	23%	23%	-	*	-	*
	Students																					
	CWD	7%	5%	<b>9%</b>	*	6%	*	-	*	-	-	10%	*	9%	-	9%	6%	17%	-	*	-	-
	CWOD	22%	19%	<b>25%</b>	26%	21%	29%	-	41%	-	17%	23%	33%	-	25%	19%	26%	24%	-	*	-	*
	EL	8%	8%	<b>17%</b>	*	11%	*	-	40%	-	-	16%	29%	9%	19%	17%	12%	25%	-	-	-	-
	Male	17%	14%	<b>23%</b>	18%	17%	45%	-	38%	-	*	23%	21%	6%	26%	12%	23%	-	-	*	-	-
	Female	23%	20%	<b>23%</b>	32%	21%	13%	-	36%	-	*	20%	39%	17%	24%	25%	-	23%	-	-	-	*
Mathematics	All	26%	22%	<b>25%</b>	17%	22%	37%	-	48%	-	17%	23%	38%	26%	25%	21%	29%	20%	-	*	-	*
	Students																					
	CWD	11%	6%	<b>26%</b>	*	28%	*	-	*	-	-	29%	*	26%	-	36%	29%	17%	-	*	-	-
	CWOD	28%	24%	<b>25%</b>	18%	21%	35%	-	50%	-	17%	22%	40%	-	25%	19%	29%	21%	-	*	-	*
	EL	16%	16%	<b>21%</b>	*	16%	*	-	40%	-	-	21%	29%	36%	19%	21%	28%	13%	-	-	-	-
	Male	25%	22%	<b>29%</b>	6%	27%	45%	-	54%	-	*	28%	36%	29%	29%	28%	29%	-	-	*	-	-
	Female	26%	22%	<b>20%</b>	26%	16%	25%	-	36%	-	*	16%	39%	17%	21%	13%	-	20%	-	-	-	*
Science	All	24%	20%	<b>29%</b>	0%	29%	*	-	60%	-	*	29%	29%	29%	29%	31%	36%	18%	-	*	-	-
	Students																					
	CWD	8%	5%	<b>29%</b>	-	29%	-	-	-	-	-	29%	-	29%	-	33%	29%	-	-	-	-	-
	CWOD	26%	22%	<b>29%</b>	0%	29%	*	-	60%	-	*	29%	29%	-	29%	30%	38%	18%	-	*	-	-
	EL	7%	7%	<b>31%</b>	-	18%	*	-	*	-	-	33%	*	33%	30%	31%	42%	*	-	-	-	-
	Male	25%	21%	<b>36%</b>	*	31%	*	-	*	-	*	38%	*	29%	38%	42%	36%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	18%	0%	25%	-	-	*	-	*	8%	40%	-	18%	*	-	18%	-	-	-	-

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	78	65	62	-	61	-	50	67	73	64
CWD	73	*	78	*	-	*	-	-	71	73	83
CWOD	65	81	62	63	-	59	-	50	67	-	60
EL	64	*	66	*	-	55	-	-	67	83	64
Male	69	68	72	64	-	59	-	*	72	80	67
Female	62	84	56	58	-	64	-	*	62	50	59
<b>Mathematics</b>											
All Students	62	67	57	74	-	78	-	50	62	80	59
CWD	80	*	81	*	-	*	-	-	84	80	100
CWOD	60	69	53	70	-	76	-	50	59	-	51
EL	59	*	56	*	-	70	-	-	58	100	59
Male	66	55	60	82	-	82	-	*	67	80	64
Female	59	75	54	58	-	71	-	*	57	80	50

#### Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	139	43	31%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	52	47	49	66	-	62	-	65	50	49	46
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
Participation Rate		Campus	American			Indian		Islander	More	Disadv	Econ	CWD	CWOD				
									Races		Disadv						
All Subjects	All	100%	100%	100%	100%	-	96%	-	100%	100%	100%	100%	100%	100%	99%	100%	-
	Students																
	CWD	100%	*	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	96%	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	-	93%	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	-	96%	-	100%	99%	100%	100%	99%	100%	99%	100%	-
	Students																
	CWD	100%	*	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	100%	-	96%	-	100%	99%	100%	-	99%	100%	99%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	-	92%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	100%	-	96%	-	100%	99%	100%	100%	99%	100%	99%	100%	-
	Students																
	CWD	100%	*	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	100%	-	96%	-	100%	99%	100%	-	99%	100%	99%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	-	92%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	-	-
	CWOD	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	*	-
	Male	100%	*	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	*	-	*	100%	100%	-	100%	*	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	-	4%	-	0%	0%	0%	0%	0%	0%	1%	0%	-
	Students																
	CWD	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	4%	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	-	7%	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	-	4%	-	0%	1%	0%	0%	1%	0%	1%	0%	-
	Students																
	CWD	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	0%	-	4%	-	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	-	8%	-	*	1%	0%	0%	1%	0%	1%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	4%	-	0%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	0%	-	4%	-	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	-	8%	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	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%	-
	EL	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%	*	-
	Male	0%	*	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	*	-	*	0%	0%	-	0%	*	-	0%	-

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

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	11	5	2	2	0	0	0	2	2		
	Female	4	2	0	2	0	0	0	0	0		
	Total	15	7	2	4	0	0	0	2	2		
<b>Out-of-School Suspensions</b>												
	Male	18	10	2	4	0	0	0	2	2		
	Female	7	2	5	0	0	0	0	0	2		
	Total	25	12	7	4	0	0	0	2	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		



		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	2	2	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		2
Out-of-School Suspensions	Male	2	0	0	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	38	11	20	5	0	0	0	2	5	5	0
	Female	32	8	20	2	0	0	0	2	11	5	0
	Total	70	19	40	7	0	0	0	4	16	10	0

Total

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	34	2	26	2	0	2	0	2	26	2
	Female	37	2	29	2	0	2	0	2	26	0
	Total	71	4	55	4	0	4	0	4	52	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	4.1	12.0%
Teachers Teaching with Emergency or Provisional Credentials	0.2	0.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	3.1%

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

### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	3%
Mathematics	5,880	1%	45	1%	*	3%
Grade 4						
Reading	6,312	2%	55	1%	5	8%
Mathematics	6,311	2%	55	1%	5	8%
Grade 5						
Reading	6,133	1%	59	1%	*	7%
Mathematics	6,131	1%	59	1%	*	7%
Science	6,133	1%	59	1%	*	7%
Grade 6						
Reading	6,038	1%	50	1%	*	5%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	*	5%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	27	6%
Reading	45,064	1%	367	1%	12	6%
Mathematics	40,350	1%	327	1%	12	6%
Science	16,337	1%	131	1%	*	7%

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

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

There is no data for this campus.

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

**Campus Name:** ANDERSON EL

**Campus ID:** 220901160

District Name: ARLINGTON 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);

[illegible]

<sup>a</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)  
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status  
c. Graduation Rate: Federal Graduation Status  
d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

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



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All	75%	68%	54%	43%	58%	*	-	*	-	-	55%	*	*	56%	57%	51%	59%	-	-	-	-	
	Students																						
	CWD	49%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	79%	72%	56%	46%	59%	*	-	*	-	-	57%	*	-	56%	59%	54%	59%	-	-	-	-	
	EL	69%	67%	57%	-	58%	*	-	*	-	-	58%	*	*	59%	57%	60%	53%	-	-	-	-	
	Male	73%	65%	51%	29%	59%	*	-	-	-	-	53%	*	*	54%	60%	51%	-	-	-	-	-	
Female	78%	72%	59%	57%	55%	*	-	*	-	-	59%	-	-	59%	53%	-	59%	-	-	-	-		
Mathematics	All	78%	72%	79%	50%	85%	*	-	*	-	-	79%	*	*	80%	86%	80%	77%	-	-	-	-	
	Students																						
	CWD	52%	44%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	81%	76%	80%	46%	87%	*	-	*	-	-	80%	*	-	80%	88%	82%	77%	-	-	-	-	
	EL	75%	75%	86%	-	85%	*	-	*	-	-	85%	*	*	88%	86%	84%	89%	-	-	-	-	
	Male	78%	72%	80%	57%	84%	*	-	-	-	-	82%	*	*	82%	84%	80%	-	-	-	-	-	
Female	78%	72%	77%	43%	86%	*	-	*	-	-	77%	-	-	77%	89%	-	77%	-	-	-	-		
Grade 4																							
Reading	All	74%	66%	49%	31%	54%	-	-	*	-	*	51%	*	22%	54%	56%	59%	37%	-	*	-	-	
	Students																						
	CWD	44%	34%	22%	*	25%	-	-	-	-	-	22%	-	22%	-	29%	17%	*	-	-	-	-	
	CWOD	78%	70%	54%	33%	61%	-	-	*	-	*	56%	*	-	54%	61%	68%	38%	-	*	-	-	
	EL	64%	64%	56%	*	54%	-	-	*	-	-	58%	*	29%	61%	56%	67%	42%	-	*	-	-	
	Male	71%	63%	59%	43%	64%	-	-	*	-	*	59%	*	17%	68%	67%	59%	-	-	*	-	-	
Female	77%	70%	37%	17%	43%	-	-	-	-	-	40%	*	*	38%	42%	-	37%	-	*	-	-		
Mathematics	All	74%	67%	54%	38%	59%	-	-	*	-	*	58%	*	44%	56%	63%	65%	41%	-	*	-	-	
	Students																						
	CWD	46%	36%	44%	*	50%	-	-	-	-	-	44%	-	44%	-	57%	50%	*	-	-	-	-	
	CWOD	78%	71%	56%	42%	61%	-	-	*	-	*	60%	*	-	56%	64%	68%	42%	-	*	-	-	
	EL	69%	69%	63%	*	61%	-	-	*	-	-	68%	*	57%	64%	63%	79%	42%	-	*	-	-	
	Male	74%	67%	65%	43%	72%	-	-	*	-	*	69%	*	50%	68%	79%	65%	-	-	*	-	-	
Female	74%	68%	41%	33%	43%	-	-	-	-	-	44%	*	*	42%	42%	-	41%	-	*	-	-		
Grade 5																							
Reading	All	86%	82%	67%	43%	73%	*	-	*	-	-	67%	67%	22%	72%	72%	59%	73%	-	*	-	-	
	Students																						
	CWD	55%	48%	22%	*	33%	-	-	-	-	-	22%	-	22%	-	20%	20%	*	-	-	-	-	
	CWOD	89%	86%	72%	50%	77%	*	-	*	-	-	72%	67%	-	72%	77%	65%	77%	-	*	-	-	
	EL	77%	76%	72%	-	72%	-	-	-	-	-	72%	*	20%	77%	72%	67%	76%	-	*	-	-	
	Male	83%	78%	59%	33%	69%	-	-	*	-	-	61%	*	20%	65%	67%	59%	-	-	-	-	-	
Female	88%	85%	73%	56%	76%	*	-	-	-	-	71%	*	*	77%	76%	-	73%	-	*	-	-		
Mathematics	All	89%	84%	77%	71%	78%	*	-	*	-	-	78%	67%	33%	82%	79%	77%	77%	-	*	-	-	
	Students																						
	CWD	68%	61%	33%	*	33%	-	-	-	-	-	33%	-	33%	-	40%	60%	*	-	-	-	-	
	CWOD	92%	87%	82%	78%	82%	*	-	*	-	-	83%	67%	-	82%	83%	79%	84%	-	*	-	-	
	EL	85%	82%	79%	-	79%	-	-	-	-	-	80%	*	40%	83%	79%	75%	82%	-	*	-	-	
	Male	88%	83%	77%	75%	77%	-	-	*	-	-	78%	*	60%	79%	75%	77%	-	-	-	-	-	
Female	90%	85%	77%	67%	78%	*	-	-	-	-	78%	*	*	84%	82%	-	77%	-	*	-	-		
Science	All	74%	65%	49%	35%	51%	*	-	*	-	-	50%	33%	11%	53%	51%	58%	42%	-	*	-	-	
	Students																						
CWD	45%	43%	11%	*	17%	-	-	-	-	-	-	11%	-	11%	-	20%	20%	*	-	-	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	
					Amer			Ind		Isl	Races	Disadv	Econ	Disadv							Care	Military
Grade 6	CWOD	77%	68%	53%	39%	54%	*	-	*	-	-	54%	33%	-	53%	54%	62%	45%	-	*	-	-
	EL	60%	55%	51%	-	51%	-	-	-	-	-	52%	*	20%	54%	51%	58%	45%	-	*	-	-
	Male	74%	65%	58%	42%	62%	-	-	*	-	-	60%	*	20%	62%	58%	58%	-	-	-	-	-
	Female	73%	64%	42%	22%	43%	*	-	-	-	-	42%	*	*	45%	45%	-	42%	-	*	-	-
	All	67%	68%	41%	56%	33%	*	-	*	-	*	44%	*	*	44%	23%	41%	42%	-	*	*	*
	Students																					
	CWD	33%	32%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	71%	72%	44%	56%	36%	*	-	*	-	*	47%	*	-	44%	25%	44%	43%	-	*	*	*
	EL	42%	49%	23%	*	20%	-	-	-	-	-	23%	*	*	25%	23%	26%	17%	-	-	*	-
	Male	62%	64%	41%	*	38%	-	-	-	-	*	42%	*	*	44%	26%	41%	-	-	*	-	-
Female	71%	72%	42%	57%	27%	*	-	*	-	-	45%	*	*	43%	17%	-	42%	-	*	*	*	
Mathematics	All	80%	82%	59%	78%	54%	*	-	*	-	*	60%	*	*	60%	45%	59%	58%	-	*	*	*
	Students																					
	CWD	50%	47%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	83%	86%	60%	78%	56%	*	-	*	-	*	62%	*	-	60%	46%	60%	61%	-	*	*	*
	EL	67%	77%	45%	*	43%	-	-	-	-	-	47%	*	*	46%	45%	47%	42%	-	-	*	-
	Male	78%	80%	59%	*	54%	-	-	-	-	*	62%	*	*	60%	47%	59%	-	-	*	-	-
	Female	81%	84%	58%	71%	53%	*	-	*	-	-	59%	*	*	61%	42%	-	58%	-	*	*	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3	Reading																					
	All	44%	37%	20%	14%	21%	*	-	*	-	-	19%	*	*	21%	21%	24%	14%	-	-	-	-
	Students																					
	CWD	26%	19%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	46%	39%	21%	15%	22%	*	-	*	-	-	20%	*	-	21%	22%	26%	14%	-	-	-	-
	EL	35%	34%	21%	-	23%	*	-	*	-	-	20%	*	*	22%	21%	28%	12%	-	-	-	-
	Male	41%	34%	24%	14%	28%	*	-	-	-	-	24%	*	*	26%	28%	24%	-	-	-	-	-
Female	47%	39%	14%	14%	10%	*	-	*	-	-	14%	-	-	14%	12%	-	14%	-	-	-	-	
Mathematics	All	48%	39%	45%	36%	45%	*	-	*	-	-	46%	*	*	45%	44%	49%	40%	-	-	-	-
	Students																					
	CWD	30%	21%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	50%	42%	45%	31%	46%	*	-	*	-	-	45%	*	-	45%	45%	49%	40%	-	-	-	-
	EL	41%	41%	44%	-	44%	*	-	*	-	-	44%	*	*	45%	44%	48%	39%	-	-	-	-
	Male	49%	41%	49%	43%	50%	*	-	-	-	-	50%	*	*	49%	48%	49%	-	-	-	-	-
	Female	46%	38%	40%	29%	38%	*	-	*	-	-	40%	-	-	40%	39%	-	40%	-	-	-	-
Grade 4	Reading																					
	All	43%	35%	15%	8%	17%	-	-	*	-	*	16%	*	0%	17%	19%	15%	15%	-	*	-	-
	Students																					
	CWD	24%	16%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	46%	38%	17%	8%	21%	-	-	*	-	*	19%	*	-	17%	22%	18%	17%	-	*	-	-
	EL	30%	30%	19%	*	20%	-	-	*	-	-	20%	*	0%	22%	19%	17%	21%	-	*	-	-
	Male	41%	33%	15%	14%	16%	-	-	*	-	*	16%	*	0%	18%	17%	15%	-	-	*	-	-
Female	46%	38%	15%	0%	19%	-	-	-	-	-	16%	*	*	17%	21%	-	15%	-	*	-	-	
Mathematics	All	46%	39%	34%	23%	37%	-	-	*	-	*	37%	*	0%	40%	40%	41%	26%	-	*	-	-
	Students																					
	CWD	27%	21%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	49%	41%	40%	25%	45%	-	-	*	-	*	44%	*	-	40%	47%	50%	29%	-	*	-	-
	EL	39%	39%	40%	*	39%	-	-	*	-	-	43%	*	0%	47%	40%	50%	26%	-	*	-	-
	Male	48%	40%	41%	29%	44%	-	-	*	-	*	44%	*	0%	50%	50%	41%	-	-	*	-	-

		State	District	Campus	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
Female		45%	38%	26%	17%	29%	-	-	-	-	-	28%	*	*	29%	26%	-	26%	-	*	-	-
Grade 5 Reading	All	53%	46%	34%	19%	37%	*	-	*	-	-	32%	67%	11%	37%	37%	23%	44%	-	*	-	-
	Students																					
	CWD	27%	23%	11%	*	17%	-	-	-	-	-	11%	-	11%	-	20%	20%	*	-	-	-	-
	CWOD	56%	49%	37%	22%	39%	*	-	*	-	-	35%	67%	-	37%	38%	24%	48%	-	*	-	-
	EL	36%	35%	37%	-	37%	-	-	-	-	-	35%	*	20%	38%	37%	29%	42%	-	*	-	-
	Male	50%	42%	23%	8%	27%	-	-	*	-	-	22%	*	20%	24%	29%	23%	-	-	-	-	-
	Female	56%	51%	44%	33%	43%	*	-	-	-	-	40%	*	*	48%	42%	-	44%	-	*	-	-
Mathematics	All	57%	47%	41%	19%	48%	*	-	*	-	-	43%	17%	11%	45%	47%	33%	48%	-	*	-	-
	Students																					
	CWD	31%	28%	11%	*	17%	-	-	-	-	-	11%	-	11%	-	20%	20%	*	-	-	-	-
	CWOD	60%	49%	45%	22%	51%	*	-	*	-	-	47%	17%	-	45%	50%	35%	52%	-	*	-	-
	EL	46%	41%	47%	-	47%	-	-	-	-	-	50%	*	20%	50%	47%	33%	58%	-	*	-	-
	Male	56%	47%	33%	17%	38%	-	-	*	-	-	36%	*	20%	35%	33%	33%	-	-	-	-	-
	Female	57%	47%	48%	22%	54%	*	-	-	-	-	49%	*	*	52%	58%	-	48%	-	*	-	-
Science	All	48%	38%	17%	10%	16%	*	-	*	-	-	18%	17%	0%	19%	16%	11%	23%	-	*	-	-
	Students																					
	CWD	27%	27%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	50%	39%	19%	11%	18%	*	-	*	-	-	19%	17%	-	19%	17%	12%	25%	-	*	-	-
	EL	31%	26%	16%	-	16%	-	-	-	-	-	17%	*	0%	17%	16%	8%	21%	-	*	-	-
	Male	50%	40%	11%	8%	8%	-	-	*	-	-	11%	*	0%	12%	8%	11%	-	-	-	-	-
	Female	45%	37%	23%	11%	22%	*	-	-	-	-	22%	*	*	25%	21%	-	23%	-	*	-	-
Grade 6 Reading	All	36%	37%	18%	44%	8%	*	-	*	-	*	19%	*	*	19%	3%	11%	25%	-	*	*	*
	Students																					
	CWD	19%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	38%	40%	19%	44%	8%	*	-	*	-	*	20%	*	-	19%	4%	12%	26%	-	*	*	*
	EL	14%	17%	3%	*	0%	-	-	-	-	-	3%	*	*	4%	3%	0%	8%	-	-	*	-
	Male	33%	33%	11%	*	4%	-	-	-	-	*	12%	*	*	12%	0%	11%	-	-	*	-	-
	Female	40%	42%	25%	43%	13%	*	-	*	-	-	27%	*	*	26%	8%	-	25%	-	*	*	*
Mathematics	All	46%	49%	31%	56%	26%	*	-	*	-	*	33%	*	*	31%	16%	26%	38%	-	*	*	*
	Students																					
	CWD	23%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	48%	52%	31%	56%	25%	*	-	*	-	*	33%	*	-	31%	14%	24%	39%	-	*	*	*
	EL	27%	35%	16%	*	17%	-	-	-	-	-	17%	*	*	14%	16%	21%	8%	-	-	*	-
	Male	45%	48%	26%	*	25%	-	-	-	-	*	27%	*	*	24%	21%	26%	-	-	*	-	-
	Female	46%	50%	38%	57%	27%	*	-	*	-	-	41%	*	*	39%	8%	-	38%	-	*	*	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	9%	7%	10%	*	-	*	-	-	9%	*	*	9%	12%	12%	3%	-	-	-	-
	Students																					
	CWD	10%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	29%	23%	9%	8%	10%	*	-	*	-	-	9%	*	-	9%	12%	13%	3%	-	-	-	-
	EL	19%	20%	12%	-	13%	*	-	*	-	-	13%	*	*	12%	12%	16%	6%	-	-	-	-
	Male	24%	19%	12%	14%	13%	*	-	-	-	-	13%	*	*	13%	16%	12%	-	-	-	-	-
	Female	29%	24%	3%	0%	5%	*	-	*	-	-	3%	-	-	3%	6%	-	3%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	18%	21%	17%	*	-	*	-	-	19%	*	*	17%	14%	22%	13%	-	-	-	-
	Students																					
	CWD	12%	8%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	25%	19%	17%	15%	17%	*	-	*	-	-	18%	*	-	17%	14%	21%	13%	-	-	-	-
	EL	18%	20%	14%	-	15%	*	-	*	-	-	15%	*	*	14%	14%	20%	6%	-	-	-	-
	Male	26%	20%	22%	29%	22%	*	-	-	-	-	24%	*	*	21%	20%	22%	-	-	-	-	-
	Female	22%	16%	13%	14%	10%	*	-	*	-	-	13%	-	-	13%	6%	-	13%	-	-	-	-
Grade 4 Reading	All	21%	17%	8%	8%	9%	-	-	*	-	*	9%	*	0%	10%	9%	9%	7%	-	*	-	-
	Students																					
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	23%	18%	10%	8%	11%	-	-	*	-	*	10%	*	-	10%	11%	11%	8%	-	*	-	-
	EL	12%	13%	9%	*	10%	-	-	*	-	-	10%	*	0%	11%	9%	8%	11%	-	*	-	-
	Male	20%	15%	9%	14%	8%	-	-	*	-	*	9%	*	0%	11%	8%	9%	-	-	*	-	-
	Female	23%	18%	7%	0%	10%	-	-	-	-	-	8%	*	*	8%	11%	-	7%	-	*	-	-
Mathematics	All	27%	22%	23%	15%	24%	-	-	*	-	*	25%	*	0%	27%	28%	29%	15%	-	*	-	-
	Students																					
	CWD	13%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	23%	27%	17%	29%	-	-	*	-	*	29%	*	-	27%	33%	36%	17%	-	*	-	-
	EL	20%	22%	28%	*	27%	-	-	*	-	-	30%	*	0%	33%	28%	38%	16%	-	*	-	-
	Male	29%	23%	29%	14%	32%	-	-	*	-	*	31%	*	0%	36%	38%	29%	-	-	*	-	-
	Female	25%	20%	15%	17%	14%	-	-	-	-	-	16%	*	*	17%	16%	-	15%	-	*	-	-
Grade 5 Reading	All	29%	24%	15%	5%	16%	*	-	*	-	-	16%	0%	0%	17%	18%	8%	21%	-	*	-	-
	Students																					
	CWD	9%	8%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	31%	26%	17%	6%	18%	*	-	*	-	-	18%	0%	-	17%	19%	9%	23%	-	*	-	-
	EL	14%	13%	18%	-	18%	-	-	-	-	-	19%	*	0%	19%	18%	8%	24%	-	*	-	-
	Male	26%	21%	8%	0%	8%	-	-	*	-	-	8%	*	0%	9%	8%	8%	-	-	-	-	-
	Female	31%	27%	21%	11%	22%	*	-	-	-	-	22%	*	*	23%	24%	-	21%	-	*	-	-
Mathematics	All	36%	27%	16%	5%	17%	*	-	*	-	-	17%	0%	0%	18%	14%	10%	21%	-	*	-	-
	Students																					
	CWD	14%	12%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	38%	28%	18%	6%	19%	*	-	*	-	-	19%	0%	-	18%	15%	12%	23%	-	*	-	-
	EL	24%	20%	14%	-	14%	-	-	-	-	-	15%	*	0%	15%	14%	0%	24%	-	*	-	-
	Male	36%	28%	10%	8%	8%	-	-	*	-	-	11%	*	0%	12%	0%	10%	-	-	-	-	-
	Female	35%	26%	21%	0%	24%	*	-	-	-	-	22%	*	*	23%	24%	-	21%	-	*	-	-
Science	All	23%	17%	2%	0%	0%	*	-	*	-	-	3%	0%	0%	3%	0%	3%	2%	-	*	-	-
	Students																					
	CWD	11%	9%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	18%	3%	0%	0%	*	-	*	-	-	3%	0%	-	3%	0%	3%	2%	-	*	-	-
	EL	11%	9%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	25%	19%	3%	0%	0%	-	-	*	-	-	3%	*	0%	3%	0%	3%	-	-	-	-	-
	Female	21%	15%	2%	0%	0%	*	-	-	-	-	2%	*	*	2%	0%	-	2%	-	*	-	-
Grade 6 Reading	All	17%	18%	6%	22%	0%	*	-	*	-	*	6%	*	*	6%	0%	4%	8%	-	*	*	*
	Students																					
	CWD	6%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	18%	19%	6%	22%	0%	*	-	*	-	*	7%	*	-	6%	0%	4%	9%	-	*	*	*
	EL	4%	5%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	*	-
	Male	14%	15%	4%	*	0%	-	-	-	-	*	4%	*	*	4%	0%	4%	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	8%	14%	0%	*	-	*	-	-	9%	*	*	9%	0%	-	8%	-	*	*	*
Mathematics	All	20%	24%	12%	44%	3%	*	-	*	-	*	13%	*	*	13%	0%	4%	21%	-	*	*	*
	Students																					
	CWD	9%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	22%	26%	13%	44%	3%	*	-	*	-	*	13%	*	-	13%	0%	4%	22%	-	*	*	*
	EL	8%	12%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	*	-
	Male	20%	24%	4%	*	0%	-	-	-	-	*	4%	*	*	4%	0%	4%	-	-	*	-	-
	Female	20%	23%	21%	43%	7%	*	-	*	-	-	23%	*	*	22%	0%	-	21%	-	*	*	*

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	60%	49%	62%	79%	-	100%	-	*	61%	39%	26%	63%	61%	62%	58%	-	69%	*	*
	Students																					
	CWD	46%	38%	26%	15%	29%	-	-	-	-	-	26%	-	26%	-	30%	32%	15%	-	-	-	-
	CWOD	81%	77%	63%	52%	65%	79%	-	100%	-	*	65%	39%	-	63%	65%	65%	61%	-	69%	*	*
	EL	62%	63%	61%	*	61%	*	-	*	-	-	62%	43%	30%	65%	61%	64%	59%	-	80%	*	-
	Male	74%	70%	62%	49%	65%	*	-	100%	-	*	64%	38%	32%	65%	64%	62%	-	-	*	-	-
	Female	80%	76%	58%	48%	59%	90%	-	*	-	-	59%	41%	15%	61%	59%	-	58%	-	67%	*	*
Reading	All	73%	69%	55%	42%	57%	67%	-	*	-	*	56%	38%	17%	58%	55%	53%	56%	-	67%	*	*
	Students																					
	CWD	39%	30%	17%	0%	22%	-	-	-	-	-	17%	-	17%	-	19%	13%	25%	-	-	-	-
	CWOD	78%	73%	58%	46%	60%	67%	-	*	-	*	60%	38%	-	58%	59%	58%	58%	-	67%	*	*
	EL	54%	55%	55%	*	55%	*	-	*	-	-	56%	44%	19%	59%	55%	57%	54%	-	*	*	-
	Male	69%	64%	53%	36%	58%	*	-	*	-	*	55%	33%	13%	58%	57%	53%	-	-	*	-	-
	Female	78%	74%	56%	48%	56%	*	-	*	-	-	57%	43%	25%	58%	54%	-	56%	-	*	*	*
Mathematics	All	81%	77%	69%	60%	71%	83%	-	*	-	*	70%	44%	39%	72%	71%	72%	66%	-	67%	*	*
	Students																					
	CWD	53%	44%	39%	40%	39%	-	-	-	-	-	39%	-	39%	-	44%	53%	13%	-	-	-	-
	CWOD	84%	81%	72%	62%	74%	83%	-	*	-	*	74%	44%	-	72%	73%	74%	69%	-	67%	*	*
	EL	72%	74%	71%	*	70%	*	-	*	-	-	72%	44%	44%	73%	71%	73%	68%	-	*	*	-
	Male	79%	75%	72%	64%	73%	*	-	*	-	*	73%	44%	53%	74%	73%	72%	-	-	*	-	-
	Female	82%	79%	66%	55%	68%	*	-	*	-	-	67%	43%	13%	69%	68%	-	66%	-	*	*	*
Science	All	80%	75%	49%	35%	51%	*	-	*	-	-	50%	33%	11%	53%	51%	58%	42%	-	*	-	-
	Students																					
	CWD	51%	44%	11%	*	17%	-	-	-	-	-	11%	-	11%	-	20%	20%	*	-	-	-	-
	CWOD	84%	79%	53%	39%	54%	*	-	*	-	-	54%	33%	-	53%	54%	62%	45%	-	*	-	-
	EL	61%	60%	51%	-	51%	-	-	-	-	-	52%	*	20%	54%	51%	58%	45%	-	*	-	-
	Male	79%	74%	58%	42%	62%	-	-	*	-	-	60%	*	20%	62%	58%	58%	-	-	-	-	-
	Female	81%	77%	42%	22%	43%	*	-	-	-	-	42%	*	*	45%	45%	-	42%	-	*	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	29%	22%	29%	57%	-	78%	-	*	30%	21%	7%	31%	29%	27%	32%	-	23%	*	*
	Students																					
	CWD	24%	18%	7%	8%	7%	-	-	-	-	-	7%	-	7%	-	8%	12%	0%	-	-	-	-
	CWOD	52%	47%	31%	24%	32%	57%	-	78%	-	*	32%	21%	-	31%	31%	28%	34%	-	23%	*	*
	EL	29%	29%	29%	*	29%	*	-	*	-	-	29%	19%	8%	31%	29%	27%	31%	-	20%	*	-
	Male	47%	41%	27%	19%	28%	*	-	80%	-	*	27%	14%	12%	28%	27%	27%	-	-	*	-	-
	Female	52%	47%	32%	25%	31%	70%	-	*	-	-	32%	29%	0%	34%	31%	-	32%	-	33%	*	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	23%	19%	23%	50%	-	*	-	*	23%	31%	4%	25%	23%	19%	27%	-	17%	*	*
Reading	All	47%	42%	23%	19%	23%	50%	-	*	-	*	23%	31%	4%	25%	23%	19%	27%	-	17%	*	*
	Students																					
	CWD	21%	15%	4%	0%	6%	-	-	-	-	-	4%	-	4%	-	6%	7%	0%	-	-	-	-
	CWOD	50%	45%	25%	21%	24%	50%	-	*	-	*	24%	31%	-	25%	24%	21%	29%	-	17%	*	*
	EL	23%	24%	23%	*	23%	*	-	*	-	-	22%	33%	6%	24%	23%	20%	26%	-	*	*	-
	Male	43%	37%	19%	14%	20%	*	-	*	-	*	19%	22%	7%	21%	20%	19%	-	-	*	-	-
	Female	51%	47%	27%	24%	26%	*	-	*	-	-	26%	43%	0%	29%	26%	-	27%	-	*	*	*
Mathematics	All	51%	45%	39%	30%	40%	50%	-	*	-	*	41%	13%	13%	41%	39%	38%	40%	-	33%	*	*
	Students																					
	CWD	26%	21%	13%	20%	11%	-	-	-	-	-	13%	-	13%	-	13%	20%	0%	-	-	-	-
	CWOD	54%	49%	41%	31%	43%	50%	-	*	-	*	43%	13%	-	41%	42%	40%	42%	-	33%	*	*
	EL	37%	37%	39%	*	39%	*	-	*	-	-	41%	11%	13%	42%	39%	39%	39%	-	*	*	-
	Male	50%	44%	38%	29%	40%	*	-	*	-	*	40%	11%	20%	40%	39%	38%	-	-	*	-	-
	Female	51%	47%	40%	31%	40%	*	-	*	-	-	41%	14%	0%	42%	39%	-	40%	-	*	*	*
Science	All	53%	47%	17%	10%	16%	*	-	*	-	-	18%	17%	0%	19%	16%	11%	23%	-	*	-	-
	Students																					
	CWD	25%	20%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	56%	50%	19%	11%	18%	*	-	*	-	-	19%	17%	-	19%	17%	12%	25%	-	*	-	-
	EL	26%	25%	16%	-	16%	-	-	-	-	-	17%	*	0%	17%	16%	8%	21%	-	*	-	-
	Male	53%	46%	11%	8%	8%	-	-	*	-	-	11%	*	0%	12%	8%	11%	-	-	-	-	-
	Female	53%	48%	23%	11%	22%	*	-	-	-	-	22%	*	*	25%	21%	-	23%	-	*	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	12%	11%	11%	29%	-	67%	-	*	13%	0%	2%	13%	11%	12%	13%	-	0%	*	*
	Students																					
	CWD	8%	6%	2%	8%	0%	-	-	-	-	-	2%	-	2%	-	0%	3%	0%	-	-	-	-
	CWOD	25%	21%	13%	11%	12%	29%	-	67%	-	*	14%	0%	-	13%	12%	13%	14%	-	0%	*	*
	EL	11%	11%	11%	*	11%	*	-	*	-	-	12%	0%	0%	12%	11%	11%	12%	-	0%	*	-
	Male	22%	18%	12%	12%	10%	*	-	80%	-	*	12%	0%	3%	13%	11%	12%	-	-	*	-	-
	Female	24%	21%	13%	10%	12%	40%	-	*	-	-	14%	0%	0%	14%	12%	-	13%	-	0%	*	*
Reading	All	20%	17%	10%	9%	10%	17%	-	*	-	*	11%	0%	0%	11%	11%	9%	12%	-	0%	*	*
	Students																					
	CWD	7%	5%	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	19%	11%	10%	10%	17%	-	*	-	*	12%	0%	-	11%	12%	10%	13%	-	0%	*	*
	EL	8%	8%	11%	*	11%	*	-	*	-	-	12%	0%	0%	12%	11%	9%	14%	-	*	*	-
	Male	17%	14%	9%	11%	7%	*	-	*	-	*	9%	0%	0%	10%	9%	9%	-	-	*	-	-
	Female	23%	20%	12%	7%	12%	*	-	*	-	-	12%	0%	0%	13%	14%	-	12%	-	*	*	*
Mathematics	All	26%	22%	17%	18%	16%	33%	-	*	-	*	19%	0%	4%	19%	15%	17%	18%	-	0%	*	*
	Students																					
	CWD	11%	6%	4%	20%	0%	-	-	-	-	-	4%	-	4%	-	0%	7%	0%	-	-	-	-
	CWOD	28%	24%	19%	17%	17%	33%	-	*	-	*	20%	0%	-	19%	16%	18%	19%	-	0%	*	*
	EL	16%	16%	15%	*	15%	*	-	*	-	-	16%	0%	0%	16%	15%	15%	15%	-	*	*	-
	Male	25%	22%	17%	18%	16%	*	-	*	-	*	18%	0%	7%	18%	15%	17%	-	-	*	-	-
	Female	26%	22%	18%	17%	16%	*	-	*	-	-	19%	0%	0%	19%	15%	-	18%	-	*	*	*
Science	All	24%	20%	2%	0%	0%	*	-	*	-	-	3%	0%	0%	3%	0%	3%	2%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	26%	22%	3%	0%	0%	*	-	*	-	-	3%	0%	-	3%	0%	3%	2%	-	*	-	-
	EL	7%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	25%	21%	3%	0%	0%	-	-	*	-	-	3%	*	0%	3%	0%	3%	-	-	-	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	2%	0%	0%	*	-	-	-	-	2%	*	*	2%	0%	-	2%	-	*	-	-

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	68	68	*	-	*	-	*	68	56	71
CWD	56	*	42	-	-	-	-	-	56	56	40
CWOD	69	64	71	*	-	*	-	*	70	-	75
EL	71	*	71	-	-	*	-	-	72	40	71
Male	66	72	64	-	-	*	-	*	65	50	70
Female	69	64	71	*	-	*	-	-	71	67	72
<b>Mathematics</b>											
All Students	78	85	76	*	-	*	-	*	79	70	77
CWD	70	*	63	-	-	-	-	-	70	70	64
CWOD	79	83	78	*	-	*	-	*	80	-	79
EL	77	*	77	-	-	*	-	-	78	64	77
Male	78	78	77	-	-	*	-	*	79	92	79
Female	77	90	75	*	-	*	-	-	79	38	76

#### Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	314	31	10%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	27	34	55	-	82	-	*	35	12	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
Participation Rate		Campus	American			Indian		Islander	More	Disadv	Econ	CWD	CWOD				
									Races		Disadv						
All Subjects	All	100%	99%	100%	100%	-	100%	-	*	100%	100%	98%	100%	100%	100%	100%	-
	Students																
	CWD	98%	92%	100%	-	-	-	-	-	98%	-	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	*	-	100%	-	*	100%	100%	97%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All	99%	95%	100%	*	-	*	-	-	99%	100%	89%	100%	100%	97%	100%	-
	Students																
	CWD	89%	*	100%	-	-	-	-	-	89%	-	89%	-	100%	80%	*	-
	CWOD	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	97%	92%	100%	-	-	*	-	-	97%	*	80%	100%	100%	97%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	*	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	1%	0%	0%	-	0%	-	*	0%	0%	2%	0%	0%	0%	0%	-
	Students																
	CWD	2%	8%	0%	-	-	-	-	-	2%	-	2%	-	0%	3%	0%	-
	CWOD	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%	3%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	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%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	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%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	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%	-
Science	All Students	1%	5%	0%	*	-	*	-	-	1%	0%	11%	0%	0%	3%	0%	-
	CWD	11%	*	0%	-	-	-	-	-	11%	-	11%	-	0%	20%	*	-
	CWOD	0%	0%	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	3%	8%	0%	-	-	*	-	-	3%	*	20%	0%	0%	3%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-

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

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	12	8	2	2	0	0	0	0	2		
	Female	2	2	0	0	0	0	0	0	0		
	Total	14	10	2	2	0	0	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	8	2	4	2	0	0	0	0	4		
	Female	0	0	0	0	0	0	0	0	0		
	Total	8	2	4	2	0	0	0	0	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	2	0	2	0	0	0	0	0	2		0
	Female	2	0	0	0	0	0	2	0	2		0
	Total	4	0	2	0	0	0	2	0	4		0
Out-of-School Suspensions	Male	4	2	2	0	0	0	0	0	2		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	2	0	0	0	0	0	2		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	66	8	56	2	0	0	0	0	44	8	0
	Female	61	8	47	2	0	2	0	2	35	2	0
	Total	127	16	103	4	0	2	0	2	79	10	0

Total

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	41	5	32	2	0	2	0	0	29	0
	Female	52	8	38	2	0	2	0	2	38	0
	Total	93	13	70	4	0	4	0	2	67	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	14.8	35.9%
Teachers Teaching with Emergency or Provisional Credentials	1.8	4.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.2	3.1%

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

### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

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



<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** ARLINGTON COLLEGE AND CAREER H S

**Campus ID:** 220901014

**District Name:** ARLINGTON 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate^</b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii)(II): Graduation Rate**

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

There is no data for this campus.

**Part (iv): English Language Proficiency**

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

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)

There is no data for this campus.

**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)

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

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

There is no data for this campus.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
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	.

**All School**  
**Number      Percent**

'-' 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..

There is no data for this campus.

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

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

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

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

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

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

\*\* Indicates reporting standards not met.

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

### 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:** ARLINGTON COLLEGIATE H S

**Campus ID:** 220901011

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
End of Course																							
English I	All	66%	59%	99%	100%	100%	*	*	*	-	-	100%	88%	-	99%	100%	100%	99%	-	*	-	-	
	Students																						
	CWD	27%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	71%	65%	99%	100%	100%	*	*	*	-	-	100%	88%	-	99%	100%	100%	99%	-	*	-	-	
	EL	34%	35%	100%	-	100%	*	*	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-	
	Male	60%	52%	100%	100%	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	-	-	*	-	-	
Female	73%	68%	99%	100%	100%	*	*	*	-	-	100%	*	-	99%	100%	-	99%	-	*	-	-		
English II	All	67%	62%	98%	100%	99%	100%	*	100%	*	*	98%	100%	-	98%	83%	97%	99%	-	-	-	-	
	Students																						
	CWD	27%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	72%	67%	98%	100%	99%	100%	*	100%	*	*	98%	100%	-	98%	83%	97%	99%	-	-	-	-	
	EL	30%	32%	83%	-	100%	-	*	-	-	-	80%	*	-	83%	83%	*	80%	-	-	-	-	
	Male	62%	55%	97%	*	96%	*	-	*	*	*	96%	100%	-	97%	*	97%	-	-	-	-	-	
Female	73%	69%	99%	*	100%	*	*	*	-	*	98%	100%	-	99%	80%	-	99%	-	-	-	-		
Algebra I	All	83%	80%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-	
	Students																						
	CWD	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	87%	85%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-	
	EL	73%	73%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-	
	Male	79%	76%	100%	100%	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-	-	-	-	
Female	88%	85%	100%	100%	100%	*	-	*	-	-	100%	*	-	100%	*	-	100%	-	*	-	-		
Biology	All	87%	84%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-	
	Students																						
	CWD	60%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	90%	88%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-	
	EL	68%	69%	100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-	
	Male	84%	81%	100%	100%	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	-	-	*	-	-	
Female	90%	88%	100%	100%	100%	*	-	*	-	-	100%	*	-	100%	100%	-	100%	-	*	-	-		
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All	48%	42%	95%	100%	95%	*	*	*	-	-	95%	88%	-	95%	83%	91%	97%	-	*	-	-	
	Students																						
	CWD	15%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	53%	46%	95%	100%	95%	*	*	*	-	-	95%	88%	-	95%	83%	91%	97%	-	*	-	-	
	EL	14%	14%	83%	-	85%	*	*	*	-	-	83%	*	-	83%	83%	73%	92%	-	-	-	-	
	Male	42%	34%	91%	100%	91%	-	-	*	-	-	90%	*	-	91%	73%	91%	-	-	*	-	-	
Female	56%	51%	97%	100%	98%	*	*	*	-	-	98%	*	-	97%	92%	-	97%	-	*	-	-		
English II	All	48%	45%	91%	100%	91%	80%	*	100%	*	*	90%	100%	-	91%	50%	91%	91%	-	-	-	-	
	Students																						
	CWD	16%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	52%	49%	91%	100%	91%	80%	*	100%	*	*	90%	100%	-	91%	50%	91%	91%	-	-	-	-	
	EL	11%	15%	50%	-	60%	-	*	-	-	-	40%	*	-	50%	50%	*	40%	-	-	-	-	
	Male	42%	38%	91%	*	88%	*	-	*	*	*	89%	100%	-	91%	*	91%	-	-	-	-	-	
Female	55%	53%	91%	*	93%	*	*	*	-	*	90%	100%	-	91%	40%	-	91%	-	-	-	-		
Algebra I	All	59%	56%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-	

		State	District	Campus	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
	CWD	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	61%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	40%	41%	<b>100%</b>	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	53%	50%	<b>100%</b>	100%	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-	-	-	-
	Female	65%	62%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	*	-	100%	*	-	100%	-	*	-	-
Biology	All	60%	56%	<b>96%</b>	95%	97%	*	-	*	-	-	96%	88%	-	96%	87%	98%	94%	-	*	-	-
	Students																					
	CWD	24%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	62%	<b>96%</b>	95%	97%	*	-	*	-	-	96%	88%	-	96%	87%	98%	94%	-	*	-	-
	EL	24%	28%	<b>87%</b>	-	90%	*	-	*	-	-	86%	*	-	87%	87%	91%	83%	-	-	-	-
	Male	58%	52%	<b>98%</b>	100%	100%	-	-	*	-	-	98%	*	-	98%	91%	98%	-	-	*	-	-
	Female	62%	61%	<b>94%</b>	91%	94%	*	-	*	-	-	95%	*	-	94%	83%	-	94%	-	*	-	-

**STAAR Percent at Masters Grade Level****End of Course**

English I	All	10%	9%	<b>29%</b>	26%	30%	*	*	*	-	-	29%	25%	-	29%	4%	28%	29%	-	*	-	-
	Students																					
	CWD	3%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	10%	<b>29%</b>	26%	30%	*	*	*	-	-	29%	25%	-	29%	4%	28%	29%	-	*	-	-
	EL	1%	1%	<b>4%</b>	-	5%	*	*	*	-	-	0%	*	-	4%	4%	0%	8%	-	-	-	-
	Male	7%	6%	<b>28%</b>	13%	31%	-	-	*	-	-	31%	*	-	28%	0%	28%	-	-	*	-	-
	Female	14%	13%	<b>29%</b>	36%	28%	*	*	*	-	-	28%	*	-	29%	8%	-	29%	-	*	-	-
English II	All	8%	7%	<b>13%</b>	17%	11%	40%	*	14%	*	*	13%	14%	-	13%	0%	11%	13%	-	-	-	-
	Students																					
	CWD	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	8%	7%	<b>13%</b>	17%	11%	40%	*	14%	*	*	13%	14%	-	13%	0%	11%	13%	-	-	-	-
	EL	0%	0%	<b>0%</b>	-	0%	-	*	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	6%	4%	<b>11%</b>	*	12%	*	-	*	*	*	14%	0%	-	11%	*	11%	-	-	-	-	-
	Female	10%	9%	<b>13%</b>	*	11%	*	*	*	-	*	12%	29%	-	13%	0%	-	13%	-	-	-	-
Algebra I	All	36%	33%	<b>91%</b>	91%	90%	*	-	*	-	-	95%	71%	-	91%	100%	95%	88%	-	*	-	-
	Students																					
	CWD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	37%	<b>91%</b>	91%	90%	*	-	*	-	-	95%	71%	-	91%	100%	95%	88%	-	*	-	-
	EL	19%	18%	<b>100%</b>	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	31%	28%	<b>95%</b>	83%	100%	-	-	-	-	-	100%	*	-	95%	100%	95%	-	-	-	-	-
	Female	40%	38%	<b>88%</b>	100%	81%	*	-	*	-	-	90%	*	-	88%	*	-	88%	-	*	-	-
Biology	All	24%	22%	<b>40%</b>	32%	42%	*	-	*	-	-	42%	13%	-	40%	22%	57%	29%	-	*	-	-
	Students																					
	CWD	6%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	25%	<b>40%</b>	32%	42%	*	-	*	-	-	42%	13%	-	40%	22%	57%	29%	-	*	-	-
	EL	4%	4%	<b>22%</b>	-	20%	*	-	*	-	-	23%	*	-	22%	22%	45%	0%	-	-	-	-
	Male	24%	21%	<b>57%</b>	38%	60%	-	-	*	-	-	62%	*	-	57%	45%	57%	-	-	*	-	-
	Female	25%	24%	<b>29%</b>	27%	30%	*	-	*	-	-	30%	*	-	29%	0%	-	29%	-	*	-	-

**STAAR Percent at Approaches Grade Level or Above****All Grades**

All Subjects	All	77%	73%	<b>99%</b>	100%	100%	92%	*	100%	*	*	99%	97%	-	99%	98%	99%	99%	-	100%	-	-
	Students																					
	CWD	46%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	77%	<b>99%</b>	100%	100%	92%	*	100%	*	*	99%	97%	-	99%	98%	99%	99%	-	100%	-	-

		State	District	Campus	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
	EL	62%	63%	<b>98%</b>	-	100%	*	*	*	-	-	98%	*	-	98%	98%	100%	97%	-	-	-	-
	Male	74%	70%	<b>99%</b>	100%	99%	*	-	100%	*	*	99%	100%	-	99%	100%	99%	-	-	*	-	-
	Female	80%	76%	<b>99%</b>	100%	100%	91%	*	100%	-	*	100%	94%	-	99%	97%	-	99%	-	*	-	-
Reading	All	73%	69%	<b>99%</b>	100%	99%	88%	*	100%	*	*	99%	95%	-	99%	97%	99%	99%	-	*	-	-
	Students																					
	CWD	39%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	73%	<b>99%</b>	100%	99%	88%	*	100%	*	*	99%	95%	-	99%	97%	99%	99%	-	*	-	-
	EL	54%	55%	<b>97%</b>	-	100%	*	*	*	-	-	96%	*	-	97%	97%	100%	94%	-	-	-	-
	Male	69%	64%	<b>99%</b>	100%	98%	*	-	100%	*	*	99%	100%	-	99%	100%	99%	-	-	*	-	-
	Female	78%	74%	<b>99%</b>	100%	100%	83%	*	100%	-	*	99%	91%	-	99%	94%	-	99%	-	*	-	-
Mathematics	All	81%	77%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	Students																					
	CWD	53%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	84%	81%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	72%	74%	<b>100%</b>	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	79%	75%	<b>100%</b>	100%	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-	-	-	-
	Female	82%	79%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	*	-	100%	*	-	100%	-	*	-	-
Science	All	80%	75%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	Students																					
	CWD	51%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	84%	79%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	61%	60%	<b>100%</b>	-	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	79%	74%	<b>100%</b>	100%	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	-	-	*	-	-
	Female	81%	77%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	*	-	100%	100%	-	100%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All	49%	44%	<b>95%</b>	98%	95%	85%	*	88%	*	*	95%	95%	-	95%	84%	95%	95%	-	100%	-	-
	Students																					
	CWD	24%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	52%	47%	<b>95%</b>	98%	95%	85%	*	88%	*	*	95%	95%	-	95%	84%	95%	95%	-	100%	-	-
	EL	29%	29%	<b>84%</b>	-	87%	*	*	*	-	-	83%	*	-	84%	84%	86%	82%	-	-	-	-
	Male	47%	41%	<b>95%</b>	100%	94%	*	-	78%	*	*	94%	100%	-	95%	86%	95%	-	-	*	-	-
	Female	52%	47%	<b>95%</b>	97%	95%	82%	*	100%	-	*	95%	89%	-	95%	82%	-	95%	-	*	-	-
Reading	All	47%	42%	<b>93%</b>	100%	93%	75%	*	91%	*	*	93%	95%	-	93%	77%	91%	94%	-	*	-	-
	Students																					
	CWD	21%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	45%	<b>93%</b>	100%	93%	75%	*	91%	*	*	93%	95%	-	93%	77%	91%	94%	-	*	-	-
	EL	23%	24%	<b>77%</b>	-	80%	*	*	*	-	-	75%	*	-	77%	77%	75%	78%	-	-	-	-
	Male	43%	37%	<b>91%</b>	100%	90%	*	-	83%	*	*	90%	100%	-	91%	75%	91%	-	-	*	-	-
	Female	51%	47%	<b>94%</b>	100%	95%	67%	*	100%	-	*	94%	91%	-	94%	78%	-	94%	-	*	-	-
Mathematics	All	51%	45%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	Students																					
	CWD	26%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	54%	49%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	37%	37%	<b>100%</b>	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	50%	44%	<b>100%</b>	100%	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-	-	-	-
	Female	51%	47%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	*	-	100%	*	-	100%	-	*	-	-
Science	All	53%	47%	<b>96%</b>	95%	97%	*	-	*	-	-	96%	88%	-	96%	87%	98%	94%	-	*	-	-
	Students																					

	State	District	Campus	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
CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	56%	50%	<b>96%</b>	95%	97%	*	-	*	-	-	96%	88%	-	96%	87%	98%	94%	-	*	-	-
EL	26%	25%	<b>87%</b>	-	90%	*	-	*	-	-	86%	*	-	87%	87%	91%	83%	-	-	-	-
Male	53%	46%	<b>98%</b>	100%	100%	-	-	*	-	-	98%	*	-	98%	91%	98%	-	-	*	-	-
Female	53%	48%	<b>94%</b>	91%	94%	*	-	*	-	-	95%	*	-	94%	83%	-	94%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	35%	40%	35%	31%	*	44%	*	*	36%	27%	-	35%	25%	42%	31%	-	80%	-	-
	Students																					
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	21%	35%	40%	35%	31%	*	44%	*	*	36%	27%	-	35%	25%	42%	31%	-	80%	-	-
	EL	11%	11%	25%	-	27%	*	*	*	-	-	24%	*	-	25%	25%	38%	15%	-	-	-	-
	Male	22%	18%	42%	36%	45%	*	-	33%	*	*	46%	16%	-	42%	38%	42%	-	-	*	-	-
	Female	24%	21%	31%	43%	28%	27%	*	57%	-	*	30%	39%	-	31%	15%	-	31%	-	*	-	-
Reading	All	20%	17%	21%	24%	21%	25%	*	27%	*	*	22%	18%	-	21%	3%	21%	21%	-	*	-	-
	Students																					
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	19%	21%	24%	21%	25%	*	27%	*	*	22%	18%	-	21%	3%	21%	21%	-	*	-	-
	EL	8%	8%	3%	-	4%	*	*	*	-	-	0%	*	-	3%	3%	0%	6%	-	-	-	-
	Male	17%	14%	21%	9%	23%	*	-	17%	*	*	24%	0%	-	21%	0%	21%	-	-	*	-	-
	Female	23%	20%	21%	36%	19%	17%	*	40%	-	*	20%	36%	-	21%	6%	-	21%	-	*	-	-
Mathematics	All	26%	22%	91%	91%	90%	*	-	*	-	-	95%	71%	-	91%	100%	95%	88%	-	*	-	-
	Students																					
	CWD	11%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	28%	24%	91%	91%	90%	*	-	*	-	-	95%	71%	-	91%	100%	95%	88%	-	*	-	-
	EL	16%	16%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	25%	22%	95%	83%	100%	-	-	-	-	-	100%	*	-	95%	100%	95%	-	-	-	-	-
	Female	26%	22%	88%	100%	81%	*	-	*	-	-	90%	*	-	88%	*	-	88%	-	*	-	-
Science	All	24%	20%	40%	32%	42%	*	-	*	-	-	42%	13%	-	40%	22%	57%	29%	-	*	-	-
	Students																					
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	22%	40%	32%	42%	*	-	*	-	-	42%	13%	-	40%	22%	57%	29%	-	*	-	-
	EL	7%	7%	22%	-	20%	*	-	*	-	-	23%	*	-	22%	22%	45%	0%	-	-	-	-
	Male	25%	21%	57%	38%	60%	-	-	*	-	-	62%	*	-	57%	45%	57%	-	-	*	-	-
	Female	23%	20%	29%	27%	30%	*	-	*	-	-	30%	*	-	29%	0%	-	29%	-	*	-	-

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

-) Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	----------------------	----------------	-----	----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	67	71	60	*	64	*	*	69	-	80
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	69	67	71	60	*	64	*	*	69	-	80
EL	80	-	*	-	*	-	-	-	*	-	80
Male	61	*	66	*	-	*	*	*	63	-	*
Female	73	*	73	*	*	*	-	*	72	-	*
<b>Mathematics</b>											
All Students	100	100	100	*	-	*	-	-	100	-	100
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	100	100	100	*	-	*	-	-	100	-	100
EL	100	-	100	-	-	-	-	-	100	-	100
Male	100	100	100	-	-	-	-	-	100	-	100
Female	100	100	100	*	-	*	-	-	100	-	*

**Part (iii)(II): Graduation Rate**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
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
27	14	52%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	76	79	77	69	*	77	*	*	77	-	69
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	100%	100%	100%	100%	-	100%	*	*	100%	-	-

- '\*\*' 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y						Y		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y	Y	Y						Y		Y
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y						Y		



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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

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

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

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

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

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

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

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

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

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	44	5	29	5	0	5	0	0	2	0
	Female	75	8	53	2	0	8	2	2	8	0
	Total	119	13	82	7	0	13	2	2	10	0
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	82	5	59	5	0	11	0	2	8	0
	Female	141	20	98	5	0	14	2	2	8	0
	Total	223	25	157	10	0	25	2	4	16	0

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

.) Indicates there are no students in the group.

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

#### Part (ix): Teacher Quality Data

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

	All School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.7	14.8%
Teachers Teaching with Emergency or Provisional Credentials	0.7	4.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

**All School**  
**Number      Percent**

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

#### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

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

-' Indicates zero observations reported for this group.

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

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

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4

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

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

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

\*\* Indicates reporting standards not met.

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

### 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:** ARLINGTON H S

**Campus ID:** 220901001

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	Races	Disadv	Econ								Care	
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All	66%	59%	59%	48%	57%	71%	*	68%	-	55%	53%	71%	18%	66%	25%	51%	70%	-	50%	*	54%
	Students																					
	CWD	27%	17%	18%	9%	12%	31%	-	*	-	*	19%	16%	18%	-	15%	20%	13%	-	14%	*	*
	CWOD	71%	65%	66%	58%	62%	79%	*	65%	-	61%	60%	77%	-	66%	27%	58%	75%	-	58%	*	58%
	EL	34%	35%	25%	40%	26%	14%	*	25%	-	-	27%	17%	15%	27%	25%	25%	26%	-	13%	-	*
	Male	60%	52%	51%	41%	49%	62%	*	71%	-	50%	44%	66%	20%	58%	25%	51%	-	-	48%	*	50%
Female	73%	68%	70%	60%	66%	83%	*	63%	-	60%	66%	77%	13%	75%	26%	-	70%	-	50%	*	*	
English II	All	67%	62%	66%	53%	61%	80%	*	73%	-	78%	59%	75%	18%	71%	23%	60%	75%	-	63%	*	73%
	Students																					
	CWD	27%	18%	18%	13%	16%	25%	-	*	-	*	17%	19%	18%	-	5%	18%	21%	-	*	*	*
	CWOD	72%	67%	71%	62%	64%	86%	*	77%	-	82%	65%	80%	-	71%	26%	66%	78%	-	74%	*	80%
	EL	30%	32%	23%	*	23%	13%	*	40%	-	-	24%	20%	5%	26%	23%	16%	32%	-	0%	-	*
	Male	62%	55%	60%	42%	55%	76%	*	86%	-	75%	53%	71%	18%	66%	16%	60%	-	-	50%	*	80%
Female	73%	69%	75%	73%	69%	86%	*	58%	-	75%	70%	81%	21%	78%	32%	-	75%	-	80%	*	67%	
Algebra I	All	83%	80%	80%	77%	82%	78%	*	86%	-	73%	78%	85%	43%	87%	70%	77%	84%	-	54%	*	71%
	Students																					
	CWD	52%	43%	43%	43%	44%	41%	-	*	-	*	41%	48%	43%	-	46%	44%	41%	-	33%	*	*
	CWOD	87%	85%	87%	85%	88%	86%	*	83%	-	80%	85%	91%	-	87%	77%	84%	90%	-	59%	*	83%
	EL	73%	73%	70%	*	70%	64%	*	*	-	-	70%	71%	46%	77%	70%	72%	68%	-	40%	-	*
	Male	79%	76%	77%	71%	81%	73%	*	*	-	83%	75%	83%	44%	84%	72%	77%	-	-	56%	*	67%
Female	88%	85%	84%	86%	84%	83%	*	*	-	60%	83%	86%	41%	90%	68%	-	84%	-	50%	*	*	
Biology	All	87%	84%	86%	80%	85%	91%	*	89%	-	85%	82%	93%	57%	90%	62%	83%	89%	-	64%	*	82%
	Students																					
	CWD	60%	51%	57%	46%	56%	67%	-	*	-	*	55%	63%	57%	-	48%	58%	55%	-	0%	-	*
	CWOD	90%	88%	90%	89%	88%	93%	*	88%	-	83%	87%	95%	-	90%	65%	87%	92%	-	80%	*	90%
	EL	68%	69%	62%	*	64%	36%	*	80%	-	-	60%	67%	48%	65%	62%	60%	63%	-	*	-	*
	Male	84%	81%	83%	76%	83%	88%	*	92%	-	60%	80%	90%	58%	87%	60%	83%	-	-	62%	*	75%
Female	90%	88%	89%	85%	87%	93%	*	83%	-	100%	85%	95%	55%	92%	63%	-	89%	-	62%	-	*	
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All	48%	42%	43%	30%	40%	58%	*	59%	-	50%	36%	58%	9%	49%	9%	34%	56%	-	34%	*	46%
	Students																					
	CWD	15%	9%	9%	5%	4%	19%	-	*	-	*	10%	8%	9%	-	3%	11%	5%	-	14%	*	*
	CWOD	53%	46%	49%	37%	44%	64%	*	60%	-	56%	41%	64%	-	49%	10%	39%	61%	-	39%	*	50%
	EL	14%	14%	9%	40%	8%	10%	*	0%	-	-	9%	6%	3%	10%	9%	8%	9%	-	0%	-	*
	Male	42%	34%	34%	23%	30%	46%	*	64%	-	50%	27%	49%	11%	39%	8%	34%	-	-	29%	*	40%
Female	56%	51%	56%	44%	51%	72%	*	50%	-	50%	49%	68%	5%	61%	9%	-	56%	-	39%	*	*	
English II	All	48%	45%	50%	33%	45%	68%	*	58%	-	57%	41%	63%	4%	55%	13%	43%	60%	-	33%	*	64%
	Students																					
	CWD	16%	9%	4%	0%	0%	17%	-	*	-	*	2%	10%	4%	-	0%	1%	13%	-	*	*	*
	CWOD	52%	49%	55%	41%	48%	73%	*	68%	-	59%	46%	68%	-	55%	15%	49%	64%	-	39%	*	70%
	EL	11%	15%	13%	*	12%	6%	*	30%	-	-	13%	11%	0%	15%	13%	9%	18%	-	0%	-	*
	Male	42%	38%	43%	21%	40%	60%	*	64%	-	50%	34%	56%	1%	49%	9%	43%	-	-	22%	*	60%
Female	55%	53%	60%	53%	51%	78%	*	50%	-	58%	51%	72%	13%	64%	18%	-	60%	-	50%	*	67%	
Algebra I	All	59%	56%	54%	40%	59%	58%	*	71%	-	36%	52%	60%	15%	62%	36%	48%	62%	-	32%	*	43%
	Students																					

		State	District	Campus	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
	CWD	24%	17%	<b>15%</b>	4%	15%	24%	-	*	-	*	16%	13%	15%	-	19%	11%	22%	-	17%	*	*
	CWOD	63%	61%	<b>62%</b>	50%	65%	66%	*	67%	-	40%	59%	68%	-	62%	41%	56%	68%	-	36%	*	50%
	EL	40%	41%	<b>36%</b>	*	35%	36%	*	*	-	-	36%	35%	19%	41%	36%	36%	36%	-	0%	-	*
	Male	53%	50%	<b>48%</b>	33%	56%	47%	*	*	-	33%	45%	58%	11%	56%	36%	48%	-	-	33%	*	33%
	Female	65%	62%	<b>62%</b>	52%	62%	72%	*	*	-	40%	62%	62%	22%	68%	36%	-	62%	-	30%	*	*
Biology	All	60%	56%	<b>62%</b>	46%	58%	78%	*	83%	-	62%	56%	74%	17%	69%	21%	55%	70%	-	36%	*	73%
	Students																					
	CWD	24%	15%	<b>17%</b>	7%	9%	38%	-	*	-	*	17%	16%	17%	-	14%	17%	16%	-	0%	-	*
	CWOD	64%	62%	<b>69%</b>	56%	63%	83%	*	82%	-	67%	63%	79%	-	69%	23%	62%	75%	-	45%	*	80%
	EL	24%	28%	<b>21%</b>	*	21%	18%	*	60%	-	-	23%	11%	14%	23%	21%	24%	18%	-	*	-	*
	Male	58%	52%	<b>55%</b>	39%	52%	70%	*	83%	-	40%	49%	68%	17%	62%	24%	55%	-	-	23%	*	75%
	Female	62%	61%	<b>70%</b>	55%	63%	86%	*	83%	-	75%	64%	80%	16%	75%	18%	-	70%	-	46%	-	*

**STAAR Percent at Masters Grade Level**

## End of Course

English I	All	10%	9%	<b>9%</b>	3%	5%	18%	*	14%	-	10%	5%	16%	0%	10%	0%	5%	13%	-	11%	*	0%
	Students																					
	CWD	3%	2%	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	0%	*	*
	CWOD	11%	10%	<b>10%</b>	4%	6%	21%	*	15%	-	11%	6%	18%	-	10%	0%	6%	15%	-	13%	*	0%
	EL	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	*
	Male	7%	6%	<b>5%</b>	2%	3%	9%	*	21%	-	10%	3%	10%	0%	6%	0%	5%	-	-	0%	*	0%
	Female	14%	13%	<b>13%</b>	6%	7%	29%	*	0%	-	10%	8%	23%	0%	15%	0%	-	13%	-	22%	*	*
English II	All	8%	7%	<b>7%</b>	3%	4%	12%	*	12%	-	13%	3%	11%	1%	7%	0%	4%	9%	-	0%	*	9%
	Students																					
	CWD	4%	2%	<b>1%</b>	0%	0%	4%	-	*	-	*	0%	3%	1%	-	0%	0%	4%	-	*	*	*
	CWOD	8%	7%	<b>7%</b>	3%	4%	13%	*	14%	-	14%	4%	12%	-	7%	0%	5%	10%	-	0%	*	10%
	EL	0%	0%	<b>0%</b>	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	*
	Male	6%	4%	<b>4%</b>	2%	3%	9%	*	0%	-	8%	2%	9%	0%	5%	0%	4%	-	-	0%	*	0%
	Female	10%	9%	<b>9%</b>	5%	5%	16%	*	25%	-	17%	5%	15%	4%	10%	0%	-	9%	-	0%	*	17%
Algebra I	All	36%	33%	<b>27%</b>	17%	30%	31%	*	71%	-	9%	24%	35%	6%	31%	11%	22%	34%	-	4%	*	29%
	Students																					
	CWD	9%	5%	<b>6%</b>	4%	3%	10%	-	*	-	*	9%	0%	6%	-	8%	7%	6%	-	0%	*	*
	CWOD	39%	37%	<b>31%</b>	20%	33%	36%	*	67%	-	10%	27%	41%	-	31%	12%	26%	38%	-	5%	*	33%
	EL	19%	18%	<b>11%</b>	*	8%	21%	*	*	-	-	11%	12%	8%	12%	11%	12%	10%	-	0%	-	*
	Male	31%	28%	<b>22%</b>	13%	25%	27%	*	*	-	0%	18%	34%	7%	26%	12%	22%	-	-	0%	*	33%
	Female	40%	38%	<b>34%</b>	24%	35%	38%	*	*	-	20%	33%	36%	6%	38%	10%	-	34%	-	10%	*	*
Biology	All	24%	22%	<b>23%</b>	9%	16%	40%	*	39%	-	15%	15%	36%	5%	25%	3%	22%	23%	-	16%	*	9%
	Students																					
	CWD	6%	2%	<b>5%</b>	0%	3%	10%	-	*	-	*	5%	5%	5%	-	10%	6%	3%	-	0%	-	*
	CWOD	26%	25%	<b>25%</b>	12%	18%	43%	*	35%	-	17%	17%	39%	-	25%	1%	25%	25%	-	20%	*	10%
	EL	4%	4%	<b>3%</b>	*	1%	0%	*	40%	-	-	3%	0%	10%	1%	3%	3%	2%	-	*	-	*
	Male	24%	21%	<b>22%</b>	11%	17%	36%	*	33%	-	40%	14%	38%	6%	25%	3%	22%	-	-	8%	*	13%
	Female	25%	24%	<b>23%</b>	7%	15%	44%	*	50%	-	0%	16%	34%	3%	25%	2%	-	23%	-	23%	-	*

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All	77%	73%	<b>71%</b>	62%	69%	79%	93%	77%	-	73%	66%	79%	32%	76%	40%	65%	78%	-	58%	50%	71%
	Students																					
	CWD	46%	38%	<b>32%</b>	25%	30%	39%	-	75%	-	17%	32%	32%	32%	-	27%	32%	32%	-	14%	*	*
	CWOD	81%	77%	<b>76%</b>	71%	73%	85%	93%	77%	-	77%	72%	84%	-	76%	43%	71%	83%	-	67%	57%	78%

		State	District	Campus	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
Reading	EL	62%	63%	40%	41%	41%	29%	*	50%	-	-	41%	35%	27%	43%	40%	39%	43%	-	20%	-	22%
	Male	74%	70%	65%	54%	63%	74%	88%	84%	-	69%	60%	75%	32%	71%	39%	65%	-	-	54%	57%	66%
	Female	80%	76%	78%	74%	75%	86%	100%	66%	-	74%	75%	84%	32%	83%	43%	-	78%	-	61%	*	77%
	All Students	73%	69%	62%	50%	58%	76%	88%	71%	-	67%	56%	73%	18%	68%	24%	55%	72%	-	56%	17%	65%
	CWD	39%	30%	18%	11%	14%	29%	-	67%	-	*	18%	17%	18%	-	11%	19%	16%	-	9%	*	*
	CWOD	78%	73%	68%	60%	63%	82%	88%	71%	-	73%	62%	79%	-	68%	27%	62%	77%	-	66%	*	71%
	EL	54%	55%	24%	22%	25%	14%	*	33%	-	-	26%	18%	11%	27%	24%	21%	29%	-	8%	-	0%
	Male	69%	64%	55%	42%	52%	69%	*	79%	-	67%	48%	68%	19%	62%	21%	55%	-	-	51%	*	60%
Female	78%	74%	72%	66%	67%	84%	*	60%	-	68%	68%	79%	16%	77%	29%	-	72%	-	63%	*	67%	
Mathematics	All Students	81%	77%	80%	77%	82%	78%	*	86%	-	73%	78%	85%	43%	87%	70%	77%	84%	-	54%	*	71%
	CWD	53%	44%	43%	43%	44%	41%	-	*	-	*	41%	48%	43%	-	46%	44%	41%	-	33%	*	*
	CWOD	84%	81%	87%	85%	88%	86%	*	83%	-	80%	85%	91%	-	87%	77%	84%	90%	-	59%	*	83%
	EL	72%	74%	70%	*	70%	64%	*	*	-	-	70%	71%	46%	77%	70%	72%	68%	-	40%	-	*
	Male	79%	75%	77%	71%	81%	73%	*	*	-	83%	75%	83%	44%	84%	72%	77%	-	-	56%	*	67%
	Female	82%	79%	84%	86%	84%	83%	*	*	-	60%	83%	86%	41%	90%	68%	-	84%	-	50%	*	*
Science	All Students	80%	75%	86%	80%	85%	91%	*	89%	-	85%	82%	93%	57%	90%	62%	83%	89%	-	64%	*	82%
	CWD	51%	44%	57%	46%	56%	67%	-	*	-	*	55%	63%	57%	-	48%	58%	55%	-	0%	-	*
	CWOD	84%	79%	90%	89%	88%	93%	*	88%	-	83%	87%	95%	-	90%	65%	87%	92%	-	80%	*	90%
	EL	61%	60%	62%	*	64%	36%	*	80%	-	-	60%	67%	48%	65%	62%	60%	63%	-	*	-	*
	Male	79%	74%	83%	76%	83%	88%	*	92%	-	60%	80%	90%	58%	87%	60%	83%	-	-	62%	*	75%
	Female	81%	77%	89%	85%	87%	93%	*	83%	-	100%	85%	95%	55%	92%	63%	-	89%	-	62%	-	*

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	51%	36%	49%	65%	73%	66%	-	53%	45%	63%	11%	57%	18%	44%	62%	-	34%	20%	59%
	CWD	24%	18%	11%	4%	7%	23%	-	38%	-	0%	11%	11%	11%	-	9%	10%	13%	-	10%	*	*
	CWOD	52%	47%	57%	45%	53%	72%	73%	69%	-	57%	51%	69%	-	57%	19%	50%	66%	-	40%	29%	65%
	EL	29%	29%	18%	18%	17%	16%	*	31%	-	-	18%	13%	9%	19%	18%	17%	18%	-	0%	-	11%
	Male	47%	41%	44%	28%	42%	56%	63%	70%	-	47%	37%	56%	10%	50%	17%	44%	-	-	28%	29%	52%
	Female	52%	47%	62%	51%	56%	77%	86%	59%	-	57%	56%	71%	13%	66%	18%	-	62%	-	43%	*	69%
Reading	All Students	47%	42%	47%	32%	42%	63%	75%	58%	-	53%	38%	61%	7%	52%	10%	38%	58%	-	34%	17%	57%
	CWD	21%	15%	7%	3%	2%	18%	-	17%	-	*	7%	9%	7%	-	2%	7%	8%	-	9%	*	*
	CWOD	50%	45%	52%	39%	46%	69%	75%	64%	-	58%	43%	66%	-	52%	12%	44%	62%	-	40%	*	62%
	EL	23%	24%	10%	22%	10%	8%	*	17%	-	-	11%	8%	2%	12%	10%	9%	13%	-	0%	-	0%
	Male	43%	37%	38%	22%	35%	53%	*	64%	-	52%	30%	53%	7%	44%	9%	38%	-	-	27%	*	47%
	Female	51%	47%	58%	49%	51%	75%	*	50%	-	55%	50%	70%	8%	62%	13%	-	58%	-	44%	*	67%
Mathematics	All Students	51%	45%	54%	40%	59%	58%	*	71%	-	36%	52%	60%	15%	62%	36%	48%	62%	-	32%	*	43%
	CWD	26%	21%	15%	4%	15%	24%	-	*	-	*	16%	13%	15%	-	19%	11%	22%	-	17%	*	*
	CWOD	54%	49%	62%	50%	65%	66%	*	67%	-	40%	59%	68%	-	62%	41%	56%	68%	-	36%	*	50%
	EL	37%	37%	36%	*	35%	36%	*	*	-	-	36%	35%	19%	41%	36%	36%	36%	-	0%	-	*
	Male	50%	44%	48%	33%	56%	47%	*	*	-	33%	45%	58%	11%	56%	36%	48%	-	-	33%	*	33%
	Female	51%	47%	62%	52%	62%	72%	*	*	-	40%	62%	62%	22%	68%	36%	-	62%	-	30%	*	*
Science	All Students	53%	47%	62%	46%	58%	78%	*	83%	-	62%	56%	74%	17%	69%	21%	55%	70%	-	36%	*	73%

	State	District	Campus	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
CWD	25%	20%	<b>17%</b>	7%	9%	38%	-	*	-	*	17%	16%	17%	-	14%	17%	16%	-	0%	-	*
CWOD	56%	50%	<b>69%</b>	56%	63%	83%	*	82%	-	67%	63%	79%	-	69%	23%	62%	75%	-	45%	*	80%
EL	26%	25%	<b>21%</b>	*	21%	18%	*	60%	-	-	23%	11%	14%	23%	21%	24%	18%	-	*	-	*
Male	53%	46%	<b>55%</b>	39%	52%	70%	*	83%	-	40%	49%	68%	17%	62%	24%	55%	-	-	23%	*	75%
Female	53%	48%	<b>70%</b>	55%	63%	86%	*	83%	-	75%	64%	80%	16%	75%	18%	-	70%	-	46%	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	14%	7%	12%	23%	13%	25%	-	12%	11%	21%	3%	16%	3%	11%	18%	-	8%	0%	10%
	CWD	8%	6%	3%	1%	1%	5%	-	25%	-	0%	3%	2%	3%	-	4%	2%	3%	-	0%	*	*
	CWOD	25%	21%	16%	9%	13%	26%	13%	25%	-	13%	12%	23%	-	16%	2%	13%	20%	-	9%	0%	11%
	EL	11%	11%	3%	6%	2%	5%	*	15%	-	-	3%	2%	4%	2%	3%	3%	2%	-	0%	-	0%
	Male	22%	18%	11%	6%	10%	18%	0%	23%	-	13%	8%	18%	2%	13%	3%	11%	-	-	1%	0%	10%
	Female	24%	21%	18%	9%	14%	30%	29%	28%	-	11%	15%	25%	3%	20%	2%	-	18%	-	16%	*	8%
Reading	All Students	20%	17%	8%	3%	4%	15%	13%	13%	-	12%	4%	13%	0%	9%	0%	5%	12%	-	6%	0%	4%
	CWD	7%	5%	0%	0%	0%	2%	-	0%	-	*	0%	1%	0%	-	0%	0%	2%	-	0%	*	*
	CWOD	22%	19%	9%	4%	5%	17%	13%	14%	-	13%	5%	15%	-	9%	0%	6%	12%	-	8%	*	5%
	EL	8%	8%	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	0%
	Male	17%	14%	5%	2%	3%	9%	*	11%	-	10%	2%	9%	0%	6%	0%	5%	-	-	0%	*	0%
	Female	23%	20%	12%	5%	6%	23%	*	15%	-	14%	7%	18%	2%	12%	0%	-	12%	-	15%	*	11%
Mathematics	All Students	26%	22%	27%	17%	30%	31%	*	71%	-	9%	24%	35%	6%	31%	11%	22%	34%	-	4%	*	29%
	CWD	11%	6%	6%	4%	3%	10%	-	*	-	*	9%	0%	6%	-	8%	7%	6%	-	0%	*	*
	CWOD	28%	24%	31%	20%	33%	36%	*	67%	-	10%	27%	41%	-	31%	12%	26%	38%	-	5%	*	33%
	EL	16%	16%	11%	*	8%	21%	*	*	-	-	11%	12%	8%	12%	11%	12%	10%	-	0%	-	*
	Male	25%	22%	22%	13%	25%	27%	*	*	-	0%	18%	34%	7%	26%	12%	22%	-	-	0%	*	33%
	Female	26%	22%	34%	24%	35%	38%	*	*	-	20%	33%	36%	6%	38%	10%	-	34%	-	10%	*	*
Science	All Students	24%	20%	23%	9%	16%	40%	*	39%	-	15%	15%	36%	5%	25%	3%	22%	23%	-	16%	*	9%
	CWD	8%	5%	5%	0%	3%	10%	-	*	-	*	5%	5%	5%	-	10%	6%	3%	-	0%	-	*
	CWOD	26%	22%	25%	12%	18%	43%	*	35%	-	17%	17%	39%	-	25%	1%	25%	25%	-	20%	*	10%
	EL	7%	7%	3%	*	1%	0%	*	40%	-	-	3%	0%	10%	1%	3%	3%	2%	-	*	-	*
	Male	25%	21%	22%	11%	17%	36%	*	33%	-	40%	14%	38%	6%	25%	3%	22%	-	-	8%	*	13%
	Female	23%	20%	23%	7%	15%	44%	*	50%	-	0%	16%	34%	3%	25%	2%	-	23%	-	23%	-	*

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	----------------------	----------------	-----	----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	71	64	67	*	71	-	72	65	45	57
CWD	45	53	47	27	-	*	-	-	42	45	40
CWOD	68	74	65	69	*	75	-	72	67	-	60
EL	57	*	57	50	*	*	-	-	55	40	57
Male	64	70	61	66	*	80	-	69	62	44	57
Female	70	72	69	69	*	57	-	75	69	46	58
<b>Mathematics</b>											
All Students	74	67	77	73	*	*	-	56	72	36	67
CWD	36	27	35	43	-	*	-	*	35	36	44
CWOD	79	74	82	80	*	*	-	63	77	-	72
EL	67	*	65	64	*	*	-	-	66	44	67
Male	70	63	76	62	*	*	-	*	67	34	70
Female	78	72	78	88	*	-	-	40	77	40	63

**Part (iii)(II): Graduation Rate**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	92.6%	90.9%	91.9%	94.3%	71.4%	100.0%	50.0%	91.3%	91.9%	92.1%	87.9%	82.6%	-
CWD	92.1%	88.9%	92.9%	92.3%	-	-	-	100.0%	87.0%	92.1%	100.0%	85.7%	-
CWOD	92.6%	91.1%	91.8%	94.4%	71.4%	100.0%	50.0%	90.5%	92.2%	-	87.1%	82.3%	-
EL	87.9%	100.0%	86.6%	75.0%	100.0%	100.0%	100.0%	100.0%	88.2%	100.0%	87.9%	78.9%	-
Male	90.5%	86.0%	90.0%	92.9%	80.0%	100.0%	100.0%	81.8%	90.7%	91.3%	86.3%	78.9%	-
Female	94.6%	96.2%	93.3%	96.0%	50.0%	100.0%	0.0%	100.0%	92.9%	93.3%	89.6%	85.4%	-

\*\* 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
311	48	15%



**Total EL in Class****Proficiency of EL****Rate of Proficiency**

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	45	35	43	56	60	56	-	46	41	15	20
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	57%	42%	52%	68%	20%	79%	*	45%	50%	58%	41%

- '\*\*' 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		N		N	Y	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N		N		N	N	N	N
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
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	Y	N					N	N	N

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

^^ 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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	98%	98%	98%	99%	100%	100%	-	97%	98%	99%	97%	99%	99%	98%	99%	*
	CWD	97%	96%	99%	97%	-	100%	-	83%	98%	96%	97%	-	98%	97%	98%	-
	CWOD	99%	99%	98%	99%	100%	100%	-	98%	98%	99%	-	99%	99%	98%	99%	*
	EL	99%	100%	99%	100%	*	100%	-	-	99%	98%	98%	99%	99%	99%	100%	-
	Male	98%	98%	98%	99%	100%	100%	-	94%	98%	98%	97%	98%	99%	98%	-	-
	Female	99%	98%	99%	99%	100%	100%	-	100%	99%	99%	98%	99%	100%	-	99%	*
Reading	All Students	99%	98%	99%	99%	100%	100%	-	98%	98%	99%	97%	99%	100%	98%	99%	*
	CWD	97%	95%	100%	97%	-	100%	-	*	99%	93%	97%	-	100%	97%	97%	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	99%	99%	99%	99%	100%	100%	-	100%	98%	100%	-	99%	99%	98%	99%	*
	EL	100%	100%	99%	100%	*	100%	-	-	100%	98%	100%	99%	100%	99%	100%	-
	Male	98%	98%	98%	99%	*	100%	-	95%	98%	99%	97%	98%	99%	98%	-	-
	Female	99%	98%	99%	99%	*	100%	-	100%	99%	99%	97%	99%	100%	-	99%	*
Mathematics	All	98%	99%	98%	99%	*	100%	-	100%	98%	98%	98%	98%	99%	98%	99%	*
	Students																
	CWD	98%	97%	97%	100%	-	*	-	*	97%	100%	98%	-	96%	98%	97%	-
	CWOD	98%	100%	98%	98%	*	100%	-	100%	99%	98%	-	98%	100%	98%	99%	*
	EL	99%	*	99%	100%	*	*	-	-	99%	100%	96%	100%	99%	99%	100%	-
	Male	98%	100%	97%	98%	*	*	-	100%	98%	97%	98%	98%	99%	98%	-	-
	Female	99%	98%	99%	100%	*	*	-	100%	98%	100%	97%	99%	100%	-	99%	*
Science	All	98%	98%	97%	100%	*	100%	-	92%	98%	98%	97%	98%	98%	97%	99%	*
	Students																
	CWD	97%	97%	97%	95%	-	*	-	*	96%	100%	97%	-	95%	95%	100%	-
	CWOD	98%	98%	97%	100%	*	100%	-	92%	99%	97%	-	98%	98%	98%	99%	*
	EL	98%	*	97%	100%	*	100%	-	-	98%	94%	95%	98%	98%	97%	98%	-
	Male	97%	97%	96%	99%	*	100%	-	80%	98%	96%	95%	98%	97%	97%	-	-
	Female	99%	98%	98%	100%	*	100%	-	100%	99%	99%	100%	99%	98%	-	99%	*
Non-Participation Rate																	
All Subjects	All	2%	2%	2%	1%	0%	0%	-	3%	2%	1%	3%	1%	1%	2%	1%	*
	Students																
	CWD	3%	4%	1%	3%	-	0%	-	17%	2%	4%	3%	-	2%	3%	2%	-
	CWOD	1%	1%	2%	1%	0%	0%	-	2%	2%	1%	-	1%	1%	2%	1%	*
	EL	1%	0%	1%	0%	*	0%	-	-	1%	2%	2%	1%	1%	1%	0%	-
	Male	2%	2%	2%	1%	0%	0%	-	6%	2%	2%	3%	2%	1%	2%	-	-
	Female	1%	2%	1%	1%	0%	0%	-	0%	1%	1%	2%	1%	0%	-	1%	*
Reading	All	1%	2%	1%	1%	0%	0%	-	2%	2%	1%	3%	1%	0%	2%	1%	*
	Students																
	CWD	3%	5%	0%	3%	-	0%	-	*	1%	7%	3%	-	0%	3%	3%	-
	CWOD	1%	1%	1%	1%	0%	0%	-	0%	2%	0%	-	1%	1%	2%	1%	*
	EL	0%	0%	1%	0%	*	0%	-	-	0%	2%	0%	1%	0%	1%	0%	-
	Male	2%	2%	2%	1%	*	0%	-	5%	2%	1%	3%	2%	1%	2%	-	-
	Female	1%	2%	1%	1%	*	0%	-	0%	1%	1%	3%	1%	0%	-	1%	*
Mathematics	All	2%	1%	2%	1%	*	0%	-	0%	2%	2%	2%	2%	1%	2%	1%	*
	Students																
	CWD	2%	3%	3%	0%	-	*	-	*	3%	0%	2%	-	4%	2%	3%	-
	CWOD	2%	0%	2%	2%	*	0%	-	0%	1%	2%	-	2%	0%	2%	1%	*
	EL	1%	*	1%	0%	*	*	-	-	1%	0%	4%	0%	1%	1%	0%	-
	Male	2%	0%	3%	2%	*	*	-	0%	2%	3%	2%	2%	1%	2%	-	-
	Female	1%	2%	1%	0%	*	*	-	0%	2%	0%	3%	1%	0%	-	1%	*
Science	All	2%	2%	3%	0%	*	0%	-	8%	2%	2%	3%	2%	2%	3%	1%	*
	Students																
	CWD	3%	3%	3%	5%	-	*	-	*	4%	0%	3%	-	5%	5%	0%	-

		African			American		Pacific	Two or	Econ	Non							
	CWOD	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
		2%	2%	3%	0%	*	0%	-	8%	1%	3%	-	2%	2%	2%	1%	*
	EL	2%	*	3%	0%	*	0%	-	-	2%	6%	5%	2%	2%	3%	2%	-
	Male	3%	3%	4%	1%	*	0%	-	20%	2%	4%	5%	2%	3%	3%	-	-
	Female	1%	2%	2%	0%	*	0%	-	0%	1%	1%	0%	1%	2%	-	1%	*

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

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	139	35	65	32	0	2	0	5	20		
	Female	66	17	38	11	0	0	0	0	8		
	Total	205	52	103	43	0	2	0	5	28		
Out-of-School Suspensions												
	Male	93	28	31	28	0	2	0	4	10		
	Female	50	16	22	10	0	0	0	2	2		
	Total	143	44	53	38	0	2	0	6	12		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	2	0	0	2	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

	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	5
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	1
Incidents of possession of a firearm or explosive device	0

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	234	17	62	122	2	26	0	5	8	5
	Female	327	23	116	155	2	23	0	8	8	2
	Total	561	40	178	277	4	49	0	13	16	7
International Baccalaureate Courses	Male	14	2	2	8	0	2	0	0	0	0
	Female	50	8	23	17	0	2	0	0	0	0
	Total	64	10	25	25	0	4	0	0	0	0
Dual Enrollment/Dual Credit Programs	Male	177	20	74	71	0	5	2	5	8	5
	Female	202	23	80	83	0	11	0	5	17	2
	Total	379	43	154	154	0	16	2	10	25	7

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

-) Indicates there are no students in the group.

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

#### Part (ix): Teacher Quality Data

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

	All School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	33.6	19.3%
Teachers Teaching with Emergency or Provisional Credentials	5.9	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	19.7	11.9%

**All School  
Number      Percent**

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

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

-' Indicates zero observations reported for this group.

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

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

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4



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

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

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

\*\* Indicates reporting standards not met.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	47%	46%	40%	54%	*	48%	-	68%	40%	24%	26%

Indicates there are no students in the group.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** ASHWORTH EL

**Campus ID:** 220901149

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## **Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3	Reading	All	75%	68%	73%	64%	76%	77%	-	*	-	80%	69%	79%	18%	86%	78%	61%	89%	-	-	-	*
		Students																					
		CWD	49%	38%	18%	*	*	*	-	*	-	-	14%	*	18%	-	20%	13%	*	-	-	-	-
		CWOD	79%	72%	86%	75%	90%	89%	-	*	-	80%	83%	90%	-	86%	100%	76%	96%	-	-	-	*
		EL	69%	67%	78%	60%	86%	*	-	*	-	-	75%	83%	20%	100%	78%	60%	100%	-	-	-	-
		Male	73%	65%	61%	44%	50%	88%	-	*	-	*	53%	71%	13%	76%	60%	61%	-	-	-	-	*
		Female	78%	72%	89%	100%	100%	60%	-	*	-	*	88%	90%	*	96%	100%	-	89%	-	-	-	-
Mathematics	All	78%	72%	57%	43%	60%	54%	-	*	-	80%	56%	58%	0%	69%	56%	58%	56%	-	-	-	*	
	Students																						
	CWD	52%	44%	0%	*	*	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	81%	76%	69%	50%	71%	78%	-	*	-	80%	69%	70%	-	69%	77%	76%	63%	-	-	-	*	
	EL	75%	75%	56%	40%	57%	*	-	*	-	-	58%	50%	0%	77%	56%	60%	50%	-	-	-	-	
	Male	78%	72%	58%	56%	42%	75%	-	*	-	*	53%	64%	0%	76%	60%	58%	-	-	-	-	*	
	Female	78%	72%	56%	20%	77%	20%	-	*	-	*	59%	50%	*	63%	50%	-	56%	-	-	-	-	
Grade 4	Reading	All	74%	66%	70%	63%	74%	75%	-	*	-	*	64%	84%	40%	76%	76%	73%	68%	-	-	-	-
		Students																					
		CWD	44%	34%	40%	20%	*	*	-	-	-	*	38%	*	40%	-	*	40%	40%	-	-	-	-
		CWOD	78%	70%	76%	79%	76%	70%	-	*	-	*	71%	88%	-	76%	75%	80%	73%	-	-	-	-
		EL	64%	64%	76%	*	80%	*	-	*	-	-	71%	*	*	75%	76%	88%	67%	-	-	-	-
		Male	71%	63%	73%	70%	70%	80%	-	*	-	*	68%	82%	40%	80%	88%	73%	-	-	-	-	-
		Female	77%	70%	68%	56%	77%	71%	-	*	-	*	61%	88%	40%	73%	67%	-	68%	-	-	-	-
Mathematics	All	74%	67%	75%	74%	78%	75%	-	*	-	*	71%	84%	30%	84%	94%	77%	74%	-	-	-	-	
	Students																						
	CWD	46%	36%	30%	20%	*	*	-	-	-	*	25%	*	30%	-	*	20%	40%	-	-	-	-	
	CWOD	78%	71%	84%	93%	81%	80%	-	*	-	*	82%	88%	-	84%	94%	88%	81%	-	-	-	-	
	EL	69%	69%	94%	*	90%	*	-	*	-	-	93%	*	*	94%	94%	88%	100%	-	-	-	-	
	Male	74%	67%	77%	80%	70%	80%	-	*	-	*	74%	82%	20%	88%	88%	77%	-	-	-	-	-	
	Female	74%	68%	74%	67%	85%	71%	-	*	-	*	70%	88%	40%	81%	100%	-	74%	-	-	-	-	
Grade 5	Reading	All	86%	82%	89%	85%	90%	93%	-	100%	-	*	87%	93%	60%	93%	89%	89%	90%	-	*	-	*
		Students																					
		CWD	55%	48%	60%	*	*	*	-	*	-	-	40%	80%	60%	-	*	50%	*	-	-	-	-
		CWOD	89%	86%	93%	91%	93%	100%	-	100%	-	*	93%	94%	-	93%	100%	97%	90%	-	*	-	*
		EL	77%	76%	89%	80%	89%	*	-	*	-	-	85%	100%	*	100%	89%	82%	100%	-	-	-	-
		Male	83%	78%	89%	85%	86%	91%	-	100%	-	-	88%	90%	50%	97%	82%	89%	-	-	-	-	-
		Female	88%	85%	90%	85%	94%	*	-	*	-	*	86%	95%	*	90%	100%	-	90%	-	*	-	*
Mathematics	All	89%	84%	92%	88%	90%	93%	-	100%	-	*	89%	95%	60%	96%	83%	86%	98%	-	*	-	*	
	Students																						
	CWD	68%	61%	60%	*	*	*	-	*	-	-	60%	60%	60%	-	*	50%	*	-	-	-	-	
	CWOD	92%	87%	96%	91%	96%	100%	-	100%	-	*	93%	100%	-	96%	93%	94%	97%	-	*	-	*	
	EL	85%	82%	83%	80%	78%	*	-	*	-	-	77%	100%	*	93%	83%	73%	100%	-	-	-	-	
	Male	88%	83%	86%	85%	79%	91%	-	100%	-	-	84%	89%	50%	94%	73%	86%	-	-	-	-	*	
	Female	90%	85%	98%	92%	100%	*	-	*	-	*	95%	100%	*	97%	100%	-	98%	-	*	-	*	
Science	All	74%	65%	63%	52%	58%	67%	-	100%	-	*	61%	65%	50%	64%	56%	69%	56%	-	*	-	*	
	Students																						
	CWD	45%	43%	50%	*	*	*	-	*	-	-	40%	60%	50%	-	*	50%	*	-	-	-	-	

		State	District	Campus	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	CWOD	77%	68%	<b>64%</b>	54%	57%	75%	-	100%	-	-	63%	66%	-	64%	60%	73%	56%	-	*	-	*
	EL	60%	55%	<b>56%</b>	40%	44%	*	-	*	-	-	54%	60%	*	60%	56%	64%	43%	-	-	-	-
	Male	74%	65%	<b>69%</b>	50%	71%	73%	-	100%	-	-	64%	75%	50%	73%	64%	69%	-	-	-	-	*
	Female	73%	64%	<b>56%</b>	54%	47%	*	-	*	-	*	57%	55%	*	56%	43%	-	56%	-	*	-	*
Grade 6	Reading																					
	All Students	67%	68%	<b>76%</b>	73%	75%	85%	-	*	-	*	70%	85%	17%	81%	50%	65%	90%	-	*	-	*
	CWOD	33%	32%	<b>17%</b>	*	*	*	-	-	-	-	*	*	17%	-	*	17%	-	-	-	-	*
	CWOD	71%	72%	<b>81%</b>	79%	78%	100%	-	*	-	*	78%	88%	-	81%	57%	74%	90%	-	*	-	-
	EL	42%	49%	<b>50%</b>	*	43%	-	-	-	-	-	50%	-	*	57%	50%	*	*	-	-	-	-
	Male	62%	64%	<b>65%</b>	67%	67%	67%	-	*	-	*	62%	71%	17%	74%	*	65%	-	-	*	-	*
	Female	71%	72%	<b>90%</b>	82%	89%	100%	-	*	-	*	83%	100%	-	90%	*	-	90%	-	-	-	-
Mathematics	All Students	80%	82%	<b>91%</b>	96%	92%	77%	-	*	-	*	89%	96%	50%	95%	88%	88%	97%	-	*	-	*
	CWOD	50%	47%	<b>50%</b>	*	*	*	-	-	-	-	*	*	50%	-	*	50%	-	-	-	-	*
	CWOD	83%	86%	<b>95%</b>	100%	91%	90%	-	*	-	*	93%	100%	-	95%	86%	94%	97%	-	*	-	-
	EL	67%	77%	<b>88%</b>	*	86%	-	-	-	-	-	88%	-	*	86%	88%	*	*	-	-	-	-
	Male	78%	80%	<b>88%</b>	93%	93%	50%	-	*	-	*	85%	93%	50%	94%	*	88%	-	-	*	-	*
	Female	81%	84%	<b>97%</b>	100%	89%	100%	-	*	-	*	94%	100%	-	97%	*	-	97%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>32%</b>	29%	28%	38%	-	*	-	40%	33%	29%	0%	39%	33%	30%	33%	-	-	-	*
	CWOD	26%	19%	<b>0%</b>	*	*	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	46%	39%	<b>39%</b>	33%	33%	56%	-	*	-	40%	41%	35%	-	39%	46%	40%	38%	-	-	-	*
	EL	35%	34%	<b>33%</b>	40%	29%	*	-	*	-	-	42%	17%	0%	46%	33%	40%	25%	-	-	-	-
	Male	41%	34%	<b>30%</b>	33%	17%	50%	-	*	-	*	32%	29%	0%	40%	40%	30%	-	-	-	-	*
	Female	47%	39%	<b>33%</b>	20%	38%	20%	-	*	-	*	35%	30%	*	38%	25%	-	33%	-	-	-	-
Mathematics	All Students	48%	39%	<b>28%</b>	21%	24%	38%	-	*	-	40%	25%	33%	0%	35%	28%	27%	30%	-	-	-	*
	CWOD	30%	21%	<b>0%</b>	*	*	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	50%	42%	<b>35%</b>	25%	29%	56%	-	*	-	40%	31%	40%	-	35%	38%	36%	33%	-	-	-	*
	EL	41%	41%	<b>28%</b>	20%	29%	*	-	*	-	-	33%	17%	0%	38%	28%	30%	25%	-	-	-	-
	Male	49%	41%	<b>27%</b>	22%	17%	50%	-	*	-	*	16%	43%	0%	36%	30%	27%	-	-	-	-	*
	Female	46%	38%	<b>30%</b>	20%	31%	20%	-	*	-	*	35%	20%	*	33%	25%	-	30%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>41%</b>	32%	39%	42%	-	*	-	*	29%	68%	10%	47%	47%	53%	29%	-	-	-	-
	CWOD	24%	16%	<b>10%</b>	20%	*	*	-	-	-	*	13%	*	10%	-	*	20%	0%	-	-	-	-
	CWOD	46%	38%	<b>47%</b>	36%	43%	50%	-	*	-	*	32%	76%	-	47%	50%	60%	35%	-	-	-	-
	EL	30%	30%	<b>47%</b>	*	40%	*	-	*	-	-	36%	*	*	50%	47%	63%	33%	-	-	-	-
	Male	41%	33%	<b>53%</b>	40%	50%	60%	-	*	-	*	42%	73%	20%	60%	63%	53%	-	-	-	-	-
	Female	46%	38%	<b>29%</b>	22%	31%	29%	-	*	-	*	17%	63%	0%	35%	33%	-	29%	-	-	-	-
Mathematics	All Students	46%	39%	<b>52%</b>	53%	52%	42%	-	*	-	*	48%	63%	20%	59%	65%	63%	42%	-	-	-	-
	CWOD	27%	21%	<b>20%</b>	20%	*	*	-	-	-	*	25%	*	20%	-	*	20%	20%	-	-	-	-
	CWOD	49%	41%	<b>59%</b>	64%	52%	50%	-	*	-	*	53%	71%	-	59%	63%	72%	46%	-	-	-	-
	EL	39%	39%	<b>65%</b>	*	60%	*	-	*	-	-	57%	*	*	63%	65%	75%	56%	-	-	-	-
	Male	48%	40%	<b>63%</b>	60%	70%	40%	-	*	-	*	58%	73%	20%	72%	75%	63%	-	-	-	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Female		45%	38%	42%	44%	38%	43%	-	*	-	*	39%	50%	20%	46%	56%	-	42%	-	-	-	-
Grade 5 Reading	All	53%	46%	53%	50%	45%	47%	-	90%	-	*	44%	63%	30%	56%	28%	61%	44%	-	*	-	*
	Students																					
	CWD	27%	23%	30%	*	*	*	-	*	-	-	20%	40%	30%	-	*	38%	*	-	-	-	-
	CWOD	56%	49%	56%	52%	50%	50%	-	89%	-	*	48%	66%	-	56%	33%	67%	46%	-	*	-	*
	EL	36%	35%	28%	40%	11%	*	-	*	-	-	23%	40%	*	33%	28%	36%	14%	-	-	-	-
	Male	50%	42%	61%	62%	57%	55%	-	83%	-	-	50%	75%	38%	67%	36%	61%	-	-	-	-	-
	Female	56%	51%	44%	38%	35%	*	-	*	-	*	38%	50%	*	46%	14%	-	44%	-	*	-	*
Mathematics	All	57%	47%	66%	58%	65%	73%	-	90%	-	*	65%	67%	40%	69%	61%	70%	61%	-	*	-	*
	Students																					
	CWD	31%	28%	40%	*	*	*	-	*	-	-	40%	40%	40%	-	*	25%	*	-	-	-	-
	CWOD	60%	49%	69%	65%	68%	75%	-	89%	-	*	68%	71%	-	69%	67%	81%	59%	-	*	-	*
	EL	46%	41%	61%	60%	56%	*	-	*	-	-	62%	60%	*	67%	61%	64%	57%	-	-	-	-
	Male	56%	47%	70%	62%	71%	73%	-	83%	-	-	76%	63%	25%	81%	64%	70%	-	-	-	-	*
	Female	57%	47%	61%	54%	59%	*	-	*	-	*	52%	70%	*	59%	57%	-	61%	-	*	-	*
Science	All	48%	38%	34%	30%	32%	40%	-	50%	-	*	28%	40%	30%	34%	17%	44%	22%	-	*	-	*
	Students																					
	CWD	27%	27%	30%	*	*	*	-	*	-	-	20%	40%	30%	-	*	38%	*	-	-	-	-
	CWOD	50%	39%	34%	29%	36%	42%	-	44%	-	*	29%	40%	-	34%	20%	46%	23%	-	*	-	*
	EL	31%	26%	17%	0%	11%	*	-	*	-	-	15%	20%	*	20%	17%	27%	0%	-	-	-	-
	Male	50%	40%	44%	29%	50%	55%	-	50%	-	-	36%	55%	38%	46%	27%	44%	-	-	-	-	*
	Female	45%	37%	22%	31%	18%	*	-	*	-	*	19%	25%	*	23%	0%	-	22%	-	*	-	*
Grade 6 Reading	All	36%	37%	51%	46%	54%	62%	-	*	-	*	41%	69%	17%	55%	25%	48%	57%	-	*	-	*
	Students																					
	CWD	19%	17%	17%	*	*	*	-	-	-	-	*	*	17%	-	*	17%	-	-	-	-	*
	CWOD	38%	40%	55%	50%	57%	70%	-	*	-	*	45%	71%	-	55%	29%	53%	57%	-	*	-	-
	EL	14%	17%	25%	*	14%	-	-	-	-	-	25%	-	*	29%	25%	*	*	-	-	-	-
	Male	33%	33%	48%	33%	60%	50%	-	*	-	*	42%	57%	17%	53%	*	48%	-	-	*	-	*
	Female	40%	42%	57%	64%	44%	71%	-	*	-	*	39%	83%	-	57%	*	-	57%	-	-	-	-
Mathematics	All	46%	49%	67%	62%	71%	69%	-	*	-	*	66%	69%	17%	72%	50%	63%	73%	-	*	-	*
	Students																					
	CWD	23%	21%	17%	*	*	*	-	-	-	-	*	*	17%	-	*	17%	-	-	-	-	*
	CWOD	48%	52%	72%	67%	74%	80%	-	*	-	*	73%	71%	-	72%	57%	71%	73%	-	*	-	-
	EL	27%	35%	50%	*	43%	-	-	-	-	-	50%	-	*	57%	50%	*	*	-	-	-	-
	Male	45%	48%	63%	53%	80%	50%	-	*	-	*	65%	57%	17%	71%	*	63%	-	-	*	-	*
	Female	46%	50%	73%	73%	56%	86%	-	*	-	*	67%	83%	-	73%	*	-	73%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	12%	7%	8%	15%	-	*	-	40%	14%	8%	0%	14%	6%	12%	11%	-	-	-	*
	Students																					
	CWD	10%	7%	0%	*	*	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	23%	14%	8%	10%	22%	-	*	-	40%	17%	10%	-	14%	8%	16%	13%	-	-	-	*
	EL	19%	20%	6%	0%	14%	*	-	*	-	-	8%	0%	0%	8%	6%	10%	0%	-	-	-	-
	Male	24%	19%	12%	0%	17%	13%	-	*	-	*	11%	14%	0%	16%	10%	12%	-	-	-	-	*
	Female	29%	24%	11%	20%	0%	20%	-	*	-	*	18%	0%	*	13%	0%	-	11%	-	-	-	-

		State	District	Campus	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
Mathematics	All Students	24%	18%	5%	0%	4%	8%	-	*	-	0%	3%	8%	0%	6%	6%	3%	7%	-	-	-	*
	CWD	12%	8%	0%	*	*	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	19%	6%	0%	5%	11%	-	*	-	0%	3%	10%	-	6%	8%	4%	8%	-	-	-	*
	EL	18%	20%	6%	0%	0%	*	-	*	-	-	0%	17%	0%	8%	6%	0%	13%	-	-	-	-
	Male	26%	20%	3%	0%	0%	13%	-	*	-	*	0%	7%	0%	4%	0%	3%	-	-	-	-	*
	Female	22%	16%	7%	0%	8%	0%	-	*	-	*	6%	10%	*	8%	13%	-	7%	-	-	-	-
Grade 4	All Students	21%	17%	23%	21%	22%	25%	-	*	-	*	17%	37%	0%	27%	24%	23%	23%	-	-	-	-
Reading	CWD	8%	4%	0%	0%	*	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	18%	27%	29%	24%	30%	-	*	-	*	21%	41%	-	27%	25%	28%	27%	-	-	-	-
	EL	12%	13%	24%	*	20%	*	-	*	-	-	21%	*	*	25%	24%	13%	33%	-	-	-	-
	Male	20%	15%	23%	20%	30%	20%	-	*	-	*	16%	36%	0%	28%	13%	23%	-	-	-	-	-
	Female	23%	18%	23%	22%	15%	29%	-	*	-	*	17%	38%	0%	27%	33%	-	23%	-	-	-	-
Mathematics	All Students	27%	22%	39%	32%	39%	33%	-	*	-	*	38%	42%	20%	43%	53%	43%	35%	-	-	-	-
	CWD	13%	7%	20%	20%	*	*	-	-	-	*	25%	*	20%	-	*	20%	20%	-	-	-	-
	CWOD	29%	23%	43%	36%	38%	40%	-	*	-	*	41%	47%	-	43%	50%	48%	38%	-	-	-	-
	EL	20%	22%	53%	*	50%	*	-	*	-	-	50%	*	*	50%	53%	63%	44%	-	-	-	-
	Male	29%	23%	43%	30%	40%	40%	-	*	-	*	42%	45%	20%	48%	63%	43%	-	-	-	-	-
	Female	25%	20%	35%	33%	38%	29%	-	*	-	*	35%	38%	20%	38%	44%	-	35%	-	-	-	-
Grade 5	All Students	29%	24%	32%	27%	29%	27%	-	60%	-	*	29%	35%	20%	33%	17%	34%	29%	-	*	-	*
Reading	CWD	9%	8%	20%	*	*	*	-	*	-	-	20%	20%	20%	-	*	25%	*	-	-	-	-
	CWOD	31%	26%	33%	26%	32%	33%	-	56%	-	*	30%	37%	-	33%	20%	36%	31%	-	*	-	*
	EL	14%	13%	17%	0%	11%	*	-	*	-	-	15%	20%	*	20%	17%	27%	0%	-	-	-	-
	Male	26%	21%	34%	23%	43%	27%	-	50%	-	-	33%	35%	25%	36%	27%	34%	-	-	-	-	-
	Female	31%	27%	29%	31%	18%	*	-	*	-	*	24%	35%	*	31%	0%	-	29%	-	*	-	*
Mathematics	All Students	36%	27%	42%	35%	42%	33%	-	80%	-	*	43%	41%	20%	45%	33%	45%	39%	-	*	-	*
	CWD	14%	12%	20%	*	*	*	-	*	-	-	40%	0%	20%	-	*	13%	*	-	-	-	-
	CWOD	38%	28%	45%	39%	43%	42%	-	78%	-	*	44%	47%	-	45%	33%	53%	38%	-	*	-	*
	EL	24%	20%	33%	40%	22%	*	-	*	-	-	31%	40%	*	33%	33%	36%	29%	-	-	-	-
	Male	36%	28%	45%	38%	50%	36%	-	67%	-	-	48%	42%	13%	53%	36%	45%	-	-	-	-	*
	Female	35%	26%	39%	31%	35%	*	-	*	-	*	38%	40%	*	38%	29%	-	39%	-	*	-	*
Science	All Students	23%	17%	14%	11%	13%	0%	-	50%	-	*	13%	15%	10%	14%	6%	18%	10%	-	*	-	*
	CWD	11%	9%	10%	*	*	*	-	*	-	-	20%	0%	10%	-	*	13%	*	-	-	-	-
	CWOD	25%	18%	14%	13%	14%	0%	-	44%	-	*	12%	17%	-	14%	7%	19%	10%	-	*	-	*
	EL	11%	9%	6%	0%	0%	*	-	*	-	-	0%	20%	*	7%	6%	9%	0%	-	-	-	-
	Male	25%	19%	18%	14%	21%	0%	-	50%	-	-	16%	20%	13%	19%	9%	18%	-	-	-	-	*
	Female	21%	15%	10%	8%	6%	*	-	*	-	*	10%	10%	*	10%	0%	-	10%	-	*	-	*
Grade 6	All Students	17%	18%	30%	35%	29%	23%	-	*	-	*	27%	35%	0%	33%	25%	25%	37%	-	*	-	*
Reading	CWD	6%	5%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	0%	-	-	-	-	*
	CWOD	18%	19%	33%	38%	30%	30%	-	*	-	*	30%	38%	-	33%	29%	29%	37%	-	*	-	-
	EL	4%	5%	25%	*	14%	-	-	-	-	-	25%	-	*	29%	25%	*	*	-	-	-	-
	Male	14%	15%	25%	20%	33%	17%	-	*	-	*	27%	21%	0%	29%	*	25%	-	-	*	-	*



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Female		20%	22%	37%	55%	22%	29%	-	*	-	*	28%	50%	-	37%	*	-	37%	-	-	-	-
Mathematics	All	20%	24%	36%	23%	33%	62%	-	*	-	*	30%	46%	17%	38%	13%	30%	43%	-	*	-	*
	Students																					
	CWD	9%	6%	17%	*	*	*	-	-	-	-	*	*	17%	-	*	17%	-	-	-	-	*
	CWOD	22%	26%	38%	25%	35%	70%	-	*	-	*	33%	46%	-	38%	14%	32%	43%	-	*	-	-
	EL	8%	12%	13%	*	14%	-	-	-	-	-	13%	-	*	14%	13%	*	*	-	-	-	-
	Male	20%	24%	30%	13%	40%	33%	-	*	-	*	23%	43%	17%	32%	*	30%	-	-	*	-	*
	Female	20%	23%	43%	36%	22%	86%	-	*	-	*	39%	50%	-	43%	*	-	43%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	77%	73%	77%	78%	-	96%	-	68%	73%	82%	36%	83%	75%	75%	80%	-	80%	-	64%
	Students																					
	CWD	46%	38%	36%	26%	35%	44%	-	60%	-	*	28%	48%	36%	-	30%	32%	45%	-	-	-	*
	CWOD	81%	77%	83%	81%	82%	87%	-	100%	-	72%	81%	87%	-	83%	84%	84%	83%	-	80%	-	78%
	EL	62%	63%	75%	65%	73%	89%	-	88%	-	-	73%	82%	30%	84%	75%	71%	79%	-	-	-	-
	Male	74%	70%	75%	71%	71%	79%	-	94%	-	67%	71%	80%	32%	84%	71%	75%	-	-	*	-	50%
	Female	80%	76%	80%	75%	83%	76%	-	100%	-	68%	77%	85%	45%	83%	79%	-	80%	-	*	-	*
Reading	All	73%	69%	78%	73%	80%	83%	-	95%	-	57%	73%	86%	35%	85%	77%	73%	84%	-	*	-	*
	Students																					
	CWD	39%	30%	35%	17%	30%	58%	-	*	-	*	25%	54%	35%	-	30%	30%	50%	-	-	-	*
	CWOD	78%	73%	85%	82%	85%	90%	-	100%	-	62%	81%	91%	-	85%	86%	83%	87%	-	*	-	*
	EL	54%	55%	77%	69%	76%	88%	-	86%	-	-	72%	93%	30%	86%	77%	70%	86%	-	-	-	-
	Male	69%	64%	73%	68%	69%	83%	-	92%	-	50%	68%	80%	30%	83%	70%	73%	-	-	*	-	*
	Female	78%	74%	84%	79%	90%	83%	-	100%	-	63%	78%	94%	50%	87%	86%	-	84%	-	*	-	*
Mathematics	All	81%	77%	80%	80%	81%	75%	-	95%	-	79%	77%	85%	32%	88%	79%	78%	83%	-	*	-	60%
	Students																					
	CWD	53%	44%	32%	33%	30%	33%	-	*	-	*	29%	38%	32%	-	30%	30%	40%	-	-	-	*
	CWOD	84%	81%	88%	88%	86%	88%	-	100%	-	85%	85%	92%	-	88%	88%	89%	87%	-	*	-	*
	EL	72%	74%	79%	69%	79%	88%	-	86%	-	-	79%	79%	30%	88%	79%	76%	82%	-	-	-	-
	Male	79%	75%	78%	81%	73%	77%	-	92%	-	83%	75%	83%	30%	89%	76%	78%	-	-	*	-	*
	Female	82%	79%	83%	79%	88%	74%	-	100%	-	75%	80%	88%	40%	87%	82%	-	83%	-	*	-	*
Science	All	80%	75%	63%	52%	58%	67%	-	100%	-	*	61%	65%	50%	64%	56%	69%	56%	-	*	-	*
	Students																					
	CWD	51%	44%	50%	*	*	*	-	*	-	-	40%	60%	50%	-	*	50%	*	-	-	-	-
	CWOD	84%	79%	64%	54%	57%	75%	-	100%	-	*	63%	66%	-	64%	60%	73%	56%	-	*	-	*
	EL	61%	60%	56%	40%	44%	*	-	*	-	-	54%	60%	*	60%	56%	64%	43%	-	-	-	-
	Male	79%	74%	69%	50%	71%	73%	-	100%	-	-	64%	75%	50%	73%	64%	69%	-	-	-	-	*
	Female	81%	77%	56%	54%	47%	*	-	*	-	*	57%	55%	*	56%	43%	-	56%	-	*	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	<b>48%</b>	44%	46%	50%	-	77%	-	32%	43%	56%	18%	53%	39%	52%	43%	-	40%	-	36%
	Students																					
	CWD	24%	18%	<b>18%</b>	15%	9%	22%	-	60%	-	*	13%	26%	18%	-	9%	19%	14%	-	-	-	*
	CWOD	52%	47%	<b>53%</b>	49%	50%	59%	-	79%	-	34%	48%	60%	-	53%	45%	59%	46%	-	40%	-	44%
	EL	29%	29%	<b>39%</b>	39%	33%	50%	-	56%	-	-	38%	42%	9%	45%	39%	45%	32%	-	-	-	-
	Male	47%	41%	<b>52%</b>	44%	53%	55%	-	72%	-	33%	48%	58%	19%	59%	45%	52%	-	-	*	-	25%
	Female	52%	47%	<b>43%</b>	44%	38%	44%	-	85%	-	32%	37%	53%	14%	46%	32%	-	43%	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Reading	All	47%	42%	45%	41%	42%	47%	-	81%	-	36%	37%	58%	14%	50%	34%	49%	41%	-	*	-	*
	Students																					
	CWD	21%	15%	14%	17%	0%	17%	-	*	-	*	8%	23%	14%	-	0%	19%	0%	-	-	-	*
	CWOD	50%	45%	50%	45%	46%	56%	-	84%	-	38%	42%	63%	-	50%	41%	56%	45%	-	*	-	*
	EL	23%	24%	34%	46%	24%	38%	-	57%	-	-	32%	43%	0%	41%	34%	42%	25%	-	-	-	-
	Male	43%	37%	49%	43%	47%	53%	-	77%	-	33%	42%	59%	19%	56%	42%	49%	-	-	*	-	*
	Female	51%	47%	41%	39%	37%	39%	-	88%	-	38%	32%	56%	0%	45%	25%	-	41%	-	*	-	*
Mathematics	All	51%	45%	55%	52%	53%	57%	-	86%	-	36%	52%	59%	19%	61%	51%	57%	53%	-	*	-	40%
	Students																					
	CWD	26%	21%	19%	8%	20%	25%	-	*	-	*	17%	23%	19%	-	20%	15%	30%	-	-	-	*
	CWOD	54%	49%	61%	59%	57%	66%	-	89%	-	38%	58%	64%	-	61%	57%	67%	55%	-	*	-	*
	EL	37%	37%	51%	46%	48%	63%	-	57%	-	-	51%	50%	20%	57%	51%	55%	46%	-	-	-	-
	Male	50%	44%	57%	51%	61%	57%	-	77%	-	33%	56%	59%	15%	67%	55%	57%	-	-	*	-	*
	Female	51%	47%	53%	53%	46%	57%	-	100%	-	38%	48%	60%	30%	55%	46%	-	53%	-	*	-	*
Science	All	53%	47%	34%	30%	32%	40%	-	50%	-	*	28%	40%	30%	34%	17%	44%	22%	-	*	-	*
	Students																					
	CWD	25%	20%	30%	*	*	*	-	*	-	-	20%	40%	30%	-	*	38%	*	-	-	-	-
	CWOD	56%	50%	34%	29%	36%	42%	-	44%	-	*	29%	40%	-	34%	20%	46%	23%	-	*	-	*
	EL	26%	25%	17%	0%	11%	*	-	*	-	-	15%	20%	*	20%	17%	27%	0%	-	-	-	-
	Male	53%	46%	44%	29%	50%	55%	-	50%	-	-	36%	55%	38%	46%	27%	44%	-	-	-	-	*
	Female	53%	48%	22%	31%	18%	*	-	*	-	*	19%	25%	*	23%	0%	-	22%	-	*	-	*

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	26%	23%	24%	25%	-	58%	-	19%	24%	30%	10%	29%	20%	27%	26%	-	0%	-	27%
	Students																					
	CWD	8%	6%	10%	7%	9%	4%	-	60%	-	*	11%	6%	10%	-	9%	10%	9%	-	-	-	*
	CWOD	25%	21%	29%	25%	26%	31%	-	57%	-	21%	27%	33%	-	29%	22%	30%	28%	-	0%	-	33%
	EL	11%	11%	20%	16%	17%	22%	-	38%	-	-	19%	24%	9%	22%	20%	22%	17%	-	-	-	-
	Male	22%	18%	27%	19%	31%	21%	-	50%	-	25%	25%	29%	10%	30%	22%	27%	-	-	*	-	13%
	Female	24%	21%	26%	28%	18%	30%	-	70%	-	16%	24%	30%	9%	28%	17%	-	26%	-	*	-	*
Reading	All	20%	17%	25%	25%	22%	23%	-	43%	-	29%	22%	29%	5%	28%	16%	24%	26%	-	*	-	*
	Students																					
	CWD	7%	5%	5%	8%	0%	0%	-	*	-	*	4%	8%	5%	-	0%	7%	0%	-	-	-	*
	CWOD	22%	19%	28%	27%	25%	29%	-	42%	-	31%	25%	32%	-	28%	20%	28%	28%	-	*	-	*
	EL	8%	8%	16%	15%	15%	25%	-	14%	-	-	17%	14%	0%	20%	16%	18%	14%	-	-	-	-
	Male	17%	14%	24%	17%	31%	20%	-	31%	-	33%	23%	27%	7%	28%	18%	24%	-	-	*	-	*
	Female	23%	20%	26%	34%	13%	26%	-	63%	-	25%	22%	32%	0%	28%	14%	-	26%	-	*	-	*
Mathematics	All	26%	22%	32%	25%	30%	34%	-	76%	-	14%	30%	35%	14%	35%	28%	31%	33%	-	*	-	20%
	Students																					
	CWD	11%	6%	14%	8%	20%	8%	-	*	-	*	17%	8%	14%	-	20%	11%	20%	-	-	-	*
	CWOD	28%	24%	35%	27%	31%	41%	-	79%	-	15%	32%	39%	-	35%	29%	36%	34%	-	*	-	*
	EL	16%	16%	28%	23%	24%	25%	-	57%	-	-	26%	36%	20%	29%	28%	30%	25%	-	-	-	-
	Male	25%	22%	31%	21%	33%	30%	-	69%	-	17%	29%	34%	11%	36%	30%	31%	-	-	*	-	*
	Female	26%	22%	33%	29%	27%	39%	-	88%	-	13%	30%	36%	20%	34%	25%	-	33%	-	*	-	*
Science	All	24%	20%	14%	11%	13%	0%	-	50%	-	*	13%	15%	10%	14%	6%	18%	10%	-	*	-	*
	Students																					
	CWD	8%	5%	10%	*	*	*	-	*	-	-	20%	0%	10%	-	*	13%	*	-	-	-	-
	CWOD	26%	22%	14%	13%	14%	0%	-	44%	-	*	12%	17%	-	14%	7%	19%	10%	-	*	-	*
	EL	7%	7%	6%	0%	0%	*	-	*	-	-	0%	20%	*	7%	6%	9%	0%	-	-	-	-
	Male	25%	21%	18%	14%	21%	0%	-	50%	-	-	16%	20%	13%	19%	9%	18%	-	-	-	-	*

	State	District	Campus	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
Female	23%	20%	10%	8%	6%	*	-	*	-	*	10%	10%	*	10%	0%	-	10%	-	*	-	*

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	62	67	66	-	88	-	44	60	52	68
CWD	52	63	50	44	-	*	-	*	47	52	40
CWOD	68	62	69	72	-	88	-	50	62	-	71
EL	68	69	60	80	-	*	-	-	62	40	68
Male	63	62	65	57	-	90	-	*	61	53	73
Female	69	63	69	76	-	86	-	60	59	50	61
<b>Mathematics</b>											
All Students	80	77	82	76	-	94	-	89	78	71	78
CWD	71	63	75	69	-	*	-	*	66	71	50
CWOD	82	79	82	77	-	94	-	88	80	-	82
EL	78	75	76	80	-	*	-	-	77	50	78
Male	81	82	78	75	-	100	-	*	79	68	82
Female	80	71	86	76	-	86	-	90	77	79	74

#### Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	104	28	27%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	50	47	49	51	-	77	-	40	47	21	45
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

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

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

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

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	41	17	14	8	0	2	0	0	8		
	Female	6	2	2	2	0	0	0	0	0		
	Total	47	19	16	10	0	2	0	0	8		
<b>Out-of-School Suspensions</b>												
	Male	6	2	2	2	0	0	0	0	2		
	Female	4	2	2	0	0	0	0	0	0		
	Total	10	4	4	2	0	0	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	5	5	2	0	0	0	0	2		5
	Female	0	0	0	0	0	0	0	0	0		0
	Total	12	5	5	2	0	0	0	0	2		5
Out-of-School Suspensions	Male	2	2	0	0	0	0	0	0	2		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	2		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	24	2	8	14	0	0	0	0	5	8	5
	Female	18	2	5	5	2	2	0	2	2	2	0
	Total	42	4	13	19	2	2	0	2	7	10	5

Total



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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	12	5	5	0	0	2	0	0	8	0
	Female	8	2	2	2	0	2	0	0	5	0
	Total	20	7	7	2	0	4	0	0	13	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	6.0	18.6%
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	1.9	6.3%

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

#### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	2%
Mathematics	5,880	1%	45	1%	*	2%
Grade 4						
Reading	6,312	2%	55	1%	*	2%
Mathematics	6,311	2%	55	1%	*	2%
Grade 5						
Reading	6,133	1%	59	1%	*	1%
Mathematics	6,131	1%	59	1%	*	1%
Science	6,133	1%	59	1%	*	1%
Grade 6						
Reading	6,038	1%	50	1%	*	1%
Mathematics	6,036	1%	50	1%	*	1%

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	9	1%
Reading	45,064	1%	367	1%	*	1%
Mathematics	40,350	1%	327	1%	*	1%
Science	16,337	1%	131	1%	*	1%

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

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

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

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

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

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

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

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** ATHERTON EL

**Campus ID:** 220901132

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	More	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	61%	50%	65%	*	-	75%	-	-	57%	85%	33%	63%	64%	67%	53%	-	*	-	-	
	Students																						
	CWD	49%	38%	33%	*	*	*	-	-	-	-	20%	*	33%	-	*	*	*	-	-	-	-	
	CWOD	79%	72%	63%	57%	64%	*	-	75%	-	-	60%	83%	-	63%	64%	67%	58%	-	*	-	-	
	EL	69%	67%	64%	*	67%	*	-	75%	-	-	58%	88%	*	64%	64%	64%	63%	-	-	-	-	
	Male	73%	65%	67%	64%	71%	*	-	67%	-	-	60%	100%	*	67%	64%	67%	-	-	-	-	-	
	Female	78%	72%	53%	38%	56%	*	-	*	-	-	52%	60%	*	58%	63%	-	53%	-	*	-	-	
Mathematics	All	78%	72%	65%	54%	65%	*	-	88%	-	-	60%	92%	33%	67%	70%	71%	56%	-	*	-	-	
	Students																						
	CWD	52%	44%	33%	*	*	*	-	-	-	-	20%	*	33%	-	*	*	*	-	-	-	-	
	CWOD	81%	76%	67%	62%	64%	*	-	88%	-	-	63%	92%	-	67%	71%	71%	61%	-	*	-	-	
	EL	75%	75%	70%	*	70%	*	-	88%	-	-	64%	100%	*	71%	70%	71%	69%	-	-	-	-	
	Male	78%	72%	71%	82%	65%	*	-	83%	-	-	65%	100%	*	71%	71%	71%	-	-	-	-	-	
	Female	78%	72%	56%	31%	67%	*	-	*	-	-	52%	80%	*	61%	69%	-	56%	-	*	-	-	
Grade 4 Reading	All	74%	66%	69%	64%	69%	83%	*	*	-	-	65%	100%	*	73%	71%	74%	63%	-	*	-	-	
	Students																						
	CWD	44%	34%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	78%	70%	73%	67%	73%	100%	*	*	-	-	70%	100%	-	73%	76%	78%	68%	-	*	-	-	
	EL	64%	64%	71%	*	68%	-	-	*	-	-	68%	*	*	76%	71%	70%	73%	-	-	-	-	
	Male	71%	63%	74%	70%	72%	*	-	*	-	-	69%	100%	*	78%	70%	74%	-	-	*	-	-	
	Female	77%	70%	63%	58%	64%	*	*	*	-	-	61%	*	*	68%	73%	-	63%	-	-	-	-	
Mathematics	All	74%	67%	80%	77%	81%	67%	*	*	-	-	77%	100%	*	83%	87%	79%	80%	-	*	-	-	
	Students																						
	CWD	46%	36%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	78%	71%	83%	76%	87%	80%	*	*	-	-	81%	100%	-	83%	90%	81%	86%	-	*	-	-	
	EL	69%	69%	87%	*	84%	-	-	*	-	-	86%	*	*	90%	87%	90%	82%	-	-	-	-	
	Male	74%	67%	79%	70%	89%	*	-	*	-	-	76%	100%	*	81%	90%	79%	-	-	*	-	-	
	Female	74%	68%	80%	83%	71%	*	*	*	-	-	79%	*	*	86%	82%	-	80%	-	-	-	-	
Grade 5 Reading	All	86%	82%	82%	72%	88%	*	-	80%	-	*	82%	*	33%	86%	84%	80%	84%	-	*	-	-	
	Students																						
	CWD	55%	48%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	40%	*	-	-	-	-	
	CWOD	89%	86%	86%	76%	92%	*	-	80%	-	*	86%	*	-	86%	88%	85%	86%	-	*	-	-	
	EL	77%	76%	84%	-	84%	*	-	*	-	-	83%	*	*	88%	84%	84%	83%	-	*	-	-	
	Male	83%	78%	80%	63%	90%	*	-	*	-	*	80%	*	40%	85%	84%	80%	-	-	*	-	-	
	Female	88%	85%	84%	81%	84%	*	-	*	-	-	84%	*	*	86%	83%	-	84%	-	*	-	-	
Mathematics	All	89%	84%	76%	59%	85%	*	-	80%	-	*	76%	*	50%	78%	81%	73%	79%	-	*	-	-	
	Students																						
	CWD	68%	61%	50%	*	*	-	-	-	-	-	50%	-	50%	-	*	60%	*	-	-	-	-	
	CWOD	92%	87%	78%	59%	89%	*	-	80%	-	*	78%	*	-	78%	85%	74%	81%	-	*	-	-	
	EL	85%	82%	81%	-	81%	*	-	*	-	-	80%	*	*	85%	81%	79%	83%	-	*	-	-	
	Male	88%	83%	73%	50%	86%	*	-	*	-	*	73%	*	60%	74%	79%	73%	-	-	*	-	-	
	Female	90%	85%	79%	69%	84%	*	-	*	-	-	78%	*	*	81%	83%	-	79%	-	*	-	-	
Science	All	74%	65%	71%	50%	88%	*	-	80%	-	*	71%	*	33%	74%	78%	73%	68%	-	*	-	-	
	Students																						
	CWD	45%	43%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	40%	*	-	-	-	-	



		State	District	Campus	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	CWOD	77%	68%	<b>74%</b>	52%	92%	*	-	80%	-	*	74%	*	-	74%	82%	77%	70%	-	*	-	-
	EL	60%	55%	<b>78%</b>	-	84%	*	-	*	-	*	77%	*	*	82%	78%	79%	78%	-	*	-	-
	Male	74%	65%	<b>73%</b>	50%	90%	*	-	*	-	*	73%	*	40%	77%	79%	73%	-	-	*	-	-
	Female	73%	64%	<b>68%</b>	50%	84%	*	-	*	-	-	68%	*	*	70%	78%	-	68%	-	*	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>68%</b>	63%	76%	*	-	33%	-	*	66%	88%	43%	71%	50%	75%	62%	-	-	-	-
	CWOD	33%	32%	<b>43%</b>	*	-	*	-	-	-	*	20%	*	43%	-	-	20%	*	-	-	-	-
	CWOD	71%	72%	<b>71%</b>	67%	76%	*	-	33%	-	*	70%	83%	-	71%	50%	84%	60%	-	-	-	-
	EL	42%	49%	<b>50%</b>	*	55%	*	-	20%	-	-	50%	-	-	50%	50%	64%	36%	-	-	-	-
	Male	62%	64%	<b>75%</b>	78%	82%	*	-	*	-	*	72%	*	20%	84%	64%	75%	-	-	-	-	-
	Female	71%	72%	<b>62%</b>	50%	70%	*	-	40%	-	-	61%	*	*	60%	36%	-	62%	-	-	-	-
Mathematics	All Students	80%	82%	<b>85%</b>	79%	93%	*	-	67%	-	*	85%	88%	71%	86%	79%	89%	81%	-	-	-	-
	CWOD	50%	47%	<b>71%</b>	*	-	*	-	-	-	*	60%	*	71%	-	-	60%	*	-	-	-	-
	CWOD	83%	86%	<b>86%</b>	73%	93%	*	-	67%	-	*	87%	83%	-	86%	79%	94%	80%	-	-	-	-
	EL	67%	77%	<b>79%</b>	*	85%	*	-	60%	-	-	79%	-	-	79%	79%	86%	71%	-	-	-	-
	Male	78%	80%	<b>89%</b>	100%	95%	*	-	*	-	*	88%	*	60%	94%	86%	89%	-	-	-	-	-
	Female	81%	84%	<b>81%</b>	60%	90%	*	-	80%	-	-	82%	*	*	80%	71%	-	81%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>24%</b>	13%	24%	*	-	50%	-	-	24%	23%	0%	25%	27%	25%	21%	-	*	-	-
	CWOD	26%	19%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	46%	39%	<b>25%</b>	14%	26%	*	-	50%	-	-	25%	25%	-	25%	29%	27%	23%	-	*	-	-
	EL	35%	34%	<b>27%</b>	*	24%	*	-	50%	-	-	31%	13%	*	29%	27%	29%	25%	-	-	-	-
	Male	41%	34%	<b>25%</b>	9%	26%	*	-	50%	-	-	26%	25%	*	27%	29%	25%	-	-	-	-	-
	Female	47%	39%	<b>21%</b>	15%	22%	*	-	*	-	-	21%	20%	*	23%	25%	-	21%	-	*	-	-
Mathematics	All Students	48%	39%	<b>33%</b>	25%	31%	*	-	75%	-	-	28%	62%	17%	34%	41%	37%	26%	-	*	-	-
	CWOD	30%	21%	<b>17%</b>	*	*	*	-	-	-	-	0%	*	17%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>34%</b>	29%	30%	*	-	75%	-	-	30%	58%	-	34%	40%	38%	29%	-	*	-	-
	EL	41%	41%	<b>41%</b>	*	33%	*	-	75%	-	-	36%	63%	*	40%	41%	43%	38%	-	-	-	-
	Male	49%	41%	<b>37%</b>	45%	26%	*	-	83%	-	-	33%	63%	*	38%	43%	37%	-	-	-	-	-
	Female	46%	38%	<b>26%</b>	8%	39%	*	-	*	-	-	21%	60%	*	29%	38%	-	26%	-	*	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>33%</b>	36%	38%	17%	*	*	-	-	28%	71%	*	35%	29%	32%	33%	-	*	-	-
	CWOD	24%	16%	<b>*</b>	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	46%	38%	<b>35%</b>	38%	40%	20%	*	*	-	-	30%	71%	-	35%	31%	34%	36%	-	*	-	-
	EL	30%	30%	<b>29%</b>	*	32%	-	-	*	-	-	25%	*	*	31%	29%	30%	27%	-	-	-	-
	Male	41%	33%	<b>32%</b>	30%	39%	*	-	*	-	-	28%	60%	*	34%	30%	32%	-	-	*	-	-
	Female	46%	38%	<b>33%</b>	42%	36%	*	*	*	-	-	29%	*	*	36%	27%	-	33%	-	-	-	-
Mathematics	All Students	46%	39%	<b>56%</b>	50%	66%	33%	*	*	-	-	51%	100%	*	60%	61%	59%	53%	-	*	-	-
	CWOD	27%	21%	<b>*</b>	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	49%	41%	<b>60%</b>	52%	70%	40%	*	*	-	-	55%	100%	-	60%	66%	63%	57%	-	*	-	-
	EL	39%	39%	<b>61%</b>	*	64%	-	-	*	-	-	57%	*	*	66%	61%	60%	64%	-	-	-	-
	Male	48%	40%	<b>59%</b>	40%	72%	*	-	*	-	-	52%	100%	*	63%	60%	59%	-	-	*	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	53%	58%	57%	*	*	*	-	-	50%	*	*	57%	64%	-	53%	-	-	-	-
Grade 5 Reading	All	53%	46%	30%	25%	38%	*	-	20%	-	*	31%	*	17%	32%	30%	27%	34%	-	*	-	-
	Students																					
	CWD	27%	23%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	20%	*	-	-	-	-
	CWOD	56%	49%	32%	28%	38%	*	-	20%	-	*	32%	*	-	32%	29%	28%	35%	-	*	-	-
	EL	36%	35%	30%	-	32%	*	-	*	-	-	31%	*	*	29%	30%	26%	33%	-	*	-	-
	Male	50%	42%	27%	13%	38%	*	-	*	-	*	27%	*	20%	28%	26%	27%	-	-	*	-	-
	Female	56%	51%	34%	38%	37%	*	-	*	-	-	35%	*	*	35%	33%	-	34%	-	*	-	-
Mathematics	All	57%	47%	40%	16%	53%	*	-	80%	-	*	40%	*	17%	42%	49%	41%	39%	-	*	-	-
	Students																					
	CWD	31%	28%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	20%	*	-	-	-	-
	CWOD	60%	49%	42%	17%	54%	*	-	80%	-	*	42%	*	-	42%	50%	44%	41%	-	*	-	-
	EL	46%	41%	49%	-	45%	*	-	*	-	-	49%	*	*	50%	49%	47%	50%	-	*	-	-
	Male	56%	47%	41%	6%	52%	*	-	*	-	*	39%	*	20%	44%	47%	41%	-	-	*	-	-
	Female	57%	47%	39%	25%	53%	*	-	*	-	-	41%	*	*	41%	50%	-	39%	-	*	-	-
Science	All	48%	38%	37%	22%	43%	*	-	60%	-	*	37%	*	17%	38%	35%	43%	29%	-	*	-	-
	Students																					
	CWD	27%	27%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	20%	*	-	-	-	-
	CWOD	50%	39%	38%	21%	46%	*	-	60%	-	*	39%	*	-	38%	38%	46%	30%	-	*	-	-
	EL	31%	26%	35%	-	35%	*	-	*	-	-	37%	*	*	38%	35%	37%	33%	-	*	-	-
	Male	50%	40%	43%	31%	48%	*	-	*	-	*	44%	*	20%	46%	37%	43%	-	-	*	-	-
	Female	45%	37%	29%	13%	37%	*	-	*	-	-	30%	*	*	30%	33%	-	29%	-	*	-	-
Grade 6 Reading	All	36%	37%	29%	21%	31%	*	-	33%	-	*	26%	50%	14%	30%	11%	33%	24%	-	-	-	-
	Students																					
	CWD	19%	17%	14%	*	-	*	-	-	-	*	20%	*	14%	-	-	20%	*	-	-	-	-
	CWOD	38%	40%	30%	20%	31%	*	-	33%	-	*	27%	67%	-	30%	11%	35%	26%	-	-	-	-
	EL	14%	17%	11%	*	5%	*	-	20%	-	-	11%	-	-	11%	11%	7%	14%	-	-	-	-
	Male	33%	33%	33%	33%	32%	*	-	*	-	*	28%	*	20%	35%	7%	33%	-	-	-	-	-
	Female	40%	42%	24%	10%	30%	*	-	40%	-	-	24%	*	*	26%	14%	-	24%	-	-	-	-
Mathematics	All	46%	49%	56%	42%	67%	*	-	67%	-	*	58%	38%	14%	61%	50%	58%	54%	-	-	-	-
	Students																					
	CWD	23%	21%	14%	*	-	*	-	-	-	*	20%	*	14%	-	-	20%	*	-	-	-	-
	CWOD	48%	52%	61%	47%	67%	*	-	67%	-	*	62%	50%	-	61%	50%	65%	57%	-	-	-	-
	EL	27%	35%	50%	*	45%	*	-	60%	-	-	50%	-	-	50%	50%	57%	43%	-	-	-	-
	Male	45%	48%	58%	44%	73%	*	-	*	-	*	56%	*	20%	65%	57%	58%	-	-	-	-	-
	Female	46%	50%	54%	40%	60%	*	-	80%	-	-	61%	*	*	57%	43%	-	54%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	16%	8%	16%	*	-	38%	-	-	17%	15%	0%	18%	20%	18%	15%	-	*	-	-
	Students																					
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	18%	10%	17%	*	-	38%	-	-	18%	17%	-	18%	21%	19%	16%	-	*	-	-
	EL	19%	20%	20%	*	18%	*	-	38%	-	-	22%	13%	*	21%	20%	18%	25%	-	-	-	-
	Male	24%	19%	18%	9%	16%	*	-	33%	-	-	16%	25%	*	19%	18%	18%	-	-	-	-	-
	Female	29%	24%	15%	8%	17%	*	-	*	-	-	17%	0%	*	16%	25%	-	15%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	19%	Amer	18%	*	-	50%	-	-	17%	31%	0%	20%	27%	22%	15%	-	*	-	-
Mathematics	All																					
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	19%	20%	10%	19%	*	-	50%	-	-	18%	33%	-	20%	29%	23%	16%	-	*	-	-
	EL	18%	20%	27%	*	21%	*	-	50%	-	-	25%	38%	*	29%	27%	29%	25%	-	-	-	-
	Male	26%	20%	22%	9%	16%	*	-	67%	-	-	19%	38%	*	23%	29%	22%	-	-	-	-	-
	Female	22%	16%	15%	8%	22%	*	-	*	-	-	14%	20%	*	16%	25%	-	15%	-	*	-	-
Grade 4	Reading																					
	All	21%	17%	17%	27%	16%	0%	*	*	-	-	16%	29%	*	18%	13%	18%	17%	-	*	-	-
	Students																					
	CWD	8%	4%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	23%	18%	18%	29%	17%	0%	*	*	-	-	17%	29%	-	18%	14%	19%	18%	-	*	-	-
	EL	12%	13%	13%	*	12%	-	-	*	-	-	11%	*	*	14%	13%	15%	9%	-	-	-	-
	Male	20%	15%	18%	30%	17%	*	-	*	-	-	17%	20%	*	19%	15%	18%	-	-	*	-	-
	Female	23%	18%	17%	25%	14%	*	*	*	-	-	14%	*	*	18%	9%	-	17%	-	-	-	-
Mathematics	All	27%	22%	36%	32%	38%	33%	*	*	-	-	32%	71%	*	38%	39%	32%	40%	-	*	-	-
	Students																					
	CWD	13%	7%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	29%	23%	38%	33%	40%	40%	*	*	-	-	34%	71%	-	38%	41%	34%	43%	-	*	-	-
	EL	20%	22%	39%	*	36%	-	-	*	-	-	39%	*	*	41%	39%	35%	45%	-	-	-	-
	Male	29%	23%	32%	20%	33%	*	-	*	-	-	28%	60%	*	34%	35%	32%	-	-	*	-	-
	Female	25%	20%	40%	42%	43%	*	*	*	-	-	36%	*	*	43%	45%	-	40%	-	-	-	-
Grade 5	Reading																					
	All	29%	24%	18%	16%	23%	*	-	20%	-	*	18%	*	17%	18%	19%	14%	24%	-	*	-	-
	Students																					
	CWD	9%	8%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	20%	*	-	-	-	-
	CWOD	31%	26%	18%	17%	22%	*	-	20%	-	*	18%	*	-	18%	18%	13%	24%	-	*	-	-
	EL	14%	13%	19%	-	23%	*	-	*	-	-	20%	*	*	18%	19%	11%	28%	-	*	-	-
	Male	26%	21%	14%	13%	14%	*	-	*	-	*	12%	*	20%	13%	11%	14%	-	-	*	-	-
	Female	31%	27%	24%	19%	32%	*	-	*	-	-	24%	*	*	24%	28%	-	24%	-	*	-	-
Mathematics	All	36%	27%	22%	9%	30%	*	-	40%	-	*	22%	*	0%	24%	24%	23%	21%	-	*	-	-
	Students																					
	CWD	14%	12%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	38%	28%	24%	10%	32%	*	-	40%	-	*	24%	*	-	24%	26%	26%	22%	-	*	-	-
	EL	24%	20%	24%	-	23%	*	-	*	-	-	26%	*	*	26%	24%	21%	28%	-	*	-	-
	Male	36%	28%	23%	6%	29%	*	-	*	-	*	22%	*	0%	26%	21%	23%	-	-	*	-	-
	Female	35%	26%	21%	13%	32%	*	-	*	-	-	22%	*	*	22%	28%	-	21%	-	*	-	-
Science	All	23%	17%	11%	0%	18%	*	-	20%	-	*	10%	*	0%	12%	8%	14%	8%	-	*	-	-
	Students																					
	CWD	11%	9%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	18%	12%	0%	19%	*	-	20%	-	*	11%	*	-	12%	9%	15%	8%	-	*	-	-
	EL	11%	9%	8%	-	10%	*	-	*	-	-	9%	*	*	9%	8%	5%	11%	-	*	-	-
	Male	25%	19%	14%	0%	19%	*	-	*	-	*	12%	*	0%	15%	5%	14%	-	-	*	-	-
	Female	21%	15%	8%	0%	16%	*	-	*	-	-	8%	*	*	8%	11%	-	8%	-	*	-	-
Grade 6	Reading																					
	All	17%	18%	12%	16%	14%	*	-	0%	-	*	11%	25%	14%	12%	4%	11%	14%	-	-	-	-
	Students																					
	CWD	6%	5%	14%	*	-	*	-	-	-	*	20%	*	14%	-	-	20%	*	-	-	-	-
	CWOD	18%	19%	12%	13%	14%	*	-	0%	-	*	10%	33%	-	12%	4%	10%	14%	-	-	-	-
	EL	4%	5%	4%	*	5%	*	-	0%	-	-	4%	-	-	4%	4%	0%	7%	-	-	-	-
	Male	14%	15%	11%	22%	9%	*	-	*	-	*	6%	*	20%	10%	0%	11%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	14%	10%	20%	*	-	0%	-	-	15%	*	*	14%	7%	-	14%	-	-	-	-
Mathematics	All	20%	24%	23%	26%	21%	*	-	33%	-	*	22%	38%	14%	24%	11%	25%	22%	-	-	-	-
	Students																					
	CWD	9%	6%	14%	*	-	*	-	-	-	*	20%	*	14%	-	-	20%	*	-	-	-	-
	CWOD	22%	26%	24%	27%	21%	*	-	33%	-	*	22%	50%	-	24%	11%	26%	23%	-	-	-	-
	EL	8%	12%	11%	*	5%	*	-	20%	-	-	11%	-	-	11%	11%	7%	14%	-	-	-	-
	Male	20%	24%	25%	33%	23%	*	-	*	-	*	19%	*	20%	26%	7%	25%	-	-	-	-	-
	Female	20%	23%	22%	20%	20%	*	-	40%	-	-	24%	*	*	23%	14%	-	22%	-	-	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	73%	62%	78%	75%	*	76%	-	71%	71%	88%	38%	75%	74%	75%	70%	-	71%	-	-
	Students																					
	CWD	46%	38%	38%	44%	41%	25%	-	-	-	*	30%	100%	38%	-	35%	46%	24%	-	-	-	-
	CWOD	81%	77%	75%	65%	80%	88%	*	76%	-	100%	74%	87%	-	75%	76%	78%	73%	-	71%	-	-
	EL	62%	63%	74%	58%	76%	67%	-	71%	-	-	72%	96%	35%	76%	74%	76%	71%	-	*	-	-
	Male	74%	70%	75%	67%	81%	63%	-	73%	-	71%	73%	93%	46%	78%	76%	75%	-	-	71%	-	-
	Female	80%	76%	70%	58%	75%	94%	*	79%	-	-	69%	80%	24%	73%	71%	-	70%	-	70%	-	-
Reading	All	73%	69%	70%	63%	74%	78%	*	68%	-	*	68%	88%	30%	73%	68%	73%	66%	-	86%	-	-
	Students																					
	CWD	39%	30%	30%	27%	43%	*	-	-	-	*	20%	*	30%	-	29%	33%	25%	-	-	-	-
	CWOD	78%	73%	73%	67%	76%	93%	*	68%	-	*	72%	86%	-	73%	70%	77%	69%	-	86%	-	-
	EL	54%	55%	68%	50%	70%	67%	-	63%	-	-	65%	92%	29%	70%	68%	70%	64%	-	*	-	-
	Male	69%	64%	73%	67%	78%	64%	-	69%	-	*	70%	95%	33%	77%	70%	73%	-	-	*	-	-
	Female	78%	74%	66%	59%	69%	100%	*	67%	-	-	65%	75%	25%	69%	64%	-	66%	-	*	-	-
Mathematics	All	81%	77%	76%	66%	80%	78%	*	82%	-	*	74%	91%	48%	78%	79%	77%	74%	-	43%	-	-
	Students																					
	CWD	53%	44%	48%	64%	43%	*	-	-	-	*	40%	*	48%	-	43%	60%	25%	-	-	-	-
	CWOD	84%	81%	78%	66%	82%	93%	*	82%	-	*	77%	90%	-	78%	80%	79%	77%	-	43%	-	-
	EL	72%	74%	79%	67%	79%	83%	-	79%	-	-	76%	100%	43%	80%	79%	80%	76%	-	*	-	-
	Male	79%	75%	77%	72%	82%	64%	-	77%	-	*	74%	95%	60%	79%	80%	77%	-	-	*	-	-
	Female	82%	79%	74%	61%	79%	100%	*	89%	-	-	73%	83%	25%	77%	76%	-	74%	-	*	-	-
Science	All	80%	75%	71%	50%	88%	*	-	80%	-	*	71%	*	33%	74%	78%	73%	68%	-	*	-	-
	Students																					
	CWD	51%	44%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	40%	*	-	-	-	-
	CWOD	84%	79%	74%	52%	92%	*	-	80%	-	*	74%	*	-	74%	82%	77%	70%	-	*	-	-
	EL	61%	60%	78%	-	84%	*	-	*	-	-	77%	*	*	82%	78%	79%	78%	-	*	-	-
	Male	79%	74%	73%	50%	90%	*	-	*	-	*	73%	*	40%	77%	79%	73%	-	-	*	-	-
	Female	81%	77%	68%	50%	84%	*	-	*	-	-	68%	*	*	70%	78%	-	68%	-	*	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	37%	27%	42%	30%	*	53%	-	43%	36%	50%	12%	39%	37%	39%	35%	-	6%	-	-
	Students																					
	CWD	24%	18%	12%	12%	18%	0%	-	-	-	*	11%	17%	12%	-	18%	17%	0%	-	-	-	-
	CWOD	52%	47%	39%	28%	43%	38%	*	53%	-	60%	38%	53%	-	39%	38%	41%	37%	-	6%	-	-
	EL	29%	29%	37%	25%	35%	47%	-	46%	-	-	36%	43%	18%	38%	37%	38%	36%	-	*	-	-
	Male	47%	41%	39%	26%	43%	46%	-	50%	-	43%	36%	58%	17%	41%	38%	39%	-	-	0%	-	-
	Female	52%	47%	35%	27%	41%	6%	*	58%	-	-	35%	36%	0%	37%	36%	-	35%	-	10%	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	47%	42%	29%	24%	32%	22%	*	32%	-	*	27%	41%	9%	30%	25%	29%	28%	-	0%	-	-
	CWD	21%	15%	9%	9%	14%	*	-	-	-	*	10%	*	9%	-	14%	13%	0%	-	-	-	-
	CWOD	50%	45%	30%	26%	33%	29%	*	32%	-	*	29%	45%	-	30%	26%	31%	30%	-	0%	-	-
	EL	23%	24%	25%	17%	25%	33%	-	26%	-	-	25%	23%	14%	26%	25%	25%	25%	-	*	-	-
	Male	43%	37%	29%	20%	33%	36%	-	31%	-	*	27%	45%	13%	31%	25%	29%	-	-	*	-	-
	Female	51%	47%	28%	27%	31%	0%	*	33%	-	-	28%	33%	0%	30%	25%	-	28%	-	*	-	-
Mathematics	All Students	51%	45%	45%	31%	52%	33%	*	73%	-	*	43%	63%	13%	48%	49%	47%	43%	-	0%	-	-
	CWD	26%	21%	13%	9%	29%	*	-	-	-	*	10%	*	13%	-	29%	20%	0%	-	-	-	-
	CWOD	54%	49%	48%	34%	53%	43%	*	73%	-	*	46%	66%	-	48%	50%	50%	46%	-	0%	-	-
	EL	37%	37%	49%	33%	46%	67%	-	68%	-	-	47%	69%	29%	50%	49%	51%	47%	-	*	-	-
	Male	50%	44%	47%	30%	52%	55%	-	69%	-	*	43%	75%	20%	50%	51%	47%	-	-	*	-	-
	Female	51%	47%	43%	31%	52%	0%	*	78%	-	-	43%	42%	0%	46%	47%	-	43%	-	*	-	-
Science	All Students	53%	47%	37%	22%	43%	*	-	60%	-	*	37%	*	17%	38%	35%	43%	29%	-	*	-	-
	CWD	25%	20%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	20%	*	-	-	-	-
	CWOD	56%	50%	38%	21%	46%	*	-	60%	-	*	39%	*	-	38%	38%	46%	30%	-	*	-	-
	EL	26%	25%	35%	-	35%	*	-	*	-	-	37%	*	*	38%	35%	37%	33%	-	*	-	-
	Male	53%	46%	43%	31%	48%	*	-	*	-	*	44%	*	20%	46%	37%	43%	-	-	*	-	-
	Female	53%	48%	29%	13%	37%	*	-	*	-	-	30%	*	*	30%	33%	-	29%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	19%	15%	21%	15%	*	31%	-	14%	18%	31%	6%	20%	19%	19%	19%	-	0%	-	-
	CWD	8%	6%	6%	8%	6%	0%	-	-	-	*	7%	0%	6%	-	6%	9%	0%	-	-	-	-
	CWOD	25%	21%	20%	15%	22%	19%	*	31%	-	20%	19%	34%	-	20%	20%	20%	20%	-	0%	-	-
	EL	11%	11%	19%	17%	18%	20%	-	27%	-	-	19%	21%	6%	20%	19%	17%	21%	-	*	-	-
	Male	22%	18%	19%	14%	19%	25%	-	37%	-	14%	17%	40%	9%	20%	17%	19%	-	-	0%	-	-
	Female	24%	21%	19%	15%	24%	0%	*	21%	-	-	19%	16%	0%	20%	21%	-	19%	-	0%	-	-
Reading	All Students	20%	17%	16%	16%	17%	6%	*	18%	-	*	15%	22%	9%	17%	15%	15%	17%	-	0%	-	-
	CWD	7%	5%	9%	9%	14%	*	-	-	-	*	10%	*	9%	-	14%	13%	0%	-	-	-	-
	CWOD	22%	19%	17%	17%	17%	7%	*	18%	-	*	16%	24%	-	17%	15%	15%	18%	-	0%	-	-
	EL	8%	8%	15%	17%	16%	0%	-	16%	-	-	15%	15%	14%	15%	15%	12%	19%	-	*	-	-
	Male	17%	14%	15%	17%	14%	9%	-	23%	-	*	13%	30%	13%	15%	12%	15%	-	-	*	-	-
	Female	23%	20%	17%	16%	21%	0%	*	11%	-	-	18%	8%	0%	18%	19%	-	17%	-	*	-	-
Mathematics	All Students	26%	22%	24%	18%	26%	28%	*	45%	-	*	22%	41%	4%	26%	26%	25%	24%	-	0%	-	-
	CWD	11%	6%	4%	9%	0%	*	-	-	-	*	5%	*	4%	-	0%	7%	0%	-	-	-	-
	CWOD	28%	24%	26%	19%	27%	36%	*	45%	-	*	24%	45%	-	26%	27%	27%	25%	-	0%	-	-
	EL	16%	16%	26%	17%	22%	50%	-	42%	-	-	25%	31%	0%	27%	26%	25%	27%	-	*	-	-
	Male	25%	22%	25%	15%	24%	45%	-	54%	-	*	21%	50%	7%	27%	25%	25%	-	-	*	-	-
	Female	26%	22%	24%	20%	28%	0%	*	33%	-	-	24%	25%	0%	25%	27%	-	24%	-	*	-	-
Science	All Students	24%	20%	11%	0%	18%	*	-	20%	-	*	10%	*	0%	12%	8%	14%	8%	-	*	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	22%	12%	0%	19%	*	-	20%	-	*	11%	*	-	12%	9%	15%	8%	-	*	-	-
	EL	7%	7%	8%	-	10%	*	-	*	-	-	9%	*	*	9%	8%	5%	11%	-	*	-	-
	Male	25%	21%	14%	0%	19%	*	-	*	-	*	12%	*	0%	15%	5%	14%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	8%	0%	16%	*	-	*	-	-	8%	*	*	8%	11%	-	8%	-	*	-	-

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	70	69	73	*	57	-	*	68	50	69
CWD	50	50	*	*	-	-	-	*	50	50	*
CWOD	70	73	71	75	*	57	-	*	70	-	70
EL	69	*	70	*	-	64	-	-	68	*	69
Male	68	71	64	64	-	86	-	*	67	59	70
Female	70	70	76	83	*	29	-	-	70	*	68
<b>Mathematics</b>											
All Students	73	63	80	62	*	75	-	*	73	69	77
CWD	69	57	80	*	-	-	-	*	71	69	*
CWOD	73	63	80	60	*	75	-	*	73	-	77
EL	77	*	78	*	-	77	-	-	78	*	77
Male	73	58	83	71	-	64	-	*	72	73	79
Female	72	66	76	50	*	86	-	-	73	60	74

#### Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	234	45	19%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	35	47	40	*	53	-	43	42	19	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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



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

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

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

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	44	26	14	2	0	2	0	0	5		
	Female	19	11	8	0	0	0	0	0	2		
	Total	63	37	22	2	0	2	0	0	7		
<b>Out-of-School Suspensions</b>												
	Male	27	13	10	2	0	2	0	0	4		
	Female	8	4	4	0	0	0	0	0	0		
	Total	35	17	14	2	0	2	0	0	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	0	2	2	0	0	0	2	0		0
	Female	4	2	2	0	0	0	0	0	0		0
	Total	10	2	4	2	0	0	0	2	0		0
Out-of-School Suspensions	Male	4	2	0	2	0	0	0	0	0		0
	Female	2	2	0	0	0	0	0	0	0		0
	Total	6	4	0	2	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	34	14	14	2	0	2	0	2	8	5	2
	Female	27	11	11	5	0	0	0	0	5	2	0
	Total	61	25	25	7	0	2	0	2	13	7	2

Total

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	25	8	11	2	0	2	0	2	8	0
	Female	37	11	20	2	0	2	0	2	20	0
	Total	62	19	31	4	0	4	0	4	28	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.9	18.7%
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	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 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%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

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

'-') Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

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

There is no data for this campus.



# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BAILEY J H

**Campus ID:** 220901045

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		Amer	Ind	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military						
STAAR Percent at Approaches Grade Level or Above																						
Grade 7																						
Reading	All Students	74%	70%	79%	72%	76%	85%	*	93%	*	67%	73%	87%	30%	85%	49%	72%	87%	-	75%	*	*
	CWD	37%	31%	30%	38%	0%	40%	-	-	-	*	27%	35%	30%	-	0%	29%	33%	-	*	*	-
	CWOD	78%	75%	85%	77%	81%	94%	*	93%	*	77%	79%	93%	-	85%	54%	79%	91%	-	100%	-	*
	EL	49%	51%	49%	*	39%	-	-	100%	*	*	47%	67%	0%	54%	49%	44%	60%	-	-	-	-
	Male	70%	66%	72%	59%	67%	78%	*	89%	*	75%	64%	83%	29%	79%	44%	72%	-	-	71%	-	*
	Female	79%	75%	87%	84%	86%	94%	-	100%	*	57%	84%	92%	33%	91%	60%	-	87%	-	*	*	*
Mathematics	All Students	73%	71%	79%	68%	77%	83%	*	100%	*	80%	74%	86%	28%	85%	57%	75%	84%	-	75%	*	*
	CWD	43%	31%	28%	38%	0%	36%	-	-	-	*	23%	35%	28%	-	0%	32%	17%	-	*	*	-
	CWOD	77%	76%	85%	73%	82%	92%	*	100%	*	92%	81%	92%	-	85%	63%	82%	89%	-	100%	-	*
	EL	57%	59%	57%	*	49%	-	-	100%	*	*	56%	67%	0%	63%	57%	53%	67%	-	-	-	-
	Male	72%	70%	75%	62%	69%	79%	*	100%	*	88%	67%	87%	32%	82%	53%	75%	-	-	71%	-	*
	Female	75%	72%	84%	74%	86%	88%	-	100%	*	71%	83%	85%	17%	89%	67%	-	84%	-	*	*	*
Grade 8																						
Reading	All Students	84%	82%	88%	77%	88%	91%	*	93%	*	86%	84%	94%	42%	94%	79%	85%	92%	-	*	*	*
	CWD	47%	37%	42%	30%	45%	47%	-	*	-	*	40%	46%	42%	-	57%	39%	47%	-	-	-	*
	CWOD	88%	87%	94%	87%	92%	96%	*	100%	*	92%	90%	97%	-	94%	82%	92%	96%	-	*	*	*
	EL	62%	64%	79%	*	77%	-	-	*	-	-	79%	80%	57%	82%	79%	78%	80%	-	-	-	*
	Male	81%	78%	85%	75%	87%	88%	-	88%	-	75%	80%	92%	39%	92%	78%	85%	-	-	*	*	*
	Female	88%	87%	92%	79%	90%	96%	*	100%	*	100%	88%	96%	47%	96%	80%	-	92%	-	*	-	-
Mathematics	All Students	87%	83%	93%	89%	91%	96%	*	88%	-	100%	91%	96%	71%	96%	93%	88%	98%	-	*	*	*
	CWD	58%	47%	71%	70%	64%	78%	-	*	-	*	67%	83%	71%	-	71%	63%	87%	-	-	-	*
	CWOD	90%	88%	96%	94%	94%	99%	*	100%	-	100%	95%	98%	-	96%	96%	93%	99%	-	*	*	*
	EL	77%	79%	93%	*	92%	-	-	*	-	-	92%	100%	71%	96%	93%	87%	100%	-	-	-	*
	Male	84%	80%	88%	78%	86%	95%	-	80%	-	*	85%	95%	63%	93%	87%	88%	-	-	*	*	*
	Female	89%	87%	98%	100%	98%	96%	*	*	-	100%	98%	98%	87%	99%	100%	-	98%	-	*	-	-
Science	All Students	79%	76%	82%	68%	78%	90%	*	86%	*	79%	74%	92%	42%	87%	63%	81%	84%	-	*	*	*
	CWD	46%	37%	42%	30%	36%	53%	-	*	-	*	37%	54%	42%	-	43%	46%	33%	-	-	-	*
	CWOD	83%	80%	87%	77%	81%	95%	*	92%	*	85%	80%	95%	-	87%	66%	86%	88%	-	*	*	*
	EL	55%	58%	63%	*	62%	-	-	*	-	-	63%	60%	43%	66%	63%	66%	60%	-	-	-	*
	Male	78%	74%	81%	68%	78%	87%	-	86%	-	88%	73%	92%	46%	86%	66%	81%	-	-	*	*	*
	Female	81%	79%	84%	69%	77%	93%	*	86%	*	67%	76%	92%	33%	88%	60%	-	84%	-	*	-	-
End of Course																						
Algebra I	All Students	83%	80%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	*	100%	*	100%	100%	-	-	-	-
	CWD	52%	43%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	87%	85%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	73%	73%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	79%	76%	100%	100%	100%	100%	-	*	-	100%	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	88%	85%	100%	100%	100%	100%	-	*	*	-	100%	100%	-	100%	*	-	100%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**  
Grade 7

		State	District	Campus	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
Reading	All	48%	43%	55%	38%	45%	71%	*	80%	*	33%	40%	76%	19%	60%	24%	44%	69%	-	13%	*	*
	Students																					
	CWD	21%	17%	19%	13%	0%	28%	-	-	-	*	15%	24%	19%	-	0%	16%	25%	-	*	*	-
	CWOD	51%	46%	60%	42%	48%	78%	*	80%	*	38%	43%	82%	-	60%	26%	48%	72%	-	20%	-	*
	EL	19%	21%	24%	*	12%	-	-	80%	*	*	20%	50%	0%	26%	24%	22%	27%	-	-	-	-
	Male	44%	39%	44%	21%	34%	60%	*	67%	*	13%	26%	70%	16%	48%	22%	44%	-	14%	-	-	*
	Female	52%	48%	69%	55%	59%	82%	-	100%	*	57%	58%	82%	25%	72%	27%	-	69%	-	*	*	*
Mathematics	All	41%	41%	55%	23%	50%	71%	*	93%	*	20%	41%	73%	16%	59%	33%	52%	58%	-	38%	*	*
	Students																					
	CWD	22%	17%	16%	13%	0%	24%	-	-	-	*	15%	18%	16%	-	0%	19%	8%	-	*	*	-
	CWOD	44%	44%	59%	25%	54%	80%	*	93%	*	23%	45%	80%	-	59%	37%	58%	62%	-	40%	-	*
	EL	22%	25%	33%	*	20%	-	-	100%	*	*	31%	50%	0%	37%	33%	33%	33%	-	-	-	-
	Male	41%	40%	52%	24%	43%	71%	*	89%	*	0%	37%	74%	19%	58%	33%	52%	-	29%	-	-	*
	Female	42%	41%	58%	23%	59%	71%	-	100%	*	43%	46%	73%	8%	62%	33%	-	58%	-	*	*	*
Grade 8 Reading	All	53%	50%	60%	47%	57%	67%	*	53%	*	57%	52%	70%	16%	65%	35%	58%	62%	-	*	*	*
	Students																					
	CWD	22%	18%	16%	10%	9%	26%	-	*	-	*	13%	23%	16%	-	0%	21%	7%	-	-	-	*
	CWOD	57%	53%	65%	55%	61%	72%	*	62%	*	62%	57%	74%	-	65%	40%	63%	67%	-	*	*	*
	EL	19%	23%	35%	*	35%	-	-	*	-	-	37%	20%	0%	40%	35%	34%	36%	-	-	-	*
	Male	49%	46%	58%	43%	58%	61%	-	50%	-	75%	49%	70%	21%	63%	34%	58%	-	*	*	*	*
	Female	58%	54%	62%	52%	55%	74%	*	57%	*	33%	55%	71%	7%	67%	36%	-	62%	-	*	-	-
Mathematics	All	55%	44%	60%	41%	59%	70%	*	63%	-	33%	54%	70%	26%	65%	48%	59%	61%	-	*	*	*
	Students																					
	CWD	27%	19%	26%	20%	36%	28%	-	*	-	*	27%	25%	26%	-	29%	30%	20%	-	-	-	*
	CWOD	59%	47%	65%	47%	61%	78%	*	83%	-	38%	59%	76%	-	65%	51%	64%	65%	-	*	*	*
	EL	36%	32%	48%	*	48%	-	-	*	-	-	51%	20%	29%	51%	48%	47%	50%	-	-	-	*
	Male	52%	42%	59%	39%	61%	67%	-	60%	-	*	50%	76%	30%	64%	47%	59%	-	*	*	*	*
	Female	59%	46%	61%	43%	56%	74%	*	*	-	50%	59%	63%	20%	65%	50%	-	61%	-	*	-	-
Science	All	50%	45%	54%	40%	45%	66%	*	64%	*	50%	43%	69%	19%	58%	23%	56%	53%	-	*	*	*
	Students																					
	CWD	23%	18%	19%	10%	9%	32%	-	*	-	*	13%	31%	19%	-	0%	25%	7%	-	-	-	*
	CWOD	53%	48%	58%	47%	48%	70%	*	75%	*	54%	47%	72%	-	58%	26%	60%	56%	-	*	*	*
	EL	20%	22%	23%	*	23%	-	-	*	-	-	23%	20%	0%	26%	23%	28%	16%	-	-	-	*
	Male	50%	45%	56%	43%	51%	63%	-	71%	-	63%	45%	71%	25%	60%	28%	56%	-	*	*	*	*
	Female	50%	45%	53%	38%	36%	70%	*	57%	*	33%	40%	67%	7%	56%	16%	-	53%	-	*	-	-
End of Course Algebra I	All	59%	56%	98%	91%	100%	97%	-	100%	*	100%	97%	98%	*	98%	*	100%	95%	-	-	-	-
	Students																					
	CWD	24%	17%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	63%	61%	98%	91%	100%	97%	-	100%	*	100%	97%	98%	-	98%	*	100%	95%	-	-	-	-
	EL	40%	41%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	50%	100%	100%	100%	100%	-	*	-	100%	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	65%	62%	95%	83%	100%	94%	-	*	*	-	93%	95%	-	95%	*	-	95%	-	-	-	-

## STAAR Percent at Masters Grade Level

## Grade 7

## Reading

All	29%	24%	35%	13%	27%	50%	*	73%	*	13%	23%	52%	12%	38%	12%	25%	46%	-	13%	*	*
Students																					
CWD	9%	8%	12%	13%	0%	16%	-	-	-	*	8%	18%	12%	-	0%	13%	8%	-	*	*	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	31%	26%	<b>38%</b>	13%	28%	56%	*	73%	*	15%	25%	56%	-	38%	13%	28%	49%	-	20%	-	*
	EL	8%	7%	<b>12%</b>	*	2%	-	-	80%	*	*	9%	33%	0%	13%	12%	11%	13%	-	-	-	-
	Male	25%	21%	<b>25%</b>	3%	14%	43%	*	56%	*	0%	14%	43%	13%	28%	11%	25%	-	-	14%	-	*
	Female	32%	28%	<b>46%</b>	23%	42%	58%	-	100%	*	29%	34%	61%	8%	49%	13%	-	46%	-	*	*	*
	Mathematics	16%	17%	<b>31%</b>	8%	25%	42%	*	73%	*	13%	19%	47%	12%	33%	22%	28%	34%	-	25%	*	*
	Students	7%	3%	<b>12%</b>	13%	0%	16%	-	-	-	*	15%	6%	12%	-	0%	13%	8%	-	*	*	-
	CWOD	17%	18%	<b>33%</b>	8%	26%	47%	*	73%	*	15%	20%	51%	-	33%	24%	30%	36%	-	20%	-	*
	EL	6%	7%	<b>22%</b>	*	12%	-	-	80%	*	*	18%	50%	0%	24%	22%	19%	27%	-	-	-	-
	Male	16%	16%	<b>28%</b>	7%	22%	40%	*	56%	*	0%	17%	44%	13%	30%	19%	28%	-	-	29%	-	*
	Female	16%	18%	<b>34%</b>	10%	29%	45%	-	100%	*	29%	22%	49%	8%	36%	27%	-	34%	-	*	*	*
	Grade 8	27%	25%	<b>31%</b>	26%	24%	37%	*	40%	*	29%	21%	43%	2%	34%	7%	26%	37%	-	*	*	*
	Reading	7%	6%	<b>2%</b>	0%	0%	5%	-	*	-	*	0%	8%	2%	-	0%	4%	0%	-	-	-	*
	CWOD	30%	27%	<b>34%</b>	32%	25%	41%	*	46%	*	31%	24%	45%	-	34%	8%	29%	40%	-	*	*	*
	EL	5%	6%	<b>7%</b>	*	8%	-	-	*	-	-	8%	0%	0%	8%	7%	6%	8%	-	-	-	*
	Male	24%	21%	<b>26%</b>	18%	22%	30%	-	38%	-	38%	18%	36%	4%	29%	6%	26%	-	-	*	*	*
	Female	31%	28%	<b>37%</b>	34%	26%	45%	*	43%	*	17%	25%	49%	0%	40%	8%	-	37%	-	*	-	-
	Mathematics	17%	8%	<b>16%</b>	11%	14%	19%	*	25%	-	22%	13%	22%	2%	18%	9%	19%	13%	-	*	*	*
	Students	9%	4%	<b>2%</b>	0%	9%	0%	-	*	-	*	3%	0%	2%	-	14%	4%	0%	-	-	-	*
	CWOD	18%	9%	<b>18%</b>	14%	15%	22%	*	33%	-	25%	14%	25%	-	18%	9%	22%	14%	-	*	*	*
	EL	6%	4%	<b>9%</b>	*	10%	-	-	*	-	-	10%	0%	14%	9%	9%	10%	8%	-	-	-	*
	Male	16%	8%	<b>19%</b>	9%	19%	22%	-	40%	-	*	13%	31%	4%	22%	10%	19%	-	-	*	*	*
	Female	17%	8%	<b>13%</b>	13%	8%	16%	*	*	-	33%	12%	13%	0%	14%	8%	-	13%	-	*	-	-
	Science	25%	22%	<b>30%</b>	12%	20%	42%	*	50%	*	43%	17%	47%	2%	34%	4%	33%	27%	-	*	*	*
	Students	10%	5%	<b>2%</b>	0%	0%	5%	-	*	-	*	0%	8%	2%	-	0%	4%	0%	-	-	-	*
	CWOD	26%	24%	<b>34%</b>	15%	21%	47%	*	58%	*	46%	20%	50%	-	34%	4%	37%	30%	-	*	*	*
	EL	5%	6%	<b>4%</b>	*	4%	-	-	*	-	-	4%	0%	0%	4%	4%	6%	0%	-	-	-	*
	Male	25%	23%	<b>33%</b>	7%	25%	45%	-	43%	-	63%	19%	52%	4%	37%	6%	33%	-	-	*	*	*
	Female	24%	21%	<b>27%</b>	17%	11%	39%	*	57%	*	17%	14%	42%	0%	30%	0%	-	27%	-	*	-	-
	End of Course	36%	33%	<b>84%</b>	55%	85%	88%	-	86%	*	100%	78%	87%	*	84%	*	86%	82%	-	-	-	-
	Algebra I	9%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	39%	37%	<b>84%</b>	55%	85%	87%	-	86%	*	100%	78%	87%	-	84%	*	86%	82%	-	-	-	-
	EL	19%	18%	*	*	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	31%	28%	<b>86%</b>	40%	81%	94%	-	-	-	100%	73%	93%	*	86%	*	86%	-	-	-	-	-
	Female	40%	38%	<b>82%</b>	67%	90%	81%	-	*	*	-	86%	81%	-	82%	*	-	82%	-	-	-	-
	STAAR Percent at Approaches Grade Level or Above	77%	73%	<b>85%</b>	75%	83%	90%	89%	93%	56%	82%	80%	92%	43%	90%	69%	81%	89%	-	84%	60%	50%
	All Grades	46%	38%	<b>43%</b>	41%	33%	50%	-	50%	-	14%	39%	49%	43%	-	39%	42%	45%	-	33%	*	*
	All Subjects	81%	77%	<b>90%</b>	82%	86%	95%	89%	97%	56%	89%	85%	95%	-	90%	73%	87%	93%	-	100%	*	62%
	Students	62%	63%	<b>69%</b>	93%	66%	-	-	100%	*	*	68%	74%	39%	73%	69%	65%	75%	-	-	-	*
	Male	74%	70%	<b>81%</b>	69%	79%	86%	83%	90%	*	85%	75%	91%	42%	87%	65%	81%	-	-	76%	*	43%

		State	District	Campus	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
	Female	80%	76%	89%	81%	88%	94%	*	97%	43%	78%	86%	93%	45%	93%	75%	-	89%	-	100%	*	*
Reading	All Students	73%	69%	84%	74%	82%	89%	*	93%	*	76%	79%	91%	36%	90%	65%	79%	90%	-	82%	*	50%
	CWD	39%	30%	36%	33%	26%	43%	-	*	-	*	34%	40%	36%	-	33%	34%	41%	-	*	*	*
	CWOD	78%	73%	90%	82%	86%	95%	*	96%	*	85%	85%	95%	-	90%	69%	86%	93%	-	100%	*	60%
	EL	54%	55%	65%	100%	60%	-	-	100%	*	*	64%	73%	33%	69%	65%	60%	73%	-	-	-	*
	Male	69%	64%	79%	67%	78%	83%	*	88%	*	75%	72%	88%	34%	86%	60%	79%	-	-	75%	*	40%
	Female	78%	74%	90%	82%	88%	95%	*	100%	*	77%	86%	94%	41%	93%	73%	-	90%	-	*	*	*
Mathematics	All Students	81%	77%	87%	79%	85%	91%	*	97%	*	90%	83%	92%	50%	92%	76%	84%	92%	-	82%	*	67%
	CWD	53%	44%	50%	56%	37%	55%	-	*	-	*	46%	57%	50%	-	42%	47%	56%	-	*	*	*
	CWOD	84%	81%	92%	84%	89%	96%	*	100%	*	96%	88%	96%	-	92%	80%	89%	94%	-	100%	*	80%
	EL	72%	74%	76%	100%	73%	-	-	100%	*	*	75%	82%	42%	80%	76%	69%	88%	-	-	-	*
	Male	79%	75%	84%	72%	80%	88%	*	94%	*	94%	78%	92%	47%	89%	69%	84%	-	-	75%	*	60%
	Female	82%	79%	92%	87%	93%	93%	*	100%	*	85%	91%	93%	56%	94%	88%	-	92%	-	*	*	*
Science	All Students	80%	75%	82%	68%	78%	90%	*	86%	*	79%	74%	92%	42%	87%	63%	81%	84%	-	*	*	*
	CWD	51%	44%	42%	30%	36%	53%	-	*	-	*	37%	54%	42%	-	43%	46%	33%	-	-	-	*
	CWOD	84%	79%	87%	77%	81%	95%	*	92%	*	85%	80%	95%	-	87%	66%	86%	88%	-	*	*	*
	EL	61%	60%	63%	*	62%	-	-	*	-	-	63%	60%	43%	66%	63%	66%	60%	-	-	-	*
	Male	79%	74%	81%	68%	78%	87%	-	86%	-	88%	73%	92%	46%	86%	66%	81%	-	-	*	*	*
	Female	81%	77%	84%	69%	77%	93%	*	86%	*	67%	76%	92%	33%	88%	60%	-	84%	-	*	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All Students	49%	44%	59%	40%	53%	71%	22%	74%	33%	43%	47%	74%	20%	64%	33%	56%	62%	-	44%	40%	44%
	CWD	24%	18%	20%	13%	12%	28%	-	0%	-	0%	17%	25%	20%	-	6%	23%	13%	-	17%	*	*
	CWOD	52%	47%	64%	45%	56%	77%	22%	81%	33%	48%	52%	79%	-	64%	37%	61%	66%	-	53%	*	54%
	EL	29%	29%	33%	67%	29%	-	-	63%	*	*	33%	33%	6%	37%	33%	33%	33%	-	-	-	*
	Male	47%	41%	56%	36%	52%	67%	33%	71%	*	43%	43%	74%	23%	61%	33%	56%	-	-	29%	*	36%
	Female	52%	47%	62%	44%	54%	76%	*	79%	43%	44%	53%	74%	13%	66%	33%	-	62%	-	75%	*	*
Reading	All Students	47%	42%	58%	43%	52%	69%	*	67%	*	45%	46%	73%	17%	63%	30%	51%	66%	-	36%	*	50%
	CWD	21%	15%	17%	11%	5%	27%	-	*	-	*	14%	23%	17%	-	0%	19%	15%	-	*	*	*
	CWOD	50%	45%	63%	48%	55%	75%	*	71%	*	50%	50%	78%	-	63%	33%	56%	69%	-	50%	*	60%
	EL	23%	24%	30%	67%	25%	-	-	57%	*	*	29%	36%	0%	33%	30%	28%	33%	-	-	-	*
	Male	43%	37%	51%	32%	48%	61%	*	59%	*	44%	38%	70%	19%	56%	28%	51%	-	-	25%	*	40%
	Female	51%	47%	66%	53%	57%	78%	*	77%	*	46%	56%	76%	15%	69%	33%	-	66%	-	*	*	*
Mathematics	All Students	51%	45%	63%	37%	59%	76%	*	87%	*	38%	51%	78%	22%	68%	43%	62%	64%	-	45%	*	50%
	CWD	26%	21%	22%	17%	21%	27%	-	*	-	*	21%	23%	22%	-	17%	25%	15%	-	*	*	*
	CWOD	54%	49%	68%	40%	61%	83%	*	93%	*	42%	55%	83%	-	68%	46%	67%	68%	-	50%	*	60%
	EL	37%	37%	43%	83%	37%	-	-	86%	*	*	43%	36%	17%	46%	43%	41%	45%	-	-	-	*
	Male	50%	44%	62%	37%	57%	75%	*	82%	*	31%	48%	81%	25%	67%	41%	62%	-	-	25%	*	40%
	Female	51%	47%	64%	37%	61%	77%	*	92%	*	46%	55%	76%	15%	68%	45%	-	64%	-	*	*	*
Science	All Students	53%	47%	54%	40%	45%	66%	*	64%	*	50%	43%	69%	19%	58%	23%	56%	53%	-	*	*	*
	CWD	25%	20%	19%	10%	9%	32%	-	*	-	*	13%	31%	19%	-	0%	25%	7%	-	-	-	*
	CWOD	56%	50%	58%	47%	48%	70%	*	75%	*	54%	47%	72%	-	58%	26%	60%	56%	-	*	*	*

	State	District	Campus	Afr * *	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
EL	26%	25%	23%		23%	-	-	*	-	-	23%	20%	0%	26%	23%	28%	16%	-	-	-	*
Male	53%	46%	56%	43%	51%	63%	-	71%	-	63%	45%	71%	25%	60%	28%	56%	-	-	*	*	*
Female	53%	48%	53%	38%	36%	70%	*	57%	*	33%	40%	67%	7%	56%	16%	-	53%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	33%	16%	24%	43%	11%	58%	33%	29%	20%	48%	7%	36%	11%	30%	35%	-	20%	20%	38%
	CWD	8%	6%	7%	4%	2%	10%	-	0%	-	0%	5%	10%	7%	-	3%	8%	3%	-	17%	*	*
	CWOD	25%	21%	36%	18%	26%	48%	11%	63%	33%	32%	23%	51%	-	36%	12%	33%	38%	-	21%	*	46%
	EL	11%	11%	11%	13%	8%	-	-	50%	*	*	11%	19%	3%	12%	11%	12%	10%	-	-	-	*
	Male	22%	18%	30%	10%	23%	41%	17%	49%	*	33%	18%	47%	8%	33%	12%	30%	-	-	18%	*	29%
	Female	24%	21%	35%	21%	26%	45%	*	70%	43%	25%	23%	49%	3%	38%	10%	-	35%	-	25%	*	*
Reading	All Students	20%	17%	33%	20%	25%	43%	*	57%	*	21%	22%	47%	7%	36%	9%	26%	41%	-	18%	*	50%
	CWD	7%	5%	7%	6%	0%	11%	-	*	-	*	4%	13%	7%	-	0%	8%	4%	-	*	*	*
	CWOD	22%	19%	36%	22%	27%	48%	*	61%	*	23%	24%	50%	-	36%	10%	28%	44%	-	25%	*	60%
	EL	8%	8%	9%	0%	5%	-	-	57%	*	*	8%	18%	0%	10%	9%	9%	10%	-	-	-	*
	Male	17%	14%	26%	11%	18%	36%	*	47%	*	19%	16%	39%	8%	28%	9%	26%	-	-	13%	*	40%
	Female	23%	20%	41%	28%	34%	51%	*	69%	*	23%	29%	55%	4%	44%	10%	-	41%	-	*	*	*
Mathematics	All Students	26%	22%	33%	14%	26%	44%	*	63%	*	31%	21%	49%	8%	36%	18%	33%	33%	-	18%	*	50%
	CWD	11%	6%	8%	6%	5%	11%	-	*	-	*	9%	7%	8%	-	8%	10%	4%	-	*	*	*
	CWOD	28%	24%	36%	15%	27%	48%	*	68%	*	35%	22%	53%	-	36%	19%	36%	36%	-	13%	*	60%
	EL	16%	16%	18%	33%	13%	-	-	57%	*	*	16%	27%	8%	19%	18%	18%	18%	-	-	-	*
	Male	25%	22%	33%	11%	26%	45%	*	53%	*	31%	20%	52%	10%	36%	18%	33%	-	-	25%	*	40%
	Female	26%	22%	33%	17%	25%	43%	*	77%	*	31%	22%	47%	4%	36%	18%	-	33%	-	*	*	*
Science	All Students	24%	20%	30%	12%	20%	42%	*	50%	*	43%	17%	47%	2%	34%	4%	33%	27%	-	*	*	*
	CWD	8%	5%	2%	0%	0%	5%	-	*	-	*	0%	8%	2%	-	0%	4%	0%	-	-	-	*
	CWOD	26%	22%	34%	15%	21%	47%	*	58%	*	46%	20%	50%	-	34%	4%	37%	30%	-	*	*	*
	EL	7%	7%	4%	*	4%	-	-	*	-	-	4%	0%	0%	4%	4%	6%	0%	-	-	-	*
	Male	25%	21%	33%	7%	25%	45%	-	43%	-	63%	19%	52%	4%	37%	6%	33%	-	-	*	*	*
	Female	23%	20%	27%	17%	11%	39%	*	57%	*	17%	14%	42%	0%	30%	0%	-	27%	-	*	-	-

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
All Students	78	81	77	79	*	81	*	67	77	76	73
CWD	76	78	69	80	-	*	-	*	74	76	77
CWOD	78	82	78	79	*	84	*	67	78	-	72
EL	73	83	72	-	-	79	*	*	72	77	73
Male	75	81	75	74	*	80	*	63	77	78	73
Female	81	81	80	84	*	83	*	71	77	72	72
<b>Mathematics</b>											
All Students	79	70	80	81	*	83	*	81	77	66	76
CWD	66	69	67	65	-	*	-	*	69	66	64
CWOD	80	70	81	83	*	86	*	83	78	-	78
EL	76	75	75	-	-	86	*	*	76	64	76
Male	75	67	75	78	*	73	*	80	71	61	70
Female	83	72	86	84	*	96	*	83	84	76	87

**Part (iii)(II): Graduation Rate**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
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
107	25	23%



**Total EL in Class****Proficiency of EL****Rate of Proficiency**

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	59	44	53	68	41	75	41	51	49	23	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		N		N	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		N		N	Y	N	Y
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
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		Y		N	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	Y	Y		Y		N	Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	Y	Y		N		N	N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N		N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
^+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											
^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).											

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All	100%	100%	99%	99%	100%	100%	100%	100%	100%	99%	99%	100%	100%	100%	99%	-
	Students																
	CWD	99%	100%	96%	100%	-	100%	-	100%	99%	100%	99%	-	100%	99%	100%	-
	CWOD	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	-	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	-	-
Reading	Female	99%	100%	100%	99%	*	100%	100%	100%	100%	99%	100%	99%	100%	-	99%	-
	All	99%	100%	99%	99%	*	100%	*	100%	100%	99%	99%	99%	100%	100%	99%	-
	Students																
	CWD	99%	100%	95%	100%	-	*	-	*	98%	100%	99%	-	100%	98%	100%	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	99%	100%	100%	99%	*	100%	*	100%	100%	99%	-	99%	100%	100%	99%	-
	EL	100%	100%	100%	-	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	*	100%	*	100%	99%	100%	98%	100%	100%	100%	-	-
	Female	99%	100%	100%	98%	*	100%	*	100%	100%	98%	100%	99%	100%	-	99%	-
Mathematics	All	100%	100%	99%	99%	*	100%	*	100%	100%	99%	99%	100%	100%	100%	99%	-
	Students																
	CWD	99%	100%	95%	100%	-	*	-	*	98%	100%	99%	-	100%	98%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	*	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	-	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	*	100%	*	100%	100%	99%	98%	100%	100%	100%	-	-
	Female	99%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	99%	100%	-	99%	-
Science	All	100%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	*	100%	100%	99%	-	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	99%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	99%	100%	-	99%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	0%	0%	1%	1%	0%	0%	0%	0%	0%	1%	1%	0%	0%	0%	1%	-
	Students																
	CWD	1%	0%	4%	0%	-	0%	-	0%	1%	0%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	-	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	-	-
	Female	1%	0%	0%	1%	*	0%	0%	0%	0%	1%	0%	1%	0%	-	1%	-
Reading	All	1%	0%	1%	1%	*	0%	*	0%	0%	1%	1%	1%	0%	0%	1%	-
	Students																
	CWD	1%	0%	5%	0%	-	*	-	*	2%	0%	1%	-	0%	2%	0%	-
	CWOD	1%	0%	0%	1%	*	0%	*	0%	0%	1%	-	1%	0%	0%	1%	-
	EL	0%	0%	0%	-	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	*	0%	*	0%	1%	0%	2%	0%	0%	0%	-	-
	Female	1%	0%	0%	2%	*	0%	*	0%	0%	2%	0%	1%	0%	-	1%	-
Mathematics	All	0%	0%	1%	1%	*	0%	*	0%	0%	1%	1%	0%	0%	0%	1%	-
	Students																
	CWD	1%	0%	5%	0%	-	*	-	*	2%	0%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	*	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	-	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	*	0%	*	0%	0%	1%	2%	0%	0%	0%	-	-
	Female	1%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	1%	0%	-	1%	-
Science	All	0%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	1%	-
	Students																
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-

		African			American		Pacific	Two or	Econ	Non						
	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female
CWOD	0%	0%	0%	1%	*	0%	*	0%	0%	1%	-	0%	0%	0%	0%	1%
EL	0%	*	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%
Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
Female	1%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	1%	0%	0%	-	1%

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

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	64	20	17	23	0	2	0	2	5		
	Female	32	8	11	11	0	0	0	2	2		
	Total	96	28	28	34	0	2	0	4	7		
Out-of-School Suspensions												
	Male	13	2	7	4	0	0	0	0	2		
	Female	4	2	0	0	0	0	0	2	0		
	Total	17	4	7	4	0	0	0	2	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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)
Out-of-School Suspensions	Male	18	8	5	5	0	0	0	0	2		8
	Female	9	5	2	2	0	0	0	0	2		5
	Total	27	13	7	7	0	0	0	0	4		13
Expulsions	Male	8	4	2	2	0	0	0	0	2		2
	Female	2	2	0	0	0	0	0	0	0		0
	Total	10	6	2	2	0	0	0	0	2		2
With Educational Services	Male	2	2	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	35	5	11	17	0	0	0	2	2	2	5
	Female	29	2	11	14	0	2	0	0	2	2	5
	Total	64	7	22	31	0	2	0	2	4	4	10

	Total
Incidents of Violence	
Incidents of rape or attempted rape	1
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	2
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

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

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

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

-) Indicates there are no students in the group.

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

#### Part (ix): Teacher Quality Data

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

	All School Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	6.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.0	10.0%

**All School**  
**Number      Percent**

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

#### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

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

-' Indicates zero observations reported for this group.

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

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

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4



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

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

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

\*\* Indicates reporting standards not met.

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

#### 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:** BARNETT J H

**Campus ID:** 220901052

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
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	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	More	Disadv	Econ										
											Races		Disadv										
STAAR Percent at Approaches Grade Level or Above																							
Grade 7																							
Reading	All	74%	70%	74%	66%	73%	73%	*	91%	-	80%	71%	78%	38%	80%	61%	70%	77%	-	44%	*	100%	
	Students																						
	CWD	37%	31%	38%	36%	40%	22%	*	*	-	*	36%	45%	38%	-	10%	38%	39%	-	*	*	-	
	CWOD	78%	75%	80%	72%	78%	92%	*	94%	-	78%	79%	81%	-	80%	71%	78%	81%	-	43%	-	100%	
	EL	49%	51%	61%	20%	63%	*	-	79%	-	*	64%	53%	10%	71%	61%	61%	61%	-	-	-	-	
	Male	70%	66%	70%	65%	70%	58%	*	89%	-	83%	70%	72%	38%	78%	61%	70%	-	-	60%	-	*	
Female	79%	75%	77%	67%	76%	93%	*	93%	-	*	72%	85%	39%	81%	61%	-	77%	-	*	*	*		
Mathematics	All	73%	71%	75%	68%	74%	79%	*	93%	-	60%	73%	78%	43%	80%	64%	75%	74%	-	44%	*	100%	
	Students																						
	CWD	43%	31%	43%	31%	40%	67%	*	*	-	*	38%	64%	43%	-	20%	50%	28%	-	*	*	-	
	CWOD	77%	76%	80%	75%	79%	83%	*	96%	-	56%	81%	80%	-	80%	73%	81%	79%	-	43%	-	100%	
	EL	57%	59%	64%	40%	59%	*	-	89%	-	*	68%	53%	20%	73%	64%	64%	64%	-	-	-	-	
	Male	72%	70%	75%	68%	74%	79%	*	93%	-	67%	73%	78%	50%	81%	64%	75%	-	-	40%	-	*	
Female	75%	72%	74%	67%	75%	79%	*	93%	-	*	72%	79%	28%	79%	64%	-	74%	-	*	*	*		
Grade 8																							
Reading	All	84%	82%	86%	80%	86%	81%	-	99%	*	100%	86%	88%	44%	92%	79%	80%	93%	-	*	*	100%	
	Students																						
	CWD	47%	37%	44%	38%	44%	*	-	*	-	-	41%	50%	44%	-	54%	41%	55%	-	-	-	*	
	CWOD	88%	87%	92%	88%	91%	87%	-	100%	*	100%	91%	94%	-	92%	86%	88%	96%	-	*	*	100%	
	EL	62%	64%	79%	*	74%	*	-	94%	-	-	79%	79%	54%	86%	79%	72%	88%	-	-	-	*	
	Male	81%	78%	80%	73%	76%	88%	-	98%	-	*	79%	84%	41%	88%	72%	80%	-	-	*	*	100%	
Female	88%	87%	93%	89%	96%	70%	-	100%	*	*	93%	93%	55%	96%	88%	-	93%	-	*	*	*		
Mathematics	All	87%	83%	82%	78%	87%	73%	-	93%	*	*	80%	90%	49%	88%	80%	77%	89%	-	*	*	*	
	Students																						
	CWD	58%	47%	49%	38%	60%	*	-	*	-	-	42%	63%	49%	-	62%	44%	64%	-	-	-	*	
	CWOD	90%	88%	88%	87%	91%	77%	-	96%	*	*	86%	97%	-	88%	88%	86%	91%	-	*	*	*	
	EL	77%	79%	80%	*	79%	*	-	88%	-	-	77%	90%	62%	88%	80%	75%	88%	-	-	-	*	
	Male	84%	80%	77%	71%	83%	69%	-	88%	-	*	71%	92%	44%	86%	75%	77%	-	-	*	*	*	
Female	89%	87%	89%	86%	92%	80%	-	100%	*	*	89%	87%	64%	91%	88%	-	89%	-	*	*	-		
Science	All	79%	76%	76%	68%	70%	81%	-	95%	*	83%	74%	81%	42%	80%	75%	71%	81%	-	*	*	83%	
	Students																						
	CWD	46%	37%	42%	29%	56%	*	-	*	-	-	34%	56%	42%	-	62%	38%	55%	-	-	-	*	
	CWOD	83%	80%	80%	75%	72%	87%	-	98%	*	83%	78%	84%	-	80%	79%	78%	82%	-	*	*	80%	
	EL	55%	58%	75%	*	68%	*	-	88%	-	-	79%	64%	62%	79%	75%	66%	88%	-	-	-	*	
	Male	78%	74%	71%	64%	64%	82%	-	91%	-	*	71%	73%	38%	78%	66%	71%	-	-	*	*	80%	
Female	81%	79%	81%	74%	76%	80%	-	100%	*	*	77%	90%	55%	82%	88%	-	81%	-	*	*	*		
End of Course																							
Algebra I	All	83%	80%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	*	
	Students																						
	CWD	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	87%	85%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	*	
	EL	73%	73%	100%	*	*	-	-	100%	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-	
	Male	79%	76%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	*	100%	-	-	-	-	*	
Female	88%	85%	100%	100%	100%	-	-	100%	-	*	100%	100%	-	100%	100%	-	100%	-	-	-	*		

## STAAR Percent at Meets Grade Level or Above

Grade 7

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		48%	43%	48%	41%	43%	58%	*	75%	-	50%	47%	50%	33%	51%	31%	42%	54%	-	44%	*	60%
Reading	All																					
	Students																					
	CWD	21%	17%	33%	28%	33%	22%	*	*	-	*	30%	45%	33%	-	10%	30%	39%	-	*	*	-
	CWOD	51%	46%	51%	43%	44%	71%	*	77%	-	44%	51%	51%	-	51%	35%	45%	56%	-	43%	-	60%
	EL	19%	21%	31%	20%	25%	*	-	47%	-	*	32%	29%	10%	35%	31%	30%	32%	-	-	-	-
	Male	44%	39%	42%	33%	33%	47%	*	74%	-	67%	40%	45%	30%	45%	30%	42%	-	-	60%	-	-
	Female	52%	48%	54%	49%	51%	71%	*	76%	-	*	54%	56%	39%	56%	32%	-	54%	-	*	*	*
Mathematics	All	41%	41%	45%	31%	41%	52%	*	88%	-	50%	42%	52%	29%	48%	36%	45%	45%	-	33%	*	80%
	Students																					
	CWD	22%	17%	29%	23%	33%	22%	*	*	-	*	24%	45%	29%	-	10%	29%	28%	-	*	*	-
	CWOD	44%	44%	48%	33%	42%	63%	*	92%	-	44%	46%	52%	-	48%	41%	49%	47%	-	29%	-	80%
	EL	22%	25%	36%	0%	25%	*	-	74%	-	*	39%	29%	10%	41%	36%	36%	36%	-	-	-	-
	Male	41%	40%	45%	33%	44%	42%	*	81%	-	67%	42%	51%	29%	49%	36%	45%	-	-	40%	-	*
	Female	42%	41%	45%	29%	39%	64%	*	93%	-	*	41%	53%	28%	47%	36%	-	45%	-	*	*	*
Grade 8 Reading	All	53%	50%	54%	44%	49%	63%	-	77%	*	50%	48%	67%	31%	57%	34%	49%	60%	-	*	*	83%
	Students																					
	CWD	22%	18%	31%	21%	38%	*	-	*	-	-	25%	44%	31%	-	46%	27%	45%	-	-	-	*
	CWOD	57%	53%	57%	48%	50%	65%	-	78%	*	50%	51%	71%	-	57%	30%	53%	60%	-	*	*	80%
	EL	19%	23%	34%	*	24%	*	-	47%	-	-	36%	29%	46%	30%	34%	28%	42%	-	-	-	*
	Male	49%	46%	49%	42%	41%	59%	-	69%	-	*	44%	59%	27%	53%	28%	49%	-	-	*	*	80%
	Female	58%	54%	60%	46%	57%	70%	-	86%	*	*	52%	78%	45%	60%	42%	-	60%	-	*	*	*
Mathematics	All	55%	44%	40%	34%	41%	46%	-	56%	*	*	39%	40%	30%	41%	29%	39%	40%	-	*	*	*
	Students																					
	CWD	27%	19%	30%	17%	33%	*	-	*	-	-	26%	38%	30%	-	46%	25%	45%	-	-	-	*
	CWOD	59%	47%	41%	38%	42%	45%	-	52%	*	*	42%	41%	-	41%	22%	43%	39%	-	*	*	*
	EL	36%	32%	29%	*	24%	*	-	50%	-	-	26%	40%	46%	22%	29%	36%	18%	-	-	-	*
	Male	52%	42%	39%	36%	38%	56%	-	44%	-	*	37%	45%	25%	43%	36%	39%	-	-	*	*	*
	Female	59%	46%	40%	32%	43%	30%	-	73%	*	*	42%	32%	45%	39%	18%	-	40%	-	*	*	-
Science	All	50%	45%	44%	34%	34%	41%	-	82%	*	50%	38%	58%	21%	48%	38%	47%	42%	-	*	*	67%
	Students																					
	CWD	23%	18%	21%	8%	31%	*	-	*	-	-	16%	31%	21%	-	38%	19%	27%	-	-	-	*
	CWOD	53%	48%	48%	39%	34%	39%	-	84%	*	50%	41%	62%	-	48%	37%	52%	43%	-	*	*	60%
	EL	20%	22%	38%	*	21%	*	-	65%	-	-	33%	50%	38%	37%	38%	31%	46%	-	-	-	*
	Male	50%	45%	47%	39%	34%	47%	-	80%	-	*	43%	55%	19%	52%	31%	47%	-	-	*	*	60%
	Female	50%	45%	42%	28%	33%	30%	-	83%	*	*	33%	62%	27%	43%	46%	-	42%	-	*	*	*
End of Course Algebra I	All	59%	56%	95%	89%	91%	*	-	98%	-	*	93%	98%	-	95%	91%	93%	98%	-	-	-	*
	Students																					
	CWD	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	61%	95%	89%	91%	*	-	98%	-	*	93%	98%	-	95%	91%	93%	98%	-	-	-	*
	EL	40%	41%	91%	*	*	-	-	89%	-	-	100%	*	-	91%	91%	*	100%	-	-	-	-
	Male	53%	50%	93%	85%	90%	*	-	97%	-	*	92%	95%	-	93%	*	93%	-	-	-	-	*
	Female	65%	62%	98%	100%	92%	-	-	100%	-	*	96%	100%	-	98%	100%	-	98%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 7 Reading	All	29%	24%	28%	21%	21%	42%	*	55%	-	10%	27%	29%	24%	28%	13%	23%	33%	-	22%	*	20%
	Students																					
	CWD	9%	8%	24%	24%	13%	22%	*	*	-	*	23%	27%	24%	-	10%	22%	28%	-	*	*	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	31%	26%	<b>28%</b>	20%	22%	50%	*	56%	-	11%	28%	30%	-	28%	14%	23%	33%	-	29%	-	20%
	EL	8%	7%	<b>13%</b>	0%	6%	*	-	32%	-	*	11%	18%	10%	14%	13%	12%	14%	-	-	-	-
	Male	25%	21%	<b>23%</b>	18%	14%	37%	*	48%	-	0%	22%	24%	22%	23%	12%	23%	-	-	20%	-	*
	Female	32%	28%	<b>33%</b>	24%	27%	50%	*	62%	-	*	32%	35%	28%	33%	14%	-	33%	-	*	*	*
Mathematics	All Students	16%	17%	<b>16%</b>	8%	13%	9%	*	48%	-	10%	14%	20%	2%	18%	8%	13%	19%	-	11%	*	0%
	CWD	7%	3%	<b>2%</b>	0%	7%	0%	*	*	-	*	2%	0%	2%	-	0%	0%	6%	-	*	*	-
	CWOD	17%	18%	<b>18%</b>	10%	14%	13%	*	52%	-	11%	17%	21%	-	18%	10%	16%	20%	-	14%	-	0%
	EL	6%	7%	<b>8%</b>	0%	0%	*	-	26%	-	*	7%	12%	0%	10%	8%	6%	11%	-	-	-	-
	Male	16%	16%	<b>13%</b>	8%	9%	5%	*	48%	-	0%	10%	19%	0%	16%	6%	13%	-	-	0%	-	*
	Female	16%	18%	<b>19%</b>	9%	17%	14%	*	48%	-	*	18%	20%	6%	20%	11%	-	19%	-	*	*	*
Grade 8																						
Reading	All Students	27%	25%	<b>27%</b>	15%	21%	44%	-	52%	*	17%	21%	40%	21%	28%	14%	24%	30%	-	*	*	0%
	CWD	7%	6%	<b>21%</b>	13%	19%	*	-	*	-	-	13%	38%	21%	-	23%	19%	27%	-	-	-	*
	CWOD	30%	27%	<b>28%</b>	16%	22%	43%	-	52%	*	17%	22%	40%	-	28%	12%	25%	30%	-	*	*	0%
	EL	5%	6%	<b>14%</b>	*	3%	*	-	29%	-	-	12%	21%	23%	12%	14%	13%	17%	-	-	-	*
	Male	24%	21%	<b>24%</b>	15%	20%	41%	-	42%	-	*	21%	31%	19%	25%	13%	24%	-	-	*	*	0%
	Female	31%	28%	<b>30%</b>	15%	22%	50%	-	62%	*	*	21%	50%	27%	30%	17%	-	30%	-	*	*	*
Mathematics	All Students	17%	8%	<b>5%</b>	3%	6%	4%	-	11%	*	*	5%	4%	4%	5%	7%	5%	5%	-	*	*	*
	CWD	9%	4%	<b>4%</b>	0%	7%	*	-	*	-	-	3%	6%	4%	-	15%	6%	0%	-	-	-	*
	CWOD	18%	9%	<b>5%</b>	4%	6%	5%	-	9%	*	*	6%	3%	-	5%	3%	5%	5%	-	*	*	*
	EL	6%	4%	<b>7%</b>	*	6%	*	-	13%	-	-	6%	10%	15%	3%	7%	11%	0%	-	-	-	*
	Male	16%	8%	<b>5%</b>	4%	5%	6%	-	6%	-	*	5%	4%	6%	5%	11%	5%	-	-	*	*	*
	Female	17%	8%	<b>5%</b>	2%	7%	0%	-	18%	*	*	5%	3%	0%	5%	0%	-	5%	-	*	*	-
Science	All Students	25%	22%	<b>20%</b>	6%	16%	7%	-	54%	*	33%	16%	28%	2%	22%	7%	21%	19%	-	*	*	17%
	CWD	10%	5%	<b>2%</b>	0%	6%	*	-	*	-	-	3%	0%	2%	-	0%	3%	0%	-	-	-	*
	CWOD	26%	24%	<b>22%</b>	7%	17%	9%	-	57%	*	33%	18%	32%	-	22%	9%	24%	20%	-	*	*	20%
	EL	5%	6%	<b>7%</b>	*	0%	*	-	24%	-	-	5%	14%	0%	9%	7%	6%	8%	-	-	-	*
	Male	25%	23%	<b>21%</b>	8%	18%	12%	-	51%	-	*	20%	22%	3%	24%	6%	21%	-	-	*	*	0%
	Female	24%	21%	<b>19%</b>	3%	14%	0%	-	57%	*	*	13%	34%	0%	20%	8%	-	19%	-	*	*	*
End of Course																						
Algebra I	All Students	36%	33%	<b>82%</b>	74%	82%	*	-	85%	-	*	80%	85%	-	82%	64%	79%	86%	-	-	-	*
	CWD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	37%	<b>82%</b>	74%	82%	*	-	85%	-	*	80%	85%	-	82%	64%	79%	86%	-	-	-	*
	EL	19%	18%	<b>64%</b>	*	*	-	-	56%	-	-	86%	*	-	64%	64%	*	71%	-	-	-	-
	Male	31%	28%	<b>79%</b>	69%	90%	*	-	80%	-	*	78%	79%	-	79%	*	79%	-	-	-	-	*
	Female	40%	38%	<b>86%</b>	83%	75%	-	-	90%	-	*	83%	89%	-	86%	71%	-	86%	-	-	-	*

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All Students	77%	73%	<b>80%</b>	73%	79%	78%	100%	96%	*	79%	78%	84%	43%	85%	72%	76%	83%	-	52%	36%	96%
	CWD	46%	38%	<b>43%</b>	34%	48%	47%	*	60%	-	*	38%	56%	43%	-	44%	42%	45%	-	*	*	*
	CWOD	81%	77%	<b>85%</b>	80%	83%	85%	*	98%	*	78%	84%	87%	-	85%	79%	83%	86%	-	52%	25%	96%
	EL	62%	63%	<b>72%</b>	38%	69%	67%	-	89%	-	*	74%	67%	44%	79%	72%	68%	77%	-	-	-	*
	Male	74%	70%	<b>76%</b>	69%	74%	75%	*	94%	-	86%	74%	80%	42%	83%	68%	76%	-	-	56%	33%	96%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	80%	76%	83%	77%	83%	81%	Ind	98%	Isl	More	Disadv	Econ	45%	86%	77%	-	83%	-	45%	40%	100%
Reading	All	73%	69%	80%	73%	80%	77%	*	96%	*	88%	79%	83%	41%	86%	69%	76%	85%	-	58%	40%	100%
	Students																					
	CWD	39%	30%	41%	37%	42%	31%	*	63%	-	*	38%	48%	41%	-	35%	39%	45%	-	*	*	*
	CWOD	78%	73%	86%	80%	85%	89%	*	98%	*	87%	86%	87%	-	86%	78%	84%	88%	-	60%	*	100%
	EL	54%	55%	69%	29%	68%	50%	-	86%	-	*	71%	65%	35%	78%	69%	66%	73%	-	-	-	*
	Male	69%	64%	76%	69%	73%	72%	*	94%	-	89%	75%	78%	39%	84%	66%	76%	-	-	71%	*	100%
	Female	78%	74%	85%	78%	86%	83%	*	97%	*	86%	83%	89%	45%	88%	73%	-	85%	-	40%	*	*
Mathematics	All	81%	77%	81%	74%	82%	77%	*	96%	*	69%	79%	86%	46%	86%	74%	79%	83%	-	50%	40%	100%
	Students																					
	CWD	53%	44%	46%	34%	50%	62%	*	63%	-	*	39%	63%	46%	-	43%	47%	41%	-	*	*	*
	CWOD	84%	81%	86%	82%	86%	81%	*	98%	*	67%	85%	88%	-	86%	81%	86%	87%	-	50%	*	100%
	EL	72%	74%	74%	43%	70%	67%	-	92%	-	*	74%	71%	43%	81%	74%	71%	77%	-	-	-	*
	Male	79%	75%	79%	72%	80%	75%	*	95%	-	78%	76%	86%	47%	86%	71%	79%	-	-	43%	*	100%
	Female	82%	79%	83%	77%	84%	79%	*	97%	*	57%	82%	85%	41%	87%	77%	-	83%	-	60%	*	*
Science	All	80%	75%	76%	68%	70%	81%	-	95%	*	83%	74%	81%	42%	80%	75%	71%	81%	-	*	*	83%
	Students																					
	CWD	51%	44%	42%	29%	56%	*	-	*	-	-	34%	56%	42%	-	62%	38%	55%	-	-	-	*
	CWOD	84%	79%	80%	75%	72%	87%	-	98%	*	83%	78%	84%	-	80%	79%	78%	82%	-	*	*	80%
	EL	61%	60%	75%	*	68%	*	-	88%	-	-	79%	64%	62%	79%	75%	66%	88%	-	-	-	*
	Male	79%	74%	71%	64%	64%	82%	-	91%	-	*	71%	73%	38%	78%	66%	71%	-	-	*	*	80%
	Female	81%	77%	81%	74%	76%	80%	-	100%	*	*	77%	90%	55%	82%	88%	-	81%	-	*	*	*

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	44%	49%	38%	43%	52%	33%	81%	*	50%	45%	58%	29%	52%	36%	47%	51%	-	37%	29%	71%
	Students																					
	CWD	24%	18%	29%	20%	34%	33%	*	45%	-	*	24%	40%	29%	-	32%	26%	36%	-	*	*	*
	CWOD	52%	47%	52%	42%	44%	57%	*	83%	*	47%	48%	60%	-	52%	37%	52%	52%	-	35%	17%	68%
	EL	29%	29%	36%	25%	24%	40%	-	61%	-	*	36%	37%	32%	37%	36%	33%	39%	-	-	-	*
	Male	47%	41%	47%	38%	40%	51%	*	76%	-	67%	44%	54%	26%	52%	33%	47%	-	-	50%	22%	65%
	Female	52%	47%	51%	38%	46%	55%	*	86%	*	29%	46%	62%	36%	52%	39%	-	51%	-	18%	40%	100%
Reading	All	47%	42%	51%	42%	46%	60%	*	76%	*	50%	47%	59%	32%	54%	32%	46%	57%	-	42%	40%	73%
	Students																					
	CWD	21%	15%	32%	24%	35%	31%	*	50%	-	*	28%	44%	32%	-	30%	28%	41%	-	*	*	*
	CWOD	50%	45%	54%	46%	47%	68%	*	78%	*	47%	51%	60%	-	54%	33%	49%	58%	-	40%	*	70%
	EL	23%	24%	32%	29%	24%	50%	-	47%	-	*	34%	29%	30%	33%	32%	29%	37%	-	-	-	*
	Male	43%	37%	46%	38%	37%	53%	*	71%	-	67%	42%	52%	28%	49%	29%	46%	-	-	57%	*	67%
	Female	51%	47%	57%	47%	54%	71%	*	82%	*	29%	53%	66%	41%	58%	37%	-	57%	-	20%	*	*
Mathematics	All	51%	45%	50%	36%	45%	50%	*	86%	*	50%	46%	56%	29%	53%	38%	49%	50%	-	33%	40%	73%
	Students																					
	CWD	26%	21%	29%	20%	33%	31%	*	50%	-	*	25%	41%	29%	-	30%	27%	34%	-	*	*	*
	CWOD	54%	49%	53%	40%	47%	55%	*	88%	*	47%	50%	58%	-	53%	40%	54%	51%	-	30%	*	70%
	EL	37%	37%	38%	14%	26%	17%	-	72%	-	*	38%	39%	30%	40%	38%	38%	38%	-	-	-	*
	Male	50%	44%	49%	38%	45%	50%	*	79%	-	67%	47%	55%	27%	54%	38%	49%	-	-	43%	*	67%
	Female	51%	47%	50%	34%	45%	50%	*	93%	*	29%	46%	58%	34%	51%	38%	-	50%	-	20%	*	*
Science	All	53%	47%	44%	34%	34%	41%	-	82%	*	50%	38%	58%	21%	48%	38%	47%	42%	-	*	*	67%
	Students																					
	CWD	25%	20%	21%	8%	31%	*	-	*	-	-	16%	31%	21%	-	38%	19%	27%	-	-	-	*
	CWOD	56%	50%	48%	39%	34%	39%	-	84%	*	50%	41%	62%	-	48%	37%	52%	43%	-	*	*	60%



	State	District	Campus	Afr *	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
EL	26%	25%	<b>38%</b>	*	21%	*	-	65%	-	-	33%	50%	38%	37%	38%	31%	46%	-	-	-	*
Male	53%	46%	<b>47%</b>	39%	34%	47%	-	80%	-	*	43%	55%	19%	52%	31%	47%	-	-	*	*	60%
Female	53%	48%	<b>42%</b>	28%	33%	30%	-	83%	*	*	33%	62%	27%	43%	46%	-	42%	-	*	*	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	<b>23%</b>	12%	18%	22%	17%	55%	*	18%	20%	30%	11%	25%	12%	21%	25%	-	11%	7%	14%
	CWD	8%	6%	<b>11%</b>	7%	10%	13%	*	25%	-	*	9%	14%	11%	-	10%	10%	13%	-	*	*	*
	CWOD	25%	21%	<b>25%</b>	13%	19%	25%	*	56%	*	19%	21%	32%	-	25%	13%	23%	26%	-	13%	0%	12%
	EL	11%	11%	<b>12%</b>	6%	4%	13%	-	29%	-	*	11%	16%	10%	13%	12%	10%	14%	-	-	-	*
	Male	22%	18%	<b>21%</b>	13%	16%	21%	*	49%	-	10%	19%	24%	10%	23%	10%	21%	-	-	6%	0%	4%
	Female	24%	21%	<b>25%</b>	12%	20%	24%	*	61%	*	29%	20%	36%	13%	26%	14%	-	25%	-	18%	20%	60%
Reading	All Students	20%	17%	<b>27%</b>	18%	21%	43%	*	53%	*	13%	24%	34%	22%	28%	14%	23%	31%	-	17%	20%	9%
	CWD	7%	5%	<b>22%</b>	18%	16%	31%	*	50%	-	*	18%	33%	22%	-	17%	20%	28%	-	*	*	*
	CWOD	22%	19%	<b>28%</b>	18%	22%	47%	*	53%	*	13%	25%	34%	-	28%	13%	24%	32%	-	20%	*	10%
	EL	8%	8%	<b>14%</b>	0%	5%	33%	-	31%	-	*	12%	19%	17%	13%	14%	12%	15%	-	-	-	*
	Male	17%	14%	<b>23%</b>	17%	18%	39%	*	44%	-	0%	22%	27%	20%	24%	12%	23%	-	-	14%	*	0%
	Female	23%	20%	<b>31%</b>	20%	24%	50%	*	62%	*	29%	26%	42%	28%	32%	15%	-	31%	-	20%	*	*
Mathematics	All Students	26%	22%	<b>20%</b>	10%	15%	8%	*	57%	*	19%	18%	26%	3%	23%	13%	19%	22%	-	8%	0%	18%
	CWD	11%	6%	<b>3%</b>	0%	7%	0%	*	13%	-	*	3%	4%	3%	-	9%	3%	3%	-	*	*	*
	CWOD	28%	24%	<b>23%</b>	12%	16%	11%	*	60%	*	20%	20%	29%	-	23%	14%	22%	24%	-	10%	*	10%
	EL	16%	16%	<b>13%</b>	14%	5%	0%	-	31%	-	*	13%	13%	9%	14%	13%	11%	15%	-	-	-	*
	Male	25%	22%	<b>19%</b>	11%	13%	8%	*	52%	-	11%	17%	22%	3%	22%	11%	19%	-	-	0%	*	11%
	Female	26%	22%	<b>22%</b>	9%	17%	8%	*	62%	*	29%	18%	31%	3%	24%	15%	-	22%	-	20%	*	*
Science	All Students	24%	20%	<b>20%</b>	6%	16%	7%	-	54%	*	33%	16%	28%	2%	22%	7%	21%	19%	-	*	*	17%
	CWD	8%	5%	<b>2%</b>	0%	6%	*	-	*	-	-	3%	0%	2%	-	0%	3%	0%	-	-	-	*
	CWOD	26%	22%	<b>22%</b>	7%	17%	9%	-	57%	*	33%	18%	32%	-	22%	9%	24%	20%	-	*	*	20%
	EL	7%	7%	<b>7%</b>	*	0%	*	-	24%	-	-	5%	14%	0%	9%	7%	6%	8%	-	-	-	*
	Male	25%	21%	<b>21%</b>	8%	18%	12%	-	51%	-	*	20%	22%	3%	24%	6%	21%	-	-	*	*	0%
	Female	23%	20%	<b>19%</b>	3%	14%	0%	-	57%	*	*	13%	34%	0%	20%	8%	-	19%	-	*	*	*

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
All Students	72	68	69	82	*	80	*	90	71	57	71
CWD	57	51	55	67	*	75	-	*	53	57	48
CWOD	74	71	71	86	*	80	*	89	73	-	77
EL	71	50	73	50	-	72	-	*	70	48	71
Male	69	65	66	81	*	76	-	83	69	53	71
Female	75	71	71	84	*	84	*	100	73	67	71
<b>Mathematics</b>											
All Students	70	69	72	53	*	79	*	67	70	55	67
CWD	55	52	63	46	*	50	-	*	49	55	52
CWOD	73	72	73	54	*	80	*	64	73	-	71
EL	67	67	71	50	-	65	-	*	64	52	67
Male	70	68	74	56	*	74	-	67	69	56	66
Female	71	70	69	48	*	84	*	67	71	54	68

**Part (iii)(II): Graduation Rate**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
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
112	21	19%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	51	41	47	51	50	77	*	49	48	28	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	N		N			Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N		Y			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		Y			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
^+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											
^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).											

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	99%	100%	100%	*	100%	-	*	99%	100%	100%	-	100%	99%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	98%	100%	100%	*	100%	-	*	99%	100%	99%	-	100%	99%	100%	-

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

		African			American		Pacific	Two or	Econ	Non						
	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
CWOD	0%	0%	1%	0%	-	0%	*	0%	0%	1%	-	0%	0%	1%	0%	-
EL	0%	*	0%	*	-	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%	-

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

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	108	65	23	11	2	2	0	5	8		
	Female	50	26	20	2	0	0	0	2	2		
	Total	158	91	43	13	2	2	0	7	10		
Out-of-School Suspensions												
	Male	52	34	10	2	0	2	0	4	4		
	Female	27	16	7	2	0	0	0	2	0		
	Total	79	50	17	4	0	2	0	6	4		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Out-of-School Suspensions	Male	28	17	5	2	0	2	0	2	2		14
	Female	9	5	2	2	0	0	0	0	2		2
	Total	37	22	7	4	0	2	0	2	4		16
Expulsions	Male	15	4	7	2	0	0	0	2	2		2
	Female	8	4	0	2	0	2	0	0	2		2
	Total	23	8	7	4	0	2	0	2	4		4
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	34	8	20	2	0	2	0	2	5	14	2
	Female	31	11	11	5	0	0	2	2	2	5	2
	Total	65	19	31	7	0	2	2	4	7	19	4

	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	2
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

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

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

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

-) Indicates there are no students in the group.

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

#### Part (ix): Teacher Quality Data

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

	All School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.8	17.6%
Teachers Teaching with Emergency or Provisional Credentials	5.8	10.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	10.5	18.0%



**All School  
Number      Percent**

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	<b>13</b>	<b>3%</b>
Mathematics	5,616	2%	44	1%	<b>13</b>	<b>3%</b>
Grade 8						
Reading	5,251	1%	39	1%	<b>13</b>	<b>3%</b>
Mathematics	5,254	2%	39	1%	<b>13</b>	<b>4%</b>

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	13	3%
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	65	3%
Reading	45,064	1%	367	1%	26	3%
Mathematics	40,350	1%	327	1%	26	3%
Science	16,337	1%	131	1%	13	3%

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

'-' Indicates zero observations reported for this group.

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

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

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4

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

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

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

\*\* Indicates reporting standards not met.

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

#### 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:** BEBENSEE EL

**Campus ID:** 220901141

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	75%	68%	70%	75%	70%	70%	-	*	-	*	67%	80%	56%	72%	68%	74%	67%	-	*	-	*	
	CWD	49%	38%	56%	*	*	*	-	-	-	-	20%	*	56%	-	*	*	40%	-	-	-	*	
	CWOD	79%	72%	72%	78%	75%	50%	-	*	-	*	71%	75%	-	72%	73%	74%	70%	-	*	-	*	
	EL	69%	67%	68%	*	70%	*	-	*	-	-	66%	80%	*	73%	68%	67%	68%	-	-	-	-	
	Male	73%	65%	74%	86%	67%	83%	-	-	-	*	71%	82%	*	74%	67%	74%	-	-	-	-	*	
	Female	78%	72%	67%	64%	73%	*	-	*	-	-	64%	78%	40%	70%	68%	-	67%	-	*	-	-	
Mathematics	All Students	78%	72%	77%	64%	85%	80%	-	*	-	*	75%	80%	67%	78%	81%	74%	79%	-	*	-	*	
	CWD	52%	44%	67%	*	*	*	-	-	-	-	40%	*	67%	-	*	*	60%	-	-	-	*	
	CWOD	81%	76%	78%	67%	89%	67%	-	*	-	*	79%	75%	-	78%	85%	74%	81%	-	*	-	*	
	EL	75%	75%	81%	*	85%	*	-	*	-	-	84%	60%	*	85%	81%	80%	82%	-	-	-	-	
	Male	78%	72%	74%	57%	83%	83%	-	-	-	*	71%	82%	*	74%	80%	74%	-	-	-	-	*	
	Female	78%	72%	79%	71%	86%	*	-	*	-	-	79%	78%	60%	81%	82%	-	79%	-	*	-	-	
Grade 4																							
Reading	All Students	74%	66%	71%	60%	72%	82%	*	71%	-	*	74%	65%	25%	75%	70%	67%	75%	-	80%	*	*	
	CWD	44%	34%	25%	*	*	*	-	-	-	-	*	*	25%	-	*	33%	*	-	-	-	-	
	CWOD	78%	70%	75%	64%	75%	90%	*	71%	-	*	77%	67%	-	75%	73%	71%	78%	-	80%	*	*	
	EL	64%	64%	70%	*	67%	*	-	71%	-	-	72%	62%	*	73%	70%	71%	69%	-	*	-	-	
	Male	71%	63%	67%	58%	69%	67%	*	*	-	*	70%	60%	33%	71%	71%	67%	-	-	*	*	*	
	Female	77%	70%	75%	62%	76%	100%	-	80%	-	*	76%	71%	*	78%	69%	-	75%	-	*	-	-	
Mathematics	All Students	74%	67%	61%	40%	62%	73%	*	86%	-	*	61%	59%	25%	63%	65%	56%	65%	-	60%	*	*	
	CWD	46%	36%	25%	*	*	*	-	-	-	-	*	*	25%	-	*	33%	*	-	-	-	-	
	CWOD	78%	71%	63%	41%	64%	80%	*	86%	-	*	64%	60%	-	63%	68%	59%	67%	-	60%	*	*	
	EL	69%	69%	65%	*	61%	*	-	86%	-	-	62%	77%	*	68%	65%	71%	60%	-	*	-	-	
	Male	74%	67%	56%	25%	60%	67%	*	*	-	*	51%	65%	33%	59%	71%	56%	-	-	*	*	*	
	Female	74%	68%	65%	54%	63%	80%	-	80%	-	*	69%	50%	*	67%	60%	-	65%	-	*	-	-	
Grade 5																							
Reading	All Students	86%	82%	95%	90%	98%	100%	-	86%	-	*	94%	96%	80%	95%	94%	95%	94%	-	*	*	-	
	CWD	55%	48%	80%	*	*	-	-	*	-	-	*	*	80%	-	*	*	*	-	-	*	-	
	CWOD	89%	86%	95%	89%	98%	100%	-	100%	-	*	95%	95%	-	95%	97%	95%	96%	-	*	-	-	
	EL	77%	76%	94%	*	97%	*	-	*	-	-	93%	100%	*	97%	94%	94%	94%	-	-	-	-	
	Male	83%	78%	95%	92%	96%	*	-	-	-	-	94%	100%	*	95%	94%	95%	-	-	*	-	-	
	Female	88%	85%	94%	89%	100%	100%	-	86%	-	*	94%	93%	*	96%	94%	-	94%	-	*	*	-	
Mathematics	All Students	89%	84%	87%	87%	86%	88%	-	86%	-	*	91%	75%	40%	90%	83%	93%	82%	-	*	*	-	
	CWD	68%	61%	40%	*	*	-	-	*	-	-	*	*	40%	-	*	*	*	-	-	*	-	
	CWOD	92%	87%	90%	89%	88%	88%	-	100%	-	*	92%	82%	-	90%	88%	93%	87%	-	*	-	-	
	EL	85%	82%	83%	*	83%	*	-	*	-	-	90%	40%	*	88%	83%	94%	71%	-	-	-	-	
	Male	88%	83%	93%	92%	93%	*	-	-	-	-	91%	100%	*	93%	94%	93%	-	-	*	-	-	
	Female	90%	85%	82%	83%	75%	83%	-	86%	-	*	91%	57%	*	87%	71%	-	82%	-	*	*	-	
Science	All Students	74%	65%	75%	70%	75%	88%	-	86%	-	*	82%	54%	40%	77%	69%	83%	67%	-	*	*	-	
	CWD	45%	43%	40%	*	*	-	-	*	-	-	*	*	40%	-	*	*	*	-	-	*	-	

		2018-19 Federal Report Card																					
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 3	CWOD	77%	68%	77%	71%	76%	88%	-	100%	-	-	83%	59%	-	77%	72%	83%	71%	-	*	-	-	
	EL	60%	55%	69%	*	66%	*	-	*	-	-	73%	40%	*	72%	69%	72%	65%	-	-	-	-	
	Male	74%	65%	83%	83%	82%	*	-	-	-	-	81%	90%	*	83%	72%	83%	-	-	*	-	-	
	Female	73%	64%	67%	61%	63%	83%	-	86%	-	*	83%	29%	*	71%	65%	-	67%	-	*	*	-	
	All Students	67%	68%	69%	69%	63%	*	-	83%	-	*	73%	60%	33%	72%	36%	71%	68%	-	*	-	*	
	CWD	33%	32%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	71%	72%	72%	75%	64%	*	-	83%	-	*	78%	60%	-	72%	33%	72%	73%	-	*	-	*	
	EL	42%	49%	36%	-	33%	*	-	-	-	*	44%	*	*	33%	36%	50%	20%	-	-	-	-	
	Male	62%	64%	71%	63%	67%	*	-	*	-	*	79%	54%	*	72%	50%	71%	-	-	*	-	*	
	Female	71%	72%	68%	76%	58%	-	-	*	-	*	67%	71%	*	73%	20%	-	68%	-	-	-	-	
Mathematics	All Students	80%	82%	73%	67%	74%	*	-	100%	-	*	71%	80%	33%	77%	64%	76%	71%	-	*	-	*	
	CWD	50%	47%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	83%	86%	77%	72%	76%	*	-	100%	-	*	76%	80%	-	77%	67%	77%	77%	-	*	-	*	
	EL	67%	77%	64%	-	67%	*	-	-	-	*	56%	*	*	67%	64%	83%	40%	-	-	-	-	
	Male	78%	80%	76%	68%	73%	*	-	*	-	*	71%	85%	*	77%	83%	76%	-	-	*	-	*	
	Female	81%	84%	71%	65%	75%	-	-	*	-	*	70%	71%	*	77%	40%	-	71%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3	Reading	All Students	44%	37%	40%	36%	48%	20%	-	*	-	*	44%	25%	11%	43%	46%	41%	38%	-	*	-	*
	CWOD	26%	19%	11%	*	*	*	-	-	-	-	20%	*	11%	-	*	*	20%	-	-	-	*	
	CWOD	46%	39%	43%	37%	50%	33%	-	*	-	*	46%	31%	-	43%	48%	46%	41%	-	*	-	*	
	EL	35%	34%	46%	*	45%	*	-	*	-	-	47%	40%	*	48%	46%	47%	45%	-	-	-	-	
	Male	41%	34%	41%	36%	50%	33%	-	-	-	*	46%	27%	*	46%	47%	41%	-	-	-	-	*	
	Female	47%	39%	38%	36%	45%	*	-	*	-	-	42%	22%	20%	41%	45%	-	38%	-	*	-	-	
Mathematics	All Students	48%	39%	42%	32%	53%	30%	-	*	-	*	44%	35%	22%	44%	54%	46%	38%	-	*	-	*	
	CWD	30%	21%	22%	*	*	*	-	-	-	-	20%	*	22%	-	*	*	20%	-	-	-	*	
	CWOD	50%	42%	44%	33%	56%	33%	-	*	-	*	46%	38%	-	44%	58%	49%	41%	-	*	-	*	
	EL	41%	41%	54%	*	55%	*	-	*	-	-	56%	40%	*	58%	54%	67%	45%	-	-	-	-	
	Male	49%	41%	46%	29%	61%	50%	-	-	-	*	43%	55%	*	49%	67%	46%	-	-	-	-	*	
	Female	46%	38%	38%	36%	45%	*	-	*	-	-	45%	11%	20%	41%	45%	-	38%	-	*	-	-	
Grade 4	Reading	All Students	43%	35%	36%	32%	34%	55%	*	43%	-	*	38%	32%	13%	38%	30%	37%	35%	-	60%	*	*
	CWD	24%	16%	13%	*	*	*	-	-	-	-	*	*	13%	-	*	17%	*	-	-	-	-	
	CWOD	46%	38%	38%	36%	35%	60%	*	43%	-	*	39%	33%	-	38%	31%	39%	37%	-	60%	*	*	
	EL	30%	30%	30%	*	26%	*	-	43%	-	-	26%	46%	*	31%	30%	39%	23%	-	*	-	-	
	Male	41%	33%	37%	33%	37%	50%	*	*	-	*	35%	40%	17%	39%	39%	37%	-	-	*	*	*	
	Female	46%	38%	35%	31%	32%	60%	-	40%	-	*	39%	21%	*	37%	23%	-	35%	-	*	-	-	
Mathematics	All Students	46%	39%	30%	24%	25%	55%	*	71%	-	*	31%	29%	13%	32%	32%	26%	34%	-	40%	*	*	
	CWD	27%	21%	13%	*	*	*	-	-	-	-	*	*	13%	-	*	17%	*	-	-	-	-	
	CWOD	49%	41%	32%	27%	25%	60%	*	71%	-	*	32%	30%	-	32%	32%	27%	35%	-	40%	*	*	
	EL	39%	39%	32%	*	22%	*	-	71%	-	-	30%	38%	*	32%	32%	35%	29%	-	*	-	-	
	Male	48%	40%	26%	17%	20%	67%	*	*	-	*	24%	30%	17%	27%	35%	26%	-	-	*	*	*	



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	34%	31%	29%	40%	-	60%	-	*	35%	29%	*	35%	29%	-	34%	-	*	-	-
Grade 5 Reading	All	53%	46%	48%	40%	52%	63%	-	29%	-	*	54%	33%	20%	50%	37%	62%	37%	-	*	*	-
	Students																					
	CWD	27%	23%	20%	*	*	-	-	*	-	-	*	*	20%	-	*	*	*	-	-	*	-
	CWOD	56%	49%	50%	43%	52%	63%	-	33%	-	*	55%	36%	-	50%	41%	61%	40%	-	*	-	-
	EL	36%	35%	37%	*	38%	*	-	*	-	-	40%	20%	*	41%	37%	50%	24%	-	-	-	-
	Male	50%	42%	62%	50%	68%	*	-	-	-	-	63%	60%	*	61%	50%	62%	-	-	*	-	-
	Female	56%	51%	37%	33%	25%	67%	-	29%	-	*	46%	14%	*	40%	24%	-	37%	-	*	*	-
Mathematics	All	57%	47%	47%	47%	52%	38%	-	29%	-	*	52%	33%	20%	49%	57%	57%	39%	-	*	*	-
	Students																					
	CWD	31%	28%	20%	*	*	-	-	*	-	-	*	*	20%	-	*	*	*	-	-	*	-
	CWOD	60%	49%	49%	50%	52%	38%	-	33%	-	*	53%	36%	-	49%	63%	56%	42%	-	*	-	-
	EL	46%	41%	57%	*	62%	*	-	*	-	-	63%	20%	*	63%	57%	72%	41%	-	-	-	-
	Male	56%	47%	57%	50%	61%	*	-	-	-	-	56%	60%	*	56%	72%	57%	-	-	*	-	-
	Female	57%	47%	39%	44%	38%	33%	-	29%	-	*	49%	14%	*	42%	41%	-	39%	-	*	*	-
Science	All	48%	38%	41%	50%	32%	50%	-	43%	-	*	43%	33%	40%	41%	23%	40%	41%	-	*	*	-
	Students																					
	CWD	27%	27%	40%	*	*	-	-	*	-	-	*	*	40%	-	*	*	*	-	-	*	-
	CWOD	50%	39%	41%	50%	31%	50%	-	50%	-	*	42%	36%	-	41%	22%	39%	42%	-	*	-	-
	EL	31%	26%	23%	*	21%	*	-	*	-	-	27%	0%	*	22%	23%	11%	35%	-	-	-	-
	Male	50%	40%	40%	67%	29%	*	-	-	-	-	38%	50%	*	39%	11%	40%	-	-	*	-	-
	Female	45%	37%	41%	39%	38%	50%	-	43%	-	*	49%	21%	*	42%	35%	-	41%	-	*	*	-
Grade 6 Reading	All	36%	37%	33%	28%	22%	*	-	83%	-	*	35%	30%	33%	33%	18%	34%	32%	-	*	-	*
	Students																					
	CWD	19%	17%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	38%	40%	33%	28%	20%	*	-	83%	-	*	35%	30%	-	33%	11%	33%	33%	-	*	-	*
	EL	14%	17%	18%	-	22%	*	-	-	-	*	22%	*	*	11%	18%	17%	20%	-	-	-	-
	Male	33%	33%	34%	21%	27%	*	-	*	-	*	39%	23%	*	33%	17%	34%	-	-	*	-	*
	Female	40%	42%	32%	35%	17%	-	-	*	-	*	30%	43%	*	33%	20%	-	32%	-	-	-	-
Mathematics	All	46%	49%	29%	19%	26%	*	-	83%	-	*	35%	15%	33%	29%	18%	32%	26%	-	*	-	*
	Students																					
	CWD	23%	21%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	48%	52%	29%	19%	24%	*	-	83%	-	*	35%	15%	-	29%	11%	31%	27%	-	*	-	*
	EL	27%	35%	18%	-	22%	*	-	-	-	*	22%	*	*	11%	18%	17%	20%	-	-	-	-
	Male	45%	48%	32%	16%	33%	*	-	*	-	*	39%	15%	*	31%	17%	32%	-	-	*	-	*
	Female	46%	50%	26%	24%	17%	-	-	*	-	*	30%	14%	*	27%	20%	-	26%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	22%	21%	25%	10%	-	*	-	*	26%	10%	0%	25%	24%	21%	24%	-	*	-	*
	Students																					
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	*
	CWOD	29%	23%	25%	22%	28%	17%	-	*	-	*	29%	13%	-	25%	27%	23%	27%	-	*	-	*
	EL	19%	20%	24%	*	24%	*	-	*	-	-	25%	20%	*	27%	24%	27%	23%	-	-	-	-
	Male	24%	19%	21%	21%	22%	17%	-	-	-	*	25%	9%	*	23%	27%	21%	-	-	-	-	*
	Female	29%	24%	24%	21%	27%	*	-	*	-	-	27%	11%	0%	27%	23%	-	24%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	23%	Amer	30%	30%	Ind	*	Isl	Races	Disadv	Econ	11%	25%	30%	28%	19%	-	*	-	*
Mathematics	All	24%	18%	23%	11%	30%	30%	-	*	-	*	23%	25%	11%	25%	30%	28%	19%	-	*	-	*
	Students																					
	CWD	12%	8%	11%	*	*	*	-	-	-	-	0%	*	11%	-	*	*	0%	-	-	-	*
	CWOD	25%	19%	25%	11%	33%	33%	-	*	-	*	25%	25%	-	25%	33%	29%	22%	-	*	-	*
	EL	18%	20%	30%	*	30%	*	-	*	-	-	34%	0%	*	33%	30%	33%	27%	-	-	-	-
	Male	26%	20%	28%	14%	33%	50%	-	-	-	*	25%	36%	*	29%	33%	28%	-	-	-	-	*
	Female	22%	16%	19%	7%	27%	*	-	*	-	-	21%	11%	0%	22%	27%	-	19%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	15%	24%	8%	27%	*	29%	-	*	16%	12%	0%	16%	11%	14%	15%	-	20%	*	*
	Students																					
	CWD	8%	4%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	18%	16%	27%	8%	30%	*	29%	-	*	17%	13%	-	16%	11%	16%	16%	-	20%	*	*
	EL	12%	13%	11%	*	4%	*	-	29%	-	-	9%	15%	*	11%	11%	13%	9%	-	*	-	-
	Male	20%	15%	14%	25%	6%	33%	*	*	-	*	16%	10%	0%	16%	13%	14%	-	-	*	*	*
	Female	23%	18%	15%	23%	10%	20%	-	20%	-	*	16%	14%	*	16%	9%	-	15%	-	*	-	-
Mathematics	All	27%	22%	17%	20%	14%	18%	*	29%	-	*	16%	21%	13%	18%	20%	18%	17%	-	20%	*	*
	Students																					
	CWD	13%	7%	13%	*	*	*	-	-	-	-	*	*	13%	-	*	17%	*	-	-	-	-
	CWOD	29%	23%	18%	23%	14%	20%	*	29%	-	*	17%	20%	-	18%	19%	18%	17%	-	20%	*	*
	EL	20%	22%	20%	*	17%	*	-	29%	-	-	17%	31%	*	19%	20%	26%	14%	-	*	-	-
	Male	29%	23%	18%	17%	14%	33%	*	*	-	*	14%	25%	17%	18%	26%	18%	-	-	*	*	*
	Female	25%	20%	17%	23%	15%	0%	-	20%	-	*	18%	14%	*	17%	14%	-	17%	-	*	-	-
Grade 5																						
Reading	All	29%	24%	22%	13%	20%	63%	-	14%	-	*	21%	25%	20%	22%	20%	26%	18%	-	*	*	-
	Students																					
	CWD	9%	8%	20%	*	*	-	-	*	-	-	*	*	20%	-	*	*	*	-	-	*	-
	CWOD	31%	26%	22%	14%	19%	63%	-	17%	-	*	20%	27%	-	22%	22%	24%	20%	-	*	-	-
	EL	14%	13%	20%	*	21%	*	-	*	-	-	20%	20%	*	22%	20%	33%	6%	-	-	-	-
	Male	26%	21%	26%	17%	29%	*	-	-	-	-	22%	40%	*	24%	33%	26%	-	-	*	-	-
	Female	31%	27%	18%	11%	6%	67%	-	14%	-	*	20%	14%	*	20%	6%	-	18%	-	*	*	-
Mathematics	All	36%	27%	25%	23%	25%	25%	-	29%	-	*	28%	17%	0%	27%	31%	31%	20%	-	*	*	-
	Students																					
	CWD	14%	12%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	*	-
	CWOD	38%	28%	27%	25%	26%	25%	-	33%	-	*	30%	18%	-	27%	34%	32%	22%	-	*	-	-
	EL	24%	20%	31%	*	31%	*	-	*	-	-	33%	20%	*	34%	31%	39%	24%	-	-	-	-
	Male	36%	28%	31%	25%	32%	*	-	-	-	-	31%	30%	*	32%	39%	31%	-	-	*	-	-
	Female	35%	26%	20%	22%	13%	17%	-	29%	-	*	26%	7%	*	22%	24%	-	20%	-	*	*	-
Science	All	23%	17%	14%	13%	9%	25%	-	29%	-	*	13%	17%	20%	14%	9%	17%	12%	-	*	*	-
	Students																					
	CWD	11%	9%	20%	*	*	-	-	*	-	-	*	*	20%	-	*	*	*	-	-	*	-
	CWOD	25%	18%	14%	14%	7%	25%	-	33%	-	*	13%	18%	-	14%	9%	15%	13%	-	*	-	-
	EL	11%	9%	9%	*	7%	*	-	*	-	-	10%	0%	*	9%	9%	11%	6%	-	-	-	-
	Male	25%	19%	17%	17%	14%	*	-	-	-	-	16%	20%	*	15%	11%	17%	-	-	*	-	-
	Female	21%	15%	12%	11%	0%	17%	-	29%	-	*	11%	14%	*	13%	6%	-	12%	-	*	*	-
Grade 6																						
Reading	All	17%	18%	15%	14%	7%	*	-	50%	-	*	15%	15%	33%	13%	9%	12%	18%	-	*	-	*
	Students																					
	CWD	6%	5%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	18%	19%	13%	13%	4%	*	-	50%	-	*	12%	15%	-	13%	0%	10%	17%	-	*	-	*
	EL	4%	5%	9%	-	11%	*	-	-	-	*	11%	*	*	0%	9%	0%	20%	-	-	-	-
	Male	14%	15%	12%	11%	7%	*	-	*	-	*	11%	15%	*	10%	0%	12%	-	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	18%	18%	8%	-	-	*	-	*	19%	14%	*	17%	20%	-	18%	-	-	-	-
Mathematics	All	20%	24%	13%	8%	11%	*	-	67%	-	*	16%	5%	17%	13%	0%	17%	9%	-	*	-	*
	Students																					
	CWD	9%	6%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	22%	26%	13%	6%	12%	*	-	67%	-	*	16%	5%	-	13%	0%	15%	10%	-	*	-	*
	EL	8%	12%	0%	-	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	24%	17%	11%	20%	*	-	*	-	*	21%	8%	*	15%	0%	17%	-	-	*	-	*
	Female	20%	23%	9%	6%	0%	-	-	*	-	*	11%	0%	*	10%	0%	-	9%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	75%	70%	75%	84%	*	82%	-	75%	76%	71%	44%	77%	72%	76%	74%	-	82%	60%	88%
	Students																					
	CWD	46%	38%	44%	36%	42%	80%	-	*	-	-	33%	64%	44%	-	38%	56%	35%	-	-	*	*
	CWOD	81%	77%	77%	73%	78%	84%	*	88%	-	75%	79%	72%	-	77%	76%	77%	77%	-	82%	*	83%
	EL	62%	63%	72%	89%	72%	85%	-	73%	-	*	74%	65%	38%	76%	72%	77%	69%	-	67%	-	-
	Male	74%	70%	76%	69%	77%	84%	*	88%	-	83%	75%	76%	56%	77%	77%	76%	-	-	89%	*	88%
	Female	80%	76%	74%	70%	74%	83%	-	81%	-	70%	77%	65%	35%	77%	69%	-	74%	-	77%	*	-
Reading	All	73%	69%	76%	74%	76%	85%	*	77%	-	71%	77%	74%	46%	79%	72%	76%	77%	-	90%	*	*
	Students																					
	CWD	39%	30%	46%	40%	42%	80%	-	*	-	-	28%	80%	46%	-	38%	54%	40%	-	-	*	*
	CWOD	78%	73%	79%	77%	79%	86%	*	81%	-	71%	81%	74%	-	79%	76%	78%	80%	-	90%	*	*
	EL	54%	55%	72%	*	72%	83%	-	69%	-	*	73%	68%	38%	76%	72%	74%	71%	-	*	-	-
	Male	69%	64%	76%	74%	76%	83%	*	*	-	*	78%	70%	54%	78%	74%	76%	-	-	*	*	*
	Female	78%	74%	77%	74%	77%	87%	-	78%	-	*	76%	80%	40%	80%	71%	-	77%	-	83%	*	-
Mathematics	All	81%	77%	73%	66%	74%	82%	*	86%	-	86%	74%	71%	43%	76%	73%	73%	73%	-	80%	*	*
	Students																					
	CWD	53%	44%	43%	30%	42%	80%	-	*	-	-	33%	60%	43%	-	38%	54%	33%	-	-	*	*
	CWOD	84%	81%	76%	69%	77%	82%	*	90%	-	86%	77%	73%	-	76%	76%	75%	77%	-	80%	*	*
	EL	72%	74%	73%	*	73%	83%	-	77%	-	*	74%	68%	38%	76%	73%	80%	67%	-	*	-	-
	Male	79%	75%	73%	61%	76%	83%	*	*	-	*	70%	80%	54%	75%	80%	73%	-	-	*	*	*
	Female	82%	79%	73%	69%	73%	80%	-	83%	-	*	77%	61%	33%	77%	67%	-	73%	-	83%	*	-
Science	All	80%	75%	75%	70%	75%	88%	-	86%	-	*	82%	54%	40%	77%	69%	83%	67%	-	*	*	-
	Students																					
	CWD	51%	44%	40%	*	*	-	-	*	-	-	*	*	40%	-	*	*	*	-	-	*	-
	CWOD	84%	79%	77%	71%	76%	88%	-	100%	-	*	83%	59%	-	77%	72%	83%	71%	-	*	-	-
	EL	61%	60%	69%	*	66%	*	-	*	-	-	73%	40%	*	72%	69%	72%	65%	-	-	-	-
	Male	79%	74%	83%	83%	82%	*	-	-	-	-	81%	90%	*	83%	72%	83%	-	-	*	-	-
	Female	81%	77%	67%	61%	63%	83%	-	86%	-	*	83%	29%	*	71%	65%	-	67%	-	*	*	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	38%	34%	38%	46%	*	53%	-	50%	41%	30%	21%	40%	37%	41%	36%	-	41%	40%	50%
	Students																					
	CWD	24%	18%	21%	14%	35%	10%	-	*	-	-	26%	14%	21%	-	24%	30%	15%	-	-	*	*
	CWOD	52%	47%	40%	36%	38%	52%	*	56%	-	50%	42%	32%	-	40%	38%	42%	38%	-	41%	*	67%
	EL	29%	29%	37%	67%	35%	46%	-	43%	-	*	38%	31%	24%	38%	37%	42%	33%	-	50%	-	-
	Male	47%	41%	41%	33%	42%	53%	*	88%	-	33%	42%	38%	30%	42%	42%	41%	-	-	44%	*	50%
	Female	52%	47%	36%	35%	33%	39%	-	47%	-	60%	41%	21%	15%	38%	33%	-	36%	-	38%	*	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	39%	34%	40%	48%	*	50%	-	57%	42%	31%	18%	41%	35%	43%	36%	-	50%	*	*
Reading	All Students																					
	CWD	21%	15%	18%	10%	33%	0%	-	*	-	-	22%	10%	18%	-	23%	23%	13%	-	-	*	*
	CWOD	50%	45%	41%	36%	40%	57%	*	52%	-	57%	44%	33%	-	41%	36%	45%	38%	-	50%	*	*
	EL	23%	24%	35%	*	34%	33%	-	38%	-	*	35%	36%	23%	36%	35%	41%	29%	-	*	-	-
	Male	43%	37%	43%	33%	47%	50%	*	*	-	*	46%	37%	23%	45%	41%	43%	-	-	*	*	*
	Female	51%	47%	36%	34%	32%	47%	-	44%	-	*	40%	23%	13%	38%	29%	-	36%	-	50%	*	-
Mathematics	All Students	51%	45%	37%	30%	37%	42%	*	59%	-	43%	40%	29%	21%	38%	42%	39%	35%	-	40%	*	*
	CWD	26%	21%	21%	10%	33%	20%	-	*	-	-	22%	20%	21%	-	23%	31%	13%	-	-	*	*
	CWOD	54%	49%	38%	32%	38%	46%	*	62%	-	43%	41%	30%	-	38%	44%	40%	37%	-	40%	*	*
	EL	37%	37%	42%	*	40%	67%	-	54%	-	*	44%	32%	23%	44%	42%	50%	35%	-	*	-	-
	Male	50%	44%	39%	26%	42%	56%	*	*	-	*	40%	37%	31%	40%	50%	39%	-	-	*	*	*
	Female	51%	47%	35%	34%	33%	27%	-	50%	-	*	40%	18%	13%	37%	35%	-	35%	-	33%	*	-
Science	All Students	53%	47%	41%	50%	32%	50%	-	43%	-	*	43%	33%	40%	41%	23%	40%	41%	-	*	*	-
	CWD	25%	20%	40%	*	*	-	-	*	-	-	*	*	40%	-	*	*	*	-	-	*	-
	CWOD	56%	50%	41%	50%	31%	50%	-	50%	-	*	42%	36%	-	41%	22%	39%	42%	-	*	-	-
	EL	26%	25%	23%	*	21%	*	-	*	-	-	27%	0%	*	22%	23%	11%	35%	-	-	-	-
	Male	53%	46%	40%	67%	29%	*	-	-	-	-	38%	50%	*	39%	11%	40%	-	-	-	-	-
	Female	53%	48%	41%	39%	38%	50%	-	43%	-	*	49%	21%	*	42%	35%	-	41%	-	*	*	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	18%	16%	16%	26%	*	35%	-	31%	19%	16%	11%	19%	19%	20%	17%	-	9%	0%	25%
	Students																					
	CWD	8%	6%	11%	9%	15%	10%	-	*	-	-	13%	9%	11%	-	7%	22%	3%	-	-	*	*
	CWOD	25%	21%	19%	17%	16%	28%	*	38%	-	31%	20%	17%	-	19%	20%	20%	18%	-	9%	*	33%
	EL	11%	11%	19%	33%	17%	31%	-	27%	-	*	19%	16%	7%	20%	19%	23%	15%	-	33%	-	-
	Male	22%	18%	20%	17%	19%	32%	*	63%	-	0%	20%	20%	22%	20%	23%	20%	-	-	0%	*	25%
Reading	All	24%	21%	17%	15%	13%	19%	-	30%	-	50%	19%	12%	3%	18%	15%	-	17%	-	15%	*	-
	Students																					
	CWD	20%	17%	18%	18%	14%	30%	*	32%	-	29%	19%	15%	11%	19%	16%	18%	18%	-	10%	*	*
	CWOD	7%	5%	11%	10%	17%	0%	-	*	-	-	17%	0%	11%	-	8%	15%	7%	-	-	*	*
	EL	22%	19%	19%	18%	14%	36%	*	33%	-	29%	19%	17%	-	19%	17%	18%	19%	-	10%	*	*
	Male	8%	8%	16%	*	14%	33%	-	23%	-	*	16%	16%	8%	17%	16%	20%	13%	-	*	-	-
Mathematics	All	17%	14%	18%	18%	16%	28%	*	*	-	*	18%	17%	15%	18%	20%	18%	-	-	*	*	*
	Students																					
	CWD	23%	20%	18%	18%	13%	33%	-	28%	-	*	20%	14%	7%	19%	13%	-	18%	-	17%	*	-
	CWOD	26%	22%	20%	15%	20%	21%	*	41%	-	29%	21%	17%	11%	21%	23%	23%	17%	-	10%	*	*
	EL	11%	6%	11%	10%	8%	20%	-	*	-	-	6%	20%	11%	-	8%	23%	0%	-	-	*	*
	Male	28%	24%	21%	16%	21%	21%	*	43%	-	29%	22%	17%	-	21%	25%	23%	18%	-	10%	*	*
Science	All	16%	16%	23%	*	22%	33%	-	31%	-	*	24%	20%	8%	25%	23%	29%	19%	-	*	-	-
	Students																					
	CWD	25%	22%	23%	16%	24%	33%	*	*	-	*	22%	24%	23%	23%	29%	23%	-	-	*	*	*
	CWOD	26%	22%	17%	15%	15%	7%	-	33%	-	*	19%	9%	0%	18%	19%	-	17%	-	17%	*	-
	EL	24%	20%	14%	13%	9%	25%	-	29%	-	*	13%	17%	20%	14%	9%	17%	12%	-	*	*	-
	Male	8%	5%	20%	*	*	-	-	*	-	-	*	*	20%	-	*	*	*	-	-	*	-
	All	26%	22%	14%	14%	7%	25%	-	33%	-	*	13%	18%	-	14%	9%	15%	13%	-	*	-	-
	Students																					
	CWD	7%	7%	9%	*	7%	*	-	*	-	-	10%	0%	*	9%	9%	11%	6%	-	-	-	-
	Male	25%	21%	17%	17%	14%	*	-	-	-	-	16%	20%	*	15%	11%	17%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	12%	11%	0%	17%	-	29%	-	*	11%	14%	*	13%	6%	-	12%	-	*	*	-

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	67	63	69	*	58	-	67	65	44	60
CWD	44	38	67	*	-	*	-	-	42	44	43
CWOD	66	70	62	73	*	61	-	67	66	-	62
EL	60	*	61	70	-	55	-	*	60	43	60
Male	61	62	63	50	*	*	-	*	65	43	61
Female	67	71	63	90	-	59	-	*	65	44	60
<b>Mathematics</b>											
All Students	62	67	55	62	*	83	-	75	63	44	60
CWD	44	50	33	*	-	*	-	-	50	44	43
CWOD	63	68	56	65	*	82	-	75	63	-	61
EL	60	*	55	90	-	77	-	*	57	43	60
Male	62	70	58	45	*	*	-	*	65	71	63
Female	62	64	52	80	-	78	-	*	61	22	58

#### Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
**	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
	276	65	24%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	44	40	43	52	*	57	-	52	45	25	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

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



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

**Part (viii)(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)

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2018&year2=18&\_debug=0&single=N&title=2018-19+Federal+Report+Card&\_program=perf rept.perfmast.sas&prgopt=2019%2... 13/19

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	4	2	0	2	0	0	0	0	0		5
	Female	2	2	0	0	0	0	0	0	0		2
	Total	6	4	0	2	0	0	0	0	0		7
Out-of-School Suspensions	Male	9	7	2	0	0	0	0	0	2		5
	Female	0	0	0	0	0	0	0	0	0		0
	Total	9	7	2	0	0	0	0	0	2		5
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	45	14	17	8	2	2	0	2	14	5	5
	Female	28	5	8	8	0	5	0	2	11	2	2
	Total	73	19	25	16	2	7	0	4	25	7	7

Total

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	58	11	32	11	0	2	0	2	35	0
	Female	32	8	14	8	0	2	0	0	23	0
	Total	90	19	46	19	0	4	0	2	58	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	8.0	17.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.5	3.4%

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

#### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	*	<b>3%</b>
Mathematics	6,036	1%	50	1%	*	<b>3%</b>

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	*	0%
Reading	45,064	1%	367	1%	*	1%
Mathematics	40,350	1%	327	1%	*	1%
Science	16,337	1%	131	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

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

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

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

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

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

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

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BECKHAM EL

**Campus ID:** 220901158

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status



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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	79%	82%	73%	*	-	77%	-	*	79%	79%	50%	82%	78%	77%	81%	-	-	-	*
	CWD	49%	38%	50%	*	*	-	-	*	-	*	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	79%	72%	82%	93%	77%	*	-	77%	-	*	84%	77%	-	82%	79%	81%	82%	-	-	-	*
	EL	69%	67%	78%	*	71%	*	-	77%	-	-	81%	67%	*	79%	78%	72%	83%	-	-	-	*
	Male	73%	65%	77%	75%	67%	*	-	78%	-	*	75%	82%	*	81%	72%	77%	-	-	-	-	-
	Female	78%	72%	81%	89%	78%	*	-	77%	-	*	83%	77%	*	82%	83%	-	81%	-	-	-	*
	Mathematics	All Students	78%	72%	82%	71%	60%	*	-	97%	-	*	79%	88%	33%	86%	92%	86%	78%	-	-	-
CWD	52%	44%	33%	*	*	-	-	*	-	*	*	*	33%	-	*	*	*	-	-	-	-	
CWOD	81%	76%	86%	80%	69%	*	-	97%	-	*	86%	86%	-	86%	94%	90%	82%	-	-	-	*	
EL	75%	75%	92%	*	71%	*	-	96%	-	-	89%	100%	*	94%	92%	89%	94%	-	-	-	*	
Male	78%	72%	86%	75%	67%	*	-	94%	-	*	79%	100%	*	90%	89%	86%	-	-	-	-	-	
Female	78%	72%	78%	67%	56%	*	-	100%	-	*	78%	77%	*	82%	94%	-	78%	-	-	-	-	*
Grade 4 Reading	All Students	74%	66%	77%	79%	75%	73%	*	80%	-	*	71%	88%	50%	81%	76%	73%	81%	-	*	-	*
	CWD	44%	34%	50%	*	60%	*	-	-	-	-	44%	*	50%	-	67%	43%	*	-	-	-	-
	CWOD	78%	70%	81%	87%	79%	80%	*	80%	-	*	76%	88%	-	81%	78%	79%	83%	-	*	-	*
	EL	64%	64%	76%	*	79%	60%	*	78%	-	-	71%	91%	67%	78%	76%	76%	76%	-	*	-	-
	Male	71%	63%	73%	75%	62%	86%	*	82%	-	-	66%	88%	43%	79%	76%	73%	-	-	*	-	*
	Female	77%	70%	81%	86%	91%	*	-	78%	-	*	77%	90%	*	83%	76%	-	81%	-	-	-	*
	Mathematics	All Students	74%	67%	82%	79%	79%	82%	*	90%	-	*	73%	100%	40%	88%	81%	82%	81%	-	*	-
CWD	46%	36%	40%	*	40%	*	-	-	-	-	33%	*	40%	-	50%	29%	*	-	-	-	-	
CWOD	78%	71%	88%	87%	89%	90%	*	90%	-	*	81%	100%	-	88%	86%	92%	83%	-	*	-	*	
EL	69%	69%	81%	*	79%	80%	*	89%	-	-	74%	100%	50%	86%	81%	80%	82%	-	*	-	-	
Male	74%	67%	82%	92%	69%	86%	*	91%	-	-	72%	100%	29%	92%	80%	82%	-	-	*	-	*	
Female	74%	68%	81%	57%	91%	*	-	89%	-	*	73%	100%	*	83%	82%	-	81%	-	-	-	-	*
Grade 5 Reading	All Students	86%	82%	91%	83%	89%	88%	-	100%	*	-	84%	100%	50%	96%	100%	95%	86%	-	*	-	*
	CWD	55%	48%	50%	40%	*	*	-	*	-	-	29%	*	50%	-	-	*	43%	-	*	-	-
	CWOD	89%	86%	96%	94%	100%	87%	-	100%	*	-	93%	100%	-	96%	100%	97%	95%	-	*	-	*
	EL	77%	76%	100%	-	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	Male	83%	78%	95%	92%	100%	83%	-	100%	-	-	91%	100%	*	97%	100%	95%	-	-	-	-	-
	Female	88%	85%	86%	73%	80%	90%	-	100%	*	-	79%	100%	43%	95%	100%	-	86%	-	*	-	*
	Mathematics	All Students	89%	84%	92%	78%	89%	100%	-	100%	*	-	86%	100%	50%	97%	100%	98%	86%	-	*	-
CWD	68%	61%	50%	40%	*	*	-	*	-	-	29%	*	50%	-	-	*	29%	-	*	-	-	
CWOD	92%	87%	97%	89%	100%	100%	-	100%	*	-	95%	100%	-	97%	100%	97%	97%	-	*	-	*	
EL	85%	82%	100%	-	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
Male	88%	83%	98%	92%	100%	100%	-	100%	-	-	96%	100%	*	97%	100%	98%	-	-	-	-	-	
Female	90%	85%	86%	64%	80%	100%	-	100%	*	-	79%	100%	29%	97%	100%	-	86%	-	*	-	*	
Science	All Students	74%	65%	81%	61%	79%	81%	-	100%	*	-	71%	97%	50%	85%	96%	80%	82%	-	*	-	*
	CWD	45%	43%	50%	40%	*	*	-	*	-	-	29%	*	50%	-	-	*	29%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster		
					Amer			Ind		Isl	More	Disadv	Econ							Care	Military		
Grade 6	CWOD	77%	68%	85%	67%	88%	80%	-	100%	*	-	77%	97%	-	85%	96%	79%	92%	-	*	-	*	
	EL	60%	55%	96%	-	100%	*	-	100%	-	-	94%	100%	-	96%	96%	93%	100%	-	-	-	-	
	Male	74%	65%	80%	58%	89%	67%	-	100%	-	-	70%	94%	*	79%	93%	80%	-	-	-	-	-	
	Female	73%	64%	82%	64%	70%	90%	-	100%	*	-	71%	100%	29%	92%	100%	-	82%	-	*	-	*	
	Reading	All	67%	68%	85%	63%	91%	78%	-	96%	-	*	82%	91%	*	85%	71%	78%	97%	-	-	-	-
	Students	CWD	33%	32%	*	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-	-	-	-
		CWOD	71%	72%	85%	63%	91%	78%	-	96%	-	*	81%	91%	-	85%	71%	77%	97%	-	-	-	-
		EL	42%	49%	71%	*	*	*	-	86%	-	-	71%	*	-	71%	71%	58%	100%	-	-	-	-
		Male	62%	64%	78%	57%	80%	67%	-	94%	-	*	74%	83%	*	77%	58%	78%	-	-	-	-	-
		Female	71%	72%	97%	80%	100%	*	-	100%	-	*	94%	100%	-	97%	100%	-	97%	-	-	-	-
Mathematics	All	80%	82%	89%	74%	91%	89%	-	96%	-	*	84%	97%	*	89%	65%	86%	94%	-	-	-	-	
	Students	CWD	50%	47%	*	-	-	-	*	-	-	*	-	*	-	-	*	-	-	-	-	-	
		CWOD	83%	86%	89%	74%	91%	89%	-	96%	-	*	83%	97%	-	89%	65%	85%	94%	-	-	-	-
		EL	67%	77%	65%	*	*	*	-	86%	-	-	64%	*	-	65%	65%	58%	80%	-	-	-	-
		Male	78%	80%	86%	79%	80%	83%	-	94%	-	*	81%	94%	*	85%	58%	86%	-	-	-	-	-
		Female	81%	84%	94%	60%	100%	*	-	100%	-	*	89%	100%	-	94%	80%	-	94%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3	Reading	All	44%	37%	49%	47%	33%	*	-	61%	-	*	47%	54%	17%	52%	53%	49%	50%	-	-	-	*
	Students	CWD	26%	19%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	*	-	-	-	-
		CWOD	46%	39%	52%	53%	38%	*	-	60%	-	*	51%	55%	-	52%	53%	52%	53%	-	-	-	*
		EL	35%	34%	53%	*	29%	*	-	62%	-	-	56%	44%	*	53%	53%	61%	44%	-	-	-	*
		Male	41%	34%	49%	13%	50%	*	-	61%	-	*	42%	64%	*	52%	61%	49%	-	-	-	-	-
		Female	47%	39%	50%	78%	22%	*	-	62%	-	*	52%	46%	*	53%	44%	-	50%	-	-	-	*
Mathematics	All	48%	39%	44%	29%	33%	*	-	52%	-	*	40%	50%	17%	46%	42%	46%	42%	-	-	-	*	
	Students	CWD	30%	21%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	*	-	-	-	-
		CWOD	50%	42%	46%	33%	38%	*	-	50%	-	*	44%	50%	-	46%	41%	48%	44%	-	-	-	*
		EL	41%	41%	42%	*	14%	*	-	50%	-	-	41%	44%	*	41%	42%	44%	39%	-	-	-	*
		Male	49%	41%	46%	25%	50%	*	-	50%	-	*	42%	55%	*	48%	44%	46%	-	-	-	-	-
		Female	46%	38%	42%	33%	22%	*	-	54%	-	*	39%	46%	*	44%	39%	-	42%	-	-	-	*
Grade 4	Reading	All	43%	35%	39%	37%	38%	45%	*	45%	-	*	27%	62%	10%	43%	38%	36%	44%	-	*	-	*
	Students	CWD	24%	16%	10%	*	0%	*	-	-	-	11%	*	10%	-	0%	0%	*	-	-	-	-	
		CWOD	46%	38%	43%	40%	47%	50%	*	45%	-	*	31%	64%	-	43%	44%	42%	45%	-	*	-	*
		EL	30%	30%	38%	*	36%	40%	*	44%	-	-	23%	82%	0%	44%	38%	40%	35%	-	*	-	-
		Male	41%	33%	36%	33%	23%	43%	*	55%	-	-	24%	56%	0%	42%	40%	36%	-	-	*	-	*
		Female	46%	38%	44%	43%	55%	*	-	33%	-	*	32%	70%	*	45%	35%	-	44%	-	-	-	*
Mathematics	All	46%	39%	47%	37%	33%	64%	*	65%	-	*	41%	58%	10%	52%	52%	47%	47%	-	*	-	*	
	Students	CWD	27%	21%	10%	*	0%	*	-	-	-	11%	*	10%	-	0%	0%	*	-	-	-	-	
		CWOD	49%	41%	52%	40%	42%	70%	*	65%	-	*	48%	60%	-	52%	61%	55%	48%	-	*	-	*
		EL	39%	39%	52%	*	36%	80%	*	61%	-	-	42%	82%	0%	61%	52%	52%	53%	-	*	-	-
		Male	48%	40%	47%	42%	31%	57%	*	64%	-	-	41%	56%	0%	55%	52%	47%	-	-	*	-	*

		State	District	Campus	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
	Female	45%	38%	47%	29%	36%	*	-	67%	-	*	41%	60%	*	48%	53%	-	47%	-	-	-	*
Grade 5 Reading	All	53%	46%	64%	57%	53%	44%	-	88%	*	-	53%	79%	30%	68%	69%	59%	68%	-	*	-	*
	Students																					
	CWD	27%	23%	30%	20%	*	*	-	*	-	-	0%	*	30%	-	-	*	29%	-	*	-	-
	CWOD	56%	49%	68%	67%	59%	40%	-	92%	*	-	61%	77%	-	68%	69%	61%	76%	-	*	-	*
	EL	36%	35%	69%	-	60%	*	-	88%	-	-	61%	88%	-	69%	69%	64%	75%	-	-	-	-
	Male	50%	42%	59%	50%	56%	17%	-	86%	-	-	43%	78%	*	61%	64%	59%	-	-	-	-	-
	Female	56%	51%	68%	64%	50%	60%	-	92%	*	-	61%	81%	29%	76%	75%	-	68%	-	*	-	*
Mathematics	All	57%	47%	60%	43%	42%	50%	-	92%	*	-	53%	71%	40%	63%	65%	66%	55%	-	*	-	*
	Students																					
	CWD	31%	28%	40%	40%	*	*	-	*	-	-	29%	*	40%	-	-	*	14%	-	*	-	-
	CWOD	60%	49%	63%	44%	47%	53%	-	92%	*	-	57%	71%	-	63%	65%	63%	62%	-	*	-	*
	EL	46%	41%	65%	-	20%	*	-	88%	-	-	61%	75%	-	65%	65%	57%	75%	-	-	-	-
	Male	56%	47%	66%	50%	56%	50%	-	93%	-	-	57%	78%	*	63%	57%	66%	-	-	-	-	-
	Female	57%	47%	55%	36%	30%	50%	-	92%	*	-	50%	63%	14%	62%	75%	-	55%	-	*	-	*
Science	All	48%	38%	48%	35%	42%	19%	-	81%	*	-	35%	68%	30%	51%	65%	54%	43%	-	*	-	*
	Students																					
	CWD	27%	27%	30%	40%	*	*	-	*	-	-	14%	*	30%	-	-	*	14%	-	*	-	-
	CWOD	50%	39%	51%	33%	47%	20%	-	83%	*	-	39%	68%	-	51%	65%	53%	49%	-	*	-	*
	EL	31%	26%	65%	-	20%	*	-	94%	-	-	50%	100%	-	65%	65%	64%	67%	-	-	-	-
	Male	50%	40%	54%	33%	56%	17%	-	86%	-	-	39%	72%	*	53%	64%	54%	-	-	-	-	-
	Female	45%	37%	43%	36%	30%	20%	-	75%	*	-	32%	63%	14%	49%	67%	-	43%	-	*	-	*
Grade 6 Reading	All	36%	37%	56%	37%	61%	67%	-	62%	-	*	43%	75%	*	56%	18%	53%	59%	-	-	-	-
	Students																					
	CWD	19%	17%	*	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	38%	40%	56%	37%	61%	67%	-	64%	-	*	44%	75%	-	56%	18%	54%	59%	-	-	-	-
	EL	14%	17%	18%	*	*	*	-	29%	-	-	14%	*	-	18%	18%	17%	20%	-	-	-	-
	Male	33%	33%	53%	36%	60%	67%	-	61%	-	*	42%	72%	*	54%	17%	53%	-	-	-	-	-
	Female	40%	42%	59%	40%	62%	*	-	63%	-	*	44%	79%	-	59%	20%	-	59%	-	-	-	-
Mathematics	All	46%	49%	67%	47%	61%	78%	-	85%	-	*	63%	72%	*	66%	35%	71%	59%	-	-	-	-
	Students																					
	CWD	23%	21%	*	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	48%	52%	66%	47%	61%	78%	-	84%	-	*	63%	72%	-	66%	35%	71%	59%	-	-	-	-
	EL	27%	35%	35%	*	*	*	-	71%	-	-	43%	*	-	35%	35%	33%	40%	-	-	-	-
	Male	45%	48%	71%	57%	70%	67%	-	83%	-	*	65%	83%	*	71%	33%	71%	-	-	-	-	-
	Female	46%	50%	59%	20%	54%	*	-	88%	-	*	61%	57%	-	59%	40%	-	59%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	34%	18%	27%	*	-	48%	-	*	32%	38%	17%	35%	39%	37%	31%	-	-	-	*
	Students																					
	CWD	10%	7%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	35%	20%	31%	*	-	47%	-	*	35%	36%	-	35%	38%	39%	32%	-	-	-	*
	EL	19%	20%	39%	*	14%	*	-	46%	-	-	41%	33%	*	38%	39%	44%	33%	-	-	-	*
	Male	24%	19%	37%	0%	33%	*	-	50%	-	*	25%	64%	*	39%	44%	37%	-	-	-	-	-
	Female	29%	24%	31%	33%	22%	*	-	46%	-	*	39%	15%	*	32%	33%	-	31%	-	-	-	*

		State	District	Campus	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
Mathematics	All	24%	18%	23%	6%	20%	*	-	35%	-	*	19%	29%	17%	23%	28%	29%	17%	-	-	-	*
	Students																					
	CWD	12%	8%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	25%	19%	23%	7%	23%	*	-	33%	-	*	21%	27%	-	23%	26%	29%	18%	-	-	-	*
	EL	18%	20%	28%	*	14%	*	-	35%	-	-	26%	33%	*	26%	28%	33%	22%	-	-	-	*
	Male	26%	20%	29%	0%	33%	*	-	39%	-	*	21%	45%	*	29%	33%	29%	-	-	-	-	-
	Female	22%	16%	17%	11%	11%	*	-	31%	-	*	17%	15%	*	18%	22%	-	17%	-	-	-	*
Grade 4																						
Reading	All	21%	17%	19%	16%	25%	0%	*	30%	-	*	14%	31%	0%	22%	19%	18%	22%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	23%	18%	22%	20%	32%	0%	*	30%	-	*	17%	32%	-	22%	22%	21%	24%	-	*	-	*
	EL	12%	13%	19%	*	21%	0%	*	28%	-	-	10%	45%	0%	22%	19%	24%	12%	-	*	-	-
	Male	20%	15%	18%	17%	15%	0%	*	36%	-	-	14%	25%	0%	21%	24%	18%	-	-	*	-	*
	Female	23%	18%	22%	14%	36%	*	-	22%	-	*	14%	40%	*	24%	12%	-	22%	-	-	-	*
Mathematics	All	27%	22%	27%	11%	29%	36%	*	40%	-	*	24%	35%	0%	31%	36%	29%	25%	-	*	-	*
	Students																					
	CWD	13%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	23%	31%	13%	37%	40%	*	40%	-	*	29%	36%	-	31%	42%	34%	28%	-	*	-	*
	EL	20%	22%	36%	*	36%	60%	*	39%	-	-	26%	64%	0%	42%	36%	40%	29%	-	*	-	-
	Male	29%	23%	29%	8%	31%	29%	*	55%	-	-	28%	31%	0%	34%	40%	29%	-	-	*	-	*
	Female	25%	20%	25%	14%	27%	*	-	22%	-	*	18%	40%	*	28%	29%	-	25%	-	-	-	*
Grade 5																						
Reading	All	29%	24%	36%	22%	37%	31%	-	50%	*	-	43%	26%	0%	41%	46%	24%	48%	-	*	-	*
	Students																					
	CWD	9%	8%	0%	0%	*	*	-	*	-	-	0%	*	0%	-	-	*	0%	-	*	-	-
	CWOD	31%	26%	41%	28%	41%	33%	-	54%	*	-	50%	29%	-	41%	46%	26%	57%	-	*	-	*
	EL	14%	13%	46%	-	40%	*	-	59%	-	-	50%	38%	-	46%	46%	36%	58%	-	-	-	-
	Male	26%	21%	24%	17%	33%	17%	-	29%	-	-	30%	17%	*	26%	36%	24%	-	-	-	-	-
	Female	31%	27%	48%	27%	40%	40%	-	75%	*	-	54%	38%	0%	57%	58%	-	48%	-	*	-	*
Mathematics	All	36%	27%	28%	13%	16%	6%	-	65%	*	-	27%	29%	10%	31%	42%	27%	30%	-	*	-	*
	Students																					
	CWD	14%	12%	10%	0%	*	*	-	*	-	-	14%	*	10%	-	-	*	0%	-	*	-	-
	CWOD	38%	28%	31%	17%	18%	7%	-	67%	*	-	30%	32%	-	31%	42%	26%	35%	-	*	-	*
	EL	24%	20%	42%	-	0%	*	-	65%	-	-	44%	38%	-	42%	42%	36%	50%	-	-	-	-
	Male	36%	28%	27%	17%	0%	0%	-	64%	-	-	22%	33%	*	26%	36%	27%	-	-	-	-	-
	Female	35%	26%	30%	9%	30%	10%	-	67%	*	-	32%	25%	0%	35%	50%	-	30%	-	*	-	*
Science	All	23%	17%	13%	0%	11%	6%	-	31%	*	-	14%	12%	0%	15%	27%	12%	14%	-	*	-	*
	Students																					
	CWD	11%	9%	0%	0%	*	*	-	*	-	-	0%	*	0%	-	-	*	0%	-	*	-	-
	CWOD	25%	18%	15%	0%	12%	7%	-	33%	*	-	16%	13%	-	15%	27%	13%	16%	-	*	-	*
	EL	11%	9%	27%	-	20%	*	-	35%	-	-	28%	25%	-	27%	27%	29%	25%	-	-	-	-
	Male	25%	19%	12%	0%	11%	0%	-	29%	-	-	13%	11%	*	13%	29%	12%	-	-	-	-	-
	Female	21%	15%	14%	0%	10%	10%	-	33%	*	-	14%	13%	0%	16%	25%	-	14%	-	*	-	*
Grade 6																						
Reading	All	17%	18%	23%	16%	35%	22%	-	15%	-	*	14%	38%	*	24%	6%	16%	34%	-	-	-	-
	Students																					
	CWD	6%	5%	*	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	18%	19%	24%	16%	35%	22%	-	16%	-	*	15%	38%	-	24%	6%	17%	34%	-	-	-	-
	EL	4%	5%	6%	*	*	*	-	14%	-	-	7%	*	-	6%	6%	8%	0%	-	-	-	-
	Male	14%	15%	16%	21%	30%	17%	-	6%	-	*	10%	28%	*	17%	8%	16%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	34%	0%	38%	*	-	38%	-	*	22%	50%	-	34%	0%	-	34%	-	-	-	-
Mathematics	All	20%	24%	37%	21%	26%	56%	-	54%	-	*	37%	38%	*	36%	12%	37%	38%	-	-	-	-
	Students																					
	CWD	9%	6%	*	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	26%	36%	21%	26%	56%	-	52%	-	*	35%	38%	-	36%	12%	35%	38%	-	-	-	-
	EL	8%	12%	12%	*	*	*	-	14%	-	-	14%	*	-	12%	12%	8%	20%	-	-	-	-
	Male	20%	24%	37%	29%	30%	33%	-	50%	-	*	35%	39%	*	35%	8%	37%	-	-	-	-	-
	Female	20%	23%	38%	0%	23%	*	-	63%	-	*	39%	36%	-	38%	20%	-	38%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	84%	74%	82%	86%	*	93%	*	89%	79%	94%	48%	88%	85%	84%	85%	-	63%	-	77%
	Students																					
	CWD	46%	38%	48%	37%	30%	60%	-	100%	-	*	33%	100%	48%	-	56%	58%	39%	-	*	-	-
	CWOD	81%	77%	88%	81%	88%	88%	*	93%	*	88%	84%	94%	-	88%	87%	86%	90%	-	100%	-	77%
	EL	62%	63%	85%	75%	78%	80%	*	90%	-	-	82%	91%	56%	87%	85%	81%	90%	-	*	-	*
	Male	74%	70%	84%	77%	79%	83%	*	93%	-	100%	78%	94%	58%	86%	81%	84%	-	-	*	-	*
	Female	80%	76%	85%	71%	84%	90%	-	94%	*	83%	80%	94%	39%	90%	90%	-	85%	-	50%	-	73%
Reading	All	73%	69%	83%	77%	83%	83%	*	88%	*	89%	79%	91%	52%	86%	81%	81%	86%	-	*	-	83%
	Students																					
	CWD	39%	30%	52%	36%	44%	*	-	*	-	*	38%	100%	52%	-	63%	53%	50%	-	*	-	-
	CWOD	78%	73%	86%	84%	88%	84%	*	88%	*	88%	84%	90%	-	86%	82%	83%	89%	-	*	-	83%
	EL	54%	55%	81%	88%	77%	77%	*	84%	-	-	80%	84%	63%	82%	81%	77%	87%	-	*	-	*
	Male	69%	64%	81%	74%	76%	80%	*	89%	-	*	76%	89%	53%	83%	77%	81%	-	-	*	-	*
	Female	78%	74%	86%	81%	88%	85%	-	88%	*	83%	82%	92%	50%	89%	87%	-	86%	-	*	-	80%
Mathematics	All	81%	77%	86%	76%	81%	93%	*	96%	*	89%	80%	97%	44%	90%	86%	88%	85%	-	*	-	83%
	Students																					
	CWD	53%	44%	44%	36%	22%	*	-	*	-	*	29%	100%	44%	-	50%	53%	33%	-	*	-	-
	CWOD	84%	81%	90%	82%	89%	95%	*	96%	*	88%	86%	96%	-	90%	88%	91%	89%	-	*	-	83%
	EL	72%	74%	86%	63%	77%	85%	*	94%	-	-	82%	97%	50%	88%	86%	83%	90%	-	*	-	*
	Male	79%	75%	88%	85%	79%	90%	*	95%	-	*	81%	98%	53%	91%	83%	88%	-	-	*	-	*
	Female	82%	79%	85%	63%	84%	95%	-	98%	*	83%	79%	94%	33%	89%	90%	-	85%	-	*	-	80%
Science	All	80%	75%	81%	61%	79%	81%	-	100%	*	-	71%	97%	50%	85%	96%	80%	82%	-	*	-	*
	Students																					
	CWD	51%	44%	50%	40%	*	*	-	*	-	-	29%	*	50%	-	-	*	29%	-	*	-	-
	CWOD	84%	79%	85%	67%	88%	80%	-	100%	*	-	77%	97%	-	85%	96%	79%	92%	-	*	-	*
	EL	61%	60%	96%	-	100%	*	-	100%	-	-	94%	100%	-	96%	96%	93%	100%	-	-	-	-
	Male	79%	74%	80%	58%	89%	67%	-	100%	-	-	70%	94%	*	79%	93%	80%	-	-	-	-	-
	Female	81%	77%	82%	64%	70%	90%	-	100%	*	-	71%	100%	29%	92%	100%	-	82%	-	*	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	53%	41%	45%	49%	*	70%	*	44%	45%	67%	23%	56%	50%	54%	52%	-	50%	-	38%
	Students																					
	CWD	24%	18%	23%	26%	0%	20%	-	70%	-	*	12%	60%	23%	-	13%	27%	19%	-	*	-	-
	CWOD	52%	47%	56%	44%	50%	51%	*	70%	*	50%	49%	67%	-	56%	52%	56%	55%	-	80%	-	38%
	EL	29%	29%	50%	25%	28%	30%	*	66%	-	-	43%	69%	13%	52%	50%	49%	51%	-	*	-	*
	Male	47%	41%	54%	39%	48%	48%	*	71%	-	50%	44%	69%	27%	56%	49%	54%	-	-	*	-	*
	Female	52%	47%	52%	44%	42%	50%	-	70%	*	42%	46%	63%	19%	55%	51%	-	52%	-	33%	-	27%

		State	District	Campus	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
Reading	All	47%	42%	52%	45%	47%	48%	*	65%	*	44%	42%	69%	19%	55%	46%	49%	56%	-	*	-	67%
	Students																					
	CWD	21%	15%	19%	18%	0%	*	-	*	-	*	5%	67%	19%	-	13%	13%	25%	-	*	-	-
	CWOD	50%	45%	55%	49%	53%	47%	*	66%	*	50%	47%	69%	-	55%	49%	52%	59%	-	*	-	67%
	EL	23%	24%	46%	38%	33%	15%	*	60%	-	-	39%	68%	13%	49%	46%	46%	46%	-	*	-	*
	Male	43%	37%	49%	35%	45%	45%	*	66%	-	*	37%	68%	13%	52%	46%	49%	-	-	*	-	*
	Female	51%	47%	56%	59%	49%	50%	-	64%	*	50%	48%	70%	25%	59%	46%	-	56%	-	*	-	60%
Mathematics	All	51%	45%	55%	40%	43%	63%	*	73%	*	44%	49%	64%	26%	57%	50%	58%	51%	-	*	-	17%
	Students																					
	CWD	26%	21%	26%	27%	0%	*	-	*	-	*	19%	50%	26%	-	13%	33%	17%	-	*	-	-
	CWOD	54%	49%	57%	42%	49%	66%	*	72%	*	50%	53%	65%	-	57%	52%	61%	54%	-	*	-	17%
	EL	37%	37%	50%	13%	23%	54%	*	65%	-	-	46%	61%	13%	52%	50%	48%	52%	-	*	-	*
	Male	50%	44%	58%	46%	50%	60%	*	72%	-	*	51%	70%	33%	61%	48%	58%	-	-	*	-	*
	Female	51%	47%	51%	31%	37%	65%	-	74%	*	33%	47%	57%	17%	54%	52%	-	51%	-	*	-	0%
Science	All	53%	47%	48%	35%	42%	19%	-	81%	*	-	35%	68%	30%	51%	65%	54%	43%	-	*	-	*
	Students																					
	CWD	25%	20%	30%	40%	*	*	-	*	-	-	14%	*	30%	-	-	*	14%	-	*	-	-
	CWOD	56%	50%	51%	33%	47%	20%	-	83%	*	-	39%	68%	-	51%	65%	53%	49%	-	*	-	*
	EL	26%	25%	65%	-	20%	*	-	94%	-	-	50%	100%	-	65%	65%	64%	67%	-	-	-	-
	Male	53%	46%	54%	33%	56%	17%	-	86%	-	-	39%	72%	*	53%	64%	54%	-	-	-	-	-
	Female	53%	48%	43%	36%	30%	20%	-	75%	*	-	32%	63%	14%	49%	67%	-	43%	-	*	-	*

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	27%	13%	25%	20%	*	41%	*	28%	25%	30%	6%	29%	30%	25%	29%	-	38%	-	23%
	Students																					
	CWD	8%	6%	6%	0%	0%	0%	-	40%	-	*	4%	13%	6%	-	13%	12%	0%	-	*	-	-
	CWOD	25%	21%	29%	16%	29%	21%	*	41%	*	31%	27%	31%	-	29%	31%	26%	32%	-	60%	-	23%
	EL	11%	11%	30%	6%	20%	13%	*	41%	-	-	27%	37%	13%	31%	30%	30%	29%	-	*	-	*
	Male	22%	18%	25%	13%	24%	15%	*	39%	-	33%	22%	31%	12%	26%	30%	25%	-	-	*	-	*
	Female	24%	21%	29%	13%	27%	24%	-	45%	*	25%	28%	30%	0%	32%	29%	-	29%	-	17%	-	18%
Reading	All	20%	17%	28%	18%	31%	20%	*	37%	*	33%	26%	33%	4%	31%	29%	23%	35%	-	*	-	50%
	Students																					
	CWD	7%	5%	4%	0%	0%	*	-	*	-	*	0%	17%	4%	-	13%	7%	0%	-	*	-	-
	CWOD	22%	19%	31%	21%	35%	21%	*	37%	*	38%	29%	34%	-	31%	30%	25%	38%	-	*	-	50%
	EL	8%	8%	29%	13%	20%	0%	*	41%	-	-	27%	35%	13%	30%	29%	29%	29%	-	*	-	*
	Male	17%	14%	23%	15%	26%	15%	*	30%	-	*	19%	30%	7%	25%	29%	23%	-	-	*	-	*
	Female	23%	20%	35%	22%	35%	25%	-	48%	*	33%	34%	36%	0%	38%	29%	-	35%	-	*	-	40%
Mathematics	All	26%	22%	29%	13%	23%	25%	*	49%	*	22%	27%	33%	11%	31%	31%	31%	27%	-	*	-	0%
	Students																					
	CWD	11%	6%	11%	0%	0%	*	-	*	-	*	10%	17%	11%	-	13%	20%	0%	-	*	-	-
	CWOD	28%	24%	31%	15%	26%	26%	*	47%	*	25%	29%	34%	-	31%	33%	32%	30%	-	*	-	0%
	EL	16%	16%	31%	0%	20%	31%	*	41%	-	-	28%	42%	13%	33%	31%	32%	31%	-	*	-	*
	Male	25%	22%	31%	15%	24%	20%	*	51%	-	*	27%	37%	20%	32%	32%	31%	-	-	*	-	*
	Female	26%	22%	27%	9%	23%	30%	-	45%	*	17%	26%	28%	0%	30%	31%	-	27%	-	*	-	0%
Science	All	24%	20%	13%	0%	11%	6%	-	31%	*	-	14%	12%	0%	15%	27%	12%	14%	-	*	-	*
	Students																					
	CWD	8%	5%	0%	0%	*	*	-	*	-	-	0%	*	0%	-	-	*	0%	-	*	-	-
	CWOD	26%	22%	15%	0%	12%	7%	-	33%	*	-	16%	13%	-	15%	27%	13%	16%	-	*	-	*
	EL	7%	7%	27%	-	20%	*	-	35%	-	-	28%	25%	-	27%	27%	29%	25%	-	-	-	-
	Male	25%	21%	12%	0%	11%	0%	-	29%	-	-	13%	11%	*	13%	29%	12%	-	-	-	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	14%	0%	10%	10%	-	33%	*	-	14%	13%	0%	16%	25%	-	14%	-	*	-	*

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	62	71	71	*	69	*	60	63	73	69
CWD	73	63	79	*	-	*	-	-	66	73	75
CWOD	67	61	70	73	*	67	*	60	62	-	69
EL	69	29	70	59	*	80	-	-	65	75	69
Male	63	58	65	61	*	67	-	*	56	64	72
Female	75	68	77	84	-	71	*	*	72	83	66
<b>Mathematics</b>											
All Students	76	62	69	90	*	83	*	90	69	53	75
CWD	53	44	43	*	-	*	-	-	53	53	67
CWOD	78	65	72	91	*	83	*	90	71	-	75
EL	75	29	63	86	*	85	-	-	71	67	75
Male	81	68	79	89	*	87	-	*	73	68	80
Female	69	50	59	91	-	78	*	*	65	33	66

#### Part (iii)(II): Graduation Rate

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

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



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	206	62	30%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	55	43	51	52	*	68	*	54	50	26	55
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

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

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

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

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

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

		Total 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	17	8	2	2	0	5	0	0	5		
	Female	6	0	2	2	0	2	0	0	2		
	Total	23	8	4	4	0	7	0	0	7		
<b>Out-of-School Suspensions</b>												
	Male	4	0	2	0	0	2	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	2	0	0	2	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	2	2	2	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	2	2	2	0	0	0	0	2		2
Out-of-School Suspensions	Male	2	0	2	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	14	5	5	2	0	2	0	0	5	8	0
	Female	17	8	2	2	0	5	0	0	5	2	2
	Total	31	13	7	4	0	7	0	0	10	10	2

**Total**

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	18	2	5	0	0	11	0	0	14	2
	Female	23	8	5	2	0	8	0	0	11	0
	Total	41	10	10	2	0	19	0	0	25	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	2.4	6.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	2.7%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	*	4%
Mathematics	6,311	2%	55	1%	*	4%
Grade 5						
Reading	6,133	1%	59	1%	*	5%
Mathematics	6,131	1%	59	1%	*	5%
Science	6,133	1%	59	1%	*	5%
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	18	3%
Reading	45,064	1%	367	1%	7	2%
Mathematics	40,350	1%	327	1%	7	2%
Science	16,337	1%	131	1%	*	5%

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

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



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

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

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

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

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

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BERRY EL

**Campus ID:** 220901101

**District Name:** ARLINGTON ISD

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

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

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

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

### State ESSA Goals

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	68%	57%	25%	58%	83%	-	-	-	*	56%	*	0%	61%	57%	48%	64%	*	*	-	*
	CWD	49%	38%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	79%	72%	61%	40%	60%	83%	-	-	-	*	60%	*	-	61%	58%	54%	67%	*	*	-	*
	EL	69%	67%	57%	-	57%	-	-	-	-	-	56%	*	*	58%	57%	50%	61%	*	-	-	*
	Male	73%	65%	48%	*	43%	*	-	-	-	-	47%	*	*	54%	50%	48%	-	-	-	-	*
	Female	78%	72%	64%	*	68%	*	-	-	-	*	62%	*	*	67%	61%	-	64%	*	*	-	-
	Mathematics	All Students	78%	72%	79%	50%	82%	83%	-	-	-	*	78%	*	60%	80%	80%	81%	77%	*	*	-
CWD	52%	44%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-	
CWOD	81%	76%	80%	60%	81%	83%	-	-	-	*	79%	*	-	80%	79%	82%	79%	*	*	-	*	
EL	75%	75%	80%	-	80%	-	-	-	-	-	79%	*	*	79%	80%	88%	75%	*	-	-	*	
Male	78%	72%	81%	*	87%	*	-	-	-	-	80%	*	*	82%	88%	81%	-	-	-	-	*	
Female	78%	72%	77%	*	78%	*	-	-	-	*	76%	*	*	79%	75%	-	77%	*	*	-	-	
Grade 4																						
Reading	All Students	74%	66%	56%	*	56%	*	-	-	-	*	57%	50%	40%	57%	55%	53%	60%	-	*	-	-
	CWD	44%	34%	40%	-	*	-	-	-	-	*	40%	-	40%	-	*	40%	-	-	-	-	-
	CWOD	78%	70%	57%	*	58%	*	-	-	-	*	58%	50%	-	57%	57%	55%	60%	-	*	-	-
	EL	64%	64%	55%	-	56%	*	-	-	-	-	58%	*	*	57%	55%	50%	64%	-	*	-	-
	Male	71%	63%	53%	-	52%	-	-	-	-	*	55%	*	40%	55%	50%	53%	-	-	*	-	-
	Female	77%	70%	60%	*	62%	*	-	-	-	-	59%	*	-	60%	64%	-	60%	-	-	-	-
	Mathematics	All Students	74%	67%	63%	*	62%	*	-	-	-	*	62%	67%	40%	64%	62%	62%	63%	-	*	-
CWD	46%	36%	40%	-	*	-	-	-	-	*	40%	-	40%	-	*	40%	-	-	-	-	-	
CWOD	78%	71%	64%	*	64%	*	-	-	-	*	64%	67%	-	64%	65%	65%	63%	-	*	-	-	
EL	69%	69%	62%	-	63%	*	-	-	-	-	62%	*	*	65%	62%	61%	64%	-	*	-	-	
Male	74%	67%	62%	-	60%	-	-	-	-	*	62%	*	40%	65%	61%	62%	-	-	*	-	-	
Female	74%	68%	63%	*	66%	*	-	-	-	-	63%	*	-	63%	64%	-	63%	-	-	-	-	
Grade 5																						
Reading	All Students	86%	82%	75%	*	79%	80%	-	-	-	-	76%	67%	33%	80%	76%	70%	80%	-	*	-	-
	CWD	55%	48%	33%	*	43%	*	-	-	-	-	38%	*	33%	-	33%	33%	-	-	-	-	-
	CWOD	89%	86%	80%	*	83%	*	-	-	-	-	80%	80%	-	80%	81%	81%	80%	-	*	-	-
	EL	77%	76%	76%	-	76%	-	-	-	-	-	78%	*	33%	81%	76%	72%	79%	-	*	-	-
	Male	83%	78%	70%	*	77%	*	-	-	-	-	69%	*	33%	81%	72%	70%	-	-	-	-	-
	Female	88%	85%	80%	*	81%	*	-	-	-	-	82%	*	-	80%	79%	-	80%	-	*	-	-
	Mathematics	All Students	89%	84%	76%	*	79%	40%	-	-	-	-	77%	67%	67%	77%	76%	83%	70%	-	*	-
CWD	68%	61%	67%	*	71%	*	-	-	-	-	75%	*	67%	-	67%	67%	-	-	-	-	-	
CWOD	92%	87%	77%	*	80%	*	-	-	-	-	77%	80%	-	77%	77%	87%	70%	-	*	-	-	
EL	85%	82%	76%	-	76%	-	-	-	-	-	76%	*	67%	77%	76%	84%	69%	-	*	-	-	
Male	88%	83%	83%	*	83%	*	-	-	-	-	83%	*	67%	87%	84%	83%	-	-	-	-	-	
Female	90%	85%	70%	*	75%	*	-	-	-	-	71%	*	-	70%	69%	-	70%	-	*	-	-	
Science																						
All Students		74%	65%	36%	*	38%	40%	-	-	-	-	35%	50%	0%	41%	37%	33%	40%	-	*	-	-
	CWD	45%	43%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	77%	68%	41%	*	42%	*	-	-	-	-	39%	60%	-	41%	42%	42%	40%	-	*	-	-
	EL	60%	55%	37%	-	37%	-	-	-	-	-	36%	*	0%	42%	37%	36%	38%	-	*	-	-
	Male	74%	65%	33%	*	37%	*	-	-	-	-	28%	*	0%	42%	36%	33%	-	-	-	-	-
	Female	73%	64%	40%	*	39%	*	-	-	-	-	42%	*	-	40%	38%	-	40%	-	*	-	-
Grade 6 Reading	All Students	67%	68%	61%	33%	63%	50%	-	*	-	*	62%	*	22%	65%	55%	59%	63%	-	*	-	-
	CWD	33%	32%	22%	-	14%	*	-	-	-	-	22%	-	22%	-	17%	20%	*	-	-	-	-
	CWOD	71%	72%	65%	33%	68%	*	-	*	-	*	67%	*	-	65%	60%	64%	66%	-	*	-	-
	EL	42%	49%	55%	-	55%	-	-	-	-	-	56%	*	17%	60%	55%	58%	52%	-	-	-	-
	Male	62%	64%	59%	*	63%	*	-	-	-	-	60%	*	20%	64%	58%	59%	-	-	*	-	-
	Female	71%	72%	63%	40%	62%	*	-	*	-	*	64%	*	*	66%	52%	-	63%	-	*	-	-
Mathematics	All Students	80%	82%	79%	50%	82%	67%	-	*	-	*	80%	*	56%	82%	78%	75%	83%	-	*	-	-
	CWD	50%	47%	56%	-	57%	*	-	-	-	-	56%	-	56%	-	67%	40%	*	-	-	-	-
	CWOD	83%	86%	82%	50%	85%	*	-	*	-	*	83%	*	-	82%	79%	79%	84%	-	*	-	-
	EL	67%	77%	78%	-	78%	-	-	-	-	-	79%	*	67%	79%	78%	77%	78%	-	-	-	-
	Male	78%	80%	75%	*	78%	*	-	-	-	-	77%	*	40%	79%	77%	75%	-	-	*	-	-
	Female	81%	84%	83%	60%	86%	*	-	*	-	*	83%	*	*	84%	78%	-	83%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3 Reading	All Students	44%	37%	15%	13%	17%	0%	-	-	-	*	11%	*	0%	16%	16%	10%	18%	*	*	-	*
	CWD	26%	19%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	46%	39%	16%	20%	17%	0%	-	-	-	*	12%	*	-	16%	16%	11%	19%	*	*	-	*
	EL	35%	34%	16%	-	16%	-	-	-	-	-	14%	*	*	16%	16%	19%	14%	*	-	-	*
	Male	41%	34%	10%	*	13%	*	-	-	-	-	7%	*	*	11%	19%	10%	-	-	-	-	*
	Female	47%	39%	18%	*	19%	*	-	-	-	*	14%	*	*	19%	14%	-	18%	*	*	-	-
Mathematics	All Students	48%	39%	40%	25%	45%	0%	-	-	-	*	38%	*	20%	41%	39%	29%	48%	*	*	-	*
	CWD	30%	21%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	41%	40%	45%	0%	-	-	-	*	39%	*	-	41%	40%	29%	50%	*	*	-	*
	EL	41%	41%	39%	-	39%	-	-	-	-	-	37%	*	*	40%	39%	38%	39%	*	-	-	*
	Male	49%	41%	29%	*	39%	*	-	-	-	-	27%	*	*	29%	38%	29%	-	-	-	-	*
	Female	46%	38%	48%	*	49%	*	-	-	-	*	45%	*	*	50%	39%	-	48%	*	*	-	-
Grade 4 Reading	All Students	43%	35%	24%	*	23%	*	-	-	-	*	26%	0%	0%	25%	24%	24%	23%	-	*	-	-
	CWD	24%	16%	0%	-	*	-	-	-	-	*	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	46%	38%	25%	*	24%	*	-	-	-	*	28%	0%	-	25%	26%	28%	23%	-	*	-	-
	EL	30%	30%	24%	-	25%	*	-	-	-	-	25%	*	*	26%	24%	25%	23%	-	*	-	-
	Male	41%	33%	24%	-	24%	-	-	-	-	*	26%	*	0%	28%	25%	24%	-	-	*	-	-
	Female	46%	38%	23%	*	21%	*	-	-	-	-	25%	*	-	23%	23%	-	23%	-	-	-	-
Mathematics	All Students	46%	39%	34%	*	35%	*	-	-	-	*	35%	17%	20%	35%	36%	42%	23%	-	*	-	-
	CWD	27%	21%	20%	-	*	-	-	-	-	*	20%	-	20%	-	*	20%	-	-	-	-	-
	CWOD	49%	41%	35%	*	36%	*	-	-	-	*	36%	17%	-	35%	37%	45%	23%	-	*	-	-
	EL	39%	39%	36%	-	37%	*	-	-	-	-	38%	*	*	37%	36%	42%	27%	-	*	-	-
	Male	48%	40%	42%	-	43%	-	-	-	-	*	43%	*	20%	45%	42%	42%	-	-	*	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	23%	*	24%	*	-	-	-	-	25%	*	-	23%	27%	-	23%	-	-	-	-
Grade 5 Reading	All	53%	46%	29%	*	30%	40%	-	-	-	-	31%	0%	11%	31%	30%	23%	35%	-	*	-	-
	Students																					
	CWD	27%	23%	11%	*	14%	*	-	-	-	-	13%	*	11%	-	17%	11%	-	-	-	-	-
	CWOD	56%	49%	31%	*	31%	*	-	-	-	-	33%	0%	-	31%	31%	26%	35%	-	*	-	-
	EL	36%	35%	30%	-	30%	-	-	-	-	-	32%	*	17%	31%	30%	28%	31%	-	*	-	-
	Male	50%	42%	23%	*	26%	*	-	-	-	-	25%	*	11%	26%	28%	23%	-	-	-	-	-
	Female	56%	51%	35%	*	33%	*	-	-	-	-	37%	*	-	35%	31%	-	35%	-	*	-	-
Mathematics	All	57%	47%	25%	*	28%	0%	-	-	-	-	26%	17%	0%	28%	28%	15%	35%	-	*	-	-
	Students																					
	CWD	31%	28%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-
	CWOD	60%	49%	28%	*	31%	*	-	-	-	-	29%	20%	-	28%	31%	19%	35%	-	*	-	-
	EL	46%	41%	28%	-	28%	-	-	-	-	-	28%	*	0%	31%	28%	20%	34%	-	*	-	-
	Male	56%	47%	15%	*	17%	*	-	-	-	-	14%	*	0%	19%	20%	15%	-	-	-	-	-
	Female	57%	47%	35%	*	39%	*	-	-	-	-	37%	*	-	35%	34%	-	35%	-	*	-	-
Science	All	48%	38%	14%	*	15%	0%	-	-	-	-	14%	17%	0%	15%	15%	10%	18%	-	*	-	-
	Students																					
	CWD	27%	27%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-
	CWOD	50%	39%	15%	*	17%	*	-	-	-	-	15%	20%	-	15%	17%	13%	18%	-	*	-	-
	EL	31%	26%	15%	-	15%	-	-	-	-	-	16%	*	0%	17%	15%	12%	17%	-	*	-	-
	Male	50%	40%	10%	*	11%	*	-	-	-	-	8%	*	0%	13%	12%	10%	-	-	-	-	-
	Female	45%	37%	18%	*	19%	*	-	-	-	-	18%	*	-	18%	17%	-	18%	-	*	-	-
Grade 6 Reading	All	36%	37%	25%	17%	24%	17%	-	*	-	*	26%	*	0%	28%	10%	23%	27%	-	*	-	-
	Students																					
	CWD	19%	17%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	38%	40%	28%	17%	27%	*	-	*	-	*	28%	*	-	28%	12%	26%	30%	-	*	-	-
	EL	14%	17%	10%	-	10%	-	-	-	-	-	10%	*	0%	12%	10%	12%	9%	-	-	-	-
	Male	33%	33%	23%	*	24%	*	-	-	-	-	23%	*	0%	26%	12%	23%	-	-	*	-	-
	Female	40%	42%	27%	20%	24%	*	-	*	-	*	28%	*	*	30%	9%	-	27%	-	*	-	-
Mathematics	All	46%	49%	38%	17%	38%	50%	-	*	-	*	39%	*	11%	41%	24%	36%	40%	-	*	-	-
	Students																					
	CWD	23%	21%	11%	-	0%	*	-	-	-	-	11%	-	11%	-	0%	0%	*	-	-	-	-
	CWOD	48%	52%	41%	17%	42%	*	-	*	-	*	42%	*	-	41%	28%	41%	41%	-	*	-	-
	EL	27%	35%	24%	-	24%	-	-	-	-	-	25%	*	0%	28%	24%	23%	26%	-	-	-	-
	Male	45%	48%	36%	*	37%	*	-	-	-	-	37%	*	0%	41%	23%	36%	-	-	*	-	-
	Female	46%	50%	40%	20%	41%	*	-	*	-	*	40%	*	*	41%	26%	-	40%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All	27%	21%	7%	0%	8%	0%	-	-	-	*	4%	*	0%	7%	7%	6%	7%	*	*	-	*
	Students																					
	CWD	10%	7%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	7%	0%	9%	0%	-	-	-	*	4%	*	-	7%	7%	7%	7%	*	*	-	*
	EL	19%	20%	7%	-	7%	-	-	-	-	-	5%	*	*	7%	7%	13%	4%	*	-	-	*
	Male	24%	19%	6%	*	9%	*	-	-	-	-	3%	*	*	7%	13%	6%	-	-	-	-	*
	Female	29%	24%	7%	*	8%	*	-	-	-	*	5%	*	*	7%	4%	-	7%	*	*	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	19%	0%	23%	0%	-	-	-	*	17%	*	0%	20%	20%	13%	23%	*	*	-	*
	Students																					
	CWD	12%	8%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	25%	19%	20%	0%	24%	0%	-	-	-	*	18%	*	-	20%	21%	14%	24%	*	*	-	*
	EL	18%	20%	20%	-	20%	-	-	-	-	-	19%	*	*	21%	20%	19%	21%	*	-	-	*
	Male	26%	20%	13%	*	17%	*	-	-	-	-	10%	*	*	14%	19%	13%	-	-	-	-	*
	Female	22%	16%	23%	*	27%	*	-	-	-	*	21%	*	*	24%	21%	-	23%	*	*	-	-
Grade 4 Reading	All	21%	17%	10%	*	10%	*	-	-	-	*	11%	0%	0%	11%	9%	9%	11%	-	*	-	-
	Students																					
	CWD	8%	4%	0%	-	*	-	-	-	-	*	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	23%	18%	11%	*	10%	*	-	-	-	*	12%	0%	-	11%	9%	10%	11%	-	*	-	-
	EL	12%	13%	9%	-	9%	*	-	-	-	-	9%	*	*	9%	9%	8%	9%	-	*	-	-
	Male	20%	15%	9%	-	10%	-	-	-	-	*	10%	*	0%	10%	8%	9%	-	*	-	-	-
	Female	23%	18%	11%	*	10%	*	-	-	-	-	13%	*	-	11%	9%	-	11%	-	-	-	-
Mathematics	All	27%	22%	16%	*	17%	*	-	-	-	*	16%	17%	0%	17%	17%	20%	11%	-	*	-	-
	Students																					
	CWD	13%	7%	0%	-	*	-	-	-	-	*	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	29%	23%	17%	*	18%	*	-	-	-	*	17%	17%	-	17%	19%	23%	11%	-	*	-	-
	EL	20%	22%	17%	-	18%	*	-	-	-	-	18%	*	*	19%	17%	19%	14%	-	*	-	-
	Male	29%	23%	20%	-	19%	-	-	-	-	*	19%	*	0%	23%	19%	20%	-	-	*	-	-
	Female	25%	20%	11%	*	14%	*	-	-	-	-	13%	*	-	11%	14%	-	11%	-	-	-	-
Grade 5 Reading	All	29%	24%	13%	*	13%	20%	-	-	-	-	14%	0%	0%	14%	15%	8%	18%	-	*	-	-
	Students																					
	CWD	9%	8%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-
	CWOD	31%	26%	14%	*	14%	*	-	-	-	-	15%	0%	-	14%	17%	10%	18%	-	*	-	-
	EL	14%	13%	15%	-	15%	-	-	-	-	-	16%	*	0%	17%	15%	12%	17%	-	*	-	-
	Male	26%	21%	8%	*	9%	*	-	-	-	-	8%	*	0%	10%	12%	8%	-	-	-	-	-
	Female	31%	27%	18%	*	17%	*	-	-	-	-	18%	*	-	18%	17%	-	18%	-	*	-	-
Mathematics	All	36%	27%	10%	*	11%	0%	-	-	-	-	9%	17%	0%	11%	11%	10%	10%	-	*	-	-
	Students																					
	CWD	14%	12%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-
	CWOD	38%	28%	11%	*	13%	*	-	-	-	-	11%	20%	-	11%	13%	13%	10%	-	*	-	-
	EL	24%	20%	11%	-	11%	-	-	-	-	-	10%	*	0%	13%	11%	16%	7%	-	*	-	-
	Male	36%	28%	10%	*	11%	*	-	-	-	-	8%	*	0%	13%	16%	10%	-	-	-	-	-
	Female	35%	26%	10%	*	11%	*	-	-	-	-	11%	*	-	10%	7%	-	10%	-	*	-	-
Science	All	23%	17%	5%	*	6%	0%	-	-	-	-	4%	17%	0%	6%	6%	8%	3%	-	*	-	-
	Students																					
	CWD	11%	9%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-
	CWOD	25%	18%	6%	*	6%	*	-	-	-	-	5%	20%	-	6%	6%	10%	3%	-	*	-	-
	EL	11%	9%	6%	-	6%	-	-	-	-	-	6%	*	0%	6%	6%	8%	3%	-	*	-	-
	Male	25%	19%	8%	*	9%	*	-	-	-	-	6%	*	0%	10%	8%	8%	-	-	-	-	-
	Female	21%	15%	3%	*	3%	*	-	-	-	-	3%	*	-	3%	3%	-	3%	-	*	-	-
Grade 6 Reading	All	17%	18%	8%	0%	8%	17%	-	*	-	*	8%	*	0%	8%	0%	5%	10%	-	*	-	-
	Students																					
	CWD	6%	5%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	19%	8%	0%	8%	*	-	*	-	*	9%	*	-	8%	0%	5%	11%	-	*	-	-
	EL	4%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	14%	15%	5%	*	5%	*	-	-	-	-	5%	*	0%	5%	0%	5%	-	-	*	-	-



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	10%	0%	11%	*	-	*	-	*	11%	*	*	11%	0%	-	10%	-	*	-	-
Mathematics	All	20%	24%	16%	0%	17%	17%	-	*	-	*	17%	*	0%	18%	2%	16%	17%	-	*	-	-
	Students																					
	CWD	9%	6%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	26%	18%	0%	18%	*	-	*	-	*	19%	*	-	18%	2%	18%	18%	-	*	-	-
	EL	8%	12%	2%	-	2%	-	-	-	-	-	2%	*	0%	2%	2%	4%	0%	-	-	-	-
	Male	20%	24%	16%	*	17%	*	-	-	-	-	16%	*	0%	18%	4%	16%	-	-	*	-	-
	Female	20%	23%	17%	0%	16%	*	-	*	-	*	17%	*	*	18%	0%	-	17%	-	*	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	65%	37%	67%	62%	-	*	-	90%	65%	63%	35%	68%	64%	63%	67%	*	53%	-	*
	Students																					
	CWD	46%	38%	35%	22%	36%	29%	-	-	-	*	37%	*	35%	-	35%	34%	42%	-	-	-	-
	CWOD	81%	77%	68%	41%	69%	68%	-	*	-	88%	68%	68%	-	68%	66%	67%	68%	*	53%	-	*
	EL	62%	63%	64%	-	64%	*	-	-	-	-	64%	50%	35%	66%	64%	63%	64%	*	80%	-	*
	Male	74%	70%	63%	32%	64%	56%	-	-	-	83%	62%	64%	34%	67%	63%	63%	-	-	50%	-	*
	Female	80%	76%	67%	41%	69%	67%	-	*	-	*	67%	61%	42%	68%	64%	-	67%	*	56%	-	-
Reading	All	73%	69%	62%	29%	64%	65%	-	*	-	80%	63%	59%	25%	66%	61%	58%	66%	*	43%	-	*
	Students																					
	CWD	39%	30%	25%	*	25%	*	-	-	-	*	26%	*	25%	-	24%	27%	17%	-	-	-	-
	CWOD	78%	73%	66%	35%	67%	71%	-	*	-	*	66%	63%	-	66%	64%	63%	68%	*	43%	-	*
	EL	54%	55%	61%	-	61%	*	-	-	-	-	62%	33%	24%	64%	61%	57%	65%	*	*	-	*
	Male	69%	64%	58%	13%	60%	63%	-	-	-	*	58%	56%	27%	63%	57%	58%	-	-	*	-	*
	Female	78%	74%	66%	38%	68%	67%	-	*	-	*	67%	63%	17%	68%	65%	-	66%	*	*	-	-
Mathematics	All	81%	77%	74%	52%	76%	65%	-	*	-	100%	75%	71%	57%	76%	73%	74%	74%	*	71%	-	*
	Students																					
	CWD	53%	44%	57%	*	60%	*	-	-	-	*	59%	*	57%	-	59%	55%	67%	-	-	-	-
	CWOD	84%	81%	76%	53%	77%	71%	-	*	-	*	76%	75%	-	76%	74%	78%	75%	*	71%	-	*
	EL	72%	74%	73%	-	74%	*	-	-	-	-	73%	67%	59%	74%	73%	75%	72%	*	*	-	*
	Male	79%	75%	74%	63%	75%	63%	-	-	-	*	75%	67%	55%	78%	75%	74%	-	-	*	-	*
	Female	82%	79%	74%	46%	77%	67%	-	*	-	*	74%	75%	67%	75%	72%	-	74%	*	*	-	-
Science	All	80%	75%	36%	*	38%	40%	-	-	-	-	35%	50%	0%	41%	37%	33%	40%	-	*	-	-
	Students																					
	CWD	51%	44%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-
	CWOD	84%	79%	41%	*	42%	*	-	-	-	-	39%	60%	-	41%	42%	42%	40%	-	*	-	-
	EL	61%	60%	37%	-	37%	-	-	-	-	-	36%	*	0%	42%	37%	36%	38%	-	*	-	-
	Male	79%	74%	33%	*	37%	*	-	-	-	-	28%	*	0%	42%	36%	33%	-	-	-	-	-
	Female	81%	77%	40%	*	39%	*	-	-	-	-	42%	*	-	40%	38%	-	40%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	27%	13%	28%	18%	-	*	-	40%	27%	23%	6%	29%	25%	24%	30%	*	27%	-	*
	Students																					
	CWD	24%	18%	6%	0%	6%	14%	-	-	-	*	6%	*	6%	-	5%	6%	8%	-	-	-	-
	CWOD	52%	47%	29%	16%	30%	18%	-	*	-	50%	29%	24%	-	29%	27%	27%	31%	*	27%	-	*
	EL	29%	29%	25%	-	25%	*	-	-	-	-	25%	14%	5%	27%	25%	25%	25%	*	40%	-	*
	Male	47%	41%	24%	0%	26%	6%	-	-	-	33%	24%	23%	6%	27%	25%	24%	-	-	33%	-	*
	Female	52%	47%	30%	22%	30%	26%	-	*	-	*	30%	22%	8%	31%	25%	-	30%	*	22%	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	23%	14%	24%	20%	-	*	-	40%	24%	18%	4%	25%	20%	21%	26%	*	29%	-	*
Reading	All																					
	Students																					
	CWD	21%	15%	4%	*	5%	*	-	-	-	*	4%	*	4%	-	6%	5%	0%	-	-	-	-
	CWOD	50%	45%	25%	18%	25%	24%	-	*	-	*	25%	19%	-	25%	22%	23%	27%	*	29%	-	*
	EL	23%	24%	20%	-	21%	*	-	-	-	-	21%	11%	6%	22%	20%	21%	20%	*	*	-	*
	Male	43%	37%	21%	0%	23%	0%	-	-	-	*	21%	11%	5%	23%	21%	21%	-	-	*	-	*
	Female	51%	47%	26%	23%	24%	33%	-	*	-	*	26%	25%	0%	27%	20%	-	26%	*	*	-	-
Mathematics	All	51%	45%	34%	14%	36%	20%	-	*	-	40%	35%	29%	11%	36%	32%	31%	37%	*	29%	-	*
	Students																					
	CWD	26%	21%	11%	*	10%	*	-	-	-	*	11%	*	11%	-	6%	9%	17%	-	-	-	-
	CWOD	54%	49%	36%	18%	38%	18%	-	*	-	*	37%	31%	-	36%	34%	35%	38%	*	29%	-	*
	EL	37%	37%	32%	-	32%	*	-	-	-	-	32%	22%	6%	34%	32%	31%	32%	*	*	-	*
	Male	50%	44%	31%	0%	34%	13%	-	-	-	*	31%	33%	9%	35%	31%	31%	-	*	*	-	*
	Female	51%	47%	37%	23%	39%	25%	-	*	-	*	38%	25%	17%	38%	32%	-	37%	*	*	-	-
Science	All	53%	47%	14%	*	15%	0%	-	-	-	-	14%	17%	0%	15%	15%	10%	18%	-	*	-	-
	Students																					
	CWD	25%	20%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-
	CWOD	56%	50%	15%	*	17%	*	-	-	-	-	15%	20%	-	15%	17%	13%	18%	-	*	-	-
	EL	26%	25%	15%	-	15%	-	-	-	-	-	16%	*	0%	17%	15%	12%	17%	-	*	-	-
	Male	53%	46%	10%	*	11%	*	-	-	-	-	8%	*	0%	13%	12%	10%	-	-	-	-	-
	Female	53%	48%	18%	*	19%	*	-	-	-	-	18%	*	-	18%	17%	-	18%	-	*	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	11%	0%	12%	9%	-	*	-	10%	11%	18%	0%	13%	10%	11%	12%	*	20%	-	*
	Students																					
	CWD	8%	6%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	21%	13%	0%	13%	11%	-	*	-	13%	12%	19%	-	13%	11%	12%	13%	*	20%	-	*
	EL	11%	11%	10%	-	10%	*	-	-	-	-	10%	14%	0%	11%	10%	11%	9%	*	20%	-	*
	Male	22%	18%	11%	0%	12%	0%	-	-	-	17%	10%	23%	0%	12%	11%	11%	-	-	17%	-	*
	Female	24%	21%	12%	0%	13%	15%	-	*	-	*	12%	11%	0%	13%	9%	-	12%	*	22%	-	-
Reading	All	20%	17%	9%	0%	10%	15%	-	*	-	0%	9%	12%	0%	10%	8%	7%	11%	*	14%	-	*
	Students																					
	CWD	7%	5%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	19%	10%	0%	10%	18%	-	*	-	*	10%	13%	-	10%	9%	8%	12%	*	14%	-	*
	EL	8%	8%	8%	-	8%	*	-	-	-	-	8%	11%	0%	9%	8%	8%	8%	*	*	-	*
	Male	17%	14%	7%	0%	8%	0%	-	-	-	*	7%	11%	0%	8%	8%	7%	-	-	*	-	*
	Female	23%	20%	11%	0%	12%	25%	-	*	-	*	11%	13%	0%	12%	8%	-	11%	*	*	-	-
Mathematics	All	26%	22%	15%	0%	17%	5%	-	*	-	20%	15%	24%	0%	17%	13%	15%	16%	*	29%	-	*
	Students																					
	CWD	11%	6%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	28%	24%	17%	0%	18%	6%	-	*	-	*	16%	25%	-	17%	14%	17%	16%	*	29%	-	*
	EL	16%	16%	13%	-	13%	*	-	-	-	-	12%	22%	0%	14%	13%	15%	11%	*	*	-	*
	Male	25%	22%	15%	0%	16%	0%	-	-	-	*	14%	33%	0%	17%	15%	15%	-	-	*	-	*
	Female	26%	22%	16%	0%	17%	8%	-	*	-	*	16%	13%	0%	16%	11%	-	16%	*	*	-	-
Science	All	24%	20%	5%	*	6%	0%	-	-	-	-	4%	17%	0%	6%	6%	8%	3%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-	-	-	-
	CWOD	26%	22%	6%	*	6%	*	-	-	-	-	5%	20%	-	6%	6%	10%	3%	-	*	-	-
	EL	7%	7%	6%	-	6%	-	-	-	-	-	6%	*	0%	6%	6%	8%	3%	-	*	-	-
	Male	25%	21%	8%	*	9%	*	-	-	-	-	6%	*	0%	10%	8%	8%	-	-	-	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	3%	*	3%	*	-	-	-	-	3%	*	-	3%	3%	-	3%	-	*	-	-

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	58	33	60	42	-	*	-	*	58	66	61
CWD	66	*	75	*	-	-	-	*	64	66	79
CWOD	57	27	59	50	-	*	-	*	57	-	59
EL	61	-	61	*	-	-	-	-	60	79	61
Male	59	*	61	*	-	-	-	*	59	73	60
Female	57	25	60	45	-	*	-	*	56	*	62
<b>Mathematics</b>											
All Students	66	63	67	58	-	*	-	*	66	70	65
CWD	70	*	67	*	-	-	-	*	68	70	72
CWOD	66	59	67	55	-	*	-	*	66	-	64
EL	65	-	65	*	-	-	-	-	64	72	65
Male	67	*	67	*	-	-	-	*	67	63	67
Female	66	44	66	75	-	*	-	*	66	*	61

#### Part (iii)(II): Graduation Rate

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

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

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	378	62	16%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	17	36	30	-	*	-	47	34	14	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

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

		Campus	African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	-	-
	CWOD	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%	-	-
	Female	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	-	0%	-

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

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	9	2	5	0	0	0	0	2	2		
	Female	2	0	2	0	0	0	0	0	2		
	Total	11	2	7	0	0	0	0	2	4		
Out-of-School Suspensions												
	Male	11	2	7	2	0	0	0	0	4		
	Female	4	2	2	0	0	0	0	0	2		
	Total	15	4	9	2	0	0	0	0	6		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	4	2	0	2	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	2		0
	Total	6	2	2	2	0	0	0	0	2		0
Out-of-School Suspensions	Male	4	2	2	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	2		0
	Total	6	2	4	0	0	0	0	0	2		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	52	5	38	5	2	0	0	2	20	8	0
	Female	53	5	41	5	0	0	0	2	20	2	2
	Total	105	10	79	10	2	0	0	4	40	10	2

Total



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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	62	2	53	5	2	0	0	0	41	5
	Female	63	2	59	2	0	0	0	0	47	2
	Total	125	4	112	7	2	0	0	0	88	7
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	4.6%
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 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%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BLANTON EL

**Campus ID:** 220901102

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All Students	75%	68%	67%	38%	70%	*	-	*	-	-	66%	80%	20%	70%	67%	57%	79%	-	*	-	-	
	CWD	49%	38%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	-	-	-	
	CWOD	79%	72%	70%	43%	72%	*	-	*	-	-	69%	80%	-	70%	69%	61%	79%	-	*	-	-	
	EL	69%	67%	67%	-	66%	-	-	*	-	-	68%	*	*	69%	67%	57%	78%	-	*	-	-	
	Male	73%	65%	57%	33%	63%	*	-	-	-	-	54%	*	20%	61%	57%	57%	-	-	*	-	-	
	Female	78%	72%	79%	*	79%	*	-	*	-	-	81%	*	-	79%	78%	-	79%	-	*	-	-	
Mathematics	All Students	78%	72%	70%	50%	73%	*	-	*	-	-	71%	60%	40%	72%	75%	67%	74%	-	*	-	-	
	CWD	52%	44%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	-	-	-	
	CWOD	81%	76%	72%	57%	74%	*	-	*	-	-	73%	60%	-	72%	75%	70%	74%	-	*	-	-	
	EL	75%	75%	75%	-	74%	-	-	*	-	-	77%	*	*	75%	75%	79%	70%	-	*	-	-	
	Male	78%	72%	67%	50%	73%	*	-	-	-	-	67%	*	40%	70%	79%	67%	-	-	*	-	-	
	Female	78%	72%	74%	*	73%	*	-	*	-	-	75%	*	-	74%	70%	-	74%	-	*	-	-	
Grade 4 Reading	All Students	74%	66%	63%	50%	67%	*	*	-	-	*	64%	57%	50%	64%	64%	61%	66%	-	-	-	-	
	CWD	44%	34%	50%	-	*	*	*	-	-	-	50%	-	50%	-	*	*	*	-	-	-	-	
	CWOD	78%	70%	64%	50%	68%	*	-	-	-	*	65%	57%	-	64%	65%	61%	69%	-	-	-	-	
	EL	64%	64%	64%	-	64%	-	-	-	-	-	65%	*	*	65%	64%	70%	60%	-	-	-	-	
	Male	71%	63%	61%	50%	65%	*	*	-	-	*	62%	60%	*	61%	70%	61%	-	-	-	-	-	
	Female	77%	70%	66%	*	69%	*	-	-	-	-	67%	*	*	69%	60%	-	66%	-	-	-	-	
Mathematics	All Students	74%	67%	51%	20%	57%	*	*	-	-	*	50%	57%	33%	52%	62%	45%	57%	-	-	-	-	
	CWD	46%	36%	33%	-	*	*	*	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	78%	71%	52%	20%	58%	*	-	-	-	*	52%	57%	-	52%	63%	46%	59%	-	-	-	-	
	EL	69%	69%	62%	-	62%	-	-	-	-	-	63%	*	*	63%	62%	65%	60%	-	-	-	-	
	Male	74%	67%	45%	13%	55%	*	*	-	-	*	41%	80%	*	46%	65%	45%	-	-	-	-	-	
	Female	74%	68%	57%	*	59%	*	-	-	-	-	61%	*	*	59%	60%	-	57%	-	-	-	-	
Grade 5 Reading	All Students	86%	82%	73%	*	75%	57%	*	*	-	*	80%	33%	27%	80%	64%	72%	74%	-	*	-	-	
	CWD	55%	48%	27%	*	50%	*	*	-	-	*	38%	*	27%	-	40%	33%	20%	-	*	-	-	
	CWOD	89%	86%	80%	*	78%	80%	-	*	-	*	86%	44%	-	80%	67%	79%	82%	-	-	-	-	
	EL	77%	76%	64%	*	64%	*	-	-	-	-	71%	17%	40%	67%	64%	61%	67%	-	-	-	-	
	Male	83%	78%	72%	-	72%	*	-	-	-	*	81%	29%	33%	79%	61%	72%	-	-	-	-	-	
	Female	88%	85%	74%	*	79%	*	*	*	-	-	79%	40%	20%	82%	67%	-	74%	-	*	-	-	
Mathematics	All Students	89%	84%	78%	*	80%	57%	*	*	-	*	85%	42%	45%	83%	73%	79%	76%	-	*	-	-	
	CWD	68%	61%	45%	*	67%	*	*	-	-	*	63%	*	45%	-	60%	67%	20%	-	*	-	-	
	CWOD	92%	87%	83%	*	81%	80%	-	*	-	*	88%	56%	-	83%	74%	82%	85%	-	-	-	-	
	EL	85%	82%	73%	*	74%	*	-	-	-	-	79%	33%	60%	74%	73%	70%	76%	-	-	-	-	
	Male	88%	83%	79%	-	78%	*	-	-	-	*	88%	43%	67%	82%	70%	79%	-	-	-	-	-	
	Female	90%	85%	76%	*	82%	*	*	*	-	-	82%	40%	20%	85%	76%	-	76%	-	*	-	-	
Science	All Students	74%	65%	38%	*	41%	29%	*	*	-	*	42%	17%	27%	40%	30%	45%	32%	-	*	-	-	
	CWD	45%	43%	27%	*	50%	*	*	-	-	*	38%	*	27%	-	40%	33%	20%	-	*	-	-	



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 6 Reading	CWOD	77%	68%	40%	*	40%	40%	-	*	-	*	42%	22%	-	40%	29%	47%	33%	-	-	-	-	
	EL	60%	55%	30%	*	32%	*	-	-	-	-	32%	17%	40%	29%	30%	41%	19%	-	-	-	-	
	Male	74%	65%	45%	-	48%	*	-	-	-	*	50%	14%	33%	47%	41%	45%	-	-	-	-	-	
	Female	73%	64%	32%	*	32%	*	*	*	-	-	33%	20%	20%	33%	19%	-	32%	-	*	-	-	
	All Students	67%	68%	62%	86%	58%	*	-	*	-	*	61%	67%	38%	64%	32%	61%	62%	-	*	-	*	
	CWD	33%	32%	38%	-	29%	-	-	-	-	*	43%	*	38%	-	40%	43%	*	-	-	-	-	
	CWOD	71%	72%	64%	86%	61%	*	-	*	-	*	63%	73%	-	64%	30%	64%	64%	-	*	-	*	
Mathematics	EL	42%	49%	32%	-	31%	*	-	*	-	-	33%	*	40%	30%	32%	38%	24%	-	-	-	-	
	Male	62%	64%	61%	*	56%	*	-	*	-	*	60%	71%	43%	64%	38%	61%	-	-	*	-	*	
	Female	71%	72%	62%	*	61%	-	-	*	-	-	63%	60%	*	64%	24%	-	62%	-	-	-	-	
	All Students	80%	82%	77%	86%	76%	*	-	*	-	*	78%	67%	50%	79%	68%	74%	80%	-	*	-	*	
	CWD	50%	47%	50%	-	43%	-	-	-	-	*	57%	*	50%	-	60%	43%	*	-	-	-	-	
	CWOD	83%	86%	79%	86%	79%	*	-	*	-	*	80%	73%	-	79%	70%	79%	80%	-	*	-	*	
	EL	67%	77%	68%	-	69%	*	-	*	-	-	72%	*	60%	70%	68%	71%	65%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above	Male	78%	80%	74%	*	74%	*	-	*	-	*	74%	71%	43%	79%	71%	74%	-	-	*	-	*	
	Female	81%	84%	80%	*	78%	-	-	*	-	-	83%	60%	*	80%	65%	-	80%	-	-	-	-	
	Grade 3 Reading	All Students	44%	37%	39%	25%	38%	*	-	*	-	-	39%	40%	20%	40%	36%	33%	47%	-	*	-	-
		CWD	26%	19%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	-	-	-
		CWOD	46%	39%	40%	29%	39%	*	-	*	-	-	40%	40%	-	40%	37%	34%	47%	-	*	-	-
		EL	35%	34%	36%	-	34%	-	-	*	-	-	38%	*	*	37%	36%	29%	44%	-	*	-	-
		Male	41%	34%	33%	33%	33%	*	-	-	-	-	30%	*	20%	34%	29%	33%	-	-	*	-	-
Female		47%	39%	47%	*	45%	*	-	*	-	-	50%	*	-	47%	44%	-	47%	-	*	-	-	
Mathematics		All Students	48%	39%	43%	38%	41%	*	-	*	-	-	43%	40%	40%	43%	42%	45%	39%	-	*	-	-
	CWD	30%	21%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	-	-	-	
	CWOD	50%	42%	43%	43%	41%	*	-	*	-	-	43%	40%	-	43%	40%	45%	39%	-	*	-	-	
	EL	41%	41%	42%	-	40%	-	-	*	-	-	43%	*	*	40%	42%	46%	37%	-	*	-	-	
	Male	49%	41%	45%	50%	45%	*	-	-	-	-	43%	*	40%	45%	46%	45%	-	-	*	-	-	
	Female	46%	38%	39%	*	36%	*	-	*	-	-	42%	*	-	39%	37%	-	39%	-	*	-	-	
	Grade 4 Reading	All Students	43%	35%	28%	40%	29%	*	*	-	-	*	26%	43%	33%	27%	29%	25%	31%	-	-	-	-
CWD		24%	16%	33%	-	*	*	*	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	
CWOD		46%	38%	27%	40%	27%	*	-	-	-	*	26%	43%	-	27%	28%	24%	31%	-	-	-	-	
EL		30%	30%	29%	-	29%	-	-	-	-	-	30%	*	*	28%	29%	30%	28%	-	-	-	-	
Male		41%	33%	25%	38%	26%	*	*	-	-	*	23%	40%	*	24%	30%	25%	-	-	-	-	-	
Female		46%	38%	31%	*	31%	*	-	-	-	-	30%	*	*	31%	28%	-	31%	-	-	-	-	
Mathematics		All Students	46%	39%	19%	10%	22%	*	*	-	-	*	19%	14%	33%	18%	27%	11%	29%	-	-	-	-
	CWD	27%	21%	33%	-	*	*	*	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	49%	41%	18%	10%	20%	*	-	-	-	*	18%	14%	-	18%	26%	10%	28%	-	-	-	-	
	EL	39%	39%	27%	-	27%	-	-	-	-	-	26%	*	*	26%	27%	25%	28%	-	-	-	-	
	Male	48%	40%	11%	0%	16%	*	*	-	-	*	10%	20%	*	10%	25%	11%	-	-	-	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	29%	*	28%	*	-	-	-	-	30%	*	*	28%	28%	-	29%	-	-	-	-
Grade 5 Reading	All	53%	46%	39%	*	40%	29%	*	*	-	*	43%	17%	27%	41%	32%	38%	39%	-	*	-	-
	Students																					
	CWD	27%	23%	27%	*	50%	*	*	-	-	*	38%	*	27%	-	40%	33%	20%	-	*	-	-
	CWOD	56%	49%	41%	*	39%	40%	-	*	-	*	44%	22%	-	41%	31%	39%	42%	-	-	-	-
	EL	36%	35%	32%	*	31%	*	-	-	-	-	34%	17%	40%	31%	32%	30%	33%	-	-	-	-
	Male	50%	42%	38%	-	41%	*	-	-	-	*	44%	14%	33%	39%	30%	38%	-	-	-	-	-
	Female	56%	51%	39%	*	39%	*	*	*	-	-	42%	20%	20%	42%	33%	-	39%	-	*	-	-
Mathematics	All	57%	47%	44%	*	50%	14%	*	*	-	*	48%	25%	36%	45%	43%	41%	47%	-	*	-	-
	Students																					
	CWD	31%	28%	36%	*	50%	*	*	-	-	*	50%	*	36%	-	40%	50%	20%	-	*	-	-
	CWOD	60%	49%	45%	*	50%	20%	-	*	-	*	47%	33%	-	45%	44%	39%	52%	-	-	-	-
	EL	46%	41%	43%	*	45%	*	-	-	-	-	45%	33%	40%	44%	43%	39%	48%	-	-	-	-
	Male	56%	47%	41%	-	44%	*	-	-	-	*	44%	29%	50%	39%	39%	41%	-	-	-	-	-
	Female	57%	47%	47%	*	57%	*	*	*	-	-	52%	20%	20%	52%	48%	-	47%	-	*	-	-
Science	All	48%	38%	13%	*	14%	0%	*	*	-	*	15%	0%	18%	12%	12%	13%	13%	-	*	-	-
	Students																					
	CWD	27%	27%	18%	*	33%	*	*	-	-	*	25%	*	18%	-	40%	17%	20%	-	*	-	-
	CWOD	50%	39%	12%	*	11%	0%	-	*	-	*	14%	0%	-	12%	8%	13%	12%	-	-	-	-
	EL	31%	26%	12%	*	12%	*	-	-	-	-	13%	0%	40%	8%	12%	9%	14%	-	-	-	-
	Male	50%	40%	13%	-	10%	*	-	-	-	*	16%	0%	17%	13%	9%	13%	-	-	-	-	-
	Female	45%	37%	13%	*	18%	*	*	*	-	-	15%	0%	20%	12%	14%	-	13%	-	*	-	-
Grade 6 Reading	All	36%	37%	30%	57%	27%	*	-	*	-	*	30%	33%	25%	31%	13%	26%	36%	-	*	-	*
	Students																					
	CWD	19%	17%	25%	-	29%	-	-	-	-	*	29%	*	25%	-	40%	29%	*	-	-	-	-
	CWOD	38%	40%	31%	57%	27%	*	-	*	-	*	30%	36%	-	31%	9%	26%	36%	-	*	-	*
	EL	14%	17%	13%	-	11%	*	-	*	-	-	14%	*	40%	9%	13%	14%	12%	-	-	-	-
	Male	33%	33%	26%	*	23%	*	-	*	-	*	26%	29%	29%	26%	14%	26%	-	-	*	-	*
	Female	40%	42%	36%	*	32%	-	-	*	-	-	35%	40%	*	36%	12%	-	36%	-	-	-	-
Mathematics	All	46%	49%	43%	57%	40%	*	-	*	-	*	43%	50%	38%	44%	21%	43%	44%	-	*	-	*
	Students																					
	CWD	23%	21%	38%	-	29%	-	-	-	-	*	43%	*	38%	-	40%	43%	*	-	-	-	-
	CWOD	48%	52%	44%	57%	42%	*	-	*	-	*	43%	55%	-	44%	18%	43%	45%	-	*	-	*
	EL	27%	35%	21%	-	19%	*	-	*	-	-	22%	*	40%	18%	21%	24%	18%	-	-	-	-
	Male	45%	48%	43%	*	37%	*	-	*	-	*	40%	57%	43%	43%	24%	43%	-	-	*	-	*
	Female	46%	50%	44%	*	44%	-	-	*	-	-	45%	40%	*	45%	18%	-	44%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All	27%	21%	25%	13%	25%	*	-	*	-	-	26%	20%	0%	27%	22%	18%	34%	-	*	-	-
	Students																					
	CWD	10%	7%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	29%	23%	27%	14%	26%	*	-	*	-	-	27%	20%	-	27%	23%	20%	34%	-	*	-	-
	EL	19%	20%	22%	-	19%	-	-	*	-	-	23%	*	*	23%	22%	14%	30%	-	*	-	-
	Male	24%	19%	18%	17%	20%	*	-	-	-	-	17%	*	0%	20%	14%	18%	-	-	*	-	-
	Female	29%	24%	34%	*	30%	*	-	*	-	-	36%	*	-	34%	30%	-	34%	-	*	-	-

		State	District	Campus	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
Mathematics	All Students	24%	18%	23%	25%	21%	*	-	*	-	-	22%	40%	0%	24%	20%	24%	21%	-	*	-	-
	CWD	12%	8%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	25%	19%	24%	29%	22%	*	-	*	-	-	23%	40%	-	24%	21%	27%	21%	-	*	-	-
	EL	18%	20%	20%	-	17%	-	-	*	-	-	21%	*	*	21%	20%	18%	22%	-	*	-	-
	Male	26%	20%	24%	33%	23%	*	-	-	-	-	22%	*	0%	27%	18%	24%	-	-	*	-	-
	Female	22%	16%	21%	*	18%	*	-	*	-	-	22%	*	-	21%	22%	-	21%	-	*	-	-
Grade 4	All Students	21%	17%	6%	20%	5%	*	*	-	-	*	7%	0%	0%	7%	7%	5%	9%	-	-	-	-
	CWD	8%	4%	0%	-	*	*	*	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	23%	18%	7%	20%	5%	*	-	-	-	*	8%	0%	-	7%	7%	5%	9%	-	-	-	-
	EL	12%	13%	7%	-	7%	-	-	-	-	-	7%	*	*	7%	7%	5%	8%	-	-	-	-
	Male	20%	15%	5%	13%	3%	*	*	-	-	*	5%	0%	*	5%	5%	5%	-	-	-	-	-
	Female	23%	18%	9%	*	6%	*	-	-	-	-	9%	*	*	9%	8%	-	9%	-	-	-	-
Mathematics	All Students	27%	22%	8%	0%	10%	*	*	-	-	*	8%	0%	17%	7%	11%	7%	9%	-	-	-	-
	CWD	13%	7%	17%	-	*	*	*	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	7%	0%	8%	*	-	-	-	*	8%	0%	-	7%	12%	7%	6%	-	-	-	-
	EL	20%	22%	11%	-	11%	-	-	-	-	-	12%	*	*	12%	11%	15%	8%	-	-	-	-
	Male	29%	23%	7%	0%	10%	*	*	-	-	*	8%	0%	*	7%	15%	7%	-	-	-	-	-
	Female	25%	20%	9%	*	9%	*	-	-	-	-	9%	*	*	6%	8%	-	9%	-	-	-	-
Grade 5	All Students	29%	24%	19%	*	17%	29%	*	*	-	*	22%	8%	9%	21%	11%	15%	24%	-	*	-	-
	CWD	9%	8%	9%	*	17%	*	*	-	-	*	13%	*	9%	-	0%	17%	0%	-	*	-	-
	CWOD	31%	26%	21%	*	17%	40%	-	*	-	*	23%	11%	-	21%	13%	15%	27%	-	-	-	-
	EL	14%	13%	11%	*	10%	*	-	-	-	-	13%	0%	0%	13%	11%	4%	19%	-	-	-	-
	Male	26%	21%	15%	-	16%	*	-	-	-	*	19%	0%	17%	15%	4%	15%	-	-	-	-	-
	Female	31%	27%	24%	*	18%	*	*	*	-	-	24%	20%	0%	27%	19%	-	24%	-	*	-	-
Mathematics	All Students	36%	27%	17%	*	20%	14%	*	*	-	*	18%	8%	9%	18%	18%	15%	18%	-	*	-	-
	CWD	14%	12%	9%	*	17%	*	*	-	-	*	13%	*	9%	-	20%	0%	20%	-	*	-	-
	CWOD	38%	28%	18%	*	20%	20%	-	*	-	*	19%	11%	-	18%	18%	18%	18%	-	-	-	-
	EL	24%	20%	18%	*	19%	*	-	-	-	-	21%	0%	20%	18%	18%	17%	19%	-	-	-	-
	Male	36%	28%	15%	-	19%	*	-	-	-	*	19%	0%	0%	18%	17%	15%	-	-	-	-	-
	Female	35%	26%	18%	*	21%	*	*	*	-	-	18%	20%	20%	18%	19%	-	18%	-	*	-	-
Science	All Students	23%	17%	4%	*	5%	0%	*	*	-	*	5%	0%	0%	5%	2%	5%	3%	-	*	-	-
	CWD	11%	9%	0%	*	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	25%	18%	5%	*	6%	0%	-	*	-	*	5%	0%	-	5%	3%	6%	3%	-	-	-	-
	EL	11%	9%	2%	*	2%	*	-	-	-	-	3%	0%	0%	3%	2%	5%	0%	-	-	-	-
	Male	25%	19%	5%	-	6%	*	-	-	-	*	6%	0%	0%	6%	5%	5%	-	-	-	-	-
	Female	21%	15%	3%	*	4%	*	*	*	-	-	3%	0%	0%	3%	0%	-	3%	-	*	-	-
Grade 6	All Students	17%	18%	14%	29%	13%	*	-	*	-	*	14%	17%	0%	15%	5%	11%	18%	-	*	-	*
	CWD	6%	5%	0%	-	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	19%	15%	29%	14%	*	-	*	-	*	15%	18%	-	15%	6%	13%	18%	-	*	-	*
	EL	4%	5%	5%	-	6%	*	-	*	-	-	6%	*	0%	6%	5%	5%	6%	-	-	-	-
	Male	14%	15%	11%	*	9%	*	-	*	-	*	11%	14%	0%	13%	5%	11%	-	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	18%	Amer	17%	-	Ind	*	-	Races	Disadv	Econ	*	18%	6%	-	18%	-	-	-	-
Mathematics	All	20%	24%	15%	14%	12%	*	-	*	-	*	15%	17%	13%	15%	5%	19%	11%	-	*	-	*
	Students																					
	CWD	9%	6%	13%	-	0%	-	-	-	-	*	14%	*	13%	-	0%	14%	*	-	-	-	-
	CWOD	22%	26%	15%	14%	13%	*	-	*	-	*	15%	18%	-	15%	6%	19%	11%	-	*	-	*
	EL	8%	12%	5%	-	3%	*	-	*	-	-	6%	*	0%	6%	5%	5%	6%	-	-	-	-
	Male	20%	24%	19%	*	14%	*	-	*	-	*	17%	29%	14%	19%	5%	19%	-	-	*	-	*
	Female	20%	23%	11%	*	10%	-	-	*	-	-	13%	0%	*	11%	6%	-	11%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	65%	52%	67%	44%	20%	100%	-	83%	66%	51%	37%	67%	60%	63%	67%	-	56%	-	*
	Students																					
	CWD	46%	38%	37%	0%	46%	0%	20%	-	-	60%	43%	0%	37%	-	49%	42%	26%	-	*	-	-
	CWOD	81%	77%	67%	56%	68%	54%	-	100%	-	92%	69%	58%	-	67%	62%	65%	70%	-	83%	-	*
	EL	62%	63%	60%	*	61%	0%	-	100%	-	-	63%	24%	49%	62%	60%	62%	59%	-	*	-	-
	Male	74%	70%	63%	47%	65%	41%	*	*	-	83%	64%	56%	42%	65%	62%	63%	-	-	*	-	*
	Female	80%	76%	67%	58%	68%	50%	*	100%	-	-	69%	42%	26%	70%	59%	-	67%	-	40%	-	-
Reading	All	73%	69%	66%	59%	67%	47%	*	100%	-	86%	67%	56%	33%	69%	58%	62%	70%	-	*	-	*
	Students																					
	CWD	39%	30%	33%	*	38%	*	*	-	-	*	38%	*	33%	-	40%	38%	22%	-	*	-	-
	CWOD	78%	73%	69%	63%	69%	56%	-	100%	-	100%	70%	63%	-	69%	60%	65%	73%	-	*	-	*
	EL	54%	55%	58%	*	58%	*	-	*	-	-	61%	25%	40%	60%	58%	57%	60%	-	*	-	-
	Male	69%	64%	62%	56%	63%	46%	*	*	-	86%	63%	59%	38%	65%	57%	62%	-	-	*	-	*
	Female	78%	74%	70%	64%	71%	50%	*	*	-	-	72%	50%	22%	73%	60%	-	70%	-	*	-	-
Mathematics	All	81%	77%	69%	52%	72%	47%	*	100%	-	100%	71%	56%	43%	72%	70%	67%	72%	-	*	-	*
	Students																					
	CWD	53%	44%	43%	*	52%	*	*	-	-	*	50%	*	43%	-	60%	48%	33%	-	*	-	-
	CWOD	84%	81%	72%	56%	73%	56%	-	100%	-	100%	73%	63%	-	72%	71%	69%	75%	-	*	-	*
	EL	72%	74%	70%	*	70%	*	-	*	-	-	73%	25%	60%	71%	70%	72%	68%	-	*	-	-
	Male	79%	75%	67%	39%	71%	46%	*	*	-	100%	67%	64%	48%	69%	72%	67%	-	-	*	-	*
	Female	82%	79%	72%	73%	73%	50%	*	*	-	-	75%	43%	33%	75%	68%	-	72%	-	*	-	-
Science	All	80%	75%	38%	*	41%	29%	*	*	-	*	42%	17%	27%	40%	30%	45%	32%	-	*	-	-
	Students																					
	CWD	51%	44%	27%	*	50%	*	*	-	-	*	38%	*	27%	-	40%	33%	20%	-	*	-	-
	CWOD	84%	79%	40%	*	40%	40%	-	*	-	*	42%	22%	-	40%	29%	47%	33%	-	-	-	-
	EL	61%	60%	30%	*	32%	*	-	-	-	-	32%	17%	40%	29%	30%	41%	19%	-	-	-	-
	Male	79%	74%	45%	-	48%	*	-	-	-	*	50%	14%	33%	47%	41%	45%	-	-	-	-	-
	Female	81%	77%	32%	*	32%	*	*	*	-	-	33%	20%	20%	33%	19%	-	32%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	34%	32%	34%	20%	0%	73%	-	50%	34%	28%	30%	34%	29%	31%	37%	-	33%	-	*
	Students																					
	CWD	24%	18%	30%	0%	40%	0%	0%	-	-	40%	35%	0%	30%	-	43%	33%	22%	-	*	-	-
	CWOD	52%	47%	34%	35%	33%	24%	-	73%	-	54%	34%	32%	-	34%	28%	31%	38%	-	50%	-	*
	EL	29%	29%	29%	*	28%	0%	-	100%	-	-	30%	14%	43%	28%	29%	28%	30%	-	*	-	-
	Male	47%	41%	31%	36%	31%	14%	*	*	-	50%	31%	32%	33%	31%	28%	31%	-	-	*	-	*
	Female	52%	47%	37%	27%	37%	31%	*	78%	-	-	38%	21%	22%	38%	30%	-	37%	-	40%	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Reading	All	47%	42%	34%	41%	33%	26%	*	60%	-	43%	34%	31%	27%	35%	29%	30%	38%	-	*	-	*
	Students																					
	CWD	21%	15%	27%	*	38%	*	*	-	-	*	31%	*	27%	-	40%	29%	22%	-	*	-	-
	CWOD	50%	45%	35%	44%	33%	31%	-	60%	-	60%	35%	34%	-	35%	28%	30%	39%	-	*	-	*
	EL	23%	24%	29%	*	27%	*	-	*	-	-	30%	8%	40%	28%	29%	26%	31%	-	*	-	-
	Male	43%	37%	30%	39%	30%	15%	*	*	-	43%	30%	32%	29%	30%	26%	30%	-	-	*	-	*
	Female	51%	47%	38%	45%	37%	50%	*	*	-	-	39%	29%	22%	39%	31%	-	38%	-	*	-	-
Mathematics	All	51%	45%	38%	28%	39%	21%	*	100%	-	57%	38%	33%	37%	38%	34%	35%	40%	-	*	-	*
	Students																					
	CWD	26%	21%	37%	*	43%	*	*	-	-	*	42%	*	37%	-	47%	43%	22%	-	*	-	-
	CWOD	54%	49%	38%	30%	38%	25%	-	100%	-	40%	38%	38%	-	38%	33%	35%	41%	-	*	-	*
	EL	37%	37%	34%	*	34%	*	-	*	-	-	35%	25%	47%	33%	34%	35%	33%	-	*	-	-
	Male	50%	44%	35%	33%	36%	15%	*	*	-	57%	35%	41%	43%	35%	35%	35%	-	-	*	-	*
	Female	51%	47%	40%	18%	41%	33%	*	*	-	-	42%	21%	22%	41%	33%	-	40%	-	*	-	-
Science	All	53%	47%	13%	*	14%	0%	*	*	-	*	15%	0%	18%	12%	12%	13%	13%	-	*	-	-
	Students																					
	CWD	25%	20%	18%	*	33%	*	*	-	-	*	25%	*	18%	-	40%	17%	20%	-	*	-	-
	CWOD	56%	50%	12%	*	11%	0%	-	*	-	*	14%	0%	-	12%	8%	13%	12%	-	-	-	-
	EL	26%	25%	12%	*	12%	*	-	-	-	-	13%	0%	40%	8%	12%	9%	14%	-	-	-	-
	Male	53%	46%	13%	-	10%	*	-	-	-	*	16%	0%	17%	13%	9%	13%	-	-	-	-	-
	Female	53%	48%	13%	*	18%	*	*	*	-	-	15%	0%	20%	12%	14%	-	13%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	15%	16%	14%	13%	0%	45%	-	22%	15%	11%	6%	16%	12%	14%	16%	-	11%	-	*
	Students																					
	CWD	8%	6%	6%	0%	6%	0%	0%	-	-	20%	7%	0%	6%	-	3%	4%	9%	-	*	-	-
	CWOD	25%	21%	16%	18%	15%	16%	-	45%	-	23%	16%	13%	-	16%	13%	15%	17%	-	17%	-	*
	EL	11%	11%	12%	*	11%	0%	-	83%	-	-	13%	0%	3%	13%	12%	10%	14%	-	*	-	-
	Male	22%	18%	14%	17%	14%	7%	*	*	-	22%	14%	12%	4%	15%	10%	14%	-	-	*	-	*
	Female	24%	21%	16%	15%	15%	25%	*	56%	-	-	17%	9%	9%	17%	14%	-	16%	-	20%	-	-
Reading	All	20%	17%	16%	24%	15%	16%	*	40%	-	29%	17%	11%	3%	18%	12%	12%	21%	-	*	-	*
	Students																					
	CWD	7%	5%	3%	*	5%	*	*	-	-	*	4%	*	3%	-	0%	5%	0%	-	*	-	-
	CWOD	22%	19%	18%	26%	16%	19%	-	40%	-	40%	18%	13%	-	18%	13%	13%	22%	-	*	-	*
	EL	8%	8%	12%	*	11%	*	-	*	-	-	13%	0%	0%	13%	12%	8%	17%	-	*	-	-
	Male	17%	14%	12%	17%	12%	0%	*	*	-	29%	13%	9%	5%	13%	8%	12%	-	-	*	-	*
	Female	23%	20%	21%	36%	18%	50%	*	*	-	-	22%	14%	0%	22%	17%	-	21%	-	*	-	-
Mathematics	All	26%	22%	16%	10%	15%	16%	*	60%	-	29%	16%	14%	10%	16%	14%	17%	15%	-	*	-	*
	Students																					
	CWD	11%	6%	10%	*	10%	*	*	-	-	*	12%	*	10%	-	7%	5%	22%	-	*	-	-
	CWOD	28%	24%	16%	11%	16%	19%	-	60%	-	20%	16%	16%	-	16%	15%	18%	14%	-	*	-	*
	EL	16%	16%	14%	*	13%	*	-	*	-	-	15%	0%	7%	15%	14%	14%	14%	-	*	-	-
	Male	25%	22%	17%	17%	16%	15%	*	*	-	29%	16%	18%	5%	18%	14%	17%	-	-	*	-	*
	Female	26%	22%	15%	0%	14%	17%	*	*	-	-	15%	7%	22%	14%	14%	-	15%	-	*	-	-
Science	All	24%	20%	4%	*	5%	0%	*	*	-	*	5%	0%	0%	5%	2%	5%	3%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	*	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	26%	22%	5%	*	6%	0%	-	*	-	*	5%	0%	-	5%	3%	6%	3%	-	-	-	-
	EL	7%	7%	2%	*	2%	*	-	-	-	-	3%	0%	0%	3%	2%	5%	0%	-	-	-	-
	Male	25%	21%	5%	-	6%	*	-	-	-	*	6%	0%	0%	6%	5%	5%	-	-	-	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	3%	*	4%	*	*	*	-	-	3%	0%	0%	3%	0%	-	3%	-	*	-	-	

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	55	60	59	*	*	-	93	60	71	63
CWD	71	*	71	*	*	-	-	*	78	71	89
CWOD	59	58	59	56	-	*	-	90	58	-	61
EL	63	*	63	*	-	*	-	-	63	89	63
Male	57	45	57	50	*	*	-	93	56	71	60
Female	64	67	63	*	-	*	-	-	64	71	67
<b>Mathematics</b>											
All Students	51	40	52	32	*	*	-	71	52	50	51
CWD	50	*	53	*	*	-	-	*	58	50	60
CWOD	52	37	52	44	-	*	-	80	51	-	50
EL	51	*	52	*	-	*	-	-	51	60	51
Male	52	45	53	29	*	*	-	71	53	50	52
Female	50	33	52	*	-	*	-	-	50	50	51

#### Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	284	54	19%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	38	33	38	26	7	73	-	52	38	24	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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



			African			American			Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
All Subjects	All	100%	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	97%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	98%	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%	100%	-
	Students																
	CWD	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%	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%	100%	-
	Students																
	CWD	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%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All	99%	*	98%	100%	*	*	-	*	100%	92%	100%	98%	98%	97%	100%	-
	Students																
	CWD	100%	*	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	98%	*	98%	100%	-	*	-	*	100%	89%	-	98%	97%	97%	100%	-
	EL	98%	*	98%	*	-	-	-	-	100%	83%	100%	97%	98%	96%	100%	-
	Male	97%	-	97%	*	-	-	-	*	100%	86%	100%	97%	96%	97%	-	-
	Female	100%	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	3%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	2%	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%	0%	-
	Students																
	CWD	0%	*	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-

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

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

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2018&year2=18&\_debug=0&single=N&title=2018-19+Federal+Report+Card&\_program=perf rept.perfmast.sas&prgopt=2019%20... 13/19

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	0	2	2	0	0	0	2	2		2
	Female	2	2	0	0	0	0	0	0	0		0
	Total	8	2	2	2	0	0	0	2	2		2
Out-of-School Suspensions	Male	2	0	2	0	0	0	0	0	2		0
	Female	2	2	0	0	0	0	0	0	0		0
	Total	4	2	2	0	0	0	0	0	2		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	60	5	41	5	2	2	0	5	20	8	2
	Female	38	2	32	2	0	0	0	2	23	2	2
	Total	98	7	73	7	2	2	0	7	43	10	4

**Total**

	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	1
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	52	2	44	2	0	2	0	2	29	2
	Female	35	2	26	5	0	0	0	2	20	2
	Total	87	4	70	7	0	2	0	4	49	4
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	11.5%
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	0.7	1.7%

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

### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	*	1%
Mathematics	5,880	1%	45	1%	*	1%
Grade 4						
Reading	6,312	2%	55	1%	*	1%
Mathematics	6,311	2%	55	1%	*	1%
Grade 5						
Reading	6,133	1%	59	1%	*	3%
Mathematics	6,131	1%	59	1%	*	3%
Science	6,133	1%	59	1%	*	3%
Grade 6						
Reading	6,038	1%	50	1%	*	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
Mathematics	6,036	1%	50	1%	*	2%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	14	2%
Reading	45,064	1%	367	1%	6	2%
Mathematics	40,350	1%	327	1%	6	2%
Science	16,337	1%	131	1%	*	3%

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.



# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BOLES J H

**Campus ID:** 220901051

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
STAAR Percent at Approaches Grade Level or Above																							
Grade 7 Reading	All	74%	70%	80%	65%	77%	83%	*	91%	-	100%	73%	84%	53%	84%	59%	75%	84%	-	88%	*	*	
	Students																						
	CWD	37%	31%	53%	57%	46%	56%	-	*	-	*	50%	56%	53%	-	50%	42%	72%	-	*	*	-	
	CWOD	78%	75%	84%	67%	82%	88%	*	100%	-	100%	78%	88%	-	84%	63%	83%	85%	-	86%	*	*	
	EL	49%	51%	59%	-	50%	*	*	80%	-	-	55%	70%	50%	63%	59%	76%	40%	-	*	-	-	
	Male	70%	66%	75%	48%	76%	82%	*	*	-	100%	67%	80%	42%	83%	76%	75%	-	-	*	*	*	
	Female	79%	75%	84%	90%	78%	83%	*	100%	-	100%	78%	87%	72%	85%	40%	-	84%	-	86%	*	-	
Mathematics	All	73%	71%	83%	67%	80%	87%	*	91%	-	92%	76%	87%	53%	88%	59%	79%	86%	-	88%	*	*	
	Students																						
	CWD	43%	31%	53%	57%	43%	59%	-	*	-	*	50%	56%	53%	-	44%	48%	61%	-	*	*	-	
	CWOD	77%	76%	88%	68%	86%	92%	*	100%	-	100%	82%	91%	-	88%	65%	86%	89%	-	86%	*	*	
	EL	57%	59%	59%	-	50%	*	*	80%	-	-	55%	70%	44%	65%	59%	76%	38%	-	*	-	-	
	Male	72%	70%	79%	50%	84%	84%	*	*	-	100%	72%	83%	48%	86%	76%	79%	-	-	*	*	*	
	Female	75%	72%	86%	90%	77%	90%	*	100%	-	83%	79%	91%	61%	89%	38%	-	86%	-	86%	*	-	
Grade 8 Reading	All	84%	82%	88%	74%	90%	92%	*	95%	*	100%	82%	94%	67%	92%	67%	86%	91%	-	89%	-	100%	
	Students																						
	CWD	47%	37%	67%	50%	64%	71%	-	*	-	*	58%	80%	67%	-	*	64%	77%	-	*	-	-	
	CWOD	88%	87%	92%	77%	95%	95%	*	94%	*	100%	87%	95%	-	92%	75%	91%	92%	-	100%	-	100%	
	EL	62%	64%	67%	*	68%	*	-	*	-	-	63%	80%	*	75%	67%	69%	64%	-	-	-	-	
	Male	81%	78%	86%	68%	90%	90%	-	92%	*	*	78%	93%	64%	91%	69%	86%	-	-	*	-	*	
	Female	88%	87%	91%	82%	90%	95%	*	100%	-	100%	86%	95%	77%	92%	64%	-	91%	-	83%	-	*	
Mathematics	All	87%	83%	89%	81%	92%	90%	*	100%	-	100%	86%	93%	70%	94%	90%	88%	90%	-	89%	-	*	
	Students																						
	CWD	58%	47%	70%	50%	69%	75%	-	*	-	*	62%	83%	70%	-	*	72%	67%	-	*	-	-	
	CWOD	90%	88%	94%	86%	98%	94%	*	100%	-	100%	93%	95%	-	94%	100%	94%	93%	-	100%	-	*	
	EL	77%	79%	90%	*	94%	*	-	*	-	-	88%	*	*	100%	90%	91%	89%	-	-	-	-	
	Male	84%	80%	88%	77%	93%	90%	-	100%	-	*	83%	94%	72%	94%	91%	88%	-	-	*	-	*	
	Female	89%	87%	90%	86%	92%	90%	*	*	-	*	89%	92%	67%	93%	89%	-	90%	-	83%	-	*	
Science	All	79%	76%	83%	69%	80%	89%	*	93%	-	86%	74%	91%	61%	86%	63%	81%	84%	-	67%	-	100%	
	Students																						
	CWD	46%	37%	61%	50%	57%	63%	-	*	-	*	58%	67%	61%	-	*	63%	58%	-	*	-	-	
	CWOD	83%	80%	86%	72%	85%	93%	*	92%	-	83%	78%	94%	-	86%	70%	86%	86%	-	75%	-	100%	
	EL	55%	58%	63%	*	63%	*	-	*	-	-	53%	100%	*	70%	63%	69%	55%	-	-	-	-	
	Male	78%	74%	81%	70%	87%	83%	-	90%	-	*	74%	89%	63%	86%	69%	81%	-	-	*	-	*	
	Female	81%	79%	84%	69%	74%	95%	*	*	-	*	75%	92%	58%	86%	55%	-	84%	-	67%	-	*	
End of Course Algebra I	All	83%	80%	100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	*	100%	100%	-	-	-	*	
	Students																						
	CWD	52%	43%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-	
	CWOD	87%	85%	100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	*	
	EL	73%	73%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	79%	76%	100%	100%	100%	100%	-	100%	*	-	100%	100%	*	100%	*	100%	-	-	-	-	*	
	Female	88%	85%	100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	*	-	100%	-	-	-	*	
Biology	All	87%	84%	100%	100%	100%	100%	*	100%	*	*	100%	100%	*	100%	-	100%	100%	-	-	-	-	
	Students																						
	CWD	60%	51%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-	

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD		90%	88%	<b>100%</b>	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
EL		68%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male		84%	81%	<b>100%</b>	*	*	100%	-	*	*	-	*	100%	*	100%	-	100%	-	-	-	-	-
Female		90%	88%	<b>100%</b>	*	100%	100%	*	*	-	*	*	100%	*	100%	-	-	100%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above****Grade 7**

Reading	All	48%	43%	<b>55%</b>	39%	43%	66%	*	64%	-	54%	43%	62%	37%	58%	28%	52%	58%	-	75%	*	*
	Students																					
	CWD	21%	17%	<b>37%</b>	43%	23%	44%	-	*	-	*	36%	37%	37%	-	25%	29%	50%	-	*	*	-
	CWOD	51%	46%	<b>58%</b>	38%	47%	70%	*	70%	-	58%	44%	66%	-	58%	29%	57%	58%	-	71%	*	*
	EL	19%	21%	<b>28%</b>	-	21%	*	*	60%	-	-	14%	60%	25%	29%	28%	24%	33%	-	*	-	-
	Male	44%	39%	<b>52%</b>	17%	45%	68%	*	*	-	57%	33%	62%	29%	57%	24%	52%	-	-	*	*	*
	Female	52%	48%	<b>58%</b>	70%	43%	64%	*	86%	-	50%	51%	62%	50%	58%	33%	-	58%	-	71%	*	-
Mathematics	All	41%	41%	<b>55%</b>	40%	43%	66%	*	82%	-	31%	41%	64%	33%	59%	41%	53%	57%	-	38%	*	*
	Students																					
	CWD	22%	17%	<b>33%</b>	43%	21%	37%	-	*	-	*	36%	30%	33%	-	22%	23%	50%	-	*	*	-
	CWOD	44%	44%	<b>59%</b>	39%	47%	71%	*	90%	-	33%	42%	69%	-	59%	48%	60%	58%	-	43%	*	*
	EL	22%	25%	<b>41%</b>	-	33%	*	*	60%	-	-	32%	60%	22%	48%	41%	47%	31%	-	*	-	-
	Male	41%	40%	<b>53%</b>	29%	46%	65%	*	*	-	29%	33%	63%	23%	60%	47%	53%	-	-	*	*	*
	Female	42%	41%	<b>57%</b>	55%	42%	66%	*	100%	-	33%	47%	64%	50%	58%	31%	-	57%	-	43%	*	-

**Grade 8**

Reading	All	53%	50%	<b>63%</b>	43%	61%	71%	*	80%	*	78%	47%	76%	46%	66%	33%	60%	66%	-	11%	-	100%
	Students																					
	CWD	22%	18%	<b>46%</b>	38%	29%	52%	-	*	-	*	42%	50%	46%	-	*	42%	54%	-	*	-	-
	CWOD	57%	53%	<b>66%</b>	44%	67%	74%	*	78%	*	75%	48%	79%	-	66%	40%	64%	68%	-	13%	-	100%
	EL	19%	23%	<b>33%</b>	*	37%	*	-	*	-	-	37%	20%	*	40%	33%	38%	27%	-	-	-	-
	Male	49%	46%	<b>60%</b>	41%	68%	64%	-	69%	*	*	47%	71%	42%	64%	38%	60%	-	-	*	-	*
	Female	58%	54%	<b>66%</b>	45%	55%	78%	*	100%	-	100%	46%	81%	54%	68%	27%	-	66%	-	0%	-	*
Mathematics	All	55%	44%	<b>57%</b>	38%	55%	68%	*	63%	-	67%	49%	67%	50%	59%	25%	58%	57%	-	44%	-	*
	Students																					
	CWD	27%	19%	<b>50%</b>	25%	31%	65%	-	*	-	*	46%	56%	50%	-	*	47%	58%	-	*	-	-
	CWOD	59%	47%	<b>59%</b>	41%	61%	69%	*	50%	-	60%	50%	69%	-	59%	31%	61%	57%	-	50%	-	*
	EL	36%	32%	<b>25%</b>	*	31%	*	-	*	-	-	25%	*	*	31%	25%	27%	22%	-	-	-	-
	Male	52%	42%	<b>58%</b>	45%	61%	63%	-	57%	-	*	50%	67%	47%	61%	27%	58%	-	-	*	-	*
	Female	59%	46%	<b>57%</b>	29%	50%	76%	*	*	-	*	48%	67%	58%	57%	22%	-	57%	-	33%	-	*
Science	All	50%	45%	<b>55%</b>	34%	55%	62%	*	79%	-	71%	43%	66%	39%	58%	29%	53%	57%	-	33%	-	67%
	Students																					
	CWD	23%	18%	<b>39%</b>	25%	21%	47%	-	*	-	*	35%	44%	39%	-	*	34%	50%	-	*	-	-
	CWOD	53%	48%	<b>58%</b>	35%	62%	64%	*	75%	-	67%	45%	69%	-	58%	35%	58%	58%	-	38%	-	67%
	EL	20%	22%	<b>29%</b>	*	32%	*	-	*	-	-	32%	20%	*	35%	29%	38%	18%	-	-	-	-
	Male	50%	45%	<b>53%</b>	27%	67%	57%	-	70%	-	*	41%	66%	34%	58%	38%	53%	-	-	*	-	*
	Female	50%	45%	<b>57%</b>	41%	44%	67%	*	*	-	*	46%	67%	50%	58%	18%	-	57%	-	33%	-	*

**End of Course**

Algebra I	All	59%	56%	<b>98%</b>	100%	93%	100%	-	100%	*	*	100%	98%	*	98%	*	100%	97%	-	-	-	*
	Students																					
	CWD	24%	17%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	63%	61%	<b>98%</b>	100%	92%	100%	-	100%	*	*	100%	98%	-	98%	*	100%	97%	-	-	-	*
	EL	40%	41%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	53%	50%	<b>100%</b>	100%	100%	100%	-	100%	*	-	100%	100%	*	100%	*	100%	-	-	-	-	*

		State	District	Campus	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
	Female	65%	62%	97%	100%	86%	100%	-	100%	-	*	100%	96%	*	97%	*	-	97%	-	-	-	*
Biology	All Students	60%	56%	100%	100%	100%	100%	*	100%	*	*	100%	100%	*	100%	-	100%	100%	-	-	-	-
	CWD	24%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	64%	62%	100%	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	24%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	52%	100%	*	*	100%	-	*	*	-	*	100%	*	100%	-	100%	-	-	-	-	-
	Female	62%	61%	100%	*	100%	100%	*	*	-	*	*	100%	*	100%	-	-	100%	-	-	-	-

## STAAR Percent at Masters Grade Level

## Grade 7

Reading	All Students	29%	24%	33%	18%	22%	45%	*	36%	-	23%	19%	42%	12%	37%	13%	31%	36%	-	25%	*	*
	CWD	9%	8%	12%	29%	8%	11%	-	*	-	*	5%	19%	12%	-	13%	6%	22%	-	*	*	-
	CWOD	31%	26%	37%	17%	24%	51%	*	40%	-	25%	22%	45%	-	37%	13%	36%	37%	-	29%	*	*
	EL	8%	7%	13%	-	4%	*	*	40%	-	-	0%	40%	13%	13%	13%	12%	13%	-	*	-	-
	Male	25%	21%	31%	3%	24%	44%	*	*	-	29%	16%	39%	6%	36%	12%	31%	-	-	*	*	*
	Female	32%	28%	36%	40%	20%	45%	*	43%	-	17%	22%	44%	22%	37%	13%	-	36%	-	29%	*	-
Mathematics	All Students	16%	17%	24%	13%	21%	29%	*	36%	-	8%	14%	29%	10%	26%	19%	23%	25%	-	13%	*	*
	CWD	7%	3%	10%	0%	14%	11%	-	*	-	*	9%	11%	10%	-	22%	6%	17%	-	*	*	-
	CWOD	17%	18%	26%	15%	22%	32%	*	40%	-	8%	16%	32%	-	26%	17%	26%	26%	-	14%	*	*
	EL	6%	7%	19%	-	17%	*	*	40%	-	-	14%	30%	22%	17%	19%	24%	13%	-	*	-	-
	Male	16%	16%	23%	4%	27%	28%	*	*	-	14%	12%	28%	6%	26%	24%	23%	-	-	*	*	*
	Female	16%	18%	25%	25%	17%	30%	*	43%	-	0%	16%	30%	17%	26%	13%	-	25%	-	14%	*	-

## Grade 8

Reading	All Students	27%	25%	33%	23%	21%	40%	*	60%	*	67%	21%	43%	11%	37%	17%	29%	38%	-	0%	-	67%
	CWD	7%	6%	11%	13%	0%	14%	-	*	-	*	4%	20%	11%	-	*	12%	8%	-	*	-	-
	CWOD	30%	27%	37%	24%	25%	44%	*	67%	*	63%	25%	45%	-	37%	20%	33%	40%	-	0%	-	67%
	EL	5%	6%	17%	*	16%	*	-	*	-	-	16%	20%	*	20%	17%	15%	18%	-	-	-	-
	Male	24%	21%	29%	16%	20%	38%	-	38%	*	*	19%	38%	12%	33%	15%	29%	-	-	*	-	*
	Female	31%	28%	38%	30%	22%	41%	*	100%	-	83%	24%	47%	8%	40%	18%	-	38%	-	0%	-	*
Mathematics	All Students	17%	8%	14%	8%	9%	18%	*	38%	-	17%	11%	17%	20%	12%	5%	18%	10%	-	0%	-	*
	CWD	9%	4%	20%	13%	0%	30%	-	*	-	*	23%	17%	20%	-	*	22%	17%	-	*	-	-
	CWOD	18%	9%	12%	7%	12%	15%	*	33%	-	0%	8%	17%	-	12%	6%	16%	9%	-	0%	-	*
	EL	6%	4%	5%	*	6%	*	-	*	-	-	6%	*	*	6%	5%	9%	0%	-	-	-	-
	Male	16%	8%	18%	13%	14%	18%	-	43%	-	*	17%	19%	22%	16%	9%	18%	-	-	*	-	*
	Female	17%	8%	10%	0%	6%	20%	*	*	-	*	5%	15%	17%	9%	0%	-	10%	-	0%	-	*
Science	All Students	25%	22%	24%	11%	18%	32%	*	50%	-	14%	16%	32%	11%	26%	8%	26%	22%	-	11%	-	33%
	CWD	10%	5%	11%	13%	7%	11%	-	*	-	*	12%	11%	11%	-	*	13%	8%	-	*	-	-
	CWOD	26%	24%	26%	11%	21%	36%	*	58%	-	0%	17%	34%	-	26%	10%	30%	23%	-	13%	-	33%
	EL	5%	6%	8%	*	5%	*	-	*	-	-	5%	20%	*	10%	8%	8%	9%	-	-	-	-
	Male	25%	23%	26%	15%	26%	29%	-	40%	-	*	20%	32%	13%	30%	8%	26%	-	-	*	-	*
	Female	24%	21%	22%	7%	12%	34%	*	*	-	*	12%	31%	8%	23%	9%	-	22%	-	0%	-	*

End of Course

		State	District	Campus	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
Algebra I	All Students	36%	33%	80%	89%	63%	83%	-	92%	*	*	80%	80%	*	81%	*	79%	81%	-	-	-	*
	CWD	9%	5%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	39%	37%	81%	89%	65%	83%	-	92%	*	*	80%	81%	-	81%	*	80%	81%	-	-	-	*
	EL	19%	18%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	31%	28%	79%	100%	54%	84%	-	100%	*	-	79%	79%	*	80%	*	79%	-	-	-	-	*
	Female	40%	38%	81%	83%	71%	83%	-	83%	-	*	81%	81%	*	81%	*	-	81%	-	-	-	*
Biology	All Students	24%	22%	74%	71%	71%	65%	*	100%	*	*	83%	73%	*	75%	-	79%	69%	-	-	-	-
	CWD	6%	2%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	26%	25%	75%	71%	71%	67%	*	100%	*	*	83%	74%	-	75%	-	83%	68%	-	-	-	-
	EL	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	21%	79%	*	*	73%	-	*	*	-	*	81%	*	83%	-	79%	-	-	-	-	-
	Female	25%	24%	69%	*	60%	55%	*	*	-	*	*	65%	*	68%	-	-	69%	-	-	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All Students	77%	73%	86%	74%	85%	89%	100%	95%	*	96%	79%	90%	61%	90%	67%	83%	88%	-	86%	*	100%
	CWD	46%	38%	61%	53%	57%	65%	-	75%	-	80%	56%	68%	61%	-	43%	58%	68%	-	40%	*	-
	CWOD	81%	77%	90%	77%	90%	93%	100%	97%	*	98%	84%	93%	-	90%	74%	89%	90%	-	92%	*	100%
	EL	62%	63%	67%	*	64%	86%	*	84%	-	-	63%	80%	43%	74%	67%	78%	56%	-	*	-	-
	Male	74%	70%	83%	65%	87%	87%	*	91%	*	96%	76%	88%	58%	89%	78%	83%	-	-	91%	*	100%
	Female	80%	76%	88%	84%	83%	91%	100%	100%	-	97%	82%	92%	68%	90%	56%	-	88%	-	81%	*	100%
Reading	All Students	73%	69%	84%	71%	84%	87%	100%	94%	*	100%	78%	88%	60%	88%	63%	81%	87%	-	88%	*	100%
	CWD	39%	30%	60%	53%	56%	63%	-	*	-	*	54%	66%	60%	-	42%	53%	74%	-	*	*	-
	CWOD	78%	73%	88%	73%	88%	91%	100%	96%	*	100%	83%	91%	-	88%	68%	87%	89%	-	93%	*	100%
	EL	54%	55%	63%	*	58%	*	*	75%	-	-	59%	73%	42%	68%	63%	73%	50%	-	*	-	-
	Male	69%	64%	81%	59%	84%	86%	*	88%	*	100%	73%	86%	53%	87%	73%	81%	-	-	*	*	100%
	Female	78%	74%	87%	85%	83%	88%	*	100%	-	100%	82%	91%	74%	89%	50%	-	87%	-	85%	*	*
Mathematics	All Students	81%	77%	88%	78%	87%	91%	100%	97%	*	95%	83%	91%	62%	92%	75%	86%	90%	-	88%	*	100%
	CWD	53%	44%	62%	53%	59%	67%	-	*	-	*	56%	68%	62%	-	46%	61%	65%	-	*	*	-
	CWOD	84%	81%	92%	82%	92%	95%	100%	100%	*	100%	89%	94%	-	92%	81%	92%	93%	-	93%	*	100%
	EL	72%	74%	75%	*	71%	*	*	88%	-	-	73%	80%	46%	81%	75%	86%	62%	-	*	-	-
	Male	79%	75%	86%	68%	90%	89%	*	94%	*	100%	80%	90%	61%	92%	86%	86%	-	-	*	*	100%
	Female	82%	79%	90%	91%	85%	92%	*	100%	-	92%	86%	93%	65%	93%	62%	-	90%	-	85%	*	*
Science	All Students	80%	75%	85%	72%	82%	91%	*	95%	*	89%	75%	93%	63%	89%	63%	84%	86%	-	67%	-	100%
	CWD	51%	44%	63%	50%	57%	67%	-	*	-	*	58%	70%	63%	-	*	64%	62%	-	*	-	-
	CWOD	84%	79%	89%	75%	87%	95%	*	94%	*	88%	79%	95%	-	89%	70%	89%	88%	-	75%	-	100%
	EL	61%	60%	63%	*	63%	*	-	*	-	-	53%	100%	*	70%	63%	69%	55%	-	-	-	-
	Male	79%	74%	84%	72%	88%	86%	-	92%	*	*	75%	92%	64%	89%	69%	84%	-	-	*	-	*
	Female	81%	77%	86%	73%	77%	96%	*	100%	-	100%	76%	94%	62%	88%	55%	-	86%	-	67%	-	*

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All Students	49%	44%	61%	44%	54%	70%	50%	80%	*	60%	47%	71%	42%	65%	34%	59%	64%	-	40%	*	83%
--------------	--------------	-----	-----	-----	-----	-----	-----	-----	-----	---	-----	-----	-----	-----	-----	-----	-----	-----	---	-----	---	-----

		State	District	Campus	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
	CWD	24%	18%	<b>42%</b>	34%	26%	50%	-	75%	-	60%	39%	44%	42%	-	14%	36%	53%	-	20%	*	-
	CWOD	52%	47%	<b>65%</b>	45%	59%	74%	50%	81%	*	60%	49%	75%	-	65%	39%	65%	65%	-	43%	*	83%
	EL	29%	29%	<b>34%</b>	*	33%	29%	*	47%	-	-	30%	46%	14%	39%	34%	38%	30%	-	*	-	-
	Male	47%	41%	<b>59%</b>	36%	61%	68%	*	68%	*	43%	44%	70%	36%	65%	38%	59%	-	-	45%	*	73%
	Female	52%	47%	<b>64%</b>	53%	50%	73%	50%	97%	-	73%	51%	73%	53%	65%	30%	-	64%	-	38%	*	100%
Reading	All Students	47%	42%	<b>59%</b>	41%	52%	68%	20%	74%	*	64%	45%	69%	41%	62%	30%	56%	62%	-	41%	*	89%
	CWD	21%	15%	<b>41%</b>	40%	26%	48%	-	*	-	*	40%	43%	41%	-	17%	36%	52%	-	*	*	-
	CWOD	50%	45%	<b>62%</b>	41%	57%	72%	20%	75%	*	65%	46%	72%	-	62%	34%	60%	63%	-	40%	*	89%
	EL	23%	24%	<b>30%</b>	*	28%	*	*	50%	-	-	24%	47%	17%	34%	30%	30%	31%	-	*	-	-
	Male	43%	37%	<b>56%</b>	30%	57%	66%	*	59%	*	50%	41%	66%	36%	60%	30%	56%	-	-	*	*	83%
	Female	51%	47%	<b>62%</b>	55%	49%	70%	*	93%	-	75%	49%	71%	52%	63%	31%	-	62%	-	38%	*	*
Mathematics	All Students	51%	45%	<b>64%</b>	48%	55%	73%	60%	84%	*	50%	51%	73%	42%	67%	40%	62%	65%	-	41%	*	89%
	CWD	26%	21%	<b>42%</b>	33%	30%	50%	-	*	-	*	42%	43%	42%	-	15%	36%	55%	-	*	*	-
	CWOD	54%	49%	<b>67%</b>	50%	59%	77%	60%	86%	*	50%	53%	76%	-	67%	47%	68%	66%	-	47%	*	89%
	EL	37%	37%	<b>40%</b>	*	38%	*	*	50%	-	-	35%	53%	15%	47%	40%	45%	35%	-	*	-	-
	Male	50%	44%	<b>62%</b>	43%	60%	71%	*	71%	*	40%	48%	72%	36%	68%	45%	62%	-	-	*	*	83%
	Female	51%	47%	<b>65%</b>	55%	50%	76%	*	100%	-	58%	54%	73%	55%	66%	35%	-	65%	-	38%	*	*
Science	All Students	53%	47%	<b>62%</b>	41%	58%	68%	*	85%	*	78%	46%	74%	41%	65%	29%	60%	64%	-	33%	-	67%
	CWD	25%	20%	<b>41%</b>	25%	21%	52%	-	*	-	*	35%	50%	41%	-	*	36%	54%	-	*	-	-
	CWOD	56%	50%	<b>65%</b>	43%	65%	71%	*	83%	*	75%	48%	77%	-	65%	35%	65%	65%	-	38%	-	67%
	EL	26%	25%	<b>29%</b>	*	32%	*	-	*	-	-	32%	20%	*	35%	29%	38%	18%	-	-	-	-
	Male	53%	46%	<b>60%</b>	33%	68%	65%	-	77%	*	*	43%	74%	36%	65%	38%	60%	-	-	*	-	*
	Female	53%	48%	<b>64%</b>	48%	50%	72%	*	100%	-	100%	49%	74%	54%	65%	18%	-	64%	-	33%	-	*

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All Students	23%	19%	<b>32%</b>	21%	22%	39%	17%	57%	*	32%	20%	40%	14%	35%	15%	31%	33%	-	10%	*	42%
	CWD	8%	6%	<b>14%</b>	13%	6%	16%	-	13%	-	60%	11%	17%	14%	-	11%	12%	17%	-	0%	*	-
	CWOD	25%	21%	<b>35%</b>	22%	25%	43%	17%	62%	*	29%	22%	43%	-	35%	16%	35%	35%	-	11%	*	42%
	EL	11%	11%	<b>15%</b>	*	12%	14%	*	37%	-	-	10%	29%	11%	16%	15%	17%	13%	-	*	-	-
	Male	22%	18%	<b>31%</b>	15%	25%	38%	*	49%	*	26%	20%	39%	12%	35%	17%	31%	-	-	9%	*	40%
	Female	24%	21%	<b>33%</b>	27%	20%	41%	20%	69%	-	37%	20%	42%	17%	35%	13%	-	33%	-	9%	*	44%
Reading	All Students	20%	17%	<b>33%</b>	21%	21%	42%	20%	52%	*	41%	20%	42%	12%	37%	14%	30%	37%	-	12%	*	67%
	CWD	7%	5%	<b>12%</b>	20%	4%	13%	-	*	-	*	4%	19%	12%	-	8%	9%	16%	-	*	*	-
	CWOD	22%	19%	<b>37%</b>	21%	25%	47%	20%	57%	*	40%	23%	45%	-	37%	16%	35%	39%	-	13%	*	67%
	EL	8%	8%	<b>14%</b>	*	9%	*	*	38%	-	-	7%	33%	8%	16%	14%	13%	15%	-	*	-	-
	Male	17%	14%	<b>30%</b>	11%	22%	41%	*	35%	*	30%	17%	39%	9%	35%	13%	30%	-	-	*	*	67%
	Female	23%	20%	<b>37%</b>	34%	21%	43%	*	71%	-	50%	23%	46%	16%	39%	15%	-	37%	-	15%	*	*
Mathematics	All Students	26%	22%	<b>31%</b>	22%	23%	37%	0%	58%	*	23%	20%	38%	16%	33%	18%	30%	32%	-	6%	*	22%
	CWD	11%	6%	<b>16%</b>	7%	7%	21%	-	*	-	*	17%	15%	16%	-	15%	14%	19%	-	*	*	-
	CWOD	28%	24%	<b>33%</b>	24%	26%	40%	0%	61%	*	20%	21%	41%	-	33%	19%	34%	33%	-	7%	*	22%
	EL	16%	16%	<b>18%</b>	*	17%	*	*	38%	-	-	15%	27%	15%	19%	18%	24%	12%	-	*	-	-
	Male	25%	22%	<b>30%</b>	17%	27%	35%	*	59%	*	20%	21%	37%	14%	34%	24%	30%	-	-	*	*	17%
	Female	26%	22%	<b>32%</b>	28%	20%	39%	*	57%	-	25%	19%	40%	19%	33%	12%	-	32%	-	8%	*	*

Science	All Students	State 24%	District 20%	Campus 31%	Afr Amer 17%	Hispanic 22%	White 38%	Amer Ind *	Asian 65%	Pac Isl *	Two or More Races 33%	Econ Disadv 19%	Non Econ Disadv 41%	CWD 13%	CWOD 34%	EL 8%	Male 33%	Female 29%	Migrant -	Homeless 11%	Foster Care -	Military 33%
	CWD	8%	5%	13%	13%	7%	14%	-	*	-	*	12%	15%	13%	-	*	12%	15%	-	*	-	-
	CWOD	26%	22%	34%	18%	25%	41%	*	72%	*	25%	20%	44%	-	34%	10%	38%	30%	-	13%	-	33%
	EL	7%	7%	8%	*	5%	*	-	*	-	-	5%	20%	*	10%	8%	8%	9%	-	-	-	-
	Male	25%	21%	33%	19%	29%	38%	-	54%	*	*	22%	43%	12%	38%	8%	33%	-	-	*	-	*
	Female	23%	20%	29%	15%	17%	38%	*	86%	-	33%	16%	39%	15%	30%	9%	-	29%	-	0%	-	*

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	75	73	74	75	70	84	*	87	73	72	69
CWD	72	67	73	74	-	*	-	*	67	72	50
CWOD	76	74	74	76	70	90	*	86	74	-	74
EL	69	*	67	*	*	83	-	-	67	50	69
Male	77	73	74	80	*	77	*	100	71	70	64
Female	73	74	74	71	*	93	-	75	75	74	75
<b>Mathematics</b>											
All Students	78	79	77	77	*	88	*	76	77	70	68
CWD	70	63	71	71	-	*	-	*	64	70	59
CWOD	79	82	78	78	*	91	*	75	79	-	71
EL	68	*	70	*	*	50	-	-	69	59	68
Male	76	70	77	76	*	88	*	78	75	68	78
Female	80	92	76	78	*	88	-	75	79	74	57

#### Part (iii)(II): Graduation Rate

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

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



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
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

53

##### Proficiency of EL

8

##### Rate of Proficiency

15%

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

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

'-' Indicates zero observations reported for this group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	60	46	54	66	56	77	*	63	49	39	39
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		N			Y	Y	Y
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	N	Y		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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

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

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

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children

without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	100%	99%	99%	100%	99%	-
	CWD	100%	100%	99%	100%	-	100%	-	100%	99%	100%	100%	-	97%	100%	99%	-
	CWOD	99%	99%	99%	99%	100%	100%	*	100%	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	*	98%	100%	*	100%	-	-	98%	100%	97%	99%	99%	99%	98%	-
	Male	100%	99%	100%	100%	*	100%	*	100%	99%	100%	100%	99%	99%	100%	-	-
	Female	99%	100%	99%	99%	100%	100%	-	100%	99%	100%	99%	99%	98%	-	99%	-
Reading	All Students	100%	100%	99%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	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%	99%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	99%	98%	100%	100%	100%	*	100%	99%	100%	99%	99%	96%	99%	99%	-
	CWD	99%	100%	97%	100%	-	*	-	*	98%	100%	99%	-	92%	100%	97%	-
	CWOD	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	-	99%	98%	99%	100%	-
	EL	96%	*	95%	*	*	100%	-	-	95%	100%	92%	98%	96%	97%	96%	-
	Male	99%	99%	99%	100%	*	100%	*	100%	99%	100%	100%	99%	97%	99%	-	-
	Female	99%	100%	98%	100%	*	100%	-	100%	99%	100%	97%	100%	96%	-	99%	-
Science	All Students	99%	99%	100%	97%	*	100%	*	100%	98%	99%	100%	98%	100%	99%	98%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	98%	100%	97%	*	100%	*	100%	98%	99%	-	98%	100%	99%	98%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	97%	100%	99%	-	100%	*	*	98%	100%	100%	99%	100%	99%	-	-
	Female	98%	100%	100%	96%	*	100%	-	100%	99%	98%	100%	98%	100%	-	98%	-
Non-Participation Rate																	
All Subjects	All Students	1%	1%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	1%	0%	1%	-
	CWD	0%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	-	3%	0%	1%	-
	CWOD	1%	1%	1%	1%	0%	0%	*	0%	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	*	2%	0%	*	0%	-	-	2%	0%	3%	1%	1%	1%	2%	-
	Male	0%	1%	0%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%	-	-
	Female	1%	0%	1%	1%	0%	0%	-	0%	1%	0%	1%	1%	2%	-	1%	-
Reading	All Students	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	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%	1%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	1%	2%	0%	0%	0%	*	0%	1%	0%	1%	1%	4%	1%	1%	-
	CWD	1%	0%	3%	0%	-	*	-	*	2%	0%	1%	-	8%	0%	3%	-
	CWOD	1%	1%	1%	0%	0%	0%	*	0%	1%	0%	-	1%	2%	1%	0%	-
	EL	4%	*	5%	*	*	0%	-	-	5%	0%	8%	2%	4%	3%	4%	-
	Male	1%	1%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	3%	1%	-	-
	Female	1%	0%	2%	0%	*	0%	-	0%	1%	0%	3%	0%	4%	-	1%	-
Science	All Students	1%	1%	0%	3%	*	0%	*	0%	2%	1%	0%	2%	0%	1%	2%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	2%	0%	3%	*	0%	*	0%	2%	1%	-	2%	0%	1%	2%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	3%	0%	1%	-	0%	*	*	2%	0%	0%	1%	0%	1%	-	-
	Female	2%	0%	0%	4%	*	0%	-	0%	1%	2%	0%	2%	0%	-	2%	-

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

'-' Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

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

		Total 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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	38	11	5	20	0	0	0	2	2		
	Female	18	11	5	2	0	0	0	0	2		
	Total	56	22	10	22	0	0	0	2	4		
Out-of-School Suspensions												
	Male	13	7	2	4	0	0	0	0	2		
	Female	6	0	4	2	0	0	0	0	2		
	Total	19	7	6	6	0	0	0	0	4		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	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		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	10	5	0	5	0	0	0	0	0		2
	Female	4	2	0	2	0	0	0	0	0		2
	Total	14	7	0	7	0	0	0	0	0		4
Out-of-School Suspensions												
	Male	8	2	0	4	0	0	0	2	0		4
	Female	4	0	0	4	0	0	0	0	0		2
	Total	12	2	0	8	0	0	0	2	0		6
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism												
	Male	23	2	2	17	0	0	0	2	0	5	2
	Female	27	2	2	23	0	0	0	0	2	5	2
	Total	50	4	4	40	0	0	0	2	2	10	4

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

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

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

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

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

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

#### Part (ix): Teacher Quality Data

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

### Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	11.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.0	12.0%

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

### Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-

	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 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	12	3%
Mathematics	5,616	2%	44	1%	12	4%
Grade 8						
Reading	5,251	1%	39	1%	12	3%
Mathematics	5,254	2%	39	1%	12	5%
Science	5,250	1%	39	1%	12	4%
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	60	3%
Reading	45,064	1%	367	1%	24	3%
Mathematics	40,350	1%	327	1%	24	3%
Science	16,337	1%	131	1%	12	3%

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

-) Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

\*\* Indicates reporting standards not met.

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

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

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

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BOWIE H S

**Campus ID:** 220901004

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	Races	Disadv	Econ								Care	
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All	66%	59%	63%	57%	65%	56%	*	79%	*	70%	61%	65%	20%	69%	42%	54%	73%	-	53%	*	71%
	Students																					
	CWD	27%	17%	20%	14%	21%	19%	-	60%	-	40%	21%	16%	20%	-	16%	17%	26%	-	0%	*	-
	CWOD	71%	65%	69%	65%	71%	66%	*	80%	*	80%	69%	71%	-	69%	48%	62%	77%	-	71%	*	71%
	EL	34%	35%	42%	25%	41%	33%	*	49%	*	*	43%	40%	16%	48%	42%	44%	39%	-	-	-	*
	Male	60%	52%	54%	45%	58%	43%	*	84%	-	40%	54%	55%	17%	62%	44%	54%	-	-	40%	*	*
	Female	73%	68%	73%	72%	73%	67%	-	74%	*	100%	70%	77%	26%	77%	39%	-	73%	-	60%	*	*
English II	All	67%	62%	63%	61%	61%	58%	*	77%	-	50%	62%	64%	20%	69%	39%	57%	71%	-	43%	*	*
	Students																					
	CWD	27%	18%	20%	13%	18%	36%	-	83%	-	0%	13%	33%	20%	-	19%	20%	21%	-	*	-	-
	CWOD	72%	67%	69%	69%	68%	61%	*	77%	-	67%	69%	69%	-	69%	43%	64%	75%	-	55%	*	*
	EL	30%	32%	39%	18%	40%	33%	*	41%	-	*	37%	44%	19%	43%	39%	42%	34%	-	-	-	-
	Male	62%	55%	57%	50%	59%	48%	*	75%	-	43%	57%	57%	20%	64%	42%	57%	-	-	44%	*	*
	Female	73%	69%	71%	74%	65%	62%	-	79%	-	67%	69%	74%	21%	75%	34%	-	71%	-	40%	-	*
Algebra I	All	83%	80%	72%	69%	72%	69%	*	91%	*	67%	70%	76%	38%	79%	61%	66%	79%	-	38%	*	60%
	Students																					
	CWD	52%	43%	38%	24%	49%	27%	-	*	-	*	40%	32%	38%	-	52%	38%	38%	-	*	*	-
	CWOD	87%	85%	79%	77%	76%	85%	*	93%	*	67%	77%	82%	-	79%	64%	74%	84%	-	56%	-	60%
	EL	73%	73%	61%	67%	56%	*	*	84%	*	-	61%	61%	52%	64%	61%	53%	73%	-	-	-	*
	Male	79%	76%	66%	63%	65%	59%	*	96%	-	43%	64%	70%	38%	74%	53%	66%	-	-	25%	*	*
	Female	88%	85%	79%	76%	80%	77%	-	87%	*	100%	77%	82%	38%	84%	73%	-	79%	-	60%	*	-
Biology	All	87%	84%	85%	81%	86%	79%	*	98%	*	88%	83%	90%	52%	90%	78%	81%	90%	-	36%	*	71%
	Students																					
	CWD	60%	51%	52%	46%	56%	43%	-	*	-	*	52%	50%	52%	-	67%	46%	66%	-	*	*	-
	CWOD	90%	88%	90%	87%	90%	88%	*	98%	*	92%	87%	94%	-	90%	81%	88%	92%	-	50%	-	71%
	EL	68%	69%	78%	*	74%	*	-	91%	*	*	76%	87%	67%	81%	78%	71%	85%	-	-	-	-
	Male	84%	81%	81%	77%	79%	76%	*	98%	-	71%	77%	88%	46%	88%	71%	81%	-	-	43%	*	*
	Female	90%	88%	90%	86%	94%	79%	-	98%	*	100%	89%	92%	66%	92%	85%	-	90%	-	29%	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All	48%	42%	42%	33%	44%	39%	*	68%	*	50%	38%	48%	11%	47%	17%	32%	54%	-	26%	*	57%
	Students																					
	CWD	15%	9%	11%	7%	8%	14%	-	60%	-	20%	11%	11%	11%	-	5%	9%	14%	-	0%	*	-
	CWOD	53%	46%	47%	37%	49%	46%	*	68%	*	60%	44%	53%	-	47%	20%	37%	58%	-	36%	*	57%
	EL	14%	14%	17%	0%	16%	0%	*	26%	*	*	15%	26%	5%	20%	17%	17%	16%	-	-	-	*
	Male	42%	34%	32%	23%	33%	28%	*	67%	-	20%	30%	36%	9%	37%	17%	32%	-	-	30%	*	*
	Female	56%	51%	54%	46%	57%	49%	-	69%	*	80%	49%	64%	14%	58%	16%	-	54%	-	20%	*	*
English II	All	48%	45%	43%	38%	43%	42%	*	59%	-	25%	41%	47%	13%	47%	19%	36%	51%	-	29%	*	*
	Students																					
	CWD	16%	9%	13%	6%	14%	18%	-	67%	-	0%	9%	19%	13%	-	11%	14%	9%	-	*	-	-
	CWOD	52%	49%	47%	43%	47%	46%	*	59%	-	33%	45%	51%	-	47%	20%	40%	55%	-	36%	*	*
	EL	11%	15%	19%	9%	23%	0%	*	15%	-	*	19%	20%	11%	20%	19%	19%	19%	-	-	-	-
	Male	42%	38%	36%	28%	38%	29%	*	56%	-	21%	35%	37%	14%	40%	19%	36%	-	-	22%	*	*
	Female	55%	53%	51%	49%	49%	50%	-	62%	-	33%	47%	59%	9%	55%	19%	-	51%	-	40%	-	*
Algebra I	All	59%	56%	40%	37%	37%	43%	*	74%	*	42%	36%	50%	17%	45%	26%	32%	51%	-	0%	*	60%
	Students																					

		State	District	Campus	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
	CWD	24%	17%	<b>17%</b>	11%	15%	20%	-	*	-	*	18%	16%	17%	-	16%	14%	24%	-	*	*	-
	CWOD	63%	61%	<b>45%</b>	41%	41%	51%	*	74%	*	44%	40%	55%	-	45%	29%	36%	54%	-	0%	-	60%
	EL	40%	41%	<b>26%</b>	33%	17%	*	*	68%	*	-	21%	56%	16%	29%	26%	20%	36%	-	-	-	*
	Male	53%	50%	<b>32%</b>	24%	29%	34%	*	79%	-	29%	28%	41%	14%	36%	20%	32%	-	-	0%	*	*
	Female	65%	62%	<b>51%</b>	51%	46%	50%	-	70%	*	60%	46%	60%	24%	54%	36%	-	51%	-	0%	*	-
Biology	All Students	60%	56%	<b>56%</b>	47%	54%	64%	*	89%	*	63%	53%	63%	13%	62%	32%	52%	61%	-	21%	*	57%
	CWD	24%	15%	<b>13%</b>	6%	10%	21%	-	*	-	*	13%	13%	13%	-	8%	12%	14%	-	*	*	-
	CWOD	64%	62%	<b>62%</b>	53%	60%	75%	*	89%	*	69%	59%	68%	-	62%	39%	60%	65%	-	30%	-	57%
	EL	24%	28%	<b>32%</b>	*	24%	*	-	65%	*	*	29%	48%	8%	39%	32%	35%	29%	-	-	-	-
	Male	58%	52%	<b>52%</b>	39%	49%	64%	*	91%	-	29%	49%	57%	12%	60%	35%	52%	-	-	29%	*	*
	Female	62%	61%	<b>61%</b>	56%	58%	62%	-	85%	*	89%	57%	69%	14%	65%	29%	-	61%	-	14%	-	*

**STAAR Percent at Masters Grade Level**

## End of Course

English I	All Students	10%	9%	<b>8%</b>	4%	6%	5%	*	31%	*	10%	6%	12%	1%	9%	1%	4%	13%	-	0%	*	29%
	CWD	3%	2%	<b>1%</b>	0%	0%	0%	-	20%	-	0%	1%	0%	1%	-	0%	0%	2%	-	0%	*	-
	CWOD	11%	10%	<b>9%</b>	5%	7%	7%	*	31%	*	13%	7%	13%	-	9%	1%	5%	14%	-	0%	*	29%
	EL	1%	1%	<b>1%</b>	0%	0%	0%	*	2%	*	*	0%	2%	0%	1%	1%	0%	1%	-	-	-	*
	Male	7%	6%	<b>4%</b>	1%	2%	2%	*	25%	-	0%	3%	5%	0%	5%	0%	4%	-	-	0%	*	*
	Female	14%	13%	<b>13%</b>	8%	10%	8%	-	37%	*	20%	9%	19%	2%	14%	1%	-	13%	-	0%	*	*
English II	All Students	8%	7%	<b>6%</b>	3%	4%	7%	*	17%	-	5%	4%	9%	3%	6%	0%	4%	7%	-	0%	*	*
	CWD	4%	2%	<b>3%</b>	0%	7%	9%	-	0%	-	0%	0%	10%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	8%	7%	<b>6%</b>	3%	4%	7%	*	18%	-	7%	5%	9%	-	6%	0%	4%	8%	-	0%	*	*
	EL	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	6%	4%	<b>4%</b>	2%	3%	10%	*	13%	-	0%	3%	8%	5%	4%	0%	4%	-	-	0%	*	*
	Female	10%	9%	<b>7%</b>	4%	5%	5%	-	22%	-	17%	6%	11%	0%	8%	0%	-	7%	-	0%	-	*
Algebra I	All Students	36%	33%	<b>18%</b>	13%	17%	22%	*	51%	*	8%	14%	28%	3%	21%	15%	14%	24%	-	0%	*	40%
	CWD	9%	5%	<b>3%</b>	0%	8%	0%	-	*	-	*	4%	0%	3%	-	4%	1%	7%	-	*	*	-
	CWOD	39%	37%	<b>21%</b>	15%	19%	31%	*	56%	*	11%	16%	32%	-	21%	18%	17%	26%	-	0%	-	40%
	EL	19%	18%	<b>15%</b>	0%	9%	*	*	47%	*	-	11%	33%	4%	18%	15%	11%	20%	-	-	-	*
	Male	31%	28%	<b>14%</b>	8%	11%	17%	*	54%	-	0%	9%	23%	1%	17%	11%	14%	-	-	0%	*	*
	Female	40%	38%	<b>24%</b>	18%	25%	27%	-	48%	*	20%	20%	33%	7%	26%	20%	-	24%	-	0%	*	-
Biology	All Students	24%	22%	<b>23%</b>	15%	22%	26%	*	54%	*	25%	20%	30%	1%	27%	11%	20%	27%	-	0%	*	29%
	CWD	6%	2%	<b>1%</b>	0%	0%	7%	-	*	-	*	0%	4%	1%	-	0%	2%	0%	-	*	*	-
	CWOD	26%	25%	<b>27%</b>	17%	25%	31%	*	56%	*	31%	23%	33%	-	27%	14%	24%	29%	-	0%	-	29%
	EL	4%	4%	<b>11%</b>	*	6%	*	-	30%	*	*	9%	22%	0%	14%	11%	15%	6%	-	-	-	-
	Male	24%	21%	<b>20%</b>	8%	20%	21%	*	57%	-	29%	18%	25%	2%	24%	15%	20%	-	-	0%	*	*
	Female	25%	24%	<b>27%</b>	21%	25%	29%	-	51%	*	22%	22%	35%	0%	29%	6%	-	27%	-	0%	-	*

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All Students	77%	73%	<b>70%</b>	66%	70%	65%	86%	84%	*	69%	68%	73%	31%	76%	51%	63%	77%	-	45%	0%	71%
	CWD	46%	38%	<b>31%</b>	22%	34%	31%	-	78%	-	38%	31%	31%	31%	-	35%	28%	36%	-	0%	0%	-
	CWOD	81%	77%	<b>76%</b>	73%	76%	74%	86%	84%	*	78%	75%	78%	-	76%	55%	71%	81%	-	62%	*	71%

		State	District	Campus	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
	EL	62%	63%	<b>51%</b>	38%	51%	36%	*	59%	*	*	51%	53%	35%	55%	51%	50%	53%	-	-	-	*
	Male	74%	70%	<b>63%</b>	57%	64%	57%	86%	85%	-	49%	62%	66%	28%	71%	50%	63%	-	-	39%	0%	85%
	Female	80%	76%	<b>77%</b>	77%	78%	70%	-	83%	*	93%	76%	81%	36%	81%	53%	-	77%	-	50%	*	44%
Reading	All Students	73%	69%	<b>63%</b>	59%	63%	57%	*	78%	*	60%	62%	65%	20%	69%	41%	55%	72%	-	48%	0%	70%
	CWD	39%	30%	<b>20%</b>	14%	20%	25%	-	73%	-	20%	18%	25%	20%	-	17%	19%	24%	-	0%	*	-
	CWOD	78%	73%	<b>69%</b>	67%	70%	64%	*	78%	*	73%	69%	70%	-	69%	45%	63%	76%	-	67%	*	70%
	EL	54%	55%	<b>41%</b>	21%	41%	33%	*	45%	*	*	40%	42%	17%	45%	41%	43%	37%	-	-	-	*
	Male	69%	64%	<b>55%</b>	47%	58%	47%	*	79%	-	42%	55%	56%	19%	63%	43%	55%	-	-	42%	*	67%
	Female	78%	74%	<b>72%</b>	73%	69%	65%	-	77%	*	88%	70%	76%	24%	76%	37%	-	72%	-	53%	*	*
Mathematics	All Students	81%	77%	<b>72%</b>	69%	72%	69%	*	91%	*	67%	70%	76%	38%	79%	61%	66%	79%	-	38%	*	60%
	CWD	53%	44%	<b>38%</b>	24%	49%	27%	-	*	-	*	40%	32%	38%	-	52%	38%	38%	-	*	*	-
	CWOD	84%	81%	<b>79%</b>	77%	76%	85%	*	93%	*	67%	77%	82%	-	79%	64%	74%	84%	-	56%	-	60%
	EL	72%	74%	<b>61%</b>	67%	56%	*	*	84%	*	-	61%	61%	52%	64%	61%	53%	73%	-	-	-	*
	Male	79%	75%	<b>66%</b>	63%	65%	59%	*	96%	-	43%	64%	70%	38%	74%	53%	66%	-	-	25%	*	*
	Female	82%	79%	<b>79%</b>	76%	80%	77%	-	87%	*	100%	77%	82%	38%	84%	73%	-	79%	-	60%	*	-
Science	All Students	80%	75%	<b>85%</b>	81%	86%	79%	*	98%	*	88%	83%	90%	52%	90%	78%	81%	90%	-	36%	*	71%
	CWD	51%	44%	<b>52%</b>	46%	56%	43%	-	*	-	*	52%	50%	52%	-	67%	46%	66%	-	*	*	-
	CWOD	84%	79%	<b>90%</b>	87%	90%	88%	*	98%	*	92%	87%	94%	-	90%	81%	88%	92%	-	50%	-	71%
	EL	61%	60%	<b>78%</b>	*	74%	*	-	91%	*	*	76%	87%	67%	81%	78%	71%	85%	-	-	-	-
	Male	79%	74%	<b>81%</b>	77%	79%	76%	*	98%	-	71%	77%	88%	46%	88%	71%	81%	-	-	43%	*	*
	Female	81%	77%	<b>90%</b>	86%	94%	79%	-	98%	*	100%	89%	92%	66%	92%	85%	-	90%	-	29%	-	*

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>45%</b>	38%	44%	47%	57%	70%	*	45%	42%	52%	13%	50%	22%	37%	54%	-	21%	0%	57%
	CWD	24%	18%	<b>13%</b>	7%	11%	19%	-	67%	-	19%	12%	15%	13%	-	10%	12%	15%	-	0%	0%	-
	CWOD	52%	47%	<b>50%</b>	43%	50%	54%	57%	70%	*	53%	47%	56%	-	50%	25%	43%	58%	-	29%	*	57%
	EL	29%	29%	<b>22%</b>	10%	20%	4%	*	35%	*	*	20%	32%	10%	25%	22%	22%	23%	-	-	-	*
	Male	47%	41%	<b>37%</b>	28%	37%	39%	57%	70%	-	24%	35%	42%	12%	43%	22%	37%	-	-	21%	0%	69%
	Female	52%	47%	<b>54%</b>	50%	53%	52%	-	70%	*	70%	50%	63%	15%	58%	23%	-	54%	-	19%	*	33%
Reading	All Students	47%	42%	<b>42%</b>	35%	43%	40%	*	63%	*	38%	40%	47%	12%	47%	18%	34%	52%	-	27%	0%	50%
	CWD	21%	15%	<b>12%</b>	6%	10%	16%	-	64%	-	10%	10%	15%	12%	-	8%	11%	12%	-	0%	*	-
	CWOD	50%	45%	<b>47%</b>	40%	48%	46%	*	63%	*	47%	44%	52%	-	47%	20%	38%	56%	-	38%	*	50%
	EL	23%	24%	<b>18%</b>	5%	19%	0%	*	20%	*	*	16%	23%	8%	20%	18%	18%	17%	-	-	-	*
	Male	43%	37%	<b>34%</b>	25%	35%	29%	*	61%	-	21%	32%	36%	11%	38%	18%	34%	-	-	26%	*	50%
	Female	51%	47%	<b>52%</b>	47%	53%	49%	-	65%	*	63%	48%	61%	12%	56%	17%	-	52%	-	27%	*	*
Mathematics	All Students	51%	45%	<b>40%</b>	37%	37%	43%	*	74%	*	42%	36%	50%	17%	45%	26%	32%	51%	-	0%	*	60%
	CWD	26%	21%	<b>17%</b>	11%	15%	20%	-	*	-	*	18%	16%	17%	-	16%	14%	24%	-	*	*	-
	CWOD	54%	49%	<b>45%</b>	41%	41%	51%	*	74%	*	44%	40%	55%	-	45%	29%	36%	54%	-	0%	-	60%
	EL	37%	37%	<b>26%</b>	33%	17%	*	*	68%	*	-	21%	56%	16%	29%	26%	20%	36%	-	-	-	*
	Male	50%	44%	<b>32%</b>	24%	29%	34%	*	79%	-	29%	28%	41%	14%	36%	20%	32%	-	-	0%	*	*
	Female	51%	47%	<b>51%</b>	51%	46%	50%	-	70%	*	60%	46%	60%	24%	54%	36%	-	51%	-	0%	*	-
Science	All Students	53%	47%	<b>56%</b>	47%	54%	64%	*	89%	*	63%	53%	63%	13%	62%	32%	52%	61%	-	21%	*	57%

	State	District	Campus	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
CWD	25%	20%	13%	6%	10%	21%	-	*	-	*	13%	13%	13%	-	8%	12%	14%	-	*	-	-
CWOD	56%	50%	62%	53%	60%	75%	*	89%	*	69%	59%	68%	-	62%	39%	60%	65%	-	30%	-	57%
EL	26%	25%	32%	*	24%	*	-	65%	*	*	29%	48%	8%	39%	32%	35%	29%	-	-	-	-
Male	53%	46%	52%	39%	49%	64%	*	91%	-	29%	49%	57%	12%	60%	35%	52%	-	-	29%	*	*
Female	53%	48%	61%	56%	58%	62%	-	85%	*	89%	57%	69%	14%	65%	29%	-	61%	-	14%	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	13%	8%	11%	14%	29%	34%	*	12%	10%	18%	2%	15%	5%	10%	17%	-	0%	0%	29%
	Students																					
	CWD	8%	6%	2%	0%	3%	3%	-	6%	-	0%	1%	4%	2%	-	1%	2%	2%	-	0%	0%	-
	CWOD	25%	21%	15%	9%	13%	17%	29%	35%	*	16%	12%	20%	-	15%	6%	11%	18%	-	0%	*	29%
	EL	11%	11%	5%	0%	3%	0%	*	13%	*	*	4%	10%	1%	6%	5%	5%	5%	-	-	-	*
	Male	22%	18%	10%	4%	8%	12%	29%	31%	-	5%	8%	14%	2%	11%	5%	10%	-	-	0%	0%	31%
	Female	24%	21%	17%	12%	15%	15%	-	36%	*	20%	13%	24%	2%	18%	5%	-	17%	-	0%	*	22%
Reading	All	20%	17%	7%	4%	5%	6%	*	23%	*	8%	5%	10%	2%	8%	0%	4%	10%	-	0%	0%	20%
	Students																					
	CWD	7%	5%	2%	0%	3%	3%	-	9%	-	0%	1%	5%	2%	-	0%	2%	1%	-	0%	*	-
	CWOD	22%	19%	8%	4%	5%	7%	*	24%	*	10%	6%	11%	-	8%	0%	5%	11%	-	0%	*	20%
	EL	8%	8%	0%	0%	0%	0%	*	1%	*	*	0%	1%	0%	0%	0%	0%	1%	-	-	-	*
	Male	17%	14%	4%	2%	3%	5%	*	18%	-	0%	3%	6%	2%	5%	0%	4%	-	-	0%	*	17%
	Female	23%	20%	10%	6%	8%	7%	-	29%	*	19%	8%	15%	1%	11%	1%	-	10%	-	0%	*	*
Mathematics	All	26%	22%	18%	13%	17%	22%	*	51%	*	8%	14%	28%	3%	21%	15%	14%	24%	-	0%	*	40%
	Students																					
	CWD	11%	6%	3%	0%	8%	0%	-	*	-	*	4%	0%	3%	-	4%	1%	7%	-	*	*	-
	CWOD	28%	24%	21%	15%	19%	31%	*	56%	*	11%	16%	32%	-	21%	18%	17%	26%	-	0%	-	40%
	EL	16%	16%	15%	0%	9%	*	*	47%	*	-	11%	33%	4%	18%	15%	11%	20%	-	-	-	*
	Male	25%	22%	14%	8%	11%	17%	*	54%	-	0%	9%	23%	1%	17%	11%	14%	-	-	0%	*	*
	Female	26%	22%	24%	18%	25%	27%	-	48%	*	20%	20%	33%	7%	26%	20%	-	24%	-	0%	*	-
Science	All	24%	20%	23%	15%	22%	26%	*	54%	*	25%	20%	30%	1%	27%	11%	20%	27%	-	0%	*	29%
	Students																					
	CWD	8%	5%	1%	0%	0%	7%	-	*	-	*	0%	4%	1%	-	0%	2%	0%	-	*	*	-
	CWOD	26%	22%	27%	17%	25%	31%	*	56%	*	31%	23%	33%	-	27%	14%	24%	29%	-	0%	-	29%
	EL	7%	7%	11%	*	6%	*	-	30%	*	*	9%	22%	0%	14%	11%	15%	6%	-	-	-	-
	Male	25%	21%	20%	8%	20%	21%	*	57%	-	29%	18%	25%	2%	24%	15%	20%	-	-	0%	*	*
	Female	23%	20%	27%	21%	25%	29%	-	51%	*	22%	22%	35%	0%	29%	6%	-	27%	-	0%	-	*

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	----------------------	----------------	-----	----



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	68	67	62	*	63	-	50	66	69	63
CWD	69	76	60	75	-	*	-	*	67	69	50
CWOD	65	67	67	59	*	62	-	50	66	-	65
EL	63	57	64	*	*	60	-	-	61	50	63
Male	63	63	67	48	*	65	-	44	63	68	61
Female	68	73	67	71	-	60	-	*	69	71	67
<b>Mathematics</b>											
All Students	62	59	62	60	*	80	*	69	59	35	51
CWD	35	16	48	13	-	*	-	*	38	35	43
CWOD	66	63	64	71	*	80	*	67	62	-	53
EL	51	*	44	*	-	75	*	-	48	43	51
Male	56	49	55	55	*	83	-	*	52	34	38
Female	69	68	70	64	-	76	*	70	65	35	65

**Part (iii)(II): Graduation Rate**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	91.5%	90.5%	93.8%	88.0%	100.0%	91.9%	-	72.7%	92.5%	79.2%	91.6%	83.3%	100.0%
CWD	79.2%	88.9%	88.2%	33.3%	-	33.3%	-	-	87.5%	79.2%	100.0%	100.0%	-
CWOD	92.6%	90.7%	94.2%	95.5%	100.0%	93.5%	-	72.7%	92.9%	-	90.5%	81.0%	100.0%
EL	91.6%	83.3%	93.3%	100.0%	-	89.3%	-	-	97.2%	100.0%	91.6%	100.0%	-
Male	89.3%	87.3%	90.8%	87.1%	100.0%	94.4%	-	50.0%	90.5%	77.8%	90.4%	75.0%	100.0%
Female	93.9%	94.0%	97.3%	89.5%	-	89.5%	-	85.7%	94.4%	82.4%	93.0%	91.7%	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
315	39	12%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' 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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	37	42	42	57	63	*	42	40	15	26
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	60%	51%	62%	60%	*	79%	-	44%	61%	50%	53%

- '\*\*' 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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		N		N	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N		N		N	N	N	N
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
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N	N		N		Y	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N		N	N	N	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

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

^^ 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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	98%	97%	99%	96%	100%	100%	*	99%	97%	99%	96%	98%	99%	97%	98%	-
	CWD	96%	95%	97%	97%	-	100%	-	100%	96%	98%	96%	-	98%	96%	98%	-
	CWOD	98%	97%	99%	96%	100%	100%	*	98%	98%	99%	-	98%	99%	98%	98%	-
	EL	99%	100%	99%	100%	*	100%	*	*	99%	100%	98%	99%	99%	99%	99%	-
	Male	97%	96%	99%	93%	100%	100%	-	97%	97%	98%	96%	98%	99%	97%	-	-
	Female	98%	97%	99%	99%	-	100%	*	100%	98%	99%	98%	98%	99%	-	98%	-
Reading	All Students	99%	98%	99%	98%	*	100%	*	100%	98%	99%	97%	99%	100%	98%	99%	-
	CWD	97%	95%	97%	100%	-	100%	-	100%	96%	98%	97%	-	99%	95%	100%	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	99%	98%	100%	97%	*	100%	*	100%	99%	99%	-	99%	100%	99%	99%	-
	EL	100%	100%	100%	100%	*	100%	*	*	100%	100%	99%	100%	100%	100%	100%	-
	Male	98%	97%	99%	96%	*	100%	-	100%	98%	99%	95%	99%	100%	98%	-	-
	Female	99%	99%	100%	99%	-	100%	*	100%	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All	97%	95%	98%	93%	*	100%	*	100%	96%	98%	98%	97%	99%	96%	97%	-
	Students																
	CWD	98%	97%	100%	93%	-	*	-	*	97%	100%	98%	-	100%	97%	100%	-
	CWOD	97%	95%	98%	93%	*	100%	*	100%	96%	98%	-	97%	99%	96%	97%	-
	EL	99%	100%	99%	*	*	100%	*	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	96%	95%	99%	87%	*	100%	-	100%	96%	97%	97%	96%	100%	96%	-	-
	Female	97%	96%	98%	100%	-	100%	*	100%	97%	99%	100%	97%	98%	-	97%	-
Science	All	97%	95%	97%	94%	*	100%	*	94%	96%	98%	94%	97%	97%	97%	96%	-
	Students																
	CWD	94%	95%	93%	93%	-	*	-	*	92%	100%	94%	-	96%	96%	90%	-
	CWOD	97%	95%	98%	95%	*	100%	*	92%	97%	98%	-	97%	97%	97%	97%	-
	EL	97%	*	96%	*	-	100%	*	*	96%	100%	96%	97%	97%	99%	94%	-
	Male	97%	96%	98%	91%	*	100%	-	86%	96%	99%	96%	97%	99%	97%	-	-
	Female	96%	94%	97%	97%	-	100%	*	100%	96%	97%	90%	97%	94%	-	96%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	2%	3%	1%	4%	0%	0%	*	1%	3%	1%	4%	2%	1%	3%	2%	-
	Students																
	CWD	4%	5%	3%	3%	-	0%	-	0%	4%	2%	4%	-	2%	4%	2%	-
	CWOD	2%	3%	1%	4%	0%	0%	*	2%	2%	1%	-	2%	1%	2%	2%	-
	EL	1%	0%	1%	0%	*	0%	*	*	1%	0%	2%	1%	1%	1%	1%	-
	Male	3%	4%	1%	7%	0%	0%	-	3%	3%	2%	4%	2%	1%	3%	-	-
	Female	2%	3%	1%	1%	-	0%	*	0%	2%	1%	2%	2%	1%	-	2%	-
Reading	All	1%	2%	1%	2%	*	0%	*	0%	2%	1%	3%	1%	0%	2%	1%	-
	Students																
	CWD	3%	5%	3%	0%	-	0%	-	0%	4%	2%	3%	-	1%	5%	0%	-
	CWOD	1%	2%	0%	3%	*	0%	*	0%	1%	1%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	*	0%	*	*	0%	0%	1%	0%	0%	0%	0%	-
	Male	2%	3%	1%	4%	*	0%	-	0%	2%	1%	5%	1%	0%	2%	-	-
	Female	1%	1%	0%	1%	-	0%	*	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All	3%	5%	2%	7%	*	0%	*	0%	4%	2%	2%	3%	1%	4%	3%	-
	Students																
	CWD	2%	3%	0%	7%	-	*	-	*	3%	0%	2%	-	0%	3%	0%	-
	CWOD	3%	5%	2%	7%	*	0%	*	0%	4%	2%	-	3%	1%	4%	3%	-
	EL	1%	0%	1%	*	*	0%	*	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	4%	5%	1%	13%	*	0%	-	0%	4%	3%	3%	4%	0%	4%	-	-
	Female	3%	4%	2%	0%	-	0%	*	0%	3%	1%	0%	3%	2%	-	3%	-
Science	All	3%	5%	3%	6%	*	0%	*	6%	4%	2%	6%	3%	3%	3%	4%	-
	Students																
	CWD	6%	5%	7%	7%	-	*	-	*	8%	0%	6%	-	4%	4%	10%	-

		African			American		Pacific	Two or	Econ	Non						
	CWOD	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female
		3%	5%	2%	5%	*	0%	*	8%	3%	2%	-	3%	3%	3%	3%
	EL	3%	*	4%	*	-	0%	*	*	4%	0%	4%	3%	3%	1%	6%
	Male	3%	4%	2%	9%	*	0%	-	14%	4%	1%	4%	3%	1%	3%	-
	Female	4%	6%	3%	3%	-	0%	*	0%	4%	3%	10%	3%	6%	-	4%

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

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	288	140	101	26	2	14	0	5	26		
	Female	172	98	47	14	0	11	0	2	8		
	Total	460	238	148	40	2	25	0	7	34		
Out-of-School Suspensions												
	Male	91	61	16	10	0	2	0	2	5		
	Female	56	37	8	7	0	2	0	2	2		
	Total	147	98	24	17	0	4	0	4	7		
Expulsions												
With Educational Services												
	Male	2	2	0	0	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	2	0	0	0	0	0	0	2		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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)
Out-of-School Suspensions	Male	70	38	17	11	0	2	0	2	5		14
	Female	12	5	5	2	0	0	0	0	2		2
	Total	82	43	22	13	0	2	0	2	7		16
Expulsions	Male	41	25	4	10	0	2	0	0	2		4
	Female	8	4	0	2	0	2	0	0	0		2
	Total	49	29	4	12	0	4	0	0	2		6
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	275	104	107	38	2	17	2	5	23	50	11
	Female	231	77	92	38	2	17	0	5	17	14	5
	Total	506	181	199	76	4	34	2	10	40	64	16

	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	3
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	1
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	1

	<b>Total</b>
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 reliqiion	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	415	134	116	53	0	110	0	2	23	8
	Female	428	146	122	38	2	113	2	5	17	2
	Total	843	280	238	91	2	223	2	7	40	10
International Baccalaureate Courses	Male	59	11	17	5	0	26	0	0	2	0
	Female	76	20	23	2	0	29	0	2	2	0
	Total	135	31	40	7	0	55	0	2	4	0
Dual Enrollment/Dual Credit Programs	Male	68	14	14	11	0	29	0	0	5	0
	Female	75	29	11	8	2	23	2	0	2	2
	Total	143	43	25	19	2	52	2	0	7	2

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

Indicates there are no students in the group.

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

### Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	36.8	20.2%
Teachers Teaching with Emergency or Provisional Credentials	7.0	4.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	24.8	14.2%

**All School  
Number      Percent**

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	12	1%
English II	4,680	1%	40	1%	13	1%
Algebra I	5,122	1%	35	1%	12	2%
Biology	4,954	1%	33	1%	11	1%
All Grades All Subjects	101,751	1%	825	1%	48	1%
Reading	45,064	1%	367	1%	25	1%
Mathematics	40,350	1%	327	1%	12	2%
Science	16,337	1%	131	1%	11	1%

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

-' Indicates zero observations reported for this group.

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

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

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4

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

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

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

\*\* Indicates reporting standards not met.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	51%	50%	43%	45%	*	75%	*	*	48%	26%	37%

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BRYANT EL

**Campus ID:** 220901147

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non							Foster			
					Amer			Ind		Isl	Races	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	87%	82%	85%	100%	*	83%	-	*	84%	94%	50%	92%	79%	88%	87%	-	-	-	*	
	Students																						
	CWD	49%	38%	50%	*	*	-	-	*	-	-	*	*	50%	-	*	*	*	-	-	-	-	
	CWOD	79%	72%	92%	87%	88%	100%	*	100%	-	*	88%	100%	-	92%	85%	91%	92%	-	-	-	*	
	EL	69%	67%	79%	-	70%	-	-	*	-	-	77%	*	*	85%	79%	100%	63%	-	-	-	-	
	Male	73%	65%	88%	67%	100%	*	-	*	-	*	88%	86%	*	91%	100%	88%	-	-	-	-	*	
	Female	78%	72%	87%	91%	70%	100%	*	*	-	-	81%	100%	*	92%	63%	-	87%	-	-	-	-	
Mathematics	All	78%	72%	85%	82%	80%	100%	*	83%	-	*	87%	81%	50%	90%	86%	83%	87%	-	-	-	*	
	Students																						
	CWD	52%	44%	50%	*	*	-	-	*	-	-	*	*	50%	-	*	*	*	-	-	-	-	
	CWOD	81%	76%	90%	80%	88%	100%	*	100%	-	*	88%	93%	-	90%	92%	91%	88%	-	-	-	*	
	EL	75%	75%	86%	-	80%	-	-	*	-	-	85%	*	*	92%	86%	100%	75%	-	-	-	-	
	Male	78%	72%	83%	67%	90%	*	-	*	-	*	88%	71%	*	91%	100%	83%	-	-	-	-	*	
	Female	78%	72%	87%	91%	70%	100%	*	*	-	-	86%	89%	*	88%	75%	-	87%	-	-	-	-	
Grade 4 Reading	All	74%	66%	89%	88%	93%	77%	-	100%	-	*	84%	96%	70%	93%	89%	84%	94%	-	*	-	*	
	Students																						
	CWD	44%	34%	70%	*	100%	*	-	-	-	*	60%	80%	70%	-	*	63%	*	-	-	-	*	
	CWOD	78%	70%	93%	93%	91%	90%	-	100%	-	-	88%	100%	-	93%	88%	91%	94%	-	*	-	*	
	EL	64%	64%	89%	-	78%	*	-	100%	-	-	86%	*	*	88%	89%	83%	100%	-	-	-	-	
	Male	71%	63%	84%	*	87%	75%	-	100%	-	-	78%	92%	63%	91%	83%	84%	-	-	-	-	*	
	Female	77%	70%	94%	92%	100%	80%	-	*	-	*	89%	100%	*	94%	100%	-	94%	-	*	-	*	
Mathematics	All	74%	67%	78%	81%	75%	77%	-	100%	-	*	78%	79%	50%	84%	83%	71%	85%	-	*	-	*	
	Students																						
	CWD	46%	36%	50%	*	60%	*	-	-	-	*	40%	60%	50%	-	*	50%	*	-	-	-	*	
	CWOD	78%	71%	84%	87%	78%	80%	-	100%	-	-	84%	83%	*	84%	82%	78%	88%	-	*	-	*	
	EL	69%	69%	83%	-	67%	*	-	100%	-	-	86%	*	*	82%	83%	83%	83%	-	-	-	-	
	Male	74%	67%	71%	*	67%	88%	-	100%	-	-	67%	77%	50%	78%	83%	71%	-	-	-	-	*	
	Female	74%	68%	85%	100%	85%	60%	-	*	-	*	89%	80%	*	88%	83%	-	85%	-	*	-	*	
Grade 5 Reading	All	86%	82%	92%	96%	90%	88%	-	100%	-	83%	93%	89%	50%	96%	86%	89%	95%	-	*	-	-	
	Students																						
	CWD	55%	48%	50%	*	*	*	-	-	-	-	60%	*	50%	-	*	50%	*	-	-	-	-	
	CWOD	89%	86%	96%	100%	95%	100%	-	100%	-	83%	96%	96%	*	96%	95%	95%	98%	-	*	-	-	
	EL	77%	76%	86%	-	82%	-	-	100%	-	-	86%	*	*	95%	86%	78%	92%	-	-	-	-	
	Male	83%	78%	89%	92%	87%	*	-	*	-	*	94%	79%	50%	95%	78%	89%	-	-	*	-	-	
	Female	88%	85%	95%	100%	95%	*	-	100%	-	*	93%	100%	*	98%	92%	-	95%	-	*	-	-	
Mathematics	All	89%	84%	93%	83%	98%	88%	-	100%	-	100%	95%	89%	75%	95%	95%	91%	95%	-	*	-	-	
	Students																						
	CWD	68%	61%	75%	*	*	*	-	-	-	-	80%	*	75%	-	*	83%	*	-	-	-	-	
	CWOD	92%	87%	95%	89%	97%	86%	-	100%	-	100%	96%	92%	-	95%	95%	93%	98%	-	*	-	-	
	EL	85%	82%	95%	-	94%	-	-	100%	-	-	95%	*	*	95%	95%	89%	100%	-	-	-	-	
	Male	88%	83%	91%	75%	96%	*	-	*	-	*	94%	86%	83%	93%	89%	91%	-	-	*	-	-	
	Female	90%	85%	95%	91%	100%	*	-	100%	-	*	97%	92%	*	98%	100%	-	95%	-	*	-	-	
Science	All	74%	65%	86%	78%	88%	100%	-	100%	-	67%	85%	89%	88%	86%	86%	87%	86%	-	*	-	-	
	Students																						
	CWD	45%	43%	88%	*	*	*	-	-	-	-	100%	*	88%	-	*	83%	*	-	-	-	-	

		State	District	Campus	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	CWOD	77%	68%	<b>86%</b>	79%	87%	100%	-	100%	-	67%	84%	92%	-	86%	85%	88%	85%	-	*	-	-
	EL	60%	55%	<b>86%</b>	-	82%	-	-	100%	-	-	86%	*	*	85%	86%	89%	85%	-	-	-	-
	Male	74%	65%	<b>87%</b>	75%	91%	*	-	*	-	*	91%	79%	83%	88%	89%	87%	-	-	*	-	-
	Female	73%	64%	<b>86%</b>	82%	84%	*	-	100%	-	*	79%	100%	*	85%	85%	-	86%	-	*	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>81%</b>	81%	77%	85%	-	100%	-	*	79%	87%	78%	82%	73%	86%	78%	-	-	-	-
	CWOD	33%	32%	<b>78%</b>	*	*	*	-	*	-	-	80%	*	78%	-	-	*	83%	-	-	-	-
	CWOD	71%	72%	<b>82%</b>	80%	77%	90%	-	100%	-	*	79%	89%	-	82%	73%	88%	77%	-	-	-	-
	EL	42%	49%	<b>73%</b>	-	63%	-	-	*	-	-	57%	*	-	73%	73%	100%	50%	-	-	-	-
	Male	62%	64%	<b>86%</b>	63%	93%	*	-	*	-	-	84%	90%	*	88%	100%	86%	-	-	-	-	-
	Female	71%	72%	<b>78%</b>	92%	55%	80%	-	100%	-	*	75%	85%	83%	77%	50%	-	78%	-	-	-	-
Mathematics	All Students	80%	82%	<b>96%</b>	95%	100%	85%	-	100%	-	*	96%	96%	89%	97%	100%	100%	93%	-	-	-	-
	CWOD	50%	47%	<b>89%</b>	*	*	*	-	*	-	-	100%	*	89%	-	-	*	83%	-	-	-	-
	CWOD	83%	86%	<b>97%</b>	95%	100%	90%	-	100%	-	*	95%	100%	-	97%	100%	100%	94%	-	-	-	-
	EL	67%	77%	<b>100%</b>	-	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	78%	80%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	-	-	-	-	-
	Female	81%	84%	<b>93%</b>	92%	100%	80%	-	100%	-	*	93%	92%	83%	94%	100%	-	93%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>46%</b>	35%	45%	67%	*	67%	-	*	42%	56%	50%	46%	36%	33%	57%	-	-	-	*
	CWOD	26%	19%	<b>50%</b>	*	*	-	-	*	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	46%	39%	<b>46%</b>	33%	41%	67%	*	80%	-	*	41%	57%	-	46%	38%	32%	58%	-	-	-	*
	EL	35%	34%	<b>36%</b>	-	20%	-	-	*	-	-	38%	*	*	38%	36%	17%	50%	-	-	-	-
	Male	41%	34%	<b>33%</b>	17%	50%	*	-	*	-	*	35%	29%	*	32%	17%	33%	-	-	-	-	*
	Female	47%	39%	<b>57%</b>	45%	40%	100%	*	*	-	-	48%	78%	*	58%	50%	-	57%	-	-	-	-
Mathematics	All Students	48%	39%	<b>52%</b>	53%	35%	78%	*	67%	-	*	47%	63%	33%	54%	36%	46%	57%	-	-	-	*
	CWOD	30%	21%	<b>33%</b>	*	*	-	-	*	-	-	*	*	33%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>54%</b>	53%	35%	78%	*	80%	-	*	47%	71%	-	54%	38%	50%	58%	-	-	-	*
	EL	41%	41%	<b>36%</b>	-	20%	-	-	*	-	-	38%	*	*	38%	36%	33%	38%	-	-	-	-
	Male	49%	41%	<b>46%</b>	33%	50%	*	-	*	-	*	53%	29%	*	50%	33%	46%	-	-	-	-	*
	Female	46%	38%	<b>57%</b>	64%	20%	100%	*	*	-	-	43%	89%	*	58%	38%	-	57%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>58%</b>	63%	61%	54%	-	57%	-	*	57%	61%	30%	64%	56%	45%	71%	-	*	-	*
	CWOD	24%	16%	<b>30%</b>	*	40%	*	-	-	-	*	20%	40%	30%	-	*	25%	*	-	-	-	*
	CWOD	46%	38%	<b>64%</b>	67%	65%	60%	-	57%	-	-	63%	65%	-	64%	59%	52%	72%	-	*	-	*
	EL	30%	30%	<b>56%</b>	-	56%	*	-	57%	-	-	64%	*	*	59%	56%	50%	67%	-	-	-	-
	Male	41%	33%	<b>45%</b>	*	47%	50%	-	60%	-	-	39%	54%	25%	52%	50%	45%	-	-	-	-	*
	Female	46%	38%	<b>71%</b>	77%	77%	60%	-	*	-	*	74%	67%	*	72%	67%	-	71%	-	*	-	*
Mathematics	All Students	46%	39%	<b>55%</b>	50%	50%	62%	-	86%	-	*	49%	64%	40%	58%	50%	52%	59%	-	*	-	*
	CWOD	27%	21%	<b>40%</b>	*	40%	*	-	-	-	*	40%	40%	40%	-	*	38%	*	-	-	-	*
	CWOD	49%	41%	<b>58%</b>	53%	52%	60%	-	86%	-	-	50%	70%	-	58%	53%	57%	59%	-	*	-	*
	EL	39%	39%	<b>50%</b>	-	33%	*	-	86%	-	-	57%	*	*	53%	50%	42%	67%	-	-	-	-
	Male	48%	40%	<b>52%</b>	*	40%	75%	-	80%	-	-	44%	62%	38%	57%	42%	52%	-	-	-	-	*
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	59%	62%	62%	40%	-	*	-	*	53%	67%	*	59%	67%	-	59%	-	*	-	*
Grade 5 Reading	All	53%	46%	58%	43%	60%	63%	-	78%	-	67%	57%	59%	38%	60%	41%	59%	57%	-	*	-	-
	Students																					
	CWD	27%	23%	38%	*	*	*	-	-	-	-	40%	*	38%	-	*	33%	*	-	-	-	-
	CWOD	56%	49%	60%	42%	62%	71%	-	78%	-	67%	59%	63%	-	60%	45%	63%	58%	-	*	-	-
	EL	36%	35%	41%	-	35%	-	-	60%	-	-	43%	*	*	45%	41%	44%	38%	-	-	-	-
	Male	50%	42%	59%	33%	65%	*	-	*	-	*	59%	57%	33%	63%	44%	59%	-	-	*	-	-
	Female	56%	51%	57%	55%	53%	*	-	80%	-	*	55%	62%	*	58%	38%	-	57%	-	*	-	-
Mathematics	All	57%	47%	49%	22%	57%	25%	-	100%	-	50%	48%	52%	50%	49%	59%	54%	43%	-	*	-	-
	Students																					
	CWD	31%	28%	50%	*	*	*	-	-	-	-	60%	*	50%	-	*	50%	*	-	-	-	-
	CWOD	60%	49%	49%	21%	54%	29%	-	100%	-	50%	46%	54%	-	49%	55%	55%	43%	-	*	-	-
	EL	46%	41%	59%	-	47%	-	-	100%	-	-	57%	*	*	55%	59%	67%	54%	-	-	-	-
	Male	56%	47%	54%	25%	65%	*	-	*	-	*	56%	50%	50%	55%	67%	54%	-	-	*	-	-
	Female	57%	47%	43%	18%	47%	*	-	100%	-	*	38%	54%	*	43%	54%	-	43%	-	*	-	-
Science	All	48%	38%	61%	48%	69%	38%	-	89%	-	50%	64%	56%	75%	60%	68%	67%	55%	-	*	-	-
	Students																					
	CWD	27%	27%	75%	*	*	*	-	-	-	-	100%	*	75%	-	*	67%	*	-	-	-	-
	CWOD	50%	39%	60%	42%	67%	43%	-	89%	-	50%	61%	58%	-	60%	65%	68%	53%	-	*	-	-
	EL	31%	26%	68%	-	65%	-	-	80%	-	-	71%	*	*	65%	68%	89%	54%	-	-	-	-
	Male	50%	40%	67%	50%	78%	*	-	*	-	*	75%	50%	67%	68%	89%	67%	-	-	*	-	-
	Female	45%	37%	55%	45%	58%	*	-	80%	-	*	52%	62%	*	53%	54%	-	55%	-	*	-	-
Grade 6 Reading	All	36%	37%	56%	43%	62%	54%	-	78%	-	*	55%	57%	67%	54%	36%	62%	51%	-	-	-	-
	Students																					
	CWD	19%	17%	67%	*	*	*	-	*	-	-	80%	*	67%	-	-	*	67%	-	-	-	-
	CWOD	38%	40%	54%	40%	59%	60%	-	75%	-	*	52%	58%	-	54%	36%	62%	49%	-	-	-	-
	EL	14%	17%	36%	-	38%	-	-	*	-	-	43%	*	-	36%	36%	60%	17%	-	-	-	-
	Male	33%	33%	62%	25%	67%	*	-	*	-	-	58%	70%	*	62%	60%	62%	-	-	-	-	-
	Female	40%	42%	51%	54%	55%	40%	-	67%	-	*	54%	46%	67%	49%	17%	-	51%	-	-	-	-
Mathematics	All	46%	49%	66%	48%	73%	69%	-	89%	-	*	55%	87%	78%	64%	45%	69%	63%	-	-	-	-
	Students																					
	CWD	23%	21%	78%	*	*	*	-	*	-	-	80%	*	78%	-	-	*	83%	-	-	-	-
	CWOD	48%	52%	64%	45%	73%	70%	-	88%	-	*	52%	89%	-	64%	45%	69%	60%	-	-	-	-
	EL	27%	35%	45%	-	38%	-	-	*	-	-	29%	*	-	45%	45%	60%	33%	-	-	-	-
	Male	45%	48%	69%	25%	80%	*	-	*	-	-	58%	90%	*	69%	60%	69%	-	-	-	-	-
	Female	46%	50%	63%	62%	64%	60%	-	83%	-	*	54%	85%	83%	60%	33%	-	63%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	26%	18%	20%	56%	*	33%	-	*	21%	38%	0%	29%	29%	17%	33%	-	-	-	*
	Students																					
	CWD	10%	7%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	29%	20%	24%	56%	*	40%	-	*	24%	43%	-	29%	31%	18%	38%	-	-	-	*
	EL	19%	20%	29%	-	20%	-	-	*	-	-	31%	*	*	31%	29%	17%	38%	-	-	-	-
	Male	24%	19%	17%	17%	20%	*	-	*	-	*	18%	14%	*	18%	17%	17%	-	-	-	-	*
	Female	29%	24%	33%	18%	20%	80%	*	*	-	-	24%	56%	*	38%	38%	-	33%	-	-	-	-



		State	District	Campus	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
Mathematics	All	24%	18%	24%	24%	10%	44%	*	50%	-	*	18%	38%	0%	27%	14%	21%	27%	-	-	-	*
	Students																					
	CWD	12%	8%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	19%	27%	27%	12%	44%	*	60%	-	*	21%	43%	-	27%	15%	23%	31%	-	-	-	*
	EL	18%	20%	14%	-	0%	-	-	*	-	-	15%	*	*	15%	14%	0%	25%	-	-	-	-
	Male	26%	20%	21%	17%	20%	*	-	*	-	*	24%	14%	*	23%	0%	21%	-	-	-	-	*
	Female	22%	16%	27%	27%	0%	60%	*	*	-	-	14%	56%	*	31%	25%	-	27%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	29%	31%	25%	31%	-	43%	-	*	16%	46%	10%	33%	22%	26%	32%	-	*	-	*
	Students																					
	CWD	8%	4%	10%	*	20%	*	-	-	-	*	0%	20%	10%	-	*	0%	*	-	-	-	*
	CWOD	23%	18%	33%	33%	26%	40%	-	43%	-	-	19%	52%	-	33%	24%	35%	31%	-	*	-	*
	EL	12%	13%	22%	-	11%	*	-	43%	-	-	21%	*	*	24%	22%	25%	17%	-	-	-	-
	Male	20%	15%	26%	*	27%	25%	-	40%	-	-	11%	46%	0%	35%	25%	26%	-	-	-	-	*
	Female	23%	18%	32%	38%	23%	40%	-	*	-	*	21%	47%	*	31%	17%	-	32%	-	*	-	*
Mathematics	All	27%	22%	32%	38%	21%	38%	-	57%	-	*	30%	36%	10%	36%	33%	32%	32%	-	*	-	*
	Students																					
	CWD	13%	7%	10%	*	0%	*	-	-	-	*	0%	20%	10%	-	*	13%	*	-	-	-	*
	CWOD	29%	23%	36%	40%	26%	40%	-	57%	-	-	34%	39%	-	36%	35%	39%	34%	-	*	-	*
	EL	20%	22%	33%	-	22%	*	-	57%	-	-	43%	*	*	35%	33%	25%	50%	-	-	-	-
	Male	29%	23%	32%	*	27%	50%	-	40%	-	-	22%	46%	13%	39%	25%	32%	-	-	-	-	*
	Female	25%	20%	32%	46%	15%	20%	-	*	-	*	37%	27%	*	34%	50%	-	32%	-	*	-	*
Grade 5																						
Reading	All	29%	24%	35%	17%	38%	50%	-	56%	-	33%	31%	44%	0%	39%	18%	33%	38%	-	*	-	-
	Students																					
	CWD	9%	8%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	26%	39%	21%	41%	57%	-	56%	-	33%	34%	50%	-	39%	20%	38%	40%	-	*	-	-
	EL	14%	13%	18%	-	18%	-	-	20%	-	-	19%	*	*	20%	18%	11%	23%	-	-	-	-
	Male	26%	21%	33%	8%	35%	*	-	*	-	*	25%	50%	0%	38%	11%	33%	-	-	*	-	-
	Female	31%	27%	38%	27%	42%	*	-	60%	-	*	38%	38%	*	40%	23%	-	38%	-	*	-	-
Mathematics	All	36%	27%	30%	9%	31%	25%	-	67%	-	50%	26%	37%	13%	31%	23%	35%	24%	-	*	-	-
	Students																					
	CWD	14%	12%	13%	*	*	*	-	-	-	-	20%	*	13%	-	*	17%	*	-	-	-	-
	CWOD	38%	28%	31%	5%	33%	29%	-	67%	-	50%	27%	42%	-	31%	25%	38%	25%	-	*	-	-
	EL	24%	20%	23%	-	18%	-	-	40%	-	-	24%	*	*	25%	23%	33%	15%	-	-	-	-
	Male	36%	28%	35%	17%	35%	*	-	*	-	*	31%	43%	17%	38%	33%	35%	-	-	*	-	-
	Female	35%	26%	24%	0%	26%	*	-	60%	-	*	21%	31%	*	25%	15%	-	24%	-	*	-	-
Science	All	23%	17%	30%	4%	36%	25%	-	56%	-	50%	28%	33%	13%	31%	18%	30%	29%	-	*	-	-
	Students																					
	CWD	11%	9%	13%	*	*	*	-	-	-	-	0%	*	13%	-	*	17%	*	-	-	-	-
	CWOD	25%	18%	31%	5%	36%	29%	-	56%	-	50%	30%	33%	-	31%	20%	33%	30%	-	*	-	-
	EL	11%	9%	18%	-	12%	-	-	40%	-	-	19%	*	*	20%	18%	22%	15%	-	-	-	-
	Male	25%	19%	30%	0%	39%	*	-	*	-	*	28%	36%	17%	33%	22%	30%	-	-	*	-	-
	Female	21%	15%	29%	9%	32%	*	-	60%	-	*	28%	31%	*	30%	15%	-	29%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	30%	14%	31%	38%	-	56%	-	*	28%	35%	0%	34%	9%	34%	27%	-	-	-	-
	Students																					
	CWD	6%	5%	0%	*	*	*	-	*	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	18%	19%	34%	15%	36%	50%	-	63%	-	*	31%	42%	-	34%	9%	38%	31%	-	-	-	-
	EL	4%	5%	9%	-	13%	-	-	*	-	-	0%	*	-	9%	9%	20%	0%	-	-	-	-
	Male	14%	15%	34%	0%	33%	*	-	*	-	-	26%	50%	*	38%	20%	34%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	27%	23%	27%	20%	-	50%	-	*	29%	23%	0%	31%	0%	-	27%	-	-	-	-
Mathematics	All	20%	24%	29%	14%	27%	31%	-	67%	-	*	26%	35%	0%	33%	18%	34%	24%	-	-	-	-
	Students																					
	CWD	9%	6%	0%	*	*	*	-	*	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	22%	26%	33%	15%	32%	40%	-	75%	-	*	29%	42%	-	33%	18%	38%	29%	-	-	-	-
	EL	8%	12%	18%	-	13%	-	-	*	-	-	14%	*	-	18%	18%	20%	17%	-	-	-	-
	Male	20%	24%	34%	13%	33%	*	-	*	-	-	26%	50%	*	38%	20%	34%	-	-	-	-	-
	Female	20%	23%	24%	15%	18%	20%	-	67%	-	*	25%	23%	0%	29%	17%	-	24%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	88%	85%	88%	87%	*	97%	-	79%	88%	89%	68%	91%	87%	87%	89%	-	100%	-	83%
	Students																					
	CWD	46%	38%	68%	65%	76%	60%	-	*	-	*	72%	61%	68%	-	60%	64%	73%	-	-	-	*
	CWOD	81%	77%	91%	88%	90%	92%	*	100%	-	82%	89%	93%	-	91%	89%	91%	91%	-	100%	-	*
	EL	62%	63%	87%	-	81%	*	-	100%	-	-	85%	95%	60%	89%	87%	89%	85%	-	-	-	-
	Male	74%	70%	87%	74%	90%	90%	-	94%	-	91%	88%	84%	64%	91%	89%	87%	-	-	*	-	*
	Female	80%	76%	89%	93%	86%	85%	*	100%	-	69%	87%	93%	73%	91%	85%	-	89%	-	100%	-	*
Reading	All	73%	69%	88%	87%	87%	86%	*	97%	-	78%	86%	91%	64%	91%	83%	87%	88%	-	*	-	*
	Students																					
	CWD	39%	30%	64%	63%	73%	43%	-	*	-	*	63%	64%	64%	-	*	58%	71%	-	-	-	*
	CWOD	78%	73%	91%	90%	89%	94%	*	100%	-	75%	88%	96%	-	91%	87%	92%	90%	-	*	-	*
	EL	54%	55%	83%	-	75%	*	-	100%	-	-	80%	100%	*	87%	83%	88%	79%	-	-	-	-
	Male	69%	64%	87%	76%	90%	84%	-	93%	-	*	87%	86%	58%	92%	88%	87%	-	-	*	-	*
	Female	78%	74%	88%	94%	83%	88%	*	100%	-	60%	85%	96%	71%	90%	79%	-	88%	-	*	-	*
Mathematics	All	81%	77%	89%	86%	90%	86%	*	97%	-	89%	90%	86%	67%	92%	91%	87%	90%	-	*	-	*
	Students																					
	CWD	53%	44%	67%	63%	73%	71%	-	*	-	*	74%	57%	67%	-	*	63%	71%	-	-	-	*
	CWOD	84%	81%	92%	88%	92%	89%	*	100%	-	100%	92%	91%	-	92%	92%	91%	92%	-	*	-	*
	EL	72%	74%	91%	-	86%	*	-	100%	-	-	91%	90%	*	92%	91%	91%	91%	-	-	-	-
	Male	79%	75%	87%	72%	89%	95%	-	93%	-	*	88%	84%	63%	91%	91%	87%	-	-	*	-	*
	Female	82%	79%	90%	94%	91%	79%	*	100%	-	80%	92%	88%	71%	92%	91%	-	90%	-	*	-	*
Science	All	80%	75%	86%	78%	88%	100%	-	100%	-	67%	85%	89%	88%	86%	86%	87%	86%	-	*	-	-
	Students																					
	CWD	51%	44%	88%	*	*	*	-	-	-	-	100%	*	88%	-	*	83%	*	-	-	-	-
	CWOD	84%	79%	86%	79%	87%	100%	-	100%	-	67%	84%	92%	-	86%	85%	88%	85%	-	*	-	-
	EL	61%	60%	86%	-	82%	-	-	100%	-	-	86%	*	*	85%	86%	89%	85%	-	-	-	-
	Male	79%	74%	87%	75%	91%	*	-	*	-	*	91%	79%	83%	88%	89%	87%	-	-	*	-	-
	Female	81%	77%	86%	82%	84%	*	-	100%	-	*	79%	100%	*	85%	85%	-	86%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	56%	44%	58%	57%	*	80%	-	46%	53%	61%	51%	57%	49%	56%	57%	-	25%	-	67%
	Students																					
	CWD	24%	18%	51%	50%	61%	40%	-	*	-	*	58%	42%	51%	-	40%	43%	63%	-	-	-	*
	CWOD	52%	47%	57%	43%	58%	61%	*	82%	-	50%	53%	65%	-	57%	50%	58%	56%	-	25%	-	*
	EL	29%	29%	49%	-	41%	*	-	72%	-	-	52%	33%	40%	50%	49%	52%	47%	-	-	-	-
	Male	47%	41%	56%	29%	62%	57%	-	76%	-	64%	55%	56%	43%	58%	52%	56%	-	-	*	-	*
	Female	52%	47%	57%	54%	54%	58%	*	84%	-	31%	52%	66%	63%	56%	47%	-	57%	-	40%	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	55%	45%	58%	58%	*	71%	-	44%	54%	59%	45%	57%	43%	52%	59%	-	*	-	*
Reading	All Students																					
	CWD	21%	15%	45%	50%	53%	29%	-	*	-	*	47%	43%	45%	-	*	37%	57%	-	-	-	*
	CWOD	50%	45%	57%	45%	58%	64%	*	72%	-	50%	54%	61%	-	57%	46%	54%	59%	-	*	-	*
	EL	23%	24%	43%	-	36%	*	-	58%	-	-	47%	20%	*	46%	43%	44%	42%	-	-	-	-
	Male	43%	37%	52%	24%	59%	58%	-	67%	-	*	50%	55%	37%	54%	44%	52%	-	-	*	-	*
	Female	51%	47%	59%	58%	57%	58%	*	75%	-	40%	57%	62%	57%	59%	42%	-	59%	-	*	-	*
Mathematics	All Students	51%	45%	55%	42%	55%	60%	*	87%	-	44%	50%	66%	52%	56%	49%	55%	55%	-	*	-	*
	CWD	26%	21%	52%	38%	60%	57%	-	*	-	*	58%	43%	52%	-	*	42%	64%	-	-	-	*
	CWOD	54%	49%	56%	42%	54%	61%	*	90%	-	50%	49%	70%	-	56%	49%	58%	54%	-	*	-	*
	EL	37%	37%	49%	-	36%	*	-	84%	-	-	49%	50%	*	49%	49%	50%	48%	-	-	-	-
	Male	50%	44%	55%	24%	60%	63%	-	80%	-	*	53%	59%	42%	58%	50%	55%	-	-	*	-	*
	Female	51%	47%	55%	52%	49%	58%	*	94%	-	20%	46%	72%	64%	54%	48%	-	55%	-	*	-	*
Science	All Students	53%	47%	61%	48%	69%	38%	-	89%	-	50%	64%	56%	75%	60%	68%	67%	55%	-	*	-	-
	CWD	25%	20%	75%	*	*	*	-	-	-	-	100%	*	75%	-	*	67%	*	-	-	-	-
	CWOD	56%	50%	60%	42%	67%	43%	-	89%	-	50%	61%	58%	-	60%	65%	68%	53%	-	*	-	-
	EL	26%	25%	68%	-	65%	-	-	80%	-	-	71%	*	*	65%	68%	89%	54%	-	-	-	-
	Male	53%	46%	67%	50%	78%	*	-	*	-	*	75%	50%	67%	68%	89%	67%	-	-	*	-	-
	Female	53%	48%	55%	45%	58%	*	-	80%	-	*	52%	62%	*	53%	54%	-	55%	-	*	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	30%	18%	28%	37%	*	55%	-	33%	26%	38%	5%	33%	21%	30%	29%	-	25%	-	67%
	Students																					
	CWD	8%	6%	5%	5%	6%	7%	-	*	-	*	2%	10%	5%	-	0%	7%	3%	-	-	-	*
	CWOD	25%	21%	33%	19%	32%	43%	*	58%	-	36%	28%	43%	-	33%	23%	34%	32%	-	25%	-	*
	EL	11%	11%	21%	-	14%	*	-	40%	-	-	22%	14%	0%	23%	21%	21%	22%	-	-	-	-
	Male	22%	18%	30%	9%	32%	40%	-	47%	-	55%	25%	41%	7%	34%	21%	30%	-	-	*	-	*
Reading	All	20%	17%	31%	19%	30%	42%	*	48%	-	22%	25%	41%	3%	34%	20%	28%	33%	-	*	-	*
	Students																					
	CWD	7%	5%	3%	0%	7%	0%	-	*	-	*	0%	7%	3%	-	*	0%	7%	-	-	-	*
	CWOD	22%	19%	34%	22%	34%	50%	*	52%	-	25%	28%	48%	-	34%	21%	33%	35%	-	*	-	*
	EL	8%	8%	20%	-	16%	*	-	32%	-	-	20%	20%	*	21%	20%	19%	21%	-	-	-	-
	Male	17%	14%	28%	7%	30%	42%	-	40%	-	*	21%	43%	0%	33%	19%	28%	-	-	*	-	*
Mathematics	All	26%	22%	29%	19%	24%	35%	*	61%	-	33%	25%	36%	6%	32%	23%	32%	27%	-	*	-	*
	Students																					
	CWD	11%	6%	6%	13%	0%	14%	-	*	-	*	5%	7%	6%	-	*	11%	0%	-	-	-	*
	CWOD	28%	24%	32%	20%	28%	39%	*	66%	-	38%	27%	41%	-	32%	25%	35%	29%	-	*	-	*
	EL	16%	16%	23%	-	14%	*	-	47%	-	-	25%	10%	*	25%	23%	22%	24%	-	-	-	-
	Male	25%	22%	32%	14%	30%	42%	-	53%	-	*	27%	41%	11%	35%	22%	32%	-	-	*	-	*
Science	All	24%	20%	30%	4%	36%	25%	-	56%	-	50%	28%	33%	13%	31%	18%	30%	29%	-	*	-	-
	Students																					
	CWD	8%	5%	13%	*	*	*	-	-	-	-	0%	*	13%	-	*	17%	*	-	-	-	-
	CWOD	26%	22%	31%	5%	36%	29%	-	56%	-	50%	30%	33%	-	31%	20%	33%	30%	-	*	-	-
	EL	7%	7%	18%	-	12%	-	-	40%	-	-	19%	*	*	20%	18%	22%	15%	-	-	-	-
	Male	25%	21%	30%	0%	39%	*	-	*	-	*	28%	36%	17%	33%	22%	30%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	29%	9%	32%	*	-	60%	-	*	28%	31%	*	30%	15%	-	29%	-	*	-	-

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

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	70	75	67	-	84	-	64	72	62	71
CWD	62	70	55	57	-	*	-	*	58	62	*
CWOD	74	70	77	70	-	83	-	58	74	-	74
EL	71	-	71	*	-	73	-	-	73	*	71
Male	73	63	73	62	-	96	-	*	70	53	77
Female	73	73	77	71	-	73	-	*	74	75	64
<b>Mathematics</b>											
All Students	74	69	75	70	-	88	-	79	72	66	75
CWD	66	50	73	71	-	*	-	*	62	66	*
CWOD	75	71	75	70	-	88	-	92	73	-	75
EL	75	-	75	*	-	80	-	-	73	*	75
Male	76	68	74	77	-	92	-	*	73	73	73
Female	72	69	76	65	-	85	-	*	71	55	76

#### Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	109	37	34%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	58	49	58	60	*	77	-	53	56	41	52
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

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

**English Learner Language Proficiency Status**

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

**Federal Graduation Status^**

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

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

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

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

**Part (vii): STAAR Participation**

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

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

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

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

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	26	14	5	5	0	2	0	0	5		
	Female	9	5	2	2	0	0	0	0	2		
	Total	35	19	7	7	0	2	0	0	7		
<b>Out-of-School Suspensions</b>												
	Male	9	7	0	0	0	2	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	9	7	0	0	0	2	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		



		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	4	2	0	2	0	0	0	0	0		2
	Female	6	2	2	2	0	0	0	0	0		2
	Total	10	4	2	4	0	0	0	0	0		4
Out-of-School Suspensions	Male	2	0	0	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	13	2	5	2	0	2	0	2	2	5	2
	Female	23	8	8	5	0	2	0	0	8	2	2
	Total	36	10	13	7	0	4	0	2	10	7	4

Total

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	32	5	11	2	2	8	2	2	17	0
	Female	26	11	8	2	0	5	0	0	11	0
	Total	58	16	19	4	2	13	2	2	28	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	3.0	8.0%
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	1.0	2.8%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	6%
Mathematics	5,880	1%	45	1%	*	6%
Grade 4						
Reading	6,312	2%	55	1%	*	6%
Mathematics	6,311	2%	55	1%	*	6%
Grade 5						
Reading	6,133	1%	59	1%	*	5%
Mathematics	6,131	1%	59	1%	*	5%
Science	6,133	1%	59	1%	*	5%
Grade 6						
Reading	6,038	1%	50	1%	6	9%
Mathematics	6,036	1%	50	1%	6	9%

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	<b>38</b>	<b>6%</b>
Reading	45,064	1%	367	1%	<b>17</b>	<b>6%</b>
Mathematics	40,350	1%	327	1%	<b>17</b>	<b>6%</b>
Science	16,337	1%	131	1%	*	<b>5%</b>

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2019 Percentages at NAEP Achievement Levels

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

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

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

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

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

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

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BURGIN EL

**Campus ID:** 220901155

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	68%	54%	38%	61%	60%	-	*	-	*	55%	50%	9%	61%	65%	49%	58%	-	*	-	-
	CWD	49%	38%	9%	*	0%	-	-	*	-	-	13%	*	9%	-	*	10%	*	-	-	-	-
	CWOD	79%	72%	61%	38%	70%	60%	-	-	-	*	61%	60%	-	61%	70%	63%	60%	-	*	-	-
	EL	69%	67%	65%	*	68%	*	-	-	-	-	61%	86%	*	70%	65%	43%	76%	-	*	-	-
	Male	73%	65%	49%	54%	45%	-	-	*	-	*	57%	14%	10%	63%	43%	49%	-	-	-	-	-
	Female	78%	72%	58%	17%	74%	60%	-	-	-	-	53%	73%	*	60%	76%	-	58%	-	*	-	-
	Mathematics	All Students	78%	72%	63%	50%	65%	60%	-	*	-	*	65%	56%	45%	65%	67%	68%	58%	-	*	-
CWD	52%	44%	45%	*	33%	-	-	-	*	-	-	38%	*	45%	-	*	50%	*	-	-	-	-
CWOD	81%	76%	65%	52%	70%	60%	-	-	-	-	*	69%	53%	-	65%	68%	74%	60%	-	*	-	-
EL	75%	75%	67%	*	71%	*	-	-	-	-	-	67%	71%	*	68%	67%	71%	66%	-	*	-	-
Male	78%	72%	68%	69%	59%	-	-	*	-	*	77%	29%	50%	74%	71%	68%	-	-	-	-	-	-
Female	78%	72%	58%	25%	70%	60%	-	-	-	-	53%	73%	*	60%	66%	-	58%	-	*	-	-	-
Grade 4																						
Reading	All Students	74%	66%	57%	39%	65%	*	-	*	-	*	57%	56%	27%	62%	76%	52%	62%	-	*	-	*
	CWD	44%	34%	27%	20%	20%	*	-	-	-	-	22%	*	27%	-	*	29%	*	-	*	-	*
	CWOD	78%	70%	62%	44%	70%	*	-	*	-	*	62%	57%	-	62%	79%	57%	67%	-	*	-	-
	EL	64%	64%	76%	*	73%	*	-	-	-	-	76%	*	*	79%	76%	80%	72%	-	*	-	-
	Male	71%	63%	52%	29%	65%	-	-	*	-	*	50%	*	29%	57%	80%	52%	-	-	*	-	-
	Female	77%	70%	62%	56%	64%	*	-	-	-	-	66%	40%	*	67%	72%	-	62%	-	-	-	*
	Mathematics	All Students	74%	67%	53%	30%	65%	*	-	*	-	*	51%	67%	36%	55%	71%	55%	50%	-	*	-
CWD	46%	36%	36%	20%	40%	*	-	-	-	-	33%	*	36%	-	*	43%	*	-	*	-	*	
CWOD	78%	71%	55%	33%	67%	*	-	*	-	-	53%	71%	-	55%	71%	57%	53%	-	*	-	-	
EL	69%	69%	71%	*	76%	*	-	-	-	-	70%	*	*	71%	71%	75%	67%	-	*	-	-	-
Male	74%	67%	55%	29%	69%	-	-	*	-	*	50%	*	43%	57%	75%	55%	-	-	*	-	-	-
Female	74%	68%	50%	33%	59%	*	-	-	-	-	52%	40%	*	53%	67%	-	50%	-	-	-	-	*
Grade 5																						
Reading	All Students	86%	82%	87%	93%	82%	*	*	-	-	-	85%	93%	20%	92%	84%	83%	91%	-	*	-	-
	CWD	55%	48%	20%	*	*	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	89%	86%	92%	96%	88%	*	*	-	-	-	91%	92%	-	92%	87%	89%	94%	-	*	-	-
	EL	77%	76%	84%	*	82%	*	-	-	-	-	81%	*	*	87%	84%	77%	89%	-	*	-	-
	Male	83%	78%	83%	94%	75%	-	-	-	-	-	82%	86%	*	89%	77%	83%	-	-	*	-	-
	Female	88%	85%	91%	90%	90%	*	*	-	-	-	89%	100%	*	94%	89%	-	91%	-	*	-	-
	Mathematics	All Students	89%	84%	83%	89%	80%	*	*	-	-	-	82%	86%	20%	87%	84%	85%	80%	-	*	-
CWD	68%	61%	20%	*	*	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-	-
CWOD	92%	87%	87%	92%	85%	*	*	-	-	-	88%	85%	-	87%	87%	92%	82%	-	*	-	-	-
EL	85%	82%	84%	*	82%	*	-	-	-	-	81%	*	*	87%	84%	77%	89%	-	*	-	-	-
Male	88%	83%	85%	100%	75%	-	-	-	-	-	85%	86%	*	92%	86%	85%	-	-	-	*	-	-
Female	90%	85%	80%	70%	85%	*	*	-	-	-	79%	86%	*	82%	89%	-	80%	-	*	-	-	-
Science	All Students	74%	65%	67%	78%	59%	*	*	-	-	-	68%	64%	20%	70%	65%	73%	60%	-	*	-	-
	CWD	45%	43%	20%	*	*	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-

		2018-19 Federal Report Card																					
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Disadv										
Grade 6	CWOD	77%	68%	70%	80%	63%	*	*	-	-	-	72%	62%	-	70%	67%	79%	61%	-	*	-	-	
	EL	60%	55%	65%	*	61%	*	-	-	-	-	59%	*	*	67%	65%	69%	61%	-	*	-	-	
	Male	74%	65%	73%	82%	67%	-	-	-	-	-	76%	57%	*	79%	69%	73%	-	-	*	-	-	
	Female	73%	64%	60%	70%	50%	*	*	-	-	-	57%	71%	*	61%	61%	-	60%	-	*	-	-	
	All	67%	68%	60%	65%	53%	71%	-	*	-	-	58%	*	17%	68%	53%	52%	64%	-	*	-	-	
	Students																						
	CWD	33%	32%	17%	*	0%	*	-	*	-	-	9%	*	17%	-	14%	29%	0%	-	*	-	-	
	CWOD	71%	72%	68%	72%	63%	80%	-	*	-	-	67%	*	-	68%	64%	61%	71%	-	*	-	-	
	EL	42%	49%	53%	*	44%	-	-	*	-	-	52%	*	14%	64%	53%	36%	67%	-	*	-	-	
	Male	62%	64%	52%	60%	44%	*	-	*	-	-	48%	*	29%	61%	36%	52%	-	-	*	-	-	
	Female	71%	72%	64%	63%	59%	*	-	*	-	-	64%	-	0%	71%	67%	-	64%	-	*	-	-	
	Mathematics	All	80%	82%	79%	80%	79%	86%	-	*	-	-	78%	*	50%	84%	78%	80%	79%	-	*	-	-
		Students																					
CWD		50%	47%	50%	*	50%	*	-	*	-	-	45%	*	50%	-	43%	57%	40%	-	*	-	-	
CWOD		83%	86%	84%	78%	84%	100%	-	*	-	-	84%	*	-	84%	88%	89%	82%	-	*	-	-	
EL		67%	77%	78%	*	78%	-	-	*	-	-	77%	*	43%	88%	78%	71%	83%	-	*	-	-	
Male		78%	80%	80%	80%	81%	*	-	*	-	-	78%	*	57%	89%	71%	80%	-	-	*	-	-	
Female		81%	84%	79%	75%	77%	*	-	*	-	-	79%	-	40%	82%	83%	-	79%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3	Reading																						
	All	44%	37%	21%	21%	22%	20%	-	*	-	*	21%	22%	9%	23%	26%	16%	26%	-	*	-	-	
	Students																						
	CWD	26%	19%	9%	*	0%	-	-	*	-	-	13%	*	9%	-	*	10%	*	-	-	-	-	
	CWOD	46%	39%	23%	19%	26%	20%	-	-	-	*	22%	27%	-	23%	28%	19%	26%	-	*	-	-	
	EL	35%	34%	26%	*	26%	*	-	-	-	-	22%	43%	*	28%	26%	14%	31%	-	*	-	-	
	Male	41%	34%	16%	23%	14%	-	-	*	-	*	20%	0%	10%	19%	14%	16%	-	-	-	-	-	
Female	47%	39%	26%	17%	30%	20%	-	-	-	-	22%	36%	*	26%	31%	-	26%	-	*	-	-		
Mathematics	All	48%	39%	33%	25%	33%	20%	-	*	-	*	31%	39%	27%	33%	35%	35%	30%	-	*	-	-	
	Students																						
	CWD	30%	21%	27%	*	0%	-	-	*	-	-	13%	*	27%	-	*	30%	*	-	-	-	-	
	CWOD	50%	42%	33%	24%	37%	20%	-	-	-	*	33%	33%	-	33%	38%	37%	31%	-	*	-	-	
	EL	41%	41%	35%	*	37%	*	-	-	-	-	31%	57%	*	38%	35%	29%	38%	-	*	-	-	
	Male	49%	41%	35%	31%	27%	-	-	*	-	*	37%	29%	30%	37%	29%	35%	-	-	-	-	-	
	Female	46%	38%	30%	17%	37%	20%	-	-	-	-	25%	45%	*	31%	38%	-	30%	-	*	-	-	
Grade 4	Reading																						
	All	43%	35%	26%	13%	31%	*	-	*	-	*	24%	44%	18%	28%	39%	24%	29%	-	*	-	*	
	Students																						
	CWD	24%	16%	18%	0%	20%	*	-	-	-	-	11%	*	18%	-	*	14%	*	-	*	-	*	
	CWOD	46%	38%	28%	17%	33%	*	-	*	-	*	26%	43%	-	28%	38%	26%	30%	-	*	-	-	
	EL	30%	30%	39%	*	39%	*	-	-	-	-	38%	*	*	38%	39%	40%	39%	-	*	-	-	
	Male	41%	33%	24%	0%	35%	-	-	*	-	*	21%	*	14%	26%	40%	24%	-	-	*	-	-	
Female	46%	38%	29%	33%	27%	*	-	-	-	-	28%	40%	*	30%	39%	-	29%	-	-	-	*		
Mathematics	All	46%	39%	18%	0%	27%	*	-	*	-	*	16%	33%	9%	20%	29%	29%	6%	-	*	-	*	
	Students																						
	CWD	27%	21%	9%	0%	20%	*	-	-	-	-	11%	*	9%	-	*	14%	*	-	*	-	*	
	CWOD	49%	41%	20%	0%	28%	*	-	*	-	*	17%	43%	-	20%	29%	31%	7%	-	*	-	-	
	EL	39%	39%	29%	*	33%	*	-	-	-	-	30%	*	*	29%	29%	45%	11%	-	*	-	-	
	Male	48%	40%	29%	0%	42%	-	-	*	-	*	24%	*	14%	31%	45%	29%	-	-	*	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	6%	0%	9%	*	-	-	-	-	7%	0%	*	7%	11%	-	6%	-	-	-	*
Grade 5 Reading	All	53%	46%	<b>46%</b>	56%	43%	*	*	-	-	-	48%	36%	20%	48%	42%	49%	43%	-	*	-	-
	Students																					
	CWD	27%	23%	<b>20%</b>	*	*	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	56%	49%	<b>48%</b>	56%	46%	*	*	-	-	-	52%	31%	-	48%	43%	53%	42%	-	*	-	-
	EL	36%	35%	<b>42%</b>	*	43%	*	-	-	-	-	41%	*	*	43%	42%	46%	39%	-	*	-	-
	Male	50%	42%	<b>49%</b>	53%	46%	-	-	-	-	-	53%	29%	*	53%	46%	49%	-	-	*	-	-
	Female	56%	51%	<b>43%</b>	60%	40%	*	*	-	-	-	43%	43%	*	42%	39%	-	43%	-	*	-	-
Mathematics	All	57%	47%	<b>43%</b>	41%	50%	*	*	-	-	-	48%	21%	0%	46%	48%	49%	37%	-	*	-	-
	Students																					
	CWD	31%	28%	<b>0%</b>	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	60%	49%	<b>46%</b>	44%	54%	*	*	-	-	-	52%	23%	-	46%	50%	53%	39%	-	*	-	-
	EL	46%	41%	<b>48%</b>	*	54%	*	-	-	-	-	52%	*	*	50%	48%	62%	39%	-	*	-	-
	Male	56%	47%	<b>49%</b>	35%	58%	-	-	-	-	-	53%	29%	*	53%	62%	49%	-	-	*	-	-
	Female	57%	47%	<b>37%</b>	50%	40%	*	*	-	-	-	43%	14%	*	39%	39%	-	37%	-	*	-	-
Science	All	48%	38%	<b>33%</b>	41%	30%	*	*	-	-	-	31%	43%	20%	34%	32%	37%	29%	-	*	-	-
	Students																					
	CWD	27%	27%	<b>20%</b>	*	*	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	50%	39%	<b>34%</b>	40%	32%	*	*	-	-	-	33%	38%	-	34%	33%	39%	27%	-	*	-	-
	EL	31%	26%	<b>32%</b>	*	32%	*	-	-	-	-	26%	*	*	33%	32%	38%	28%	-	*	-	-
	Male	50%	40%	<b>37%</b>	41%	33%	-	-	-	-	-	38%	29%	*	39%	38%	37%	-	-	*	-	-
	Female	45%	37%	<b>29%</b>	40%	25%	*	*	-	-	-	21%	57%	*	27%	28%	-	29%	-	*	-	-
Grade 6 Reading	All	36%	37%	<b>30%</b>	25%	26%	57%	-	*	-	-	29%	*	8%	34%	28%	24%	33%	-	*	-	-
	Students																					
	CWD	19%	17%	<b>8%</b>	*	0%	*	-	*	-	-	0%	*	8%	-	0%	14%	0%	-	*	-	-
	CWOD	38%	40%	<b>34%</b>	28%	31%	60%	-	*	-	-	35%	*	-	34%	36%	28%	37%	-	*	-	-
	EL	14%	17%	<b>28%</b>	*	22%	-	-	*	-	-	29%	*	0%	36%	28%	21%	33%	-	*	-	-
	Male	33%	33%	<b>24%</b>	20%	19%	*	-	*	-	-	22%	*	14%	28%	21%	24%	-	-	*	-	-
	Female	40%	42%	<b>33%</b>	25%	32%	*	-	*	-	-	33%	-	0%	37%	33%	-	33%	-	*	-	-
Mathematics	All	46%	49%	<b>45%</b>	40%	42%	71%	-	*	-	-	46%	*	0%	54%	41%	40%	48%	-	*	-	-
	Students																					
	CWD	23%	21%	<b>0%</b>	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	48%	52%	<b>54%</b>	44%	50%	100%	-	*	-	-	55%	*	-	54%	52%	56%	53%	-	*	-	-
	EL	27%	35%	<b>41%</b>	*	37%	-	-	*	-	-	42%	*	0%	52%	41%	29%	50%	-	*	-	-
	Male	45%	48%	<b>40%</b>	40%	38%	*	-	*	-	-	43%	*	0%	56%	29%	40%	-	-	*	-	-
	Female	46%	50%	<b>48%</b>	38%	45%	*	-	*	-	-	48%	-	0%	53%	50%	-	48%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All	27%	21%	<b>14%</b>	13%	14%	20%	-	*	-	*	13%	17%	0%	16%	16%	5%	21%	-	*	-	-
	Students																					
	CWD	10%	7%	<b>0%</b>	*	0%	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	<b>16%</b>	14%	16%	20%	-	-	-	*	15%	20%	-	16%	18%	7%	21%	-	*	-	-
	EL	19%	20%	<b>16%</b>	*	16%	*	-	-	-	-	14%	29%	*	18%	16%	0%	24%	-	*	-	-
	Male	24%	19%	<b>5%</b>	8%	5%	-	-	*	-	*	7%	0%	0%	7%	0%	5%	-	-	-	-	-
	Female	29%	24%	<b>21%</b>	17%	22%	20%	-	-	-	-	19%	27%	*	21%	24%	-	21%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	15%	Amer	16%	0%	Ind	*	Isl	Races	Disadv	Econ	9%	16%	16%	14%	16%	-	*	-	-
Mathematics	All	24%	18%	15%	17%	16%	0%	-	*	-	*	16%	11%	9%	16%	16%	14%	16%	-	*	-	-
	Students																					
	CWD	12%	8%	9%	*	0%	-	-	*	-	-	13%	*	9%	-	*	10%	*	-	-	-	-
	CWOD	25%	19%	16%	14%	19%	0%	-	-	-	*	17%	13%	-	16%	18%	15%	17%	-	*	-	-
	EL	18%	20%	16%	*	18%	*	-	-	-	-	17%	14%	*	18%	16%	14%	17%	-	*	-	-
	Male	26%	20%	14%	15%	14%	-	-	*	-	*	17%	0%	10%	15%	14%	14%	-	-	-	-	-
	Female	22%	16%	16%	17%	19%	0%	-	-	-	-	16%	18%	*	17%	17%	-	16%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	7%	0%	10%	*	-	*	-	*	6%	11%	0%	8%	11%	10%	3%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	*
	CWOD	23%	18%	8%	0%	12%	*	-	*	-	*	7%	14%	-	8%	12%	11%	3%	-	*	-	-
	EL	12%	13%	11%	*	12%	*	-	-	-	-	11%	*	*	12%	11%	15%	6%	-	*	-	-
	Male	20%	15%	10%	0%	15%	-	-	*	-	*	8%	*	0%	11%	15%	10%	-	-	*	-	-
	Female	23%	18%	3%	0%	5%	*	-	-	-	-	3%	0%	*	3%	6%	-	3%	-	-	-	*
Mathematics	All	27%	22%	13%	0%	19%	*	-	*	-	*	10%	33%	0%	15%	18%	21%	3%	-	*	-	*
	Students																					
	CWD	13%	7%	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	*
	CWOD	29%	23%	15%	0%	21%	*	-	*	-	*	12%	43%	-	15%	21%	26%	3%	-	*	-	-
	EL	20%	22%	18%	*	21%	*	-	-	-	-	19%	*	*	21%	18%	30%	6%	-	*	-	-
	Male	29%	23%	21%	0%	31%	-	-	*	-	*	16%	*	0%	26%	30%	21%	-	-	*	-	-
	Female	25%	20%	3%	0%	5%	*	-	-	-	-	3%	0%	*	3%	6%	-	3%	-	-	-	*
Grade 5																						
Reading	All	29%	24%	17%	19%	18%	*	*	-	-	-	18%	14%	0%	18%	16%	22%	11%	-	*	-	-
	Students																					
	CWD	9%	8%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	31%	26%	18%	20%	20%	*	*	-	-	-	19%	15%	-	18%	17%	24%	12%	-	*	-	-
	EL	14%	13%	16%	*	18%	*	-	-	-	-	15%	*	*	17%	16%	23%	11%	-	*	-	-
	Male	26%	21%	22%	18%	25%	-	-	-	-	-	24%	14%	*	24%	23%	22%	-	-	*	-	-
	Female	31%	27%	11%	20%	10%	*	*	-	-	-	11%	14%	*	12%	11%	-	11%	-	*	-	-
Mathematics	All	36%	27%	20%	15%	25%	*	*	-	-	-	21%	14%	0%	21%	29%	24%	14%	-	*	-	-
	Students																					
	CWD	14%	12%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	38%	28%	21%	16%	27%	*	*	-	-	-	22%	15%	-	21%	30%	26%	15%	-	*	-	-
	EL	24%	20%	29%	*	32%	*	-	-	-	-	30%	*	*	30%	29%	46%	17%	-	*	-	-
	Male	36%	28%	24%	12%	33%	-	-	-	-	-	26%	14%	*	26%	46%	24%	-	-	*	-	-
	Female	35%	26%	14%	20%	15%	*	*	-	-	-	14%	14%	*	15%	17%	-	14%	-	*	-	-
Science	All	23%	17%	13%	7%	18%	*	*	-	-	-	13%	14%	0%	14%	19%	17%	9%	-	*	-	-
	Students																					
	CWD	11%	9%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	18%	14%	8%	20%	*	*	-	-	-	14%	15%	-	14%	20%	18%	9%	-	*	-	-
	EL	11%	9%	19%	*	21%	*	-	-	-	-	19%	*	*	20%	19%	31%	11%	-	*	-	-
	Male	25%	19%	17%	6%	25%	-	-	-	-	-	18%	14%	*	18%	31%	17%	-	-	*	-	-
	Female	21%	15%	9%	10%	10%	*	*	-	-	-	7%	14%	*	9%	11%	-	9%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	9%	10%	11%	0%	-	*	-	-	9%	*	0%	11%	6%	4%	12%	-	*	-	-
	Students																					
	CWD	6%	5%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	18%	19%	11%	11%	13%	0%	-	*	-	-	11%	*	-	11%	8%	6%	13%	-	*	-	-
	EL	4%	5%	6%	*	7%	-	-	*	-	-	6%	*	0%	8%	6%	7%	6%	-	*	-	-
	Male	14%	15%	4%	0%	6%	*	-	*	-	-	4%	*	0%	6%	7%	4%	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	12%	13%	14%	*	-	*	-	-	12%	-	0%	13%	6%	-	12%	-	*	-	-
Mathematics	All	20%	24%	15%	5%	18%	29%	-	*	-	-	15%	*	0%	18%	19%	20%	12%	-	*	-	-
	Students																					
	CWD	9%	6%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	26%	18%	6%	22%	40%	-	*	-	-	18%	*	-	18%	24%	28%	13%	-	*	-	-
	EL	8%	12%	19%	*	19%	-	-	*	-	-	19%	*	0%	24%	19%	21%	17%	-	*	-	-
	Male	20%	24%	20%	0%	25%	*	-	*	-	-	22%	*	0%	28%	21%	20%	-	-	*	-	-
	Female	20%	23%	12%	6%	14%	*	-	*	-	-	12%	-	0%	13%	17%	-	12%	-	*	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	67%	64%	67%	71%	*	70%	-	*	66%	68%	30%	72%	71%	66%	67%	-	50%	-	*
	Students																					
	CWD	46%	38%	30%	33%	19%	67%	-	50%	-	-	23%	60%	30%	-	35%	30%	28%	-	*	-	*
	CWOD	81%	77%	72%	68%	73%	72%	*	*	-	*	72%	69%	-	72%	75%	74%	70%	-	64%	-	-
	EL	62%	63%	71%	76%	71%	72%	-	*	-	-	69%	90%	35%	75%	71%	67%	74%	-	33%	-	-
	Male	74%	70%	66%	69%	65%	83%	-	63%	-	*	67%	64%	30%	74%	67%	66%	-	-	44%	-	-
	Female	80%	76%	67%	58%	70%	69%	*	*	-	-	66%	72%	28%	70%	74%	-	67%	-	56%	-	*
Reading	All	73%	69%	64%	60%	65%	74%	*	60%	-	*	64%	67%	18%	71%	69%	60%	68%	-	63%	-	*
	Students																					
	CWD	39%	30%	18%	23%	5%	*	-	*	-	-	13%	43%	18%	-	20%	19%	17%	-	*	-	*
	CWOD	78%	73%	71%	65%	73%	75%	*	*	-	*	71%	72%	-	71%	75%	69%	72%	-	83%	-	-
	EL	54%	55%	69%	88%	67%	75%	-	*	-	-	67%	92%	20%	75%	69%	61%	76%	-	*	-	-
	Male	69%	64%	60%	63%	59%	*	-	*	-	*	60%	60%	19%	69%	61%	60%	-	-	*	-	-
	Female	78%	74%	68%	58%	71%	75%	*	*	-	-	67%	74%	17%	72%	76%	-	68%	-	*	-	*
Mathematics	All	81%	77%	69%	63%	72%	68%	*	80%	-	*	69%	70%	42%	73%	74%	71%	67%	-	38%	-	*
	Students																					
	CWD	53%	44%	42%	38%	35%	*	-	*	-	-	35%	71%	42%	-	53%	44%	33%	-	*	-	*
	CWOD	84%	81%	73%	67%	76%	69%	*	*	-	*	73%	69%	-	73%	77%	77%	69%	-	50%	-	-
	EL	72%	74%	74%	63%	76%	63%	-	*	-	-	73%	85%	53%	77%	74%	74%	75%	-	*	-	-
	Male	79%	75%	71%	71%	70%	*	-	*	-	*	71%	70%	44%	77%	74%	71%	-	-	*	-	-
	Female	82%	79%	67%	56%	73%	63%	*	*	-	-	66%	70%	33%	69%	75%	-	67%	-	*	-	*
Science	All	80%	75%	67%	78%	59%	*	*	-	-	-	68%	64%	20%	70%	65%	73%	60%	-	*	-	-
	Students																					
	CWD	51%	44%	20%	*	*	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	84%	79%	70%	80%	63%	*	*	-	-	-	72%	62%	-	70%	67%	79%	61%	-	*	-	-
	EL	61%	60%	65%	*	61%	*	-	-	-	-	59%	*	*	67%	65%	69%	61%	-	*	-	-
	Male	79%	74%	73%	82%	67%	-	-	-	-	-	76%	57%	*	79%	69%	73%	-	-	*	-	-
	Female	81%	77%	60%	70%	50%	*	*	-	-	-	57%	71%	*	61%	61%	-	60%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	33%	30%	34%	33%	*	60%	-	*	33%	33%	12%	35%	35%	34%	31%	-	33%	-	*
	Students																					
	CWD	24%	18%	12%	15%	5%	33%	-	33%	-	-	6%	40%	12%	-	10%	12%	12%	-	*	-	*
	CWOD	52%	47%	35%	32%	37%	33%	*	*	-	*	36%	32%	-	35%	38%	38%	33%	-	43%	-	-
	EL	29%	29%	35%	29%	36%	28%	-	*	-	-	34%	47%	10%	38%	35%	36%	34%	-	22%	-	-
	Male	47%	41%	34%	28%	36%	67%	-	50%	-	*	35%	30%	12%	38%	36%	34%	-	-	33%	-	-
	Female	52%	47%	31%	32%	32%	28%	*	*	-	-	31%	36%	12%	33%	34%	-	31%	-	33%	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	47%	42%	31%	30%	31%	37%	*	40%	-	*	30%	33%	13%	33%	33%	29%	32%	-	25%	-	*
	CWD	21%	15%	13%	15%	5%	*	-	*	-	-	6%	43%	13%	-	13%	11%	17%	-	*	-	*
	CWOD	50%	45%	33%	32%	34%	31%	*	*	-	*	34%	31%	-	33%	36%	33%	34%	-	33%	-	-
	EL	23%	24%	33%	38%	33%	38%	-	*	-	-	32%	46%	13%	36%	33%	31%	35%	-	*	-	-
	Male	43%	37%	29%	27%	30%	*	-	*	-	*	30%	25%	11%	33%	31%	29%	-	-	*	-	-
	Female	51%	47%	32%	33%	32%	31%	*	*	-	-	31%	39%	17%	34%	35%	-	32%	-	*	-	*
Mathematics	All Students	51%	45%	34%	27%	37%	32%	*	80%	-	*	35%	30%	11%	38%	38%	38%	31%	-	38%	-	*
	CWD	26%	21%	11%	8%	5%	*	-	*	-	-	6%	29%	11%	-	7%	15%	0%	-	*	-	*
	CWOD	54%	49%	38%	30%	42%	38%	*	*	-	*	39%	31%	-	38%	41%	43%	34%	-	50%	-	-
	EL	37%	37%	38%	25%	40%	13%	-	*	-	-	37%	38%	7%	41%	38%	41%	35%	-	*	-	-
	Male	50%	44%	38%	25%	42%	*	-	*	-	*	38%	35%	15%	43%	41%	38%	-	-	*	-	-
	Female	51%	47%	31%	29%	33%	25%	*	*	-	-	32%	26%	0%	34%	35%	-	31%	-	*	-	*
Science	All Students	53%	47%	33%	41%	30%	*	*	-	-	-	31%	43%	20%	34%	32%	37%	29%	-	*	-	-
	CWD	25%	20%	20%	*	*	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	56%	50%	34%	40%	32%	*	*	-	-	-	33%	38%	-	34%	33%	39%	27%	-	*	-	-
	EL	26%	25%	32%	*	32%	*	-	-	-	-	26%	*	*	33%	32%	38%	28%	-	*	-	-
	Male	53%	46%	37%	41%	33%	-	-	-	-	-	38%	29%	*	39%	38%	37%	-	-	*	-	-
	Female	53%	48%	29%	40%	25%	*	*	-	-	-	21%	57%	*	27%	28%	-	29%	-	*	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All Students	23%	19%	14%	10%	17%	7%	*	10%	-	*	13%	15%	1%	15%	17%	16%	12%	-	6%	-	*
	CWD	8%	6%	1%	4%	0%	0%	-	0%	-	-	2%	0%	1%	-	0%	2%	0%	-	*	-	*
	CWOD	25%	21%	15%	11%	19%	8%	*	*	-	*	15%	18%	-	15%	18%	19%	13%	-	7%	-	-
	EL	11%	11%	17%	6%	18%	6%	-	*	-	-	16%	20%	0%	18%	17%	21%	14%	-	0%	-	-
	Male	22%	18%	16%	8%	21%	17%	-	13%	-	*	16%	15%	2%	19%	21%	16%	-	-	11%	-	-
	Female	24%	21%	12%	12%	13%	6%	*	*	-	-	11%	15%	0%	13%	14%	-	12%	-	0%	-	*
Reading	All Students	20%	17%	12%	11%	13%	5%	*	0%	-	*	11%	14%	0%	13%	13%	11%	12%	-	0%	-	*
	CWD	7%	5%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	22%	19%	13%	12%	15%	6%	*	*	-	*	13%	17%	-	13%	14%	14%	13%	-	0%	-	-
	EL	8%	8%	13%	0%	13%	13%	-	*	-	-	11%	23%	0%	14%	13%	11%	13%	-	*	-	-
	Male	17%	14%	11%	8%	14%	*	-	*	-	*	11%	10%	0%	14%	11%	11%	-	-	*	-	-
	Female	23%	20%	12%	13%	13%	6%	*	*	-	-	11%	17%	0%	13%	13%	-	12%	-	*	-	*
Mathematics	All Students	26%	22%	16%	10%	20%	11%	*	20%	-	*	16%	16%	3%	18%	20%	20%	12%	-	13%	-	*
	CWD	11%	6%	3%	8%	0%	*	-	*	-	-	3%	0%	3%	-	0%	4%	0%	-	*	-	*
	CWOD	28%	24%	18%	10%	22%	13%	*	*	-	*	17%	19%	-	18%	22%	24%	13%	-	17%	-	-
	EL	16%	16%	20%	13%	22%	0%	-	*	-	-	21%	15%	0%	22%	20%	28%	14%	-	*	-	-
	Male	25%	22%	20%	8%	26%	*	-	*	-	*	20%	20%	4%	24%	28%	20%	-	-	*	-	-
	Female	26%	22%	12%	11%	13%	6%	*	*	-	-	11%	13%	0%	13%	14%	-	12%	-	*	-	*
Science	All Students	24%	20%	13%	7%	18%	*	*	-	-	-	13%	14%	0%	14%	19%	17%	9%	-	*	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	22%	14%	8%	20%	*	*	-	-	-	14%	15%	-	14%	20%	18%	9%	-	*	-	-
	EL	7%	7%	19%	*	21%	*	-	-	-	-	19%	*	*	20%	19%	31%	11%	-	*	-	-
	Male	25%	21%	17%	6%	25%	-	-	-	-	-	18%	14%	*	18%	31%	17%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	9%	10%	10%	*	*	-	-	-	7%	14%	*	9%	11%	-	9%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	65	68	54	*	*	-	*	65	54	72
CWD	54	39	55	*	-	*	-	-	53	54	67
CWOD	68	69	70	41	*	*	-	*	67	-	73
EL	72	86	71	*	-	*	-	-	73	67	72
Male	65	63	67	*	-	*	-	*	63	57	73
Female	68	67	70	59	*	*	-	-	67	50	72
<b>Mathematics</b>											
All Students	67	57	74	64	*	*	-	*	67	54	70
CWD	54	44	69	*	-	*	-	-	54	54	50
CWOD	69	59	75	73	*	*	-	*	69	-	73
EL	70	50	76	*	-	*	-	-	71	50	70
Male	77	63	85	*	-	*	-	*	75	62	84
Female	58	52	63	55	*	*	-	-	60	39	58

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	266	39	15%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	38	35	39	37	*	47	-	*	37	14	41
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American			Pacific	Two or	Econ	Non					
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	97%	100%	100%	*	100%	-	*	99%	100%	98%	99%	100%	99%	99%	-
	CWD	98%	93%	100%	100%	-	100%	-	-	97%	100%	98%	-	100%	100%	92%	-
	CWOD	99%	98%	100%	100%	*	*	-	*	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	100%	-	100%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	96%	100%	100%	*	*	-	-	99%	100%	92%	99%	100%	-	99%	-
Reading	All Students	99%	97%	100%	100%	*	100%	-	*	99%	100%	97%	99%	100%	99%	99%	-
	CWD	97%	92%	100%	*	-	*	-	-	97%	100%	97%	-	100%	100%	92%	-
	CWOD	99%	98%	100%	100%	*	*	-	*	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	*	-	*	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	96%	100%	100%	*	*	-	-	98%	100%	92%	99%	100%	-	99%	-
Mathematics	All Students	99%	97%	100%	100%	*	100%	-	*	99%	100%	97%	99%	100%	99%	99%	-
	CWD	97%	92%	100%	*	-	*	-	-	97%	100%	97%	-	100%	100%	92%	-
	CWOD	99%	98%	100%	100%	*	*	-	*	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	*	-	*	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	96%	100%	100%	*	*	-	-	98%	100%	92%	99%	100%	-	99%	-
Science	All Students	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	-	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	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%	-	-
	Female	100%	100%	100%	*	*	-	-	-	100%	100%	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All Students	1%	3%	0%	0%	*	0%	-	*	1%	0%	2%	1%	0%	1%	1%	-
	CWD	2%	7%	0%	0%	-	0%	-	-	3%	0%	2%	-	0%	0%	8%	-
	CWOD	1%	2%	0%	0%	*	*	-	*	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	0%	-	0%	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	4%	0%	0%	*	*	-	-	1%	0%	8%	1%	0%	-	1%	-
Reading	All Students	1%	3%	0%	0%	*	0%	-	*	1%	0%	3%	1%	0%	1%	1%	-
	CWD	3%	8%	0%	*	-	*	-	-	3%	0%	3%	-	0%	0%	8%	-
	CWOD	1%	2%	0%	0%	*	*	-	*	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	1%	4%	0%	0%	*	*	-	-	2%	0%	8%	1%	0%	-	1%	-
Mathematics	All Students	1%	3%	0%	0%	*	0%	-	*	1%	0%	3%	1%	0%	1%	1%	-
	CWD	3%	8%	0%	*	-	*	-	-	3%	0%	3%	-	0%	0%	8%	-
	CWOD	1%	2%	0%	0%	*	*	-	*	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	4%	0%	0%	*	*	-	-	2%	0%	8%	1%	0%	-	1%	-
Science	All Students	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	*	-	-	-	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	35	14	11	8	0	2	0	0	11		
	Female	11	2	2	5	0	2	0	0	2		
	Total	46	16	13	13	0	4	0	0	13		
<b>Out-of-School Suspensions</b>												
	Male	14	4	2	4	0	4	0	0	4		
	Female	4	0	2	2	0	0	0	0	0		
	Total	18	4	4	6	0	4	0	0	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

**Total**

	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	1
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	55	8	32	2	2	11	0	0	41	5
	Female	61	14	29	5	2	11	0	0	38	2
	Total	116	22	61	7	4	22	0	0	79	7
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	9.4	21.7%
Teachers Teaching with Emergency or Provisional Credentials	2.3	5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.5	3.6%

' ' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	2%
Mathematics	5,880	1%	45	1%	*	2%
Grade 4						
Reading	6,312	2%	55	1%	*	1%
Mathematics	6,311	2%	55	1%	*	1%
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	6	1%
Reading	45,064	1%	367	1%	*	1%
Mathematics	40,350	1%	327	1%	*	1%
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**



<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** BUTLER EL

**Campus ID:** 220901129

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	89%	57%	84%	96%	-	100%	-	*	79%	92%	76%	92%	93%	96%	79%	-	*	-	*
	CWD	49%	38%	76%	*	*	90%	-	*	-	*	60%	83%	76%	-	*	100%	50%	-	-	-	-
	CWOD	79%	72%	92%	80%	81%	98%	-	100%	-	*	84%	94%	-	92%	100%	95%	87%	-	*	-	*
	EL	69%	67%	93%	*	*	100%	-	*	-	-	100%	88%	*	100%	93%	100%	*	-	-	-	-
	Male	73%	65%	96%	*	92%	100%	-	*	-	*	92%	97%	100%	95%	100%	96%	-	-	*	-	*
	Female	78%	72%	79%	50%	71%	90%	-	*	-	*	64%	86%	50%	87%	*	-	79%	-	-	-	-
	Mathematics	All Students	78%	72%	85%	43%	79%	92%	-	100%	-	*	71%	91%	65%	90%	93%	94%	74%	-	*	-
CWD	52%	44%	65%	*	*	80%	-	*	-	*	40%	75%	65%	-	*	78%	50%	-	-	-	-	
CWOD	81%	76%	90%	60%	81%	95%	-	100%	-	*	79%	94%	-	90%	100%	98%	81%	-	*	-	*	
EL	75%	75%	93%	*	*	100%	-	*	-	-	100%	88%	*	100%	93%	100%	*	-	-	-	-	
Male	78%	72%	94%	*	92%	97%	-	*	-	*	85%	97%	78%	98%	100%	94%	-	-	*	-	*	
Female	78%	72%	74%	50%	57%	86%	-	*	-	*	55%	82%	50%	81%	*	-	74%	-	-	-	-	
Grade 4 Reading	All Students	74%	66%	86%	71%	84%	91%	-	100%	*	50%	65%	91%	53%	92%	82%	75%	96%	-	*	-	*
	CWD	44%	34%	53%	*	*	75%	-	-	-	*	*	64%	53%	-	*	36%	*	-	*	-	*
	CWOD	78%	70%	92%	100%	93%	94%	-	100%	*	60%	77%	95%	-	92%	89%	88%	96%	-	*	-	*
	EL	64%	64%	82%	-	*	80%	-	*	-	-	100%	67%	*	89%	82%	*	100%	-	-	-	*
	Male	71%	63%	75%	*	75%	81%	-	*	*	60%	60%	79%	36%	88%	*	75%	-	-	*	-	*
	Female	77%	70%	96%	100%	91%	100%	-	*	-	*	71%	100%	*	96%	100%	-	96%	-	*	-	*
	Mathematics	All Students	74%	67%	85%	71%	84%	87%	-	100%	*	67%	65%	90%	60%	90%	64%	75%	94%	-	*	-
CWD	46%	36%	60%	*	*	88%	-	-	-	*	*	73%	60%	-	*	45%	*	-	*	-	*	
CWOD	78%	71%	90%	100%	93%	87%	-	100%	*	80%	77%	92%	-	90%	78%	85%	93%	-	*	-	*	
EL	69%	69%	64%	-	*	60%	-	*	-	-	60%	67%	*	78%	64%	*	86%	-	-	-	*	
Male	74%	67%	75%	*	75%	81%	-	*	*	60%	50%	82%	45%	85%	*	75%	-	-	*	-	*	
Female	74%	68%	94%	100%	91%	93%	-	*	-	*	86%	95%	*	93%	86%	-	94%	-	*	-	*	
Grade 5 Reading	All Students	86%	82%	96%	88%	100%	96%	*	100%	*	100%	100%	96%	71%	99%	100%	95%	98%	-	-	-	-
	CWD	55%	48%	71%	*	*	80%	-	-	-	-	-	71%	71%	-	-	71%	-	-	-	-	-
	CWOD	89%	86%	99%	100%	100%	98%	*	100%	*	100%	100%	98%	-	99%	100%	100%	98%	-	-	-	-
	EL	77%	76%	100%	-	*	*	*	*	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-
	Male	83%	78%	95%	83%	100%	96%	-	*	-	*	100%	94%	71%	100%	*	95%	-	-	-	-	-
	Female	88%	85%	98%	*	100%	96%	*	*	*	*	100%	97%	-	98%	100%	-	98%	-	-	-	-
	Mathematics	All Students	89%	84%	98%	88%	100%	98%	*	100%	*	100%	100%	97%	71%	100%	100%	95%	100%	-	-	-
CWD	68%	61%	71%	*	*	80%	-	-	-	-	-	71%	71%	-	-	71%	-	-	-	-	-	
CWOD	92%	87%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
EL	85%	82%	100%	-	*	*	*	*	-	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-
Male	88%	83%	95%	83%	100%	96%	-	*	-	*	100%	94%	71%	100%	*	95%	-	-	-	-	-	-
Female	90%	85%	100%	*	100%	100%	*	*	*	*	100%	100%	-	100%	100%	100%	-	100%	-	-	-	-
Science	All Students	74%	65%	93%	63%	100%	94%	*	100%	*	100%	92%	93%	71%	95%	100%	93%	93%	-	-	-	-
	CWD	45%	43%	71%	*	*	80%	-	-	-	-	-	71%	71%	-	-	71%	-	-	-	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	77%	68%	<b>95%</b>	71%	100%	96%	*	100%	*	100%	92%	95%	-	95%	100%	97%	93%	-	-	-	-
	EL	60%	55%	<b>100%</b>	-	*	*	*	*	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-
	Male	74%	65%	<b>93%</b>	67%	100%	96%	-	*	-	*	100%	92%	71%	97%	*	93%	-	-	-	-	-
	Female	73%	64%	<b>93%</b>	*	100%	91%	*	*	*	*	88%	94%	-	93%	100%	-	93%	-	-	-	-
Grade 6 Reading	All Students	67%	68%	<b>93%</b>	100%	91%	93%	-	*	-	*	95%	93%	71%	95%	*	93%	94%	-	-	-	-
	CWD	33%	32%	<b>71%</b>	*	*	*	-	-	-	-	*	60%	71%	-	*	80%	*	-	-	-	-
	CWOD	71%	72%	<b>95%</b>	100%	95%	94%	-	*	-	*	89%	95%	-	95%	*	94%	96%	-	-	-	-
	EL	42%	49%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	62%	64%	<b>93%</b>	*	90%	92%	-	-	-	*	89%	91%	80%	94%	*	93%	-	-	-	-	-
	Female	71%	72%	<b>94%</b>	*	92%	93%	-	*	-	-	91%	95%	*	96%	*	-	94%	-	-	-	-
Mathematics	All Students	80%	82%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	-	-	-	-
	CWD	50%	47%	<b>100%</b>	*	*	*	-	-	-	-	*	100%	100%	-	*	100%	*	-	-	-	-
	CWOD	83%	86%	<b>100%</b>	100%	100%	100%	-	*	-	*	94%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	67%	77%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	78%	80%	<b>100%</b>	*	100%	100%	-	-	-	*	89%	100%	100%	100%	*	100%	-	-	-	-	-
	Female	81%	84%	<b>100%</b>	*	100%	100%	-	*	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3 Reading	All Students	44%	37%	<b>60%</b>	14%	37%	74%	-	83%	-	*	38%	69%	41%	65%	71%	69%	49%	-	*	-	*
	CWD	26%	19%	<b>41%</b>	*	*	60%	-	*	-	*	20%	50%	41%	-	*	33%	50%	-	-	-	-
	CWOD	46%	39%	<b>65%</b>	20%	38%	77%	-	100%	-	*	42%	73%	-	65%	91%	78%	48%	-	*	-	*
	EL	35%	34%	<b>71%</b>	*	*	83%	-	*	-	-	67%	75%	*	91%	71%	73%	*	-	-	-	-
	Male	41%	34%	<b>69%</b>	*	42%	84%	-	*	-	*	46%	78%	33%	78%	73%	69%	-	-	*	-	*
	Female	47%	39%	<b>49%</b>	17%	29%	57%	-	*	-	*	27%	57%	50%	48%	*	-	49%	-	-	-	-
Mathematics	All Students	48%	39%	<b>60%</b>	14%	37%	72%	-	100%	-	*	42%	67%	35%	66%	86%	63%	56%	-	*	-	*
	CWD	30%	21%	<b>35%</b>	*	*	40%	-	*	-	*	20%	42%	35%	-	*	33%	38%	-	-	-	-
	CWOD	50%	42%	<b>66%</b>	20%	38%	79%	-	100%	-	*	47%	73%	-	66%	100%	70%	61%	-	*	-	*
	EL	41%	41%	<b>86%</b>	*	*	83%	-	*	-	-	83%	88%	*	100%	86%	91%	*	-	-	-	-
	Male	49%	41%	<b>63%</b>	*	33%	75%	-	*	-	*	54%	67%	33%	70%	91%	63%	-	-	*	-	*
	Female	46%	38%	<b>56%</b>	17%	43%	67%	-	*	-	*	27%	68%	38%	61%	*	-	56%	-	-	-	-
Grade 4 Reading	All Students	43%	35%	<b>66%</b>	43%	79%	65%	-	80%	*	50%	29%	74%	40%	71%	45%	59%	72%	-	*	-	*
	CWD	24%	16%	<b>40%</b>	*	*	63%	-	-	-	*	*	45%	40%	-	*	18%	*	-	*	-	*
	CWOD	46%	38%	<b>71%</b>	60%	93%	66%	-	80%	*	60%	31%	79%	-	71%	44%	73%	70%	-	*	-	*
	EL	30%	30%	<b>45%</b>	-	*	0%	-	*	-	-	40%	50%	*	44%	45%	*	57%	-	-	-	*
	Male	41%	33%	<b>59%</b>	*	63%	62%	-	*	*	60%	40%	65%	18%	73%	*	59%	-	-	*	-	*
	Female	46%	38%	<b>72%</b>	60%	91%	69%	-	*	-	*	14%	81%	*	70%	57%	-	72%	-	*	-	*
Mathematics	All Students	46%	39%	<b>63%</b>	43%	79%	60%	-	100%	*	33%	24%	71%	27%	70%	55%	55%	70%	-	*	-	*
	CWD	27%	21%	<b>27%</b>	*	*	38%	-	-	-	*	*	36%	27%	-	*	18%	*	-	*	-	*
	CWOD	49%	41%	<b>70%</b>	60%	93%	64%	-	100%	*	40%	31%	77%	-	70%	67%	67%	72%	-	*	-	*
	EL	39%	39%	<b>55%</b>	-	*	40%	-	*	-	-	40%	67%	*	67%	55%	*	71%	-	-	-	*
	Male	48%	40%	<b>55%</b>	*	63%	58%	-	*	*	40%	20%	65%	18%	67%	*	55%	-	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	70%	60%	91%	62%	-	*	-	*	29%	77%	*	72%	71%	-	70%	-	*	-	*
Grade 5 Reading	All	53%	46%	80%	50%	91%	80%	*	100%	*	100%	85%	80%	43%	84%	71%	83%	78%	-	-	-	-
	Students																					
	CWD	27%	23%	43%	*	*	40%	-	-	-	-	-	43%	43%	-	-	43%	-	-	-	-	-
	CWOD	56%	49%	84%	57%	90%	84%	*	100%	*	100%	85%	84%	-	84%	71%	91%	78%	-	-	-	-
	EL	36%	35%	71%	-	*	*	*	*	-	-	100%	*	-	71%	71%	*	60%	-	-	-	-
	Male	50%	42%	83%	50%	100%	85%	-	*	-	*	80%	83%	43%	91%	*	83%	-	-	-	-	-
	Female	56%	51%	78%	*	83%	74%	*	*	*	*	88%	76%	-	78%	60%	-	78%	-	-	-	-
Mathematics	All	57%	47%	83%	63%	82%	86%	*	80%	*	83%	77%	84%	71%	84%	71%	90%	76%	-	-	-	-
	Students																					
	CWD	31%	28%	71%	*	*	80%	-	-	-	-	-	71%	71%	-	-	71%	-	-	-	-	-
	CWOD	60%	49%	84%	71%	80%	87%	*	80%	*	83%	77%	85%	-	84%	71%	94%	76%	-	-	-	-
	EL	46%	41%	71%	-	*	*	*	*	-	-	80%	*	-	71%	71%	*	60%	-	-	-	-
	Male	56%	47%	90%	67%	100%	93%	-	*	-	*	100%	89%	71%	94%	*	90%	-	-	-	-	-
	Female	57%	47%	76%	*	67%	78%	*	*	*	*	63%	79%	-	76%	60%	-	76%	-	-	-	-
Science	All	48%	38%	71%	25%	73%	74%	*	80%	*	100%	62%	72%	57%	72%	57%	73%	68%	-	-	-	-
	Students																					
	CWD	27%	27%	57%	*	*	60%	-	-	-	-	-	57%	57%	-	-	57%	-	-	-	-	-
	CWOD	50%	39%	72%	29%	70%	76%	*	80%	*	100%	62%	74%	-	72%	57%	76%	68%	-	-	-	-
	EL	31%	26%	57%	-	*	*	*	*	-	-	80%	*	-	57%	57%	*	40%	-	-	-	-
	Male	50%	40%	73%	17%	100%	78%	-	*	-	*	80%	72%	57%	76%	*	73%	-	-	-	-	-
	Female	45%	37%	68%	*	50%	70%	*	*	*	*	50%	73%	-	68%	40%	-	68%	-	-	-	-
Grade 6 Reading	All	36%	37%	65%	50%	65%	65%	-	*	-	*	47%	70%	43%	67%	*	55%	73%	-	-	-	-
	Students																					
	CWD	19%	17%	43%	*	*	*	-	-	-	-	*	20%	43%	-	*	40%	*	-	-	-	-
	CWOD	38%	40%	67%	40%	70%	67%	-	*	-	*	39%	73%	-	67%	*	57%	74%	-	-	-	-
	EL	14%	17%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	33%	33%	55%	*	50%	56%	-	-	-	*	44%	56%	40%	57%	*	55%	-	-	-	-	-
	Female	40%	42%	73%	*	77%	73%	-	*	-	-	45%	81%	*	74%	*	-	73%	-	-	-	-
Mathematics	All	46%	49%	85%	83%	87%	84%	-	*	-	*	79%	87%	43%	89%	*	80%	90%	-	-	-	-
	Students																					
	CWD	23%	21%	43%	*	*	*	-	-	-	-	*	20%	43%	-	*	40%	*	-	-	-	-
	CWOD	48%	52%	89%	80%	95%	87%	-	*	-	*	72%	92%	-	89%	*	86%	91%	-	-	-	-
	EL	27%	35%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	45%	48%	80%	*	80%	76%	-	-	-	*	78%	78%	40%	86%	*	80%	-	-	-	-	-
	Female	46%	50%	90%	*	92%	90%	-	*	-	-	73%	95%	*	91%	*	-	90%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	36%	0%	16%	49%	-	33%	-	*	17%	44%	29%	38%	43%	39%	33%	-	*	-	*
	Students																					
	CWD	10%	7%	29%	*	*	40%	-	*	-	*	20%	33%	29%	-	*	22%	38%	-	-	-	-
	CWOD	29%	23%	38%	0%	13%	51%	-	40%	-	*	16%	46%	-	38%	55%	43%	32%	-	*	-	*
	EL	19%	20%	43%	*	*	67%	-	*	-	-	33%	50%	*	55%	43%	45%	*	-	-	-	-
	Male	24%	19%	39%	*	17%	50%	-	*	-	*	23%	44%	22%	43%	45%	39%	-	-	*	-	*
	Female	29%	24%	33%	0%	14%	48%	-	*	-	*	9%	43%	38%	32%	*	-	33%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	38%	0%	16%	51%	-	33%	-	*	13%	47%	24%	41%	57%	43%	31%	-	*	-	*
	Students																					
	CWD	12%	8%	24%	*	*	40%	-	*	-	*	0%	33%	24%	-	*	22%	25%	-	-	-	-
	CWOD	25%	19%	41%	0%	19%	53%	-	40%	-	*	16%	50%	-	41%	73%	48%	32%	-	*	-	*
	EL	18%	20%	57%	*	*	83%	-	*	-	-	50%	63%	*	73%	57%	55%	*	-	-	-	-
	Male	26%	20%	43%	*	17%	59%	-	*	-	*	15%	53%	22%	48%	55%	43%	-	-	*	-	*
	Female	22%	16%	31%	0%	14%	38%	-	*	-	*	9%	39%	25%	32%	*	-	31%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	39%	14%	58%	38%	-	60%	*	17%	6%	47%	20%	43%	27%	30%	48%	-	*	-	*
	Students																					
	CWD	8%	4%	20%	*	*	38%	-	-	-	*	*	27%	20%	-	*	9%	*	-	*	-	*
	CWOD	23%	18%	43%	20%	73%	38%	-	60%	*	20%	8%	50%	-	43%	33%	36%	48%	-	*	-	*
	EL	12%	13%	27%	-	*	0%	-	*	-	-	20%	33%	*	33%	27%	*	43%	-	-	-	*
	Male	20%	15%	30%	*	38%	31%	-	*	*	20%	0%	38%	9%	36%	*	30%	-	-	*	-	*
	Female	23%	18%	48%	20%	73%	45%	-	*	-	*	14%	53%	*	48%	43%	-	48%	-	*	-	*
Mathematics																						
	All	27%	22%	38%	0%	63%	36%	-	40%	*	17%	12%	44%	20%	42%	36%	39%	38%	-	*	-	*
	Students																					
	CWD	13%	7%	20%	*	*	25%	-	-	-	*	*	27%	20%	-	*	18%	*	-	*	-	*
	CWOD	29%	23%	42%	0%	73%	38%	-	40%	*	20%	15%	47%	-	42%	44%	45%	39%	-	*	-	*
	EL	20%	22%	36%	-	*	20%	-	*	-	-	40%	33%	*	44%	36%	*	57%	-	-	-	*
	Male	29%	23%	39%	*	38%	42%	-	*	*	20%	0%	50%	18%	45%	*	39%	-	-	*	-	*
	Female	25%	20%	38%	0%	82%	31%	-	*	-	*	29%	40%	*	39%	57%	-	38%	-	*	-	*
Grade 5																						
Reading	All	29%	24%	57%	25%	64%	60%	*	60%	*	67%	38%	61%	29%	60%	29%	61%	54%	-	-	-	-
	Students																					
	CWD	9%	8%	29%	*	*	20%	-	-	-	-	-	29%	29%	-	-	29%	-	-	-	-	-
	CWOD	31%	26%	60%	29%	60%	64%	*	60%	*	67%	38%	65%	-	60%	29%	68%	54%	-	-	-	-
	EL	14%	13%	29%	-	*	*	*	*	-	-	40%	*	-	29%	29%	*	20%	-	-	-	-
	Male	26%	21%	61%	33%	80%	67%	-	*	-	*	40%	64%	29%	68%	*	61%	-	-	-	-	-
	Female	31%	27%	54%	*	50%	52%	*	*	*	*	38%	58%	-	54%	20%	-	54%	-	-	-	-
Mathematics																						
	All	36%	27%	67%	38%	55%	70%	*	80%	*	83%	38%	72%	71%	67%	43%	78%	56%	-	-	-	-
	Students																					
	CWD	14%	12%	71%	*	*	80%	-	-	-	-	-	71%	71%	-	-	71%	-	-	-	-	-
	CWOD	38%	28%	67%	43%	50%	69%	*	80%	*	83%	38%	73%	-	67%	43%	79%	56%	-	-	-	-
	EL	24%	20%	43%	-	*	*	*	*	-	-	40%	*	-	43%	43%	*	20%	-	-	-	-
	Male	36%	28%	78%	33%	100%	81%	-	*	-	*	80%	78%	71%	79%	*	78%	-	-	-	-	-
	Female	35%	26%	56%	*	17%	57%	*	*	*	*	13%	67%	-	56%	20%	-	56%	-	-	-	-
Science																						
	All	23%	17%	38%	13%	36%	44%	*	40%	*	33%	15%	42%	43%	37%	0%	49%	27%	-	-	-	-
	Students																					
	CWD	11%	9%	43%	*	*	40%	-	-	-	-	-	43%	43%	-	-	43%	-	-	-	-	-
	CWOD	25%	18%	37%	14%	30%	44%	*	40%	*	33%	15%	42%	-	37%	0%	50%	27%	-	-	-	-
	EL	11%	9%	0%	-	*	*	*	*	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	25%	19%	49%	17%	60%	52%	-	*	-	*	20%	53%	43%	50%	*	49%	-	-	-	-	-
	Female	21%	15%	27%	*	17%	35%	*	*	*	*	13%	30%	-	27%	0%	-	27%	-	-	-	-
Grade 6																						
Reading	All	17%	18%	44%	17%	26%	53%	-	*	-	*	16%	52%	29%	46%	*	33%	54%	-	-	-	-
	Students																					
	CWD	6%	5%	29%	*	*	*	-	-	-	-	*	20%	29%	-	*	20%	*	-	-	-	-
	CWOD	18%	19%	46%	20%	25%	54%	-	*	-	*	11%	55%	-	46%	*	34%	54%	-	-	-	-
	EL	4%	5%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	14%	15%	33%	*	10%	40%	-	-	-	*	11%	38%	20%	34%	*	33%	-	-	-	-	-

												Two or	Non											
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military		
Female		20%	22%	54%	*	38%	63%	-	*	-	-	18%	65%	*	54%	*	-	54%	-	-	-	-		
Mathematics	All	20%	24%	61%	33%	65%	62%	-	*	-	*	47%	65%	14%	65%	*	53%	69%	-	-	-	-		
	Students																							
	CWD	9%	6%	14%	*	*	*	-	-	-	-	*	0%	14%	-	*	20%	*	-	-	-	-		
	CWOD	22%	26%	65%	40%	70%	65%	-	*	-	*	44%	70%	-	65%	*	57%	72%	-	-	-	-		
	EL	8%	12%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-		
	Male	20%	24%	53%	*	50%	56%	-	-	-	*	33%	56%	20%	57%	*	53%	-	-	-	-	-		
	Female	20%	23%	69%	*	77%	67%	-	*	-	-	55%	73%	*	72%	*	-	69%	-	-	-	-		

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	91%	75%	90%	94%	*	100%	100%	81%	84%	93%	69%	95%	88%	90%	92%	-	50%	-	83%
	Students																					
	CWD	46%	38%	69%	15%	74%	82%	-	*	-	*	50%	74%	69%	-	50%	69%	68%	-	*	-	*
	CWOD	81%	77%	95%	90%	93%	96%	*	100%	100%	89%	89%	96%	-	95%	95%	95%	94%	-	63%	-	*
	EL	62%	63%	88%	*	86%	90%	*	100%	-	-	95%	83%	50%	95%	88%	87%	90%	-	-	-	*
	Male	74%	70%	90%	68%	91%	94%	-	100%	*	76%	84%	92%	69%	95%	87%	90%	-	-	50%	-	*
	Female	80%	76%	92%	81%	90%	95%	*	100%	*	83%	83%	95%	68%	94%	90%	-	92%	-	*	-	*
Reading	All	73%	69%	91%	79%	89%	94%	*	100%	*	72%	84%	93%	67%	94%	89%	90%	92%	-	33%	-	*
	Students																					
	CWD	39%	30%	67%	17%	73%	81%	-	*	-	*	55%	71%	67%	-	50%	69%	64%	-	*	-	*
	CWOD	78%	73%	94%	95%	92%	96%	*	100%	*	76%	89%	96%	-	94%	97%	94%	95%	-	*	-	*
	EL	54%	55%	89%	*	85%	93%	*	100%	-	-	100%	79%	50%	97%	89%	89%	88%	-	-	-	*
	Male	69%	64%	90%	73%	89%	93%	-	100%	*	67%	86%	91%	69%	94%	89%	90%	-	-	40%	-	*
	Female	78%	74%	92%	82%	89%	95%	*	100%	*	71%	81%	95%	64%	95%	88%	-	92%	-	*	-	*
Mathematics	All	81%	77%	92%	75%	90%	94%	*	100%	*	83%	82%	94%	70%	95%	86%	91%	93%	-	67%	-	*
	Students																					
	CWD	53%	44%	70%	17%	73%	85%	-	*	-	*	45%	77%	70%	-	50%	69%	71%	-	*	-	*
	CWOD	84%	81%	95%	91%	93%	96%	*	100%	*	88%	89%	97%	-	95%	93%	96%	95%	-	*	-	*
	EL	72%	74%	86%	*	85%	86%	*	100%	-	-	88%	84%	50%	93%	86%	83%	88%	-	-	-	*
	Male	79%	75%	91%	64%	91%	94%	-	100%	*	75%	81%	93%	69%	96%	83%	91%	-	-	60%	-	*
	Female	82%	79%	93%	82%	89%	95%	*	100%	*	86%	84%	95%	71%	95%	88%	-	93%	-	*	-	*
Science	All	80%	75%	93%	63%	100%	94%	*	100%	*	100%	92%	93%	71%	95%	100%	93%	93%	-	-	-	-
	Students																					
	CWD	51%	44%	71%	*	*	80%	-	-	-	-	-	71%	71%	-	-	71%	-	-	-	-	-
	CWOD	84%	79%	95%	71%	100%	96%	*	100%	*	100%	92%	95%	-	95%	100%	97%	93%	-	-	-	-
	EL	61%	60%	100%	-	*	*	*	*	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-
	Male	79%	74%	93%	67%	100%	96%	-	*	-	*	100%	92%	71%	97%	*	93%	-	-	-	-	-
	Female	81%	77%	93%	*	100%	91%	*	*	*	*	88%	94%	-	93%	100%	-	93%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	70%	42%	68%	73%	*	90%	71%	69%	51%	75%	41%	74%	65%	69%	71%	-	33%	-	33%
	Students																					
	CWD	24%	18%	41%	15%	39%	51%	-	*	-	*	32%	44%	41%	-	17%	37%	54%	-	*	-	*
	CWOD	52%	47%	74%	49%	73%	76%	*	92%	71%	76%	54%	79%	-	74%	74%	77%	72%	-	50%	-	*
	EL	29%	29%	65%	*	76%	53%	*	85%	-	-	70%	60%	17%	74%	65%	71%	59%	-	-	-	*
	Male	47%	41%	69%	39%	63%	74%	-	91%	*	64%	56%	73%	37%	77%	71%	69%	-	-	40%	-	*
	Female	52%	47%	71%	44%	74%	72%	*	89%	*	72%	46%	77%	54%	72%	59%	-	71%	-	*	-	*



												Two or	Non												Foster	
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	More	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military				
Reading	All Students	47%	42%	68%	39%	65%	71%	*	88%	*	67%	47%	73%	41%	72%	60%	67%	69%	-	33%	-	*				
	CWD	21%	15%	41%	17%	36%	54%	-	*	-	*	36%	43%	41%	-	17%	31%	64%	-	*	-	*				
	CWOD	50%	45%	72%	45%	70%	73%	*	94%	*	71%	48%	77%	-	72%	69%	75%	69%	-	*	-	*				
	EL	23%	24%	60%	*	77%	43%	*	83%	-	-	69%	53%	17%	69%	60%	61%	59%	-	-	-	*				
	Male	43%	37%	67%	36%	57%	73%	-	80%	*	58%	50%	71%	31%	75%	61%	67%	-	-	40%	-	*				
	Female	51%	47%	69%	41%	73%	69%	*	92%	*	71%	43%	75%	64%	69%	59%	-	69%	-	*	-	*				
Mathematics	All Students	51%	45%	72%	50%	71%	75%	*	94%	*	61%	53%	77%	39%	77%	71%	71%	74%	-	33%	-	*				
	CWD	26%	21%	39%	17%	36%	46%	-	*	-	*	27%	43%	39%	-	17%	38%	43%	-	*	-	*				
	CWOD	54%	49%	77%	59%	77%	79%	*	94%	*	65%	58%	82%	-	77%	83%	79%	76%	-	*	-	*				
	EL	37%	37%	71%	*	77%	64%	*	83%	-	-	69%	74%	17%	83%	71%	78%	65%	-	-	-	*				
	Male	50%	44%	71%	55%	63%	75%	-	100%	*	58%	58%	75%	38%	79%	78%	71%	-	-	40%	-	*				
	Female	51%	47%	74%	47%	78%	75%	*	92%	*	57%	49%	80%	43%	76%	65%	-	74%	-	*	-	*				
Science	All Students	53%	47%	71%	25%	73%	74%	*	80%	*	100%	62%	72%	57%	72%	57%	73%	68%	-	-	-	-				
	CWD	25%	20%	57%	*	*	60%	-	-	-	-	-	57%	57%	-	-	57%	-	-	-	-	-				
	CWOD	56%	50%	72%	29%	70%	76%	*	80%	*	100%	62%	74%	-	72%	57%	76%	68%	-	-	-	-				
	EL	26%	25%	57%	-	*	*	*	*	-	-	80%	*	-	57%	57%	*	40%	-	-	-	-				
	Male	53%	46%	73%	17%	100%	78%	-	*	-	*	80%	72%	57%	76%	*	73%	-	-	-	-	-				
	Female	53%	48%	68%	*	50%	70%	*	*	*	*	50%	73%	-	68%	40%	-	68%	-	-	-	-				

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All Students	23%	19%	46%	16%	43%	51%	*	51%	43%	45%	21%	53%	28%	49%	38%	47%	46%	-	25%	-	17%
	CWD	8%	6%	28%	0%	30%	37%	-	*	-	*	14%	32%	28%	-	0%	27%	32%	-	*	-	*
	CWOD	25%	21%	49%	20%	45%	53%	*	54%	43%	50%	23%	55%	-	49%	45%	51%	47%	-	38%	-	*
	EL	11%	11%	38%	*	41%	43%	*	23%	-	-	32%	43%	0%	45%	38%	39%	36%	-	-	-	*
	Male	22%	18%	47%	18%	37%	53%	-	45%	*	40%	21%	53%	27%	51%	39%	47%	-	-	30%	-	*
	Female	24%	21%	46%	14%	49%	49%	*	54%	*	50%	22%	52%	32%	47%	36%	-	46%	-	*	-	*
Reading	All Students	20%	17%	44%	14%	38%	50%	*	53%	*	44%	18%	51%	26%	47%	34%	40%	48%	-	33%	-	*
	CWD	7%	5%	26%	0%	27%	35%	-	*	-	*	18%	29%	26%	-	0%	19%	43%	-	*	-	*
	CWOD	22%	19%	47%	18%	39%	52%	*	56%	*	47%	18%	54%	-	47%	41%	45%	48%	-	*	-	*
	EL	8%	8%	34%	*	38%	36%	*	33%	-	-	31%	37%	0%	41%	34%	33%	35%	-	-	-	*
	Male	17%	14%	40%	18%	29%	47%	-	40%	*	33%	17%	46%	19%	45%	33%	40%	-	-	40%	-	*
	Female	23%	20%	48%	12%	46%	52%	*	58%	*	57%	19%	55%	43%	48%	35%	-	48%	-	*	-	*
Mathematics	All Students	26%	22%	51%	18%	50%	54%	*	53%	*	50%	26%	57%	28%	54%	49%	52%	49%	-	17%	-	*
	CWD	11%	6%	28%	0%	27%	38%	-	*	-	*	9%	34%	28%	-	0%	31%	21%	-	*	-	*
	CWOD	28%	24%	54%	23%	54%	57%	*	56%	*	53%	29%	60%	-	54%	59%	57%	51%	-	*	-	*
	EL	16%	16%	49%	*	54%	57%	*	17%	-	-	44%	53%	0%	59%	49%	50%	47%	-	-	-	*
	Male	25%	22%	52%	18%	43%	60%	-	40%	*	42%	25%	59%	31%	57%	50%	52%	-	-	20%	-	*
	Female	26%	22%	49%	18%	57%	49%	*	58%	*	57%	27%	55%	21%	51%	47%	-	49%	-	*	-	*
Science	All Students	24%	20%	38%	13%	36%	44%	*	40%	*	33%	15%	42%	43%	37%	0%	49%	27%	-	-	-	-
	CWD	8%	5%	43%	*	*	40%	-	-	-	-	-	43%	43%	-	-	43%	-	-	-	-	-
	CWOD	26%	22%	37%	14%	30%	44%	*	40%	*	33%	15%	42%	-	37%	0%	50%	27%	-	-	-	-
	EL	7%	7%	0%	-	*	*	*	*	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	25%	21%	49%	17%	60%	52%	-	*	-	*	20%	53%	43%	50%	*	49%	-	-	-	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	27%	*	17%	35%	*	*	*	*	13%	30%	-	27%	0%	-	27%	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	72	61	70	74	*	91	*	60	57	67	85
CWD	67	*	71	75	-	-	-	*	*	67	*
CWOD	73	66	70	74	*	91	*	64	58	-	88
EL	85	-	89	71	*	*	-	-	90	*	85
Male	67	56	64	72	-	*	*	50	52	62	75
Female	77	65	74	77	*	100	*	80	62	83	89
<b>Mathematics</b>											
All Students	83	84	86	82	*	95	*	70	70	78	75
CWD	78	*	79	84	-	-	-	*	*	78	*
CWOD	84	88	87	82	*	95	*	75	76	-	79
EL	75	-	78	57	*	*	-	-	65	*	75
Male	83	89	88	83	-	*	*	55	62	76	67
Female	84	80	84	81	*	94	*	100	77	83	79

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	63	24	38%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	69	44	67	73	*	80	71	65	52	46	64
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	Y	N					N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	Y	Y					N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	Y	N					N	N	Y

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	36%
Target Met	Y
Interim Goals (2023-2027)	38%
Target Met	Y
Interim Goals (2028-2032)	40%
Target Met	Y
Long-Term Goals	40%
Target Met	Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American			Pacific	Two or	Econ	Non					
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	100%	95%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	100%	95%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	-	100%	*	92%	97%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	*	95%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	94%	98%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	-	100%	*	92%	97%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	95%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	94%	98%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	-	100%	*	92%	97%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	100%	-	-	-	-	-	100%	100%	-	-	100%	-	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	*	*	*	*	-	-	100%	*	-	100%	100%	*	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	*	*	*	*	100%	100%	-	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	0%	5%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	0%	5%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	-	0%	*	8%	3%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	*	5%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	6%	2%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	-	0%	*	8%	3%	0%	0%	1%	0%	1%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	5%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	6%	2%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	-	0%	*	8%	3%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	0%	-	-	-	-	-	0%	0%	-	-	0%	-	-
	CWOD	0%	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%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	17	2	5	8	0	0	0	2	2		
	Female	4	0	2	2	0	0	0	0	0		
	Total	21	2	7	10	0	0	0	2	2		
<b>Out-of-School Suspensions</b>												
	Male	2	2	0	0	0	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	4	2	0	2	0	0	0	0	0		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and



percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	19.9%
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	0.7	1.8%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	*	1%
Mathematics	6,311	2%	55	1%	*	1%
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	*	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
Mathematics	6,036	1%	50	1%	*	2%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	6	1%
Reading	45,064	1%	367	1%	*	1%
Mathematics	40,350	1%	327	1%	*	1%
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** CARTER J H

**Campus ID:** 220901041

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 7																						
Reading	All Students	74%	70%	57%	48%	58%	67%	*	83%	*	*	57%	55%	13%	61%	45%	49%	66%	-	38%	-	*
	CWD	37%	31%	13%	0%	15%	*	*	-	-	*	14%	0%	13%	-	13%	11%	15%	-	*	-	-
	CWOD	78%	75%	61%	51%	62%	73%	*	83%	*	*	61%	61%	-	61%	48%	53%	70%	-	45%	-	*
	EL	49%	51%	45%	*	45%	*	-	*	-	-	45%	43%	13%	48%	45%	34%	58%	-	*	-	*
	Male	70%	66%	49%	40%	50%	*	*	*	-	*	50%	41%	11%	53%	34%	49%	-	-	17%	-	*
	Female	79%	75%	66%	55%	68%	63%	*	*	*	*	66%	66%	15%	70%	58%	-	66%	-	57%	-	*
Mathematics	All Students	73%	71%	60%	45%	62%	75%	*	83%	*	*	61%	51%	13%	64%	53%	58%	62%	-	62%	-	*
	CWD	43%	31%	13%	0%	15%	*	*	-	-	*	14%	0%	13%	-	9%	14%	10%	-	*	-	-
	CWOD	77%	76%	64%	48%	66%	82%	*	83%	*	*	65%	57%	-	64%	58%	63%	66%	-	73%	-	*
	EL	57%	59%	53%	*	53%	*	-	*	-	-	53%	50%	9%	58%	53%	53%	53%	-	*	-	*
	Male	72%	70%	58%	36%	61%	*	*	*	-	*	61%	27%	14%	63%	53%	58%	-	-	33%	-	*
	Female	75%	72%	62%	53%	63%	75%	*	*	*	*	61%	69%	10%	66%	53%	-	62%	-	86%	-	*
Grade 8																						
Reading	All Students	84%	82%	75%	73%	76%	76%	*	86%	*	60%	76%	66%	21%	79%	57%	71%	80%	-	71%	-	80%
	CWD	47%	37%	21%	*	17%	*	-	-	*	*	20%	*	21%	-	17%	19%	29%	-	*	-	*
	CWOD	88%	87%	79%	75%	80%	83%	*	86%	-	*	81%	69%	-	79%	62%	77%	82%	-	75%	-	*
	EL	62%	64%	57%	*	56%	*	*	*	-	-	58%	45%	17%	62%	57%	53%	63%	-	*	-	*
	Male	81%	78%	71%	71%	71%	78%	*	80%	*	*	72%	61%	19%	77%	53%	71%	-	-	50%	-	*
	Female	88%	87%	80%	76%	81%	75%	-	*	-	*	81%	74%	29%	82%	63%	-	80%	-	100%	-	*
Mathematics	All Students	87%	83%	84%	81%	85%	79%	*	80%	*	80%	85%	73%	34%	88%	81%	81%	88%	-	73%	-	80%
	CWD	58%	47%	34%	*	34%	*	-	-	*	*	32%	*	34%	-	32%	35%	29%	-	*	-	*
	CWOD	90%	88%	88%	83%	90%	88%	*	80%	-	*	90%	75%	-	88%	87%	87%	90%	-	79%	-	*
	EL	77%	79%	81%	*	81%	*	*	-	-	-	81%	76%	32%	87%	81%	81%	81%	-	*	-	*
	Male	84%	80%	81%	69%	85%	63%	*	*	*	*	83%	66%	35%	87%	81%	81%	-	-	56%	-	*
	Female	89%	87%	88%	92%	86%	91%	-	*	-	*	88%	85%	29%	90%	81%	-	88%	-	100%	-	*
Science	All Students	79%	76%	73%	68%	73%	75%	*	86%	*	80%	73%	75%	21%	77%	55%	68%	78%	-	65%	-	80%
	CWD	46%	37%	21%	20%	14%	*	-	-	*	*	17%	*	21%	-	14%	25%	0%	-	*	-	*
	CWOD	83%	80%	77%	71%	78%	72%	*	86%	-	*	77%	77%	-	77%	60%	73%	81%	-	69%	-	*
	EL	55%	58%	55%	*	55%	*	*	*	-	-	55%	63%	14%	60%	55%	52%	60%	-	*	-	*
	Male	78%	74%	68%	58%	69%	78%	*	80%	*	*	68%	67%	25%	73%	52%	68%	-	-	50%	-	*
	Female	81%	79%	78%	76%	79%	67%	-	*	-	*	78%	87%	0%	81%	60%	-	78%	-	86%	-	*
End of Course																						
Algebra I	All Students	83%	80%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	CWD	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	87%	85%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	73%	73%	100%	*	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	79%	76%	100%	100%	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	-	-	*	-	-
	Female	88%	85%	100%	100%	100%	*	-	-	-	-	100%	*	-	100%	100%	-	100%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**  
Grade 7

		State	District	Campus	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
Reading	All Students	48%	43%	27%	19%	27%	58%	*	83%	*	*	28%	22%	4%	29%	15%	25%	29%	-	15%	-	*
	CWD	21%	17%	4%	0%	5%	*	*	-	-	*	5%	0%	4%	-	0%	4%	5%	-	*	-	-
	CWOD	51%	46%	29%	20%	29%	64%	*	83%	*	*	29%	24%	-	29%	16%	27%	31%	-	18%	-	*
	EL	19%	21%	15%	*	15%	*	-	*	-	-	15%	7%	0%	16%	15%	13%	16%	-	*	-	*
	Male	44%	39%	25%	6%	27%	*	*	*	-	*	26%	14%	4%	27%	13%	25%	-	0%	-	*	*
	Female	52%	48%	29%	30%	27%	63%	*	*	*	*	29%	28%	5%	31%	16%	-	29%	-	29%	-	*
Mathematics	All Students	41%	41%	24%	14%	24%	33%	*	83%	*	*	25%	16%	6%	25%	15%	24%	23%	-	8%	-	*
	CWD	22%	17%	6%	0%	8%	*	*	-	-	*	7%	0%	6%	-	4%	7%	5%	-	*	-	-
	CWOD	44%	44%	25%	15%	26%	36%	*	83%	*	*	26%	17%	-	25%	16%	26%	25%	-	9%	-	*
	EL	22%	25%	15%	*	15%	*	-	*	-	-	15%	14%	4%	16%	15%	15%	15%	-	*	-	*
	Male	41%	40%	24%	14%	25%	*	*	*	-	*	25%	9%	7%	26%	15%	24%	-	0%	-	*	*
	Female	42%	41%	23%	15%	23%	38%	*	*	*	*	24%	21%	5%	25%	15%	-	23%	-	14%	-	*
Grade 8 Reading	All Students	53%	50%	39%	23%	40%	52%	*	71%	*	40%	40%	27%	5%	41%	20%	33%	46%	-	24%	-	60%
	CWD	22%	18%	5%	*	3%	*	-	-	*	*	6%	*	5%	-	0%	6%	0%	-	*	-	*
	CWOD	57%	53%	41%	24%	43%	56%	*	71%	-	*	43%	29%	-	41%	22%	36%	47%	-	25%	-	*
	EL	19%	23%	20%	*	19%	*	*	*	-	-	21%	10%	0%	22%	20%	17%	24%	-	*	-	*
	Male	49%	46%	33%	21%	35%	33%	*	60%	*	*	34%	22%	6%	36%	17%	33%	-	20%	-	*	*
	Female	58%	54%	46%	24%	48%	67%	-	*	-	*	47%	35%	0%	47%	24%	-	46%	-	29%	-	*
Mathematics	All Students	55%	44%	45%	41%	46%	32%	*	80%	*	40%	46%	37%	5%	49%	39%	39%	52%	-	33%	-	60%
	CWD	27%	19%	5%	*	7%	*	-	-	*	*	6%	*	5%	-	5%	6%	0%	-	*	-	*
	CWOD	59%	47%	49%	44%	50%	38%	*	80%	-	*	50%	40%	-	49%	43%	44%	54%	-	36%	-	*
	EL	36%	32%	39%	*	39%	*	*	-	-	-	39%	35%	5%	43%	39%	35%	44%	-	*	-	*
	Male	52%	42%	39%	34%	42%	13%	*	*	*	*	42%	19%	6%	44%	35%	39%	-	22%	-	*	*
	Female	59%	46%	52%	47%	52%	45%	-	*	-	*	51%	65%	0%	54%	44%	-	52%	-	50%	-	*
Science	All Students	50%	45%	35%	23%	37%	30%	*	43%	*	60%	35%	36%	8%	37%	15%	34%	36%	-	18%	-	20%
	CWD	23%	18%	8%	20%	7%	*	-	-	*	*	9%	*	8%	-	5%	9%	0%	-	*	-	*
	CWOD	53%	48%	37%	24%	39%	33%	*	43%	-	*	37%	38%	-	37%	17%	37%	37%	-	19%	-	*
	EL	20%	22%	15%	*	16%	*	*	*	-	-	14%	26%	5%	17%	15%	14%	17%	-	*	-	*
	Male	50%	45%	34%	31%	34%	33%	*	40%	*	*	35%	24%	9%	37%	14%	34%	-	10%	-	*	*
	Female	50%	45%	36%	17%	40%	25%	-	*	-	*	35%	52%	0%	37%	17%	-	36%	-	29%	-	*
End of Course Algebra I	All Students	59%	56%	98%	80%	100%	*	-	*	-	-	99%	86%	-	98%	100%	100%	97%	-	*	-	-
	CWD	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	61%	98%	80%	100%	*	-	*	-	-	99%	86%	-	98%	100%	100%	97%	-	*	-	-
	EL	40%	41%	100%	*	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	53%	50%	100%	100%	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	-	-	*	-	-
	Female	65%	62%	97%	60%	100%	*	-	-	-	-	98%	*	-	97%	100%	-	97%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 7 Reading	All Students	29%	24%	12%	7%	12%	33%	*	50%	*	*	12%	8%	4%	13%	2%	9%	15%	-	8%	-	*
	CWD	9%	8%	4%	0%	5%	*	*	-	-	*	5%	0%	4%	-	0%	4%	5%	-	*	-	-



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	31%	26%	13%	7%	12%	36%	*	50%	*	*	13%	9%	-	13%	2%	9%	16%	-	9%	-	*
	EL	8%	7%	2%	*	2%	*	-	*	-	-	2%	0%	0%	2%	2%	1%	3%	-	*	-	*
	Male	25%	21%	9%	3%	9%	*	*	*	-	*	10%	0%	4%	9%	1%	9%	-	-	0%	-	*
	Female	32%	28%	15%	10%	15%	50%	*	*	*	*	15%	14%	5%	16%	3%	-	15%	-	14%	-	*
	Mathematics	16%	17%	9%	5%	9%	17%	*	17%	*	*	9%	4%	2%	9%	2%	10%	7%	-	0%	-	*
	Students	7%	3%	2%	0%	3%	*	*	-	-	*	2%	0%	2%	-	0%	4%	0%	-	*	-	-
	CWOD	17%	18%	9%	6%	10%	18%	*	17%	*	*	10%	4%	-	9%	2%	11%	8%	-	0%	-	*
	EL	6%	7%	2%	*	2%	*	-	*	-	-	2%	0%	0%	2%	2%	2%	2%	-	*	-	*
	Male	16%	16%	10%	6%	11%	*	*	*	-	*	11%	5%	4%	11%	2%	10%	-	-	0%	-	*
	Female	16%	18%	7%	5%	8%	13%	*	*	*	*	7%	3%	0%	8%	2%	-	7%	-	0%	-	*
	Grade 8	27%	25%	15%	8%	16%	10%	*	29%	*	40%	16%	12%	3%	16%	3%	12%	19%	-	12%	-	0%
	Reading	7%	6%	3%	*	3%	*	-	-	*	*	3%	*	3%	-	0%	3%	0%	-	*	-	*
	CWOD	30%	27%	16%	8%	17%	11%	*	29%	-	*	16%	13%	-	16%	4%	13%	20%	-	13%	-	*
	EL	5%	6%	3%	*	3%	*	*	*	-	-	4%	0%	0%	4%	3%	2%	5%	-	*	-	*
	Male	24%	21%	12%	11%	12%	11%	*	40%	*	*	12%	11%	3%	13%	2%	12%	-	-	10%	-	*
	Female	31%	28%	19%	5%	22%	8%	-	*	-	*	20%	13%	0%	20%	5%	-	19%	-	14%	-	*
	Mathematics	17%	8%	5%	6%	4%	5%	*	20%	*	20%	6%	0%	0%	6%	3%	4%	6%	-	0%	-	20%
	Students	9%	4%	0%	*	0%	*	-	-	*	*	0%	*	0%	-	0%	0%	0%	-	*	-	*
	CWOD	18%	9%	6%	6%	5%	6%	*	20%	-	*	6%	0%	-	6%	3%	5%	6%	-	0%	-	*
	EL	6%	4%	3%	*	2%	*	*	-	-	-	3%	0%	0%	3%	3%	1%	5%	-	*	-	*
	Male	16%	8%	4%	3%	4%	13%	*	*	*	*	5%	0%	0%	5%	1%	4%	-	-	0%	-	*
	Female	17%	8%	6%	8%	6%	0%	-	*	-	*	7%	0%	0%	6%	5%	-	6%	-	0%	-	*
	Science	25%	22%	13%	3%	15%	5%	*	29%	*	20%	14%	7%	0%	14%	5%	13%	12%	-	0%	-	0%
	Students	10%	5%	0%	0%	0%	*	-	-	*	*	0%	*	0%	-	0%	0%	0%	-	*	-	*
	CWOD	26%	24%	14%	3%	16%	6%	*	29%	-	*	15%	8%	-	14%	5%	15%	13%	-	0%	-	*
	EL	5%	6%	5%	*	4%	*	*	*	-	-	5%	5%	0%	5%	5%	4%	6%	-	*	-	*
	Male	25%	23%	13%	3%	15%	0%	*	40%	*	*	14%	9%	0%	15%	4%	13%	-	-	0%	-	*
	Female	24%	21%	12%	2%	15%	8%	-	*	-	*	13%	4%	0%	13%	6%	-	12%	-	0%	-	*
	End of Course	36%	33%	80%	60%	84%	*	-	*	-	-	81%	71%	-	80%	71%	79%	81%	-	*	-	-
	Algebra I	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	37%	80%	60%	84%	*	-	*	-	-	81%	71%	-	80%	71%	79%	81%	-	*	-	-
	EL	19%	18%	71%	*	67%	-	-	*	-	-	72%	*	-	71%	71%	60%	82%	-	-	-	-
	Male	31%	28%	79%	100%	78%	*	-	*	-	-	80%	*	-	79%	60%	79%	-	-	*	-	-
	Female	40%	38%	81%	20%	89%	*	-	-	-	-	82%	*	-	81%	82%	-	81%	-	*	-	-
	STAAR Percent at Approaches Grade Level or Above	77%	73%	70%	64%	71%	76%	44%	85%	40%	61%	71%	65%	19%	74%	58%	66%	75%	-	65%	-	71%
	All Grades	46%	38%	19%	23%	19%	36%	*	-	*	14%	19%	23%	19%	-	17%	21%	15%	-	0%	-	*
	All Subjects	81%	77%	74%	66%	75%	81%	57%	85%	*	81%	75%	69%	-	74%	62%	71%	78%	-	72%	-	83%
	Students	62%	63%	58%	75%	58%	56%	*	80%	-	-	58%	57%	17%	62%	58%	55%	62%	-	50%	-	75%
	CWOD	74%	70%	66%	56%	67%	74%	40%	76%	*	55%	67%	56%	21%	71%	55%	66%	-	-	48%	-	82%

		State	District	Campus	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
Reading	Female	80%	76%	75%	70%	76%	76%	*	100%	*	67%	75%	76%	15%	78%	62%	-	75%	-	86%	-	60%
	All Students	73%	69%	66%	61%	67%	73%	*	85%	*	56%	67%	61%	16%	70%	50%	60%	73%	-	57%	-	63%
	CWD	39%	30%	16%	22%	16%	*	*	-	*	*	17%	11%	16%	-	15%	15%	19%	-	*	-	*
	CWOD	78%	73%	70%	63%	71%	79%	*	85%	*	83%	71%	65%	-	70%	54%	65%	76%	-	63%	-	71%
	EL	54%	55%	50%	67%	50%	33%	*	*	-	-	51%	44%	15%	54%	50%	43%	60%	-	*	-	60%
	Male	69%	64%	60%	56%	60%	77%	*	75%	*	*	61%	53%	15%	65%	43%	60%	-	-	38%	-	*
	Female	78%	74%	73%	65%	74%	70%	*	100%	*	60%	73%	69%	19%	76%	60%	-	73%	-	79%	-	*
Mathematics	All Students	81%	77%	73%	64%	75%	79%	*	85%	*	56%	74%	65%	22%	77%	67%	71%	76%	-	72%	-	75%
	CWD	53%	44%	22%	22%	24%	*	*	-	*	*	22%	22%	22%	-	20%	25%	15%	-	*	-	*
	CWOD	84%	81%	77%	67%	79%	86%	*	85%	*	83%	78%	68%	-	77%	71%	76%	79%	-	81%	-	86%
	EL	72%	74%	67%	83%	66%	100%	*	*	-	-	67%	68%	20%	71%	67%	67%	66%	-	*	-	80%
	Male	79%	75%	71%	55%	74%	69%	*	75%	*	*	73%	53%	25%	76%	67%	71%	-	-	50%	-	*
	Female	82%	79%	76%	73%	76%	85%	*	100%	*	60%	76%	77%	15%	79%	66%	-	76%	-	93%	-	*
Science	All Students	80%	75%	73%	68%	73%	75%	*	86%	*	80%	73%	75%	21%	77%	55%	68%	78%	-	65%	-	80%
	CWD	51%	44%	21%	20%	14%	*	-	-	*	*	17%	*	21%	-	14%	25%	0%	-	*	-	*
	CWOD	84%	79%	77%	71%	78%	72%	*	86%	-	*	77%	77%	-	77%	60%	73%	81%	-	69%	-	*
	EL	61%	60%	55%	*	55%	*	*	*	-	-	55%	63%	14%	60%	55%	52%	60%	-	*	-	*
	Male	79%	74%	68%	58%	69%	78%	*	80%	*	*	68%	67%	25%	73%	52%	68%	-	-	50%	-	*
	Female	81%	77%	78%	76%	79%	67%	-	*	-	*	78%	87%	0%	81%	60%	-	78%	-	86%	-	*

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All Students	49%	44%	36%	25%	37%	42%	0%	73%	40%	39%	37%	29%	6%	38%	21%	33%	39%	-	23%	-	33%
	CWD	24%	18%	6%	5%	6%	9%	*	-	*	0%	6%	0%	6%	-	3%	7%	3%	-	0%	-	*
	CWOD	52%	47%	38%	26%	39%	47%	0%	73%	*	56%	39%	31%	-	38%	23%	36%	41%	-	25%	-	39%
	EL	29%	29%	21%	31%	21%	13%	*	70%	-	-	21%	22%	3%	23%	21%	20%	24%	-	25%	-	25%
	Male	47%	41%	33%	23%	35%	31%	0%	62%	*	9%	34%	21%	7%	36%	20%	33%	-	-	15%	-	45%
	Female	52%	47%	39%	27%	40%	49%	*	92%	*	67%	39%	39%	3%	41%	24%	-	39%	-	31%	-	20%
Reading	All Students	47%	42%	33%	21%	33%	55%	*	77%	*	33%	34%	25%	5%	35%	17%	29%	37%	-	20%	-	38%
	CWD	21%	15%	5%	0%	4%	*	*	-	*	*	5%	0%	5%	-	0%	5%	4%	-	*	-	*
	CWOD	50%	45%	35%	22%	36%	59%	*	77%	*	50%	36%	27%	-	35%	19%	31%	39%	-	22%	-	43%
	EL	23%	24%	17%	33%	16%	17%	*	*	-	-	18%	9%	0%	19%	17%	15%	19%	-	*	-	20%
	Male	43%	37%	29%	14%	31%	38%	*	63%	*	*	30%	19%	5%	31%	15%	29%	-	-	13%	-	*
	Female	51%	47%	37%	27%	37%	65%	*	100%	*	60%	38%	31%	4%	39%	19%	-	37%	-	29%	-	*
Mathematics	All Students	51%	45%	39%	31%	41%	36%	*	85%	*	33%	40%	30%	6%	42%	28%	37%	42%	-	28%	-	38%
	CWD	26%	21%	6%	0%	7%	*	*	-	*	*	6%	0%	6%	-	4%	7%	4%	-	*	-	*
	CWOD	54%	49%	42%	32%	43%	41%	*	85%	*	50%	43%	33%	-	42%	31%	40%	44%	-	31%	-	43%
	EL	37%	37%	28%	50%	28%	17%	*	*	-	-	28%	32%	4%	31%	28%	27%	30%	-	*	-	20%
	Male	50%	44%	37%	29%	39%	23%	*	75%	*	*	39%	21%	7%	40%	27%	37%	-	-	19%	-	*
	Female	51%	47%	42%	32%	43%	45%	*	100%	*	60%	42%	40%	4%	44%	30%	-	42%	-	36%	-	*
Science	All Students	53%	47%	35%	23%	37%	30%	*	43%	*	60%	35%	36%	8%	37%	15%	34%	36%	-	18%	-	20%
	CWD	25%	20%	8%	20%	7%	*	-	-	*	*	9%	*	8%	-	5%	9%	0%	-	*	-	*
	CWOD	56%	50%	37%	24%	39%	33%	*	43%	-	*	37%	38%	-	37%	17%	37%	37%	-	19%	-	*

	State	District	Campus	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
EL	26%	25%	15%	*	16%	*	*	*	-	-	14%	26%	5%	17%	15%	14%	17%	-	*	-	*
Male	53%	46%	34%	31%	34%	33%	*	40%	*	*	35%	24%	9%	37%	14%	34%	-	-	10%	-	*
Female	53%	48%	36%	17%	40%	25%	-	*	-	*	35%	52%	0%	37%	17%	-	36%	-	29%	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	14%	7%	15%	12%	0%	33%	0%	22%	14%	8%	2%	15%	4%	12%	15%	-	5%	-	5%
	CWD	8%	6%	2%	0%	2%	0%	*	-	*	0%	2%	0%	2%	-	0%	2%	2%	-	0%	-	*
	CWOD	25%	21%	15%	7%	16%	13%	0%	33%	*	31%	15%	9%	-	15%	4%	14%	16%	-	6%	-	6%
	EL	11%	11%	4%	13%	4%	0%	*	40%	-	-	4%	3%	0%	4%	4%	3%	5%	-	0%	-	0%
	Male	22%	18%	12%	8%	13%	9%	0%	48%	*	9%	13%	7%	2%	14%	3%	12%	-	-	5%	-	0%
	Female	24%	21%	15%	6%	17%	14%	*	8%	*	33%	16%	9%	2%	16%	5%	-	15%	-	6%	-	10%
Reading	All Students	20%	17%	13%	7%	14%	18%	*	38%	*	33%	14%	10%	3%	14%	3%	10%	17%	-	10%	-	0%
	CWD	7%	5%	3%	0%	4%	*	*	-	*	*	4%	0%	3%	-	0%	3%	4%	-	*	-	*
	CWOD	22%	19%	14%	8%	15%	21%	*	38%	*	50%	15%	11%	-	14%	3%	11%	18%	-	11%	-	0%
	EL	8%	8%	3%	0%	2%	0%	*	*	-	-	3%	0%	3%	3%	2%	3%	3%	-	*	-	0%
	Male	17%	14%	10%	7%	10%	8%	*	50%	*	*	11%	7%	3%	11%	2%	10%	-	-	6%	-	*
	Female	23%	20%	17%	7%	18%	25%	*	20%	*	60%	17%	13%	4%	18%	3%	-	17%	-	14%	-	*
Mathematics	All Students	26%	22%	14%	9%	15%	9%	*	31%	*	11%	15%	6%	1%	16%	5%	14%	15%	-	3%	-	13%
	CWD	11%	6%	1%	0%	1%	*	*	-	*	*	1%	0%	1%	-	0%	2%	0%	-	*	-	*
	CWOD	28%	24%	16%	10%	17%	10%	*	31%	*	17%	17%	7%	-	16%	6%	15%	16%	-	4%	-	14%
	EL	16%	16%	5%	33%	5%	0%	*	*	-	-	5%	6%	0%	6%	5%	4%	7%	-	*	-	0%
	Male	25%	22%	14%	11%	14%	15%	*	50%	*	*	15%	7%	2%	15%	4%	14%	-	-	6%	-	*
	Female	26%	22%	15%	7%	17%	5%	*	0%	*	20%	16%	6%	0%	16%	7%	-	15%	-	0%	-	*
Science	All Students	24%	20%	13%	3%	15%	5%	*	29%	*	20%	14%	7%	0%	14%	5%	13%	12%	-	0%	-	0%
	CWD	8%	5%	0%	0%	0%	*	-	-	*	*	0%	*	0%	-	0%	0%	0%	-	*	-	*
	CWOD	26%	22%	14%	3%	16%	6%	*	29%	-	*	15%	8%	-	14%	5%	15%	13%	-	0%	-	*
	EL	7%	7%	5%	*	4%	*	*	*	-	-	5%	5%	0%	5%	5%	4%	6%	-	*	-	*
	Male	25%	21%	13%	3%	15%	0%	*	40%	*	*	14%	9%	0%	15%	4%	13%	-	-	0%	-	*
	Female	23%	20%	12%	2%	15%	8%	-	*	-	*	13%	4%	0%	13%	6%	-	12%	-	0%	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
All Students	70	66	71	71	*	79	*	50	70	44	67
CWD	44	50	46	*	-	-	*	*	43	44	39
CWOD	73	67	73	74	*	79	*	75	72	-	70
EL	67	80	67	58	*	*	-	-	66	39	67
Male	69	62	70	58	*	86	*	*	69	42	65
Female	72	69	72	79	*	70	*	60	71	48	71
<b>Mathematics</b>											
All Students	69	64	69	79	*	79	*	50	69	34	65
CWD	34	28	36	*	-	-	*	*	34	34	35
CWOD	72	66	72	83	*	79	*	75	72	-	68
EL	65	60	64	83	*	*	-	-	64	35	65
Male	69	58	70	83	*	71	*	*	69	40	67
Female	68	68	68	76	*	90	*	50	68	19	62

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
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
478	34	7%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' 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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	32	41	43	15	64	27	41	41	9	28
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
^+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											
^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).											

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	96%	99%	100%	*	-	*	100%	99%	100%	99%	-	99%	99%	100%	-
	CWOD	100%	99%	100%	99%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	99%	99%	100%	100%	100%	100%	-
	Male	100%	98%	100%	100%	100%	100%	*	100%	100%	99%	99%	100%	100%	100%	-	-
	Female	100%	100%	100%	98%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	99%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	89%	100%	*	*	-	*	*	99%	100%	99%	-	100%	98%	100%	-

			African	Hispanic	White	American	Pacific	Two or	Econ	Non							
		Campus	American			Indian	Islander	More	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	*	*	100%	100%	98%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	99%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	Students																
	CWD	99%	100%	99%	*	*	-	*	*	99%	100%	99%	-	98%	98%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	*	-	-	100%	100%	98%	100%	100%	99%	100%	-
	Male	100%	99%	100%	100%	*	100%	*	*	99%	100%	98%	100%	99%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All	99%	99%	100%	95%	*	100%	*	100%	99%	98%	100%	99%	99%	99%	99%	-
	Students																
	CWD	100%	100%	100%	*	-	-	*	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	99%	100%	94%	*	100%	-	*	99%	98%	-	99%	99%	99%	99%	-
	EL	99%	*	99%	*	*	*	-	-	99%	95%	100%	99%	99%	99%	99%	-
	Male	99%	97%	100%	100%	*	100%	*	*	100%	97%	100%	99%	99%	99%	-	-
	Female	99%	100%	99%	92%	-	*	-	*	99%	100%	100%	99%	99%	-	99%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	-
	Students																
	CWD	1%	4%	1%	0%	*	-	*	0%	1%	0%	1%	-	1%	1%	0%	-
	CWOD	0%	1%	0%	1%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	1%	1%	0%	0%	0%	0%	-
	Male	0%	2%	0%	0%	0%	0%	*	0%	0%	1%	1%	0%	0%	0%	-	-
	Female	0%	0%	0%	2%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	1%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	Students																
	CWD	1%	11%	0%	*	*	-	*	*	1%	0%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	*	*	0%	0%	2%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	1%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	Students																
	CWD	1%	0%	1%	*	*	-	*	*	1%	0%	1%	-	2%	2%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	*	-	-	0%	0%	2%	0%	0%	1%	0%	-
	Male	0%	1%	0%	0%	*	0%	*	*	1%	0%	2%	0%	1%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All	1%	1%	0%	5%	*	0%	*	0%	1%	2%	0%	1%	1%	1%	1%	-
	Students																
	CWD	0%	0%	0%	*	-	-	*	*	0%	*	0%	-	0%	0%	0%	-

		African			American		Pacific	Two or	Econ	Non						
	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
CWOD	1%	1%	0%	6%	*	0%	-	*	1%	2%	-	1%	1%	1%	1%	-
EL	1%	*	1%	*	*	*	-	-	1%	5%	0%	1%	1%	1%	1%	-
Male	1%	3%	0%	0%	*	0%	*	*	0%	3%	0%	1%	1%	1%	-	-
Female	1%	0%	1%	8%	-	*	-	*	1%	0%	0%	1%	1%	-	1%	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	129	26	95	8	0	0	0	0	53		
	Female	104	17	80	5	0	0	0	2	35		
	Total	233	43	175	13	0	0	0	2	88		
Out-of-School Suspensions												
	Male	45	13	28	4	0	0	0	0	13		
	Female	30	10	16	4	0	0	0	0	5		
	Total	75	23	44	8	0	0	0	0	18		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												



		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Out-of-School Suspensions	Male	42	14	26	2	0	0	0	0	14		14
	Female	15	5	8	0	0	0	0	2	5		2
	Total	57	19	34	2	0	0	0	2	19		16
Expulsions	Male	22	4	16	2	0	0	0	0	7		7
	Female	9	2	7	0	0	0	0	0	4		2
	Total	31	6	23	2	0	0	0	0	11		9
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	33	5	23	5	0	0	0	0	8	8	5
	Female	36	8	23	5	0	0	0	0	8	8	2
	Total	69	13	46	10	0	0	0	0	16	16	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	3
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	2
Incidents of possession of a firearm or explosive device	0

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*- Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### High Poverty

	All School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	21.0	24.9%
Teachers Teaching with Emergency or Provisional Credentials	6.0	7.5%

Teacher Who Are Not Teaching in the Subject or Field for Which  
the Teacher is Certified or Licensed

**All School**  
**Number**      **Percent**  
6.6              8.2%

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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:** COMMUNITY BASED PK

**Campus ID:** 220901105

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)



There is no data for this campus.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

There is no data for this campus.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.  
(EL: English learner)

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)

There is no data for this campus.

**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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Out-of-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Expulsions												
With Educational Services	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Without Educational Services	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Under Zero Tolerance Policies	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
School-Related Arrests												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Referrals to Law Enforcement												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Out-of-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		-

		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)
Expulsions	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
	With Educational Services	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
Without Educational Services	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
Under Zero Tolerance Policies	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
School-Related Arrests	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
Referrals to Law Enforcement	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
<b>All Students</b>												
Chronic Absenteeism	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	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	-
On the basis of race	-
On the basis of disability	-
On the basis of sexual orientation	-

On the basis of religion

**Total**

-

**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.

		<b>Total students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or Alaska Native</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>EL</b>	<b>Students with Disabilities</b>
Preschool Programs											
	Male	312	161	80	50	0	5	2	14	77	8
	Female	266	122	71	47	2	11	2	11	53	2
	Total	578	283	151	97	2	16	4	25	130	10
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### High Poverty

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
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..

There is no data for this campus.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	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)

There is no data for this campus.





# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** COREY FINE ARTS / DUAL LANGUAGE ACADEMY

**Campus ID:** 220901137

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	94%	97%	88%	98%	-	*	-	80%	85%	99%	*	95%	86%	92%	95%	-	-	-	-
	CWD	49%	38%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	95%	97%	94%	98%	-	*	-	80%	89%	99%	-	95%	92%	96%	95%	-	-	-	-
	EL	69%	67%	86%	*	83%	-	-	*	-	-	78%	100%	*	92%	86%	80%	*	-	-	-	-
	Male	73%	65%	92%	100%	82%	95%	-	*	-	*	84%	97%	*	96%	80%	92%	-	-	-	-	-
	Female	78%	72%	95%	94%	94%	100%	-	-	-	*	86%	100%	*	95%	*	-	95%	-	-	-	-
Mathematics	All Students	78%	72%	92%	87%	91%	98%	-	*	-	80%	85%	96%	*	93%	100%	92%	92%	-	-	-	-
	CWD	52%	44%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	81%	76%	93%	86%	94%	98%	-	*	-	80%	86%	96%	-	93%	100%	94%	92%	-	-	-	-
	EL	75%	75%	100%	*	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	*	-	-	-	-
	Male	78%	72%	92%	83%	88%	100%	-	*	-	*	89%	94%	*	94%	100%	92%	-	-	-	-	-
	Female	78%	72%	92%	89%	94%	95%	-	-	-	*	81%	98%	*	92%	*	-	92%	-	-	-	-
Grade 4 Reading	All Students	74%	66%	86%	75%	81%	91%	-	-	-	*	83%	88%	40%	90%	*	83%	88%	-	*	-	-
	CWD	44%	34%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	78%	70%	90%	75%	100%	91%	-	-	-	*	86%	92%	-	90%	*	88%	91%	-	*	-	-
	EL	64%	64%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	71%	63%	83%	71%	71%	93%	-	-	-	*	79%	87%	*	88%	*	83%	-	-	-	-	-
	Female	77%	70%	88%	80%	89%	90%	-	-	-	-	89%	88%	*	91%	-	-	88%	-	*	-	-
Mathematics	All Students	74%	67%	81%	83%	75%	82%	-	-	-	*	78%	83%	60%	83%	*	76%	85%	-	*	-	-
	CWD	46%	36%	60%	-	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	78%	71%	83%	83%	83%	82%	-	-	-	*	81%	84%	-	83%	*	77%	88%	-	*	-	-
	EL	69%	69%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	74%	67%	76%	71%	57%	86%	-	-	-	*	64%	87%	*	77%	*	76%	-	-	-	-	-
	Female	74%	68%	85%	100%	89%	80%	-	-	-	-	100%	80%	*	88%	-	-	85%	-	*	-	-
Grade 5 Reading	All Students	86%	82%	93%	80%	100%	92%	*	*	*	*	86%	97%	67%	98%	*	85%	100%	-	-	-	-
	CWD	55%	48%	67%	*	*	60%	-	*	-	-	*	80%	67%	-	-	50%	*	-	-	-	-
	CWOD	89%	86%	98%	88%	100%	100%	*	-	*	*	94%	100%	-	98%	*	95%	100%	-	-	-	-
	EL	77%	76%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	83%	78%	85%	67%	100%	82%	*	-	*	*	75%	93%	50%	95%	*	85%	-	-	-	-	-
	Female	88%	85%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	-	100%	-	-	-	-
Mathematics	All Students	89%	84%	98%	90%	100%	100%	*	*	*	*	95%	100%	89%	100%	*	96%	100%	-	-	-	-
	CWD	68%	61%	89%	*	*	100%	-	*	-	-	*	100%	89%	-	-	83%	*	-	-	-	-
	CWOD	92%	87%	100%	100%	100%	100%	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	85%	82%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	88%	83%	96%	83%	100%	100%	*	-	*	*	92%	100%	83%	100%	*	96%	-	-	-	-	-
	Female	90%	85%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	-	100%	-	-	-	-
Science	All Students	74%	65%	79%	50%	80%	88%	*	*	*	*	67%	86%	67%	81%	*	78%	80%	-	-	-	-
	CWD	45%	43%	67%	*	*	80%	-	*	-	-	*	60%	67%	-	-	67%	*	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	81%	50%	79%	90%	*	-	*	*	65%	90%	-	81%	*	81%	81%	-	-	-	-
	EL	60%	55%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	65%	78%	33%	100%	82%	*	-	*	*	75%	80%	67%	81%	*	78%	-	-	-	-	-
	Female	73%	64%	80%	*	63%	93%	-	*	-	*	56%	90%	*	81%	-	-	80%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	79%	22%	85%	89%	-	-	-	100%	58%	92%	25%	87%	*	68%	90%	-	*	-	*
	CWD	33%	32%	25%	*	*	*	-	-	-	-	*	*	25%	-	-	20%	*	-	-	-	-
	CWOD	71%	72%	87%	33%	94%	92%	-	-	-	100%	70%	97%	-	87%	*	77%	96%	-	*	-	*
	EL	42%	49%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	62%	64%	68%	0%	83%	75%	-	-	-	*	56%	85%	20%	77%	*	68%	-	-	*	-	*
	Female	71%	72%	90%	*	88%	100%	-	-	-	*	67%	96%	*	96%	-	-	90%	-	-	-	-
Mathematics	All Students	80%	82%	92%	78%	90%	96%	-	-	-	100%	88%	95%	38%	100%	*	87%	97%	-	*	-	*
	CWD	50%	47%	38%	*	*	*	-	-	-	-	*	*	38%	-	-	20%	*	-	-	-	-
	CWOD	83%	86%	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	*	100%	100%	-	*	-	*
	EL	67%	77%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	78%	80%	87%	60%	92%	92%	-	-	-	*	83%	92%	20%	100%	*	87%	-	-	*	-	*
	Female	81%	84%	97%	*	88%	100%	-	-	-	*	100%	96%	*	100%	-	-	97%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	73%	57%	76%	83%	-	*	-	60%	60%	80%	*	75%	64%	68%	77%	-	-	-	-
	CWD	26%	19%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	46%	39%	75%	59%	81%	83%	-	*	-	60%	64%	80%	-	75%	69%	72%	77%	-	-	-	-
	EL	35%	34%	64%	*	58%	-	-	*	-	-	56%	80%	*	69%	64%	60%	*	-	-	-	-
	Male	41%	34%	68%	42%	65%	89%	-	*	-	*	53%	77%	*	72%	60%	68%	-	-	-	-	-
	Female	47%	39%	77%	67%	88%	77%	-	-	-	*	67%	83%	*	77%	*	-	77%	-	-	-	-
Mathematics	All Students	48%	39%	69%	50%	65%	85%	-	*	-	80%	55%	77%	*	71%	57%	76%	64%	-	-	-	-
	CWD	30%	21%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50%	42%	71%	52%	69%	85%	-	*	-	80%	58%	77%	-	71%	62%	81%	63%	-	-	-	-
	EL	41%	41%	57%	*	50%	-	-	*	-	-	33%	100%	*	62%	57%	60%	*	-	-	-	-
	Male	49%	41%	76%	58%	65%	95%	-	*	-	*	63%	84%	*	81%	60%	76%	-	-	-	-	-
	Female	46%	38%	64%	44%	65%	77%	-	-	-	*	48%	73%	*	63%	*	-	64%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	54%	33%	63%	59%	-	-	-	*	30%	68%	20%	57%	*	48%	59%	-	*	-	-
	CWD	24%	16%	20%	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	46%	38%	57%	33%	75%	61%	-	-	-	*	33%	70%	-	57%	*	54%	59%	-	*	-	-
	EL	30%	30%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	41%	33%	48%	14%	43%	71%	-	-	-	*	29%	67%	*	54%	*	48%	-	-	-	-	-
	Female	46%	38%	59%	60%	78%	50%	-	-	-	-	33%	68%	*	59%	-	-	59%	-	*	-	-
Mathematics	All Students	46%	39%	51%	50%	56%	47%	-	-	-	*	35%	60%	60%	50%	*	55%	47%	-	*	-	-
	CWD	27%	21%	60%	-	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	49%	41%	50%	50%	58%	45%	-	-	-	*	33%	59%	-	50%	*	54%	47%	-	*	-	-
	EL	39%	39%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	48%	40%	55%	43%	43%	64%	-	-	-	*	36%	73%	*	54%	*	55%	-	-	-	-	-
	Female																					

		State	District	Campus	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
		45%	38%	47%	60%	67%	35%	-	-	-	-	33%	52%	*	47%	-	-	47%	-	*	-	-
Grade 5 Reading	All	53%	46%	72%	40%	73%	81%	*	*	*	*	48%	86%	22%	81%	*	59%	83%	-	-	-	-
	Students																					
	CWD	27%	23%	22%	*	*	40%	-	*	-	-	*	40%	22%	-	-	17%	*	-	-	-	-
	CWOD	56%	49%	81%	50%	79%	90%	*	-	*	*	59%	94%	-	81%	*	71%	89%	-	-	-	-
	EL	36%	35%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	50%	42%	59%	17%	57%	73%	*	-	*	*	33%	80%	17%	71%	*	59%	-	-	-	-	-
	Female	56%	51%	83%	*	88%	87%	-	*	-	*	67%	90%	*	89%	-	-	83%	-	-	-	-
Mathematics	All	57%	47%	58%	40%	73%	54%	*	*	*	*	43%	67%	33%	63%	*	63%	53%	-	-	-	-
	Students																					
	CWD	31%	28%	33%	*	*	40%	-	*	-	-	*	40%	33%	-	-	33%	*	-	-	-	-
	CWOD	60%	49%	63%	50%	71%	57%	*	-	*	*	47%	71%	-	63%	*	71%	56%	-	-	-	-
	EL	46%	41%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	56%	47%	63%	33%	86%	55%	*	-	*	*	50%	73%	33%	71%	*	63%	-	-	-	-	-
	Female	57%	47%	53%	*	63%	53%	-	*	-	*	33%	62%	*	56%	-	-	53%	-	-	-	-
Science	All	48%	38%	40%	20%	47%	46%	*	*	*	*	24%	50%	22%	44%	*	41%	40%	-	-	-	-
	Students																					
	CWD	27%	27%	22%	*	*	40%	-	*	-	-	*	40%	22%	-	-	17%	*	-	-	-	-
	CWOD	50%	39%	44%	25%	50%	48%	*	-	*	*	29%	52%	-	44%	*	48%	41%	-	-	-	-
	EL	31%	26%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	50%	40%	41%	17%	43%	45%	*	-	*	*	25%	53%	17%	48%	*	41%	-	-	-	-	-
	Female	45%	37%	40%	*	50%	47%	-	*	-	*	22%	48%	*	41%	-	-	40%	-	-	-	-
Grade 6 Reading	All	36%	37%	56%	11%	60%	63%	-	-	-	80%	29%	73%	13%	62%	*	32%	80%	-	*	-	*
	Students																					
	CWD	19%	17%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	20%	*	-	-	-	-
	CWOD	38%	40%	62%	17%	67%	67%	-	-	-	80%	35%	79%	-	62%	*	35%	89%	-	*	-	*
	EL	14%	17%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	33%	33%	32%	0%	42%	33%	-	-	-	*	17%	54%	20%	35%	*	32%	-	-	*	-	*
	Female	40%	42%	80%	*	88%	87%	-	-	-	*	67%	83%	*	89%	-	-	80%	-	-	-	-
Mathematics	All	46%	49%	64%	11%	60%	78%	-	-	-	100%	38%	81%	13%	72%	*	55%	73%	-	*	-	*
	Students																					
	CWD	23%	21%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	20%	*	-	-	-	-
	CWOD	48%	52%	72%	17%	67%	83%	-	-	-	100%	45%	88%	-	72%	*	62%	81%	-	*	-	*
	EL	27%	35%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	45%	48%	55%	0%	50%	75%	-	-	-	*	33%	85%	20%	62%	*	55%	-	-	*	-	*
	Female	46%	50%	73%	*	75%	80%	-	-	-	*	50%	79%	*	81%	-	-	73%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All	27%	21%	52%	43%	53%	59%	-	*	-	40%	40%	59%	*	54%	64%	48%	56%	-	-	-	-
	Students																					
	CWD	10%	7%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	29%	23%	54%	45%	56%	60%	-	*	-	40%	44%	59%	-	54%	69%	51%	57%	-	-	-	-
	EL	19%	20%	64%	*	58%	-	-	*	-	-	56%	80%	*	69%	64%	60%	*	-	-	-	-
	Male	24%	19%	48%	33%	41%	63%	-	*	-	*	21%	65%	*	51%	60%	48%	-	-	-	-	-
	Female	29%	24%	56%	50%	65%	55%	-	-	-	*	57%	55%	*	57%	*	-	56%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	<b>43%</b>	33%	26%	63%	-	*	-	40%	20%	56%	*	44%	36%	46%	41%	-	-	-	-
	Students																					
	CWD	12%	8%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	25%	19%	<b>44%</b>	34%	28%	63%	-	*	-	40%	19%	56%	-	44%	38%	49%	40%	-	-	-	-
	EL	18%	20%	<b>36%</b>	*	25%	-	-	*	-	-	22%	60%	*	38%	36%	40%	*	-	-	-	-
	Male	26%	20%	<b>46%</b>	42%	29%	63%	-	*	-	*	16%	65%	*	49%	40%	46%	-	-	-	-	-
	Female	22%	16%	<b>41%</b>	28%	24%	64%	-	-	-	*	24%	50%	*	40%	*	-	41%	-	-	-	-
Grade 4 Reading	All	21%	17%	<b>30%</b>	25%	38%	29%	-	-	-	*	9%	43%	20%	31%	*	28%	32%	-	*	-	-
	Students																					
	CWD	8%	4%	<b>20%</b>	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	23%	18%	<b>31%</b>	25%	42%	30%	-	-	-	*	10%	43%	-	31%	*	31%	31%	-	*	-	-
	EL	12%	13%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	20%	15%	<b>28%</b>	14%	29%	36%	-	-	-	*	7%	47%	*	31%	*	28%	-	-	-	-	-
	Female	23%	18%	<b>32%</b>	40%	44%	25%	-	-	-	-	11%	40%	*	31%	-	-	32%	-	*	-	-
Mathematics	All	27%	22%	<b>35%</b>	25%	38%	35%	-	-	-	*	22%	43%	20%	36%	*	38%	32%	-	*	-	-
	Students																					
	CWD	13%	7%	<b>20%</b>	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	<b>36%</b>	25%	50%	33%	-	-	-	*	19%	46%	-	36%	*	38%	34%	-	*	-	-
	EL	20%	22%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	29%	23%	<b>38%</b>	14%	14%	57%	-	-	-	*	21%	53%	*	38%	*	38%	-	-	-	-	-
	Female	25%	20%	<b>32%</b>	40%	56%	20%	-	-	-	-	22%	36%	*	34%	-	-	32%	-	*	-	-
Grade 5 Reading	All	29%	24%	<b>47%</b>	20%	53%	50%	*	*	*	*	24%	61%	22%	52%	*	41%	53%	-	-	-	-
	Students																					
	CWD	9%	8%	<b>22%</b>	*	*	40%	-	*	-	-	*	40%	22%	-	-	17%	*	-	-	-	-
	CWOD	31%	26%	<b>52%</b>	25%	57%	52%	*	-	*	*	29%	65%	-	52%	*	48%	56%	-	-	-	-
	EL	14%	13%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	26%	21%	<b>41%</b>	17%	43%	36%	*	-	*	*	25%	53%	17%	48%	*	41%	-	-	-	-	-
	Female	31%	27%	<b>53%</b>	*	63%	60%	-	*	-	*	22%	67%	*	56%	-	-	53%	-	-	-	-
Mathematics	All	36%	27%	<b>33%</b>	10%	40%	38%	*	*	*	*	19%	42%	22%	35%	*	33%	33%	-	-	-	-
	Students																					
	CWD	14%	12%	<b>22%</b>	*	*	40%	-	*	-	-	*	40%	22%	-	-	17%	*	-	-	-	-
	CWOD	38%	28%	<b>35%</b>	13%	43%	38%	*	-	*	*	24%	42%	-	35%	*	38%	33%	-	-	-	-
	EL	24%	20%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	36%	28%	<b>33%</b>	0%	29%	45%	*	-	*	*	17%	47%	17%	38%	*	33%	-	-	-	-	-
	Female	35%	26%	<b>33%</b>	*	50%	33%	-	*	-	*	22%	38%	*	33%	-	-	33%	-	-	-	-
Science	All	23%	17%	<b>23%</b>	10%	33%	23%	*	*	*	*	14%	28%	11%	25%	*	19%	27%	-	-	-	-
	Students																					
	CWD	11%	9%	<b>11%</b>	*	*	20%	-	*	-	-	*	20%	11%	-	-	0%	*	-	-	-	-
	CWOD	25%	18%	<b>25%</b>	13%	36%	24%	*	-	*	*	18%	29%	-	25%	*	24%	26%	-	-	-	-
	EL	11%	9%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	19%	<b>19%</b>	0%	29%	18%	*	-	*	*	17%	20%	0%	24%	*	19%	-	-	-	-	-
	Female	21%	15%	<b>27%</b>	*	38%	27%	-	*	-	*	11%	33%	*	26%	-	-	27%	-	-	-	-
Grade 6 Reading	All	17%	18%	<b>26%</b>	0%	45%	19%	-	-	-	40%	17%	32%	0%	30%	*	16%	37%	-	*	-	*
	Students																					
	CWD	6%	5%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	18%	19%	<b>30%</b>	0%	50%	21%	-	-	-	40%	20%	36%	-	30%	*	19%	41%	-	*	-	*
	EL	4%	5%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	14%	15%	<b>16%</b>	0%	17%	17%	-	-	-	*	6%	31%	0%	19%	*	16%	-	-	*	-	*

		State	District	Campus	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
	Female	20%	22%	37%	*	88%	20%	-	-	-	*	50%	33%	*	41%	-	-	37%	-	-	-	-
Mathematics	All	20%	24%	33%	11%	35%	33%	-	-	-	60%	13%	46%	0%	38%	*	16%	50%	-	*	-	*
	Students																					
	CWD	9%	6%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	26%	38%	17%	39%	38%	-	-	-	60%	15%	52%	-	38%	*	19%	56%	-	*	-	*
	EL	8%	12%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	20%	24%	16%	0%	17%	17%	-	-	-	*	6%	31%	0%	19%	*	16%	-	-	*	-	*
	Female	20%	23%	50%	*	63%	47%	-	-	-	*	33%	54%	*	56%	-	-	50%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	89%	80%	88%	93%	*	80%	*	94%	81%	93%	57%	92%	89%	85%	92%	-	*	-	*
	Students																					
	CWD	46%	38%	57%	43%	37%	80%	-	*	-	-	50%	66%	57%	-	*	50%	71%	-	-	-	-
	CWOD	81%	77%	92%	84%	94%	94%	*	*	*	94%	86%	95%	-	92%	95%	90%	93%	-	*	-	*
	EL	62%	63%	89%	*	87%	*	-	*	-	-	85%	100%	*	95%	89%	87%	100%	-	-	-	-
	Male	74%	70%	85%	70%	86%	90%	*	*	*	100%	78%	91%	50%	90%	87%	85%	-	-	*	-	*
	Female	80%	76%	92%	89%	90%	95%	-	*	-	90%	86%	95%	71%	93%	100%	-	92%	-	*	-	-
Reading	All	73%	69%	89%	79%	88%	93%	*	*	*	93%	79%	95%	46%	93%	86%	83%	94%	-	*	-	*
	Students																					
	CWD	39%	30%	46%	33%	22%	70%	-	*	-	-	36%	58%	46%	-	*	35%	67%	-	-	-	-
	CWOD	78%	73%	93%	84%	96%	95%	*	*	*	93%	85%	97%	-	93%	95%	90%	95%	-	*	-	*
	EL	54%	55%	86%	*	84%	*	-	*	-	-	81%	100%	*	95%	86%	83%	*	-	-	-	-
	Male	69%	64%	83%	70%	84%	88%	*	*	*	100%	73%	92%	35%	90%	83%	83%	-	-	*	-	*
	Female	78%	74%	94%	87%	93%	97%	-	*	-	89%	87%	96%	67%	95%	*	-	94%	-	*	-	-
Mathematics	All	81%	77%	91%	85%	89%	94%	*	*	*	93%	86%	93%	65%	93%	91%	88%	93%	-	*	-	*
	Students																					
	CWD	53%	44%	65%	50%	44%	90%	-	*	-	-	57%	75%	65%	-	*	59%	78%	-	-	-	-
	CWOD	84%	81%	93%	89%	95%	94%	*	*	*	93%	90%	95%	-	93%	95%	93%	94%	-	*	-	*
	EL	72%	74%	91%	*	89%	*	-	*	-	-	88%	100%	*	95%	91%	89%	*	-	-	-	-
	Male	79%	75%	88%	77%	86%	95%	*	*	*	100%	83%	93%	59%	93%	89%	88%	-	-	*	-	*
	Female	82%	79%	93%	94%	93%	93%	-	*	-	89%	91%	94%	78%	94%	*	-	93%	-	*	-	-
Science	All	80%	75%	79%	50%	80%	88%	*	*	*	*	67%	86%	67%	81%	*	78%	80%	-	-	-	-
	Students																					
	CWD	51%	44%	67%	*	*	80%	-	*	-	-	*	60%	67%	-	-	67%	*	-	-	-	-
	CWOD	84%	79%	81%	50%	79%	90%	*	-	*	*	65%	90%	-	81%	*	81%	81%	-	-	-	-
	EL	61%	60%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	79%	74%	78%	33%	100%	82%	*	-	*	*	75%	80%	67%	81%	*	78%	-	-	-	-	-
	Female	81%	77%	80%	*	63%	93%	-	*	-	*	56%	90%	*	81%	-	-	80%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	61%	41%	65%	67%	*	40%	*	71%	43%	73%	25%	65%	52%	57%	65%	-	*	-	*
	Students																					
	CWD	24%	18%	25%	0%	21%	44%	-	*	-	-	13%	38%	25%	-	*	20%	33%	-	-	-	-
	CWOD	52%	47%	65%	46%	70%	70%	*	*	*	71%	47%	75%	-	65%	57%	63%	67%	-	*	-	*
	EL	29%	29%	52%	*	51%	*	-	*	-	-	41%	83%	*	57%	52%	50%	63%	-	-	-	-
	Male	47%	41%	57%	30%	56%	70%	*	*	*	64%	38%	74%	20%	63%	50%	57%	-	-	*	-	*
	Female	52%	47%	65%	52%	74%	65%	-	*	-	75%	48%	72%	33%	67%	63%	-	65%	-	*	-	-

		State	District	Campus	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
Reading	All	47%	42%	<b>65%</b>	43%	69%	72%	*	*	*	71%	44%	77%	19%	70%	59%	54%	75%	-	*	-	*
	Students																					
	CWD	21%	15%	<b>19%</b>	0%	11%	40%	-	*	-	-	7%	33%	19%	-	*	12%	33%	-	-	-	-
	CWOD	50%	45%	<b>70%</b>	47%	76%	75%	*	*	*	71%	50%	80%	-	70%	65%	60%	77%	-	*	-	*
	EL	23%	24%	<b>59%</b>	*	58%	*	-	*	-	-	56%	67%	*	65%	59%	56%	*	-	-	-	-
	Male	43%	37%	<b>54%</b>	23%	53%	70%	*	*	*	40%	33%	72%	12%	60%	56%	54%	-	-	*	-	*
	Female	51%	47%	<b>75%</b>	61%	86%	74%	-	*	-	89%	60%	81%	33%	77%	*	-	75%	-	*	-	-
Mathematics	All	51%	45%	<b>62%</b>	43%	64%	67%	*	*	*	86%	44%	72%	31%	65%	50%	64%	60%	-	*	-	*
	Students																					
	CWD	26%	21%	<b>31%</b>	0%	33%	50%	-	*	-	-	21%	42%	31%	-	*	29%	33%	-	-	-	-
	CWOD	54%	49%	<b>65%</b>	47%	67%	69%	*	*	*	86%	48%	74%	-	65%	55%	69%	62%	-	*	-	*
	EL	37%	37%	<b>50%</b>	*	47%	*	-	*	-	-	31%	100%	*	55%	50%	50%	*	-	-	-	-
	Male	50%	44%	<b>64%</b>	40%	60%	75%	*	*	*	100%	46%	80%	29%	69%	50%	64%	-	-	*	-	*
	Female	51%	47%	<b>60%</b>	45%	67%	61%	-	*	-	78%	42%	67%	33%	62%	*	-	60%	-	*	-	-
Science	All	53%	47%	<b>40%</b>	20%	47%	46%	*	*	*	*	24%	50%	22%	44%	*	41%	40%	-	-	-	-
	Students																					
	CWD	25%	20%	<b>22%</b>	*	*	40%	-	*	-	-	*	40%	22%	-	-	17%	*	-	-	-	-
	CWOD	56%	50%	<b>44%</b>	25%	50%	48%	*	-	*	*	29%	52%	-	44%	*	48%	41%	-	-	-	-
	EL	26%	25%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	53%	46%	<b>41%</b>	17%	43%	45%	*	-	*	*	25%	53%	17%	48%	*	41%	-	-	-	-	-
	Female	53%	48%	<b>40%</b>	*	50%	47%	-	*	-	*	22%	48%	*	41%	-	-	40%	-	-	-	-

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	19%	<b>38%</b>	26%	40%	41%	*	40%	*	42%	21%	48%	13%	40%	33%	34%	41%	-	*	-	*
	Students																					
	CWD	8%	6%	<b>13%</b>	0%	5%	28%	-	*	-	-	6%	21%	13%	-	*	8%	24%	-	-	-	-
	CWOD	25%	21%	<b>40%</b>	29%	44%	42%	*	*	*	42%	23%	50%	-	40%	36%	38%	43%	-	*	-	*
	EL	11%	11%	<b>33%</b>	*	28%	*	-	*	-	-	24%	58%	*	36%	33%	29%	50%	-	-	-	-
	Male	22%	18%	<b>34%</b>	18%	28%	42%	*	*	*	45%	14%	50%	8%	38%	29%	34%	-	-	*	-	*
	Female	24%	21%	<b>41%</b>	33%	52%	40%	-	*	-	40%	30%	46%	24%	43%	50%	-	41%	-	*	-	-
Reading	All	20%	17%	<b>41%</b>	30%	48%	41%	*	*	*	43%	25%	51%	12%	44%	45%	35%	46%	-	*	-	*
	Students																					
	CWD	7%	5%	<b>12%</b>	0%	11%	20%	-	*	-	-	0%	25%	12%	-	*	6%	22%	-	-	-	-
	CWOD	22%	19%	<b>44%</b>	33%	53%	42%	*	*	*	43%	29%	52%	-	44%	50%	39%	48%	-	*	-	*
	EL	8%	8%	<b>45%</b>	*	42%	*	-	*	-	-	38%	67%	*	50%	45%	39%	*	-	-	-	-
	Male	17%	14%	<b>35%</b>	20%	33%	41%	*	*	*	40%	14%	53%	6%	39%	39%	35%	-	-	*	-	*
	Female	23%	20%	<b>46%</b>	39%	64%	40%	-	*	-	44%	40%	49%	22%	48%	*	-	46%	-	*	-	-
Mathematics	All	26%	22%	<b>37%</b>	25%	33%	45%	*	*	*	50%	19%	48%	15%	39%	23%	35%	39%	-	*	-	*
	Students																					
	CWD	11%	6%	<b>15%</b>	0%	0%	40%	-	*	-	-	14%	17%	15%	-	*	12%	22%	-	-	-	-
	CWOD	28%	24%	<b>39%</b>	27%	37%	45%	*	*	*	50%	19%	51%	-	39%	25%	38%	40%	-	*	-	*
	EL	16%	16%	<b>23%</b>	*	16%	*	-	*	-	-	13%	50%	*	25%	23%	22%	*	-	-	-	-
	Male	25%	22%	<b>35%</b>	20%	23%	48%	*	*	*	60%	14%	53%	12%	38%	22%	35%	-	-	*	-	*
	Female	26%	22%	<b>39%</b>	29%	43%	42%	-	*	-	44%	24%	45%	22%	40%	*	-	39%	-	*	-	-
Science	All	24%	20%	<b>23%</b>	10%	33%	23%	*	*	*	*	14%	28%	11%	25%	*	19%	27%	-	-	-	-
	Students																					
	CWD	8%	5%	<b>11%</b>	*	*	20%	-	*	-	-	*	20%	11%	-	-	0%	*	-	-	-	-
	CWOD	26%	22%	<b>25%</b>	13%	36%	24%	*	-	*	*	18%	29%	-	25%	*	24%	26%	-	-	-	-
	EL	7%	7%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	21%	<b>19%</b>	0%	29%	18%	*	-	*	*	17%	20%	0%	24%	*	19%	-	-	-	-	-



	State	District	Campus	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
Female	23%	20%	27%	*	38%	27%	-	*	-	*	11%	33%	*	26%	-	-	27%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	55	69	66	*	*	*	78	63	40	63
CWD	40	20	25	56	-	*	-	-	20	40	*
CWOD	69	62	76	67	*	-	*	78	70	-	71
EL	63	-	57	*	-	-	-	-	71	*	63
Male	65	56	56	70	*	-	*	*	59	29	63
Female	67	54	83	62	-	*	-	70	69	64	-
<b>Mathematics</b>											
All Students	71	68	69	70	*	*	*	83	65	74	50
CWD	74	70	58	83	-	*	-	-	65	74	*
CWOD	70	67	71	69	*	-	*	83	65	-	57
EL	50	-	57	*	-	-	-	-	43	*	50
Male	69	67	56	73	*	-	*	*	60	71	50
Female	73	69	83	68	-	*	-	70	73	79	-

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	68	29	43%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	63	49	64	67	*	53	*	69	48	32	58
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	Y	N					N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	Y	N					N	N	Y
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	Y	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
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%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
Reading	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
	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%	*	-
Mathematics	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	-	100%	-
	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%	-
Science	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%	-
	All	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	*	100%	100%	-
	Students																
	CWD	100%	*	*	100%	-	*	-	-	*	100%	100%	-	-	100%	*	-
Non-Participation Rate	CWOD	100%	100%	100%	100%	*	-	*	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-
	Male	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	-	100%	-
	All	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
All Subjects	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%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
	All	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
Reading	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%	0%	-	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	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%	-
Science	All	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	*	0%	0%	-
	Students																
	CWD	0%	*	*	0%	-	*	-	-	*	0%	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	0%	*	-	*	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-
	Male	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	-	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	7	0	2	5	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	7	0	2	5	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	2	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	2	0	0	0	0	0	0	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	2	0	2	0	0	0	0	0	0		2
	Female	2	0	0	2	0	0	0	0	0		0
	Total	4	0	2	2	0	0	0	0	0		2
Out-of-School Suspensions	Male	2	2	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	15	5	5	5	0	0	0	0	2	2	2
	Female	9	2	2	5	0	0	0	0	0	0	2
	Total	24	7	7	10	0	0	0	0	2	2	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	21.1%
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	1.9	4.7%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7 Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8 Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

**Texas Education Agency**  
**2018-19 Federal Report Card for Texas Public Schools**

**Campus Name:** CROUCH EL

**Campus ID: 220901150**

District Name: ARLINGTON 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);

[illegible]

<sup>a</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)  
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status  
c. Graduation Rate: Federal Graduation Status  
d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	78%	71%	79%	-	-	-	*	*	80%	60%	17%	82%	80%	76%	81%	-	-	-	-
	CWD	49%	38%	17%	*	20%	-	-	-	-	-	17%	-	17%	-	20%	17%	-	-	-	-	-
	CWOD	79%	72%	82%	77%	83%	-	-	-	*	*	85%	60%	-	82%	85%	83%	81%	-	-	-	-
	EL	69%	67%	80%	*	81%	-	-	-	-	-	81%	71%	20%	85%	80%	78%	83%	-	-	-	-
	Male	73%	65%	76%	75%	76%	-	-	-	-	*	76%	80%	17%	83%	78%	76%	-	-	-	-	-
	Female	78%	72%	81%	67%	83%	-	-	-	*	-	87%	40%	-	81%	83%	-	81%	-	-	-	-
Mathematics	All Students	78%	72%	86%	93%	84%	-	-	-	*	*	85%	90%	50%	88%	86%	87%	84%	-	-	-	-
	CWD	52%	44%	50%	*	60%	-	-	-	-	-	50%	-	50%	-	60%	50%	-	-	-	-	-
	CWOD	81%	76%	88%	100%	86%	-	-	-	*	*	88%	90%	-	88%	88%	92%	84%	-	-	-	-
	EL	75%	75%	86%	*	87%	-	-	-	-	-	86%	86%	60%	88%	86%	88%	83%	-	-	-	-
	Male	78%	72%	87%	88%	87%	-	-	-	-	*	86%	100%	50%	92%	88%	87%	-	-	-	-	-
	Female	78%	72%	84%	100%	81%	-	-	-	*	-	84%	80%	-	84%	83%	-	84%	-	-	-	-
Grade 4 Reading	All Students	74%	66%	72%	76%	74%	*	-	*	-	*	72%	67%	38%	75%	74%	82%	61%	-	-	-	-
	CWD	44%	34%	38%	*	50%	*	-	-	-	-	50%	*	38%	-	60%	33%	*	-	-	-	-
	CWOD	78%	70%	75%	81%	76%	*	-	*	-	*	74%	86%	-	75%	75%	89%	62%	-	-	-	-
	EL	64%	64%	74%	*	77%	-	-	*	-	-	72%	*	60%	75%	74%	79%	70%	-	-	-	-
	Male	71%	63%	82%	80%	82%	-	-	*	-	*	83%	*	33%	89%	79%	82%	-	-	-	-	-
	Female	77%	70%	61%	71%	66%	*	-	*	-	-	61%	60%	*	62%	70%	-	61%	-	-	-	-
Mathematics	All Students	74%	67%	64%	53%	67%	*	-	*	-	*	64%	56%	25%	67%	72%	74%	53%	-	-	-	-
	CWD	46%	36%	25%	*	33%	*	-	-	-	-	33%	*	25%	-	40%	33%	*	-	-	-	-
	CWOD	78%	71%	67%	56%	70%	*	-	*	-	*	67%	71%	-	67%	75%	80%	55%	-	-	-	-
	EL	69%	69%	72%	*	73%	-	-	*	-	-	72%	*	40%	75%	72%	79%	67%	-	-	-	-
	Male	74%	67%	74%	50%	79%	-	-	*	-	*	76%	*	33%	80%	79%	74%	-	-	-	-	-
	Female	74%	68%	53%	57%	55%	*	-	*	-	-	52%	60%	*	55%	67%	-	53%	-	-	-	-
Grade 5 Reading	All Students	86%	82%	77%	65%	81%	*	-	-	-	*	74%	100%	33%	83%	74%	80%	74%	-	-	-	-
	CWD	55%	48%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	33%	*	25%	-	-	-	-
	CWOD	89%	86%	83%	65%	89%	*	-	-	-	*	81%	100%	-	83%	81%	82%	83%	-	-	-	-
	EL	77%	76%	74%	*	75%	-	-	-	-	-	71%	100%	33%	81%	74%	80%	67%	-	-	-	-
	Male	83%	78%	80%	58%	86%	*	-	-	-	-	78%	*	*	82%	80%	80%	-	-	-	-	-
	Female	88%	85%	74%	75%	76%	-	-	-	-	*	70%	100%	25%	83%	67%	-	74%	-	-	-	-
Mathematics	All Students	89%	84%	88%	80%	91%	*	-	-	-	*	88%	89%	75%	90%	89%	88%	88%	-	-	-	-
	CWD	68%	61%	75%	-	75%	-	-	-	-	-	75%	-	75%	-	78%	*	88%	-	-	-	-
	CWOD	92%	87%	90%	80%	94%	*	-	-	-	*	90%	89%	-	90%	92%	91%	88%	-	-	-	-
	EL	85%	82%	89%	*	91%	-	-	-	-	-	90%	83%	78%	92%	89%	90%	89%	-	-	-	-
	Male	88%	83%	88%	75%	92%	*	-	-	-	-	87%	*	*	91%	90%	88%	-	-	-	-	-
	Female	90%	85%	88%	88%	90%	-	-	-	-	*	89%	83%	88%	88%	89%	-	88%	-	-	-	-
Science	All Students	74%	65%	58%	50%	60%	*	-	-	-	*	60%	33%	25%	62%	49%	61%	54%	-	-	-	-
	CWD	45%	43%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	22%	*	13%	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>62%</b>	50%	66%	*	-	-	-	*	65%	33%	-	62%	54%	62%	62%	-	-	-	-
	EL	60%	55%	<b>49%</b>	*	51%	-	-	-	-	*	53%	17%	22%	54%	49%	53%	44%	-	-	-	-
	Male	74%	65%	<b>61%</b>	50%	64%	*	-	-	-	-	61%	*	*	62%	53%	61%	-	-	-	-	-
	Female	73%	64%	<b>54%</b>	50%	56%	-	-	-	-	*	59%	17%	13%	62%	44%	-	54%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>56%</b>	60%	54%	*	-	-	-	*	54%	67%	17%	59%	45%	56%	55%	-	-	-	-
	CWOD	33%	32%	<b>17%</b>	*	*	-	-	-	-	-	17%	-	17%	-	0%	*	*	-	-	-	-
	CWOD	71%	72%	<b>59%</b>	62%	58%	*	-	-	-	*	57%	67%	-	59%	50%	59%	58%	-	-	-	-
	EL	42%	49%	<b>45%</b>	*	46%	*	-	-	-	-	43%	60%	0%	50%	45%	52%	39%	-	-	-	-
	Male	62%	64%	<b>56%</b>	44%	59%	*	-	-	-	-	53%	71%	*	59%	52%	56%	-	-	-	-	-
	Female	71%	72%	<b>55%</b>	83%	51%	*	-	-	-	*	55%	60%	*	58%	39%	-	55%	-	-	-	-
Mathematics	All Students	80%	82%	<b>82%</b>	80%	82%	*	-	-	-	*	83%	75%	33%	85%	73%	78%	85%	-	-	-	-
	CWOD	50%	47%	<b>33%</b>	*	*	-	-	-	-	-	33%	-	33%	-	20%	*	*	-	-	-	-
	CWOD	83%	86%	<b>85%</b>	85%	86%	*	-	-	-	*	87%	75%	-	85%	80%	84%	87%	-	-	-	-
	EL	67%	77%	<b>73%</b>	*	74%	*	-	-	-	-	75%	60%	20%	80%	73%	71%	75%	-	-	-	-
	Male	78%	80%	<b>78%</b>	67%	83%	*	-	-	-	-	76%	86%	*	84%	71%	78%	-	-	-	-	-
	Female	81%	84%	<b>85%</b>	100%	82%	*	-	-	-	*	88%	60%	*	87%	75%	-	85%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>38%</b>	29%	40%	-	-	-	*	*	40%	20%	0%	41%	41%	33%	44%	-	-	-	-
	CWOD	26%	19%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	-	-	-	-	-
	CWOD	46%	39%	<b>41%</b>	31%	42%	-	-	-	*	*	43%	20%	-	41%	44%	38%	44%	-	-	-	-
	EL	35%	34%	<b>41%</b>	*	42%	-	-	-	-	-	42%	29%	0%	44%	41%	41%	40%	-	-	-	-
	Male	41%	34%	<b>33%</b>	13%	38%	-	-	-	-	*	33%	40%	0%	38%	41%	33%	-	-	-	-	-
	Female	47%	39%	<b>44%</b>	50%	42%	-	-	-	*	-	50%	0%	-	44%	40%	-	44%	-	-	-	-
Mathematics	All Students	48%	39%	<b>49%</b>	57%	47%	-	-	-	*	*	54%	10%	17%	52%	48%	50%	49%	-	-	-	-
	CWOD	30%	21%	<b>17%</b>	*	20%	-	-	-	-	-	17%	-	17%	-	20%	17%	-	-	-	-	-
	CWOD	50%	42%	<b>52%</b>	62%	49%	-	-	-	*	*	57%	10%	-	52%	50%	54%	49%	-	-	-	-
	EL	41%	41%	<b>48%</b>	*	48%	-	-	-	-	-	52%	14%	20%	50%	48%	49%	47%	-	-	-	-
	Male	49%	41%	<b>50%</b>	63%	47%	-	-	-	-	*	53%	20%	17%	54%	49%	50%	-	-	-	-	-
	Female	46%	38%	<b>49%</b>	50%	47%	-	-	-	*	-	55%	0%	-	49%	47%	-	49%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>30%</b>	29%	33%	*	-	*	-	*	30%	33%	0%	33%	36%	28%	33%	-	-	-	-
	CWOD	24%	16%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	46%	38%	<b>33%</b>	31%	36%	*	-	*	-	*	32%	43%	-	33%	39%	32%	34%	-	-	-	-
	EL	30%	30%	<b>36%</b>	*	38%	-	-	*	-	-	36%	*	0%	39%	36%	29%	42%	-	-	-	-
	Male	41%	33%	<b>28%</b>	20%	32%	-	-	*	-	*	26%	*	0%	32%	29%	28%	-	-	-	-	-
	Female	46%	38%	<b>33%</b>	43%	34%	*	-	*	-	-	34%	20%	*	34%	42%	-	33%	-	-	-	-
Mathematics	All Students	46%	39%	<b>36%</b>	29%	39%	*	-	*	-	*	38%	22%	13%	38%	44%	42%	31%	-	-	-	-
	CWOD	27%	21%	<b>13%</b>	*	17%	*	-	-	-	-	17%	*	13%	-	20%	17%	*	-	-	-	-
	CWOD	49%	41%	<b>38%</b>	31%	41%	*	-	*	-	*	39%	29%	-	38%	46%	45%	32%	-	-	-	-
	EL	39%	39%	<b>44%</b>	*	46%	-	-	*	-	-	45%	*	20%	46%	44%	46%	42%	-	-	-	-
	Male	48%	40%	<b>42%</b>	40%	42%	-	-	*	-	*	43%	*	17%	45%	46%	42%	-	-	-	-	-
	Female																					

		State	District	Campus	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
		45%	38%	31%	14%	37%	*	-	*	-	-	32%	20%	*	32%	42%	-	31%	-	-	-	-
Grade 5 Reading	All Students	53%	46%	37%	40%	36%	*	-	-	-	*	38%	33%	8%	41%	33%	45%	30%	-	-	-	-
	CWD	27%	23%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	0%	*	13%	-	-	-	-
	CWOD	56%	49%	41%	40%	42%	*	-	-	-	*	42%	33%	-	41%	40%	49%	33%	-	-	-	-
	EL	36%	35%	33%	*	34%	-	-	-	-	-	35%	17%	0%	40%	33%	37%	30%	-	-	-	-
	Male	50%	42%	45%	42%	44%	*	-	-	-	-	43%	*	*	49%	37%	45%	-	-	-	-	-
	Female	56%	51%	30%	38%	29%	-	-	-	-	*	32%	17%	13%	33%	30%	-	30%	-	-	-	-
Mathematics	All Students	57%	47%	46%	50%	47%	*	-	-	-	*	43%	78%	8%	52%	51%	47%	46%	-	-	-	-
	CWD	31%	28%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	11%	*	0%	-	-	-	-
	CWOD	60%	49%	52%	50%	54%	*	-	-	-	*	49%	78%	-	52%	58%	49%	55%	-	-	-	-
	EL	46%	41%	51%	*	51%	-	-	-	-	-	49%	67%	11%	58%	51%	53%	48%	-	-	-	-
	Male	56%	47%	47%	50%	47%	*	-	-	-	-	43%	*	*	49%	53%	47%	-	-	-	-	-
	Female	57%	47%	46%	50%	46%	-	-	-	-	*	43%	67%	0%	55%	48%	-	46%	-	-	-	-
Science	All Students	48%	38%	28%	35%	27%	*	-	-	-	*	28%	33%	8%	31%	25%	35%	22%	-	-	-	-
	CWD	27%	27%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	11%	*	0%	-	-	-	-
	CWOD	50%	39%	31%	35%	31%	*	-	-	-	*	31%	33%	-	31%	27%	36%	26%	-	-	-	-
	EL	31%	26%	25%	*	25%	-	-	-	-	-	25%	17%	11%	27%	25%	30%	19%	-	-	-	-
	Male	50%	40%	35%	42%	33%	*	-	-	-	-	33%	*	*	36%	30%	35%	-	-	-	-	-
	Female	45%	37%	22%	25%	22%	-	-	-	-	*	23%	17%	0%	26%	19%	-	22%	-	-	-	-
Grade 6 Reading	All Students	36%	37%	16%	7%	16%	*	-	-	-	*	14%	25%	0%	17%	10%	17%	15%	-	-	-	-
	CWD	19%	17%	0%	*	*	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	38%	40%	17%	8%	17%	*	-	-	-	*	16%	25%	-	17%	11%	19%	16%	-	-	-	-
	EL	14%	17%	10%	*	9%	*	-	-	-	-	9%	20%	0%	11%	10%	14%	7%	-	-	-	-
	Male	33%	33%	17%	11%	17%	*	-	-	-	-	15%	29%	*	19%	14%	17%	-	-	-	-	-
	Female	40%	42%	15%	0%	15%	*	-	-	-	*	14%	20%	*	16%	7%	-	15%	-	-	-	-
Mathematics	All Students	46%	49%	28%	27%	28%	*	-	-	-	*	28%	33%	0%	30%	22%	29%	28%	-	-	-	-
	CWD	23%	21%	0%	*	*	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	48%	52%	30%	31%	30%	*	-	-	-	*	30%	33%	-	30%	25%	32%	29%	-	-	-	-
	EL	27%	35%	22%	*	22%	*	-	-	-	-	20%	40%	0%	25%	22%	29%	18%	-	-	-	-
	Male	45%	48%	29%	22%	28%	*	-	-	-	-	29%	29%	*	32%	29%	29%	-	-	-	-	-
	Female	46%	50%	28%	33%	28%	*	-	-	-	*	26%	40%	*	29%	18%	-	28%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All Students	27%	21%	23%	21%	22%	-	-	-	*	*	24%	10%	0%	24%	21%	22%	23%	-	-	-	-
	CWD	10%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	-	-	-	-	-
	CWOD	29%	23%	24%	23%	24%	-	-	-	*	*	26%	10%	-	24%	23%	25%	23%	-	-	-	-
	EL	19%	20%	21%	*	22%	-	-	-	-	-	22%	14%	0%	23%	21%	27%	13%	-	-	-	-
	Male	24%	19%	22%	0%	27%	-	-	-	-	*	22%	20%	0%	25%	27%	22%	-	-	-	-	-
	Female	29%	24%	23%	50%	17%	-	-	-	*	-	26%	0%	-	23%	13%	-	23%	-	-	-	-



		State	District	Campus	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
Mathematics	All	24%	18%	26%	29%	26%	-	-	-	*	*	29%	0%	0%	27%	24%	30%	21%	-	-	-	-
	Students																					
	CWD	12%	8%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	-	-	-	-	-
	CWOD	25%	19%	27%	31%	28%	-	-	-	*	*	31%	0%	-	27%	26%	33%	21%	-	-	-	-
	EL	18%	20%	24%	*	25%	-	-	-	-	-	27%	0%	0%	26%	24%	29%	17%	-	-	-	-
	Male	26%	20%	30%	25%	31%	-	-	-	-	*	33%	0%	0%	33%	29%	30%	-	-	-	-	-
	Female	22%	16%	21%	33%	19%	-	-	-	*	-	24%	0%	-	21%	17%	-	21%	-	-	-	-
Grade 4	All	21%	17%	12%	6%	14%	*	-	*	-	*	11%	22%	0%	13%	11%	14%	10%	-	-	-	-
Reading	Students																					
	CWD	8%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	23%	18%	13%	6%	16%	*	-	*	-	*	12%	29%	-	13%	13%	16%	11%	-	-	-	-
	EL	12%	13%	11%	*	13%	-	-	*	-	-	10%	*	0%	13%	11%	7%	15%	-	-	-	-
	Male	20%	15%	14%	10%	16%	-	-	*	-	*	13%	*	0%	16%	7%	14%	-	-	-	-	-
	Female	23%	18%	10%	0%	13%	*	-	*	-	-	9%	20%	*	11%	15%	-	10%	-	-	-	-
Mathematics	All	27%	22%	19%	12%	22%	*	-	*	-	*	19%	22%	0%	21%	23%	22%	16%	-	-	-	-
	Students																					
	CWD	13%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	23%	21%	13%	24%	*	-	*	-	*	20%	29%	-	21%	25%	25%	17%	-	-	-	-
	EL	20%	22%	23%	*	25%	-	-	*	-	-	22%	*	0%	25%	23%	21%	24%	-	-	-	-
	Male	29%	23%	22%	20%	24%	-	-	*	-	*	22%	*	0%	25%	21%	22%	-	-	-	-	-
	Female	25%	20%	16%	0%	21%	*	-	*	-	-	16%	20%	*	17%	24%	-	16%	-	-	-	-
Grade 5	All	29%	24%	18%	20%	18%	*	-	-	-	*	18%	22%	8%	20%	11%	22%	14%	-	-	-	-
Reading	Students																					
	CWD	9%	8%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	0%	*	13%	-	-	-	-
	CWOD	31%	26%	20%	20%	20%	*	-	-	-	*	19%	22%	-	20%	13%	24%	14%	-	-	-	-
	EL	14%	13%	11%	*	11%	-	-	-	-	-	12%	0%	0%	13%	11%	10%	11%	-	-	-	-
	Male	26%	21%	22%	25%	22%	*	-	-	-	-	22%	*	*	24%	10%	22%	-	-	-	-	-
	Female	31%	27%	14%	13%	15%	-	-	-	-	*	14%	17%	13%	14%	11%	-	14%	-	-	-	-
Mathematics	All	36%	27%	25%	20%	27%	*	-	-	-	*	24%	33%	8%	28%	28%	29%	22%	-	-	-	-
	Students																					
	CWD	14%	12%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	11%	*	0%	-	-	-	-
	CWOD	38%	28%	28%	20%	31%	*	-	-	-	*	27%	33%	-	28%	31%	29%	26%	-	-	-	-
	EL	24%	20%	28%	*	28%	-	-	-	-	-	29%	17%	11%	31%	28%	33%	22%	-	-	-	-
	Male	36%	28%	29%	25%	31%	*	-	-	-	-	26%	*	*	29%	33%	29%	-	-	-	-	-
	Female	35%	26%	22%	13%	24%	-	-	-	-	*	23%	17%	0%	26%	22%	-	22%	-	-	-	-
Science	All	23%	17%	9%	10%	9%	*	-	-	-	*	9%	11%	8%	9%	5%	12%	6%	-	-	-	-
	Students																					
	CWD	11%	9%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	11%	*	0%	-	-	-	-
	CWOD	25%	18%	9%	10%	9%	*	-	-	-	*	9%	11%	-	9%	4%	11%	7%	-	-	-	-
	EL	11%	9%	5%	*	6%	-	-	-	-	-	6%	0%	11%	4%	5%	7%	4%	-	-	-	-
	Male	25%	19%	12%	17%	11%	*	-	-	-	-	11%	*	*	11%	7%	12%	-	-	-	-	-
	Female	21%	15%	6%	0%	7%	-	-	-	-	*	7%	0%	0%	7%	4%	-	6%	-	-	-	-
Grade 6	All	17%	18%	6%	0%	6%	*	-	-	-	*	4%	17%	0%	6%	2%	7%	4%	-	-	-	-
Reading	Students																					
	CWD	6%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	18%	19%	6%	0%	6%	*	-	-	-	*	4%	17%	-	6%	2%	8%	4%	-	-	-	-
	EL	4%	5%	2%	*	2%	*	-	-	-	-	2%	0%	0%	2%	2%	5%	0%	-	-	-	-
	Male	14%	15%	7%	0%	10%	*	-	-	-	-	6%	14%	*	8%	5%	7%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	4%	0%	3%	*	-	-	-	*	2%	20%	*	4%	0%	-	4%	-	-	-	-
Mathematics	All	20%	24%	11%	13%	12%	*	-	-	-	*	11%	17%	0%	12%	8%	15%	9%	-	-	-	-
	Students																					
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	22%	26%	12%	15%	13%	*	-	-	-	*	11%	17%	-	12%	9%	16%	9%	-	-	-	-
	EL	8%	12%	8%	*	7%	*	-	-	-	-	7%	20%	0%	9%	8%	14%	4%	-	-	-	-
	Male	20%	24%	15%	22%	14%	*	-	-	-	-	12%	29%	*	16%	14%	15%	-	-	-	-	-
	Female	20%	23%	9%	0%	10%	*	-	-	-	*	10%	0%	*	9%	4%	-	9%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	73%	69%	75%	53%	-	50%	*	67%	74%	71%	37%	77%	72%	76%	70%	-	-	-	-
	Students																					
	CWD	46%	38%	37%	25%	39%	*	-	-	-	-	39%	*	37%	-	39%	36%	38%	-	-	-	-
	CWOD	81%	77%	77%	72%	79%	62%	-	50%	*	67%	77%	74%	-	77%	76%	81%	73%	-	-	-	-
	EL	62%	63%	72%	57%	74%	*	-	50%	-	-	73%	71%	39%	76%	72%	76%	69%	-	-	-	-
	Male	74%	70%	76%	64%	79%	78%	-	*	-	*	76%	80%	36%	81%	76%	76%	-	-	-	-	-
	Female	80%	76%	70%	76%	71%	17%	-	*	*	40%	71%	63%	38%	73%	69%	-	70%	-	-	-	-
Reading	All	73%	69%	71%	68%	73%	43%	-	*	*	*	71%	73%	28%	75%	70%	74%	68%	-	-	-	-
	Students																					
	CWD	39%	30%	28%	*	30%	*	-	-	-	-	30%	*	28%	-	29%	30%	25%	-	-	-	-
	CWOD	78%	73%	75%	71%	77%	50%	-	*	*	*	75%	76%	-	75%	74%	79%	71%	-	-	-	-
	EL	54%	55%	70%	58%	71%	*	-	*	-	-	69%	81%	29%	74%	70%	74%	65%	-	-	-	-
	Male	69%	64%	74%	64%	76%	*	-	*	-	*	74%	79%	30%	79%	74%	74%	-	-	-	-	-
	Female	78%	74%	68%	74%	69%	*	-	*	*	*	68%	67%	25%	71%	65%	-	68%	-	-	-	-
Mathematics	All	81%	77%	80%	76%	81%	57%	-	*	*	*	80%	78%	50%	82%	81%	82%	77%	-	-	-	-
	Students																					
	CWD	53%	44%	50%	*	56%	*	-	-	-	-	53%	*	50%	-	54%	40%	67%	-	-	-	-
	CWOD	84%	81%	82%	79%	84%	67%	-	*	*	*	82%	82%	-	82%	84%	87%	78%	-	-	-	-
	EL	72%	74%	81%	67%	82%	*	-	*	-	-	81%	76%	54%	84%	81%	83%	78%	-	-	-	-
	Male	79%	75%	82%	69%	85%	*	-	*	-	*	82%	84%	40%	87%	83%	82%	-	-	-	-	-
	Female	82%	79%	77%	85%	77%	*	-	*	*	*	78%	71%	67%	78%	78%	-	77%	-	-	-	-
Science	All	80%	75%	58%	50%	60%	*	-	-	-	*	60%	33%	25%	62%	49%	61%	54%	-	-	-	-
	Students																					
	CWD	51%	44%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	22%	*	13%	-	-	-	-
	CWOD	84%	79%	62%	50%	66%	*	-	-	-	*	65%	33%	-	62%	54%	62%	62%	-	-	-	-
	EL	61%	60%	49%	*	51%	-	-	-	-	-	53%	17%	22%	54%	49%	53%	44%	-	-	-	-
	Male	79%	74%	61%	50%	64%	*	-	-	-	-	61%	*	*	62%	53%	61%	-	-	-	-	-
	Female	81%	77%	54%	50%	56%	-	-	-	-	*	59%	17%	13%	62%	44%	-	54%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	35%	34%	35%	27%	-	17%	*	22%	35%	31%	7%	38%	36%	37%	33%	-	-	-	-
	Students																					
	CWD	24%	18%	7%	0%	8%	*	-	-	-	-	7%	*	7%	-	7%	9%	3%	-	-	-	-
	CWOD	52%	47%	38%	36%	38%	31%	-	17%	*	22%	38%	33%	-	38%	39%	40%	35%	-	-	-	-
	EL	29%	29%	36%	36%	36%	*	-	17%	-	-	36%	29%	7%	39%	36%	38%	33%	-	-	-	-
	Male	47%	41%	37%	34%	37%	44%	-	*	-	*	36%	41%	9%	40%	38%	37%	-	-	-	-	-
	Female	52%	47%	33%	34%	33%	0%	-	*	*	20%	34%	23%	3%	35%	33%	-	33%	-	-	-	-

		State	District	Campus	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
Reading	All Students	47%	42%	31%	27%	32%	29%	-	*	*	*	31%	28%	3%	33%	32%	31%	30%	-	-	-	-
	CWD	21%	15%	3%	*	4%	*	-	-	-	-	3%	*	3%	-	0%	0%	8%	-	-	-	-
	CWOD	50%	45%	33%	29%	35%	33%	-	*	*	*	34%	29%	-	33%	35%	35%	32%	-	-	-	-
	EL	23%	24%	32%	33%	32%	*	-	*	-	-	32%	24%	0%	35%	32%	33%	31%	-	-	-	-
	Male	43%	37%	31%	23%	34%	*	-	*	-	*	30%	42%	0%	35%	33%	31%	-	-	-	-	-
	Female	51%	47%	30%	33%	30%	*	-	*	*	*	32%	14%	8%	32%	31%	-	30%	-	-	-	-
Mathematics	All Students	51%	45%	40%	41%	41%	29%	-	*	*	*	41%	35%	9%	43%	42%	43%	38%	-	-	-	-
	CWD	26%	21%	9%	*	11%	*	-	-	-	-	10%	*	9%	-	13%	15%	0%	-	-	-	-
	CWOD	54%	49%	43%	44%	44%	33%	-	*	*	*	44%	37%	-	43%	46%	46%	41%	-	-	-	-
	EL	37%	37%	42%	42%	43%	*	-	*	-	-	43%	38%	13%	46%	42%	46%	39%	-	-	-	-
	Male	50%	44%	43%	44%	42%	*	-	*	-	*	43%	37%	15%	46%	46%	43%	-	-	-	-	-
	Female	51%	47%	38%	37%	40%	*	-	*	*	*	39%	33%	0%	41%	39%	-	38%	-	-	-	-
Science	All Students	53%	47%	28%	35%	27%	*	-	-	-	*	28%	33%	8%	31%	25%	35%	22%	-	-	-	-
	CWD	25%	20%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	11%	*	0%	-	-	-	-
	CWOD	56%	50%	31%	35%	31%	*	-	-	-	*	31%	33%	-	31%	27%	36%	26%	-	-	-	-
	EL	26%	25%	25%	*	25%	-	-	-	-	-	25%	17%	11%	27%	25%	30%	19%	-	-	-	-
	Male	53%	46%	35%	42%	33%	*	-	-	-	-	33%	*	36%	30%	35%	35%	-	-	-	-	-
	Female	53%	48%	22%	25%	22%	-	-	-	-	*	23%	17%	0%	26%	19%	-	22%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	17%	14%	18%	0%	-	0%	*	11%	17%	17%	4%	18%	16%	20%	14%	-	-	-	-
	CWD	8%	6%	4%	0%	5%	*	-	-	-	-	4%	*	4%	-	4%	5%	3%	-	-	-	-
	CWOD	25%	21%	18%	15%	19%	0%	-	0%	*	11%	18%	18%	-	18%	17%	21%	15%	-	-	-	-
	EL	11%	11%	16%	7%	16%	*	-	0%	-	-	16%	10%	4%	17%	16%	19%	13%	-	-	-	-
	Male	22%	18%	20%	17%	21%	0%	-	*	-	*	19%	24%	5%	21%	19%	20%	-	-	-	-	-
	Female	24%	21%	14%	11%	14%	0%	-	*	*	20%	14%	10%	3%	15%	13%	-	14%	-	-	-	-
Reading	All Students	20%	17%	15%	12%	16%	0%	-	*	*	*	15%	18%	3%	16%	12%	17%	13%	-	-	-	-
	CWD	7%	5%	3%	*	4%	*	-	-	-	-	3%	*	3%	-	0%	0%	8%	-	-	-	-
	CWOD	22%	19%	16%	13%	17%	0%	-	*	*	*	16%	18%	-	16%	14%	19%	13%	-	-	-	-
	EL	8%	8%	12%	0%	13%	*	-	*	-	-	12%	10%	0%	14%	12%	14%	10%	-	-	-	-
	Male	17%	14%	17%	10%	20%	*	-	*	-	*	17%	21%	0%	19%	14%	17%	-	-	-	-	-
	Female	23%	20%	13%	15%	12%	*	-	*	*	*	13%	14%	8%	13%	10%	-	13%	-	-	-	-
Mathematics	All Students	26%	22%	21%	18%	22%	0%	-	*	*	*	21%	18%	3%	22%	21%	24%	17%	-	-	-	-
	CWD	11%	6%	3%	*	4%	*	-	-	-	-	3%	*	3%	-	4%	5%	0%	-	-	-	-
	CWOD	28%	24%	22%	19%	24%	0%	-	*	*	*	23%	18%	-	22%	23%	26%	18%	-	-	-	-
	EL	16%	16%	21%	17%	22%	*	-	*	-	-	22%	14%	4%	23%	21%	26%	17%	-	-	-	-
	Male	25%	22%	24%	23%	26%	*	-	*	-	*	24%	26%	5%	26%	26%	24%	-	-	-	-	-
	Female	26%	22%	17%	11%	19%	*	-	*	*	*	18%	10%	0%	18%	17%	-	17%	-	-	-	-
Science	All Students	24%	20%	9%	10%	9%	*	-	-	-	*	9%	11%	8%	9%	5%	12%	6%	-	-	-	-
	CWD	8%	5%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	11%	*	0%	-	-	-	-
	CWOD	26%	22%	9%	10%	9%	*	-	-	-	*	9%	11%	-	9%	4%	11%	7%	-	-	-	-
	EL	7%	7%	5%	*	6%	-	-	-	-	-	6%	0%	11%	4%	5%	7%	4%	-	-	-	-
	Male	25%	21%	12%	17%	11%	*	-	-	-	-	11%	*	*	11%	7%	12%	-	-	-	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	6%	0%	7%	-	-	-	-	*	7%	0%	0%	7%	4%	-	6%	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	63	62	64	50	-	*	-	*	62	60	61
CWD	60	*	57	*	-	-	-	-	61	60	56
CWOD	63	62	64	40	-	*	-	*	62	-	62
EL	61	57	62	-	-	*	-	-	58	56	61
Male	68	59	74	*	-	*	-	*	69	58	71
Female	57	66	55	*	-	*	-	*	55	63	52
<b>Mathematics</b>											
All Students	67	60	67	79	-	*	-	*	65	69	67
CWD	69	*	64	*	-	-	-	-	67	69	63
CWOD	66	57	68	75	-	*	-	*	65	-	68
EL	67	71	67	*	-	*	-	-	67	63	67
Male	65	67	64	*	-	*	-	*	65	57	65
Female	68	50	70	*	-	*	-	*	66	83	69

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
**	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
	390	75	19%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	42	39	43	27	-	22	*	33	42	16	41
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%20](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%20) 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	*	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	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%	-
Science	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%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	33	14	17	2	0	0	0	0	14		
	Female	10	5	5	0	0	0	0	0	2		
	Total	43	19	22	2	0	0	0	0	16		
<b>Out-of-School Suspensions</b>												
	Male	13	4	7	2	0	0	0	0	4		
	Female	6	4	2	0	0	0	0	0	0		
	Total	19	8	9	2	0	0	0	0	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		



		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	4	2	2	0	0	0	0	0	2		2
	Female	4	2	0	2	0	0	0	0	0		2
	Total	8	4	2	2	0	0	0	0	2		4
Out-of-School Suspensions	Male	6	4	0	2	0	0	0	0	0		0
	Female	6	2	2	2	0	0	0	0	2		2
	Total	12	6	2	4	0	0	0	0	2		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	41	5	32	2	0	0	0	2	17	8	2
	Female	38	5	29	2	0	0	0	2	26	5	2
	Total	79	10	61	4	0	0	0	4	43	13	4

**Total**

	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	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	28	0	26	0	0	0	0	2	23	0
	Female	36	8	26	2	0	0	0	0	26	2
	Total	64	8	52	2	0	0	0	2	49	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	9.0	20.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.7%
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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7 Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8 Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-') Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** CROW EL

**Campus ID:** 220901103

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	More	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	59%	*	61%	*	-	-	-	*	53%	100%	*	58%	62%	44%	68%	-	*	-	-	
	Students																						
	CWD	49%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	*	-	-	
	CWOD	79%	72%	58%	*	60%	*	-	-	-	*	52%	100%	-	58%	61%	44%	67%	-	*	-	-	
	EL	69%	67%	62%	-	62%	-	-	-	-	-	58%	*	*	61%	62%	33%	75%	-	*	-	-	
	Male	73%	65%	44%	*	44%	*	-	-	-	-	33%	*	-	44%	33%	44%	-	-	-	-	-	
	Female	78%	72%	68%	*	71%	*	-	-	-	*	64%	*	*	67%	75%	-	68%	-	*	-	-	
Mathematics	All	78%	72%	76%	*	77%	*	-	-	-	*	72%	100%	*	77%	83%	61%	84%	-	*	-	-	
	Students																						
	CWD	52%	44%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	*	-	-	
	CWOD	81%	76%	77%	*	79%	*	-	-	-	*	74%	100%	-	77%	86%	61%	87%	-	*	-	-	
	EL	75%	75%	83%	-	83%	-	-	-	-	-	81%	*	*	86%	83%	56%	95%	-	*	-	-	
	Male	78%	72%	61%	*	63%	*	-	-	-	-	53%	*	-	61%	56%	61%	-	-	-	-	-	
	Female	78%	72%	84%	*	86%	*	-	-	-	*	82%	*	*	87%	95%	-	84%	-	*	-	-	
Grade 4 Reading	All	74%	66%	60%	*	57%	*	-	*	-	-	63%	38%	33%	64%	56%	50%	68%	-	*	-	-	
	Students																						
	CWD	44%	34%	33%	*	14%	-	-	*	-	-	38%	*	33%	-	17%	20%	*	-	-	-	-	
	CWOD	78%	70%	64%	*	62%	*	-	*	-	-	67%	43%	-	64%	62%	56%	71%	-	*	-	-	
	EL	64%	64%	56%	-	55%	-	-	*	-	-	59%	*	17%	62%	56%	48%	63%	-	-	-	-	
	Male	71%	63%	50%	*	43%	*	-	*	-	-	52%	40%	20%	56%	48%	50%	-	-	*	-	-	
	Female	77%	70%	68%	*	69%	*	-	*	-	-	71%	*	*	71%	63%	-	68%	-	-	-	-	
Mathematics	All	74%	67%	73%	*	70%	*	-	*	-	-	74%	63%	44%	77%	69%	78%	68%	-	*	-	-	
	Students																						
	CWD	46%	36%	44%	*	29%	-	-	*	-	-	50%	*	44%	-	17%	40%	*	-	-	-	-	
	CWOD	78%	71%	77%	*	75%	*	-	*	-	-	78%	71%	-	77%	76%	85%	71%	-	*	-	-	
	EL	69%	69%	69%	-	68%	-	-	*	-	-	70%	*	17%	76%	69%	76%	63%	-	-	-	-	
	Male	74%	67%	78%	*	75%	*	-	*	-	-	78%	80%	40%	85%	76%	78%	-	-	*	-	-	
	Female	74%	68%	68%	*	66%	*	-	*	-	-	71%	*	*	71%	63%	-	68%	-	-	-	-	
Grade 5 Reading	All	86%	82%	81%	*	82%	71%	-	-	-	-	80%	*	44%	87%	84%	81%	83%	-	*	-	-	
	Students																						
	CWD	55%	48%	44%	-	44%	-	-	-	-	-	44%	-	44%	-	33%	50%	*	-	*	-	-	
	CWOD	89%	86%	87%	*	88%	71%	-	-	-	-	86%	*	-	87%	92%	87%	86%	-	*	-	-	
	EL	77%	76%	84%	-	83%	*	-	-	-	-	83%	*	33%	92%	84%	86%	79%	-	*	-	-	
	Male	83%	78%	81%	*	83%	*	-	-	-	-	80%	*	50%	87%	86%	81%	-	-	*	-	-	
	Female	88%	85%	83%	*	79%	*	-	-	-	-	82%	*	*	86%	79%	-	83%	-	-	-	-	
Mathematics	All	89%	84%	82%	*	82%	71%	-	-	-	-	82%	*	78%	82%	86%	87%	71%	-	*	-	-	
	Students																						
	CWD	68%	61%	78%	-	78%	-	-	-	-	-	78%	-	78%	-	83%	88%	*	-	*	-	-	
	CWOD	92%	87%	82%	*	83%	71%	-	-	-	-	83%	*	-	82%	86%	87%	74%	-	*	-	-	
	EL	85%	82%	86%	-	86%	*	-	-	-	-	86%	*	83%	86%	86%	93%	71%	-	*	-	-	
	Male	88%	83%	87%	*	90%	*	-	-	-	-	86%	*	88%	87%	93%	87%	-	-	*	-	-	
	Female	90%	85%	71%	*	65%	*	-	-	-	-	74%	*	*	74%	71%	-	71%	-	-	-	-	
Science	All	74%	65%	41%	*	40%	43%	-	-	-	-	40%	*	33%	42%	37%	49%	25%	-	*	-	-	
	Students																						
	CWD	45%	43%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	17%	38%	*	-	*	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 6 Reading	CWOD	77%	68%	42%	*	42%	43%	-	-	-	-	41%	*	-	42%	41%	51%	26%	-	*	-	-
	EL	60%	55%	37%	-	38%	*	-	-	-	-	38%	*	17%	41%	37%	48%	14%	-	*	-	-
	Male	74%	65%	49%	*	50%	*	-	-	-	-	48%	*	38%	51%	48%	49%	-	-	*	-	-
	Female	73%	64%	25%	*	20%	*	-	-	-	-	26%	*	*	26%	14%	-	25%	-	-	-	-
	All Students	67%	68%	52%	*	51%	*	-	-	-	-	50%	*	13%	58%	41%	46%	60%	-	*	-	-
	CWOD	33%	32%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	0%	14%	*	-	-	-	-
	CWOD	71%	72%	58%	*	57%	*	-	-	-	-	56%	*	-	58%	50%	54%	63%	-	*	-	-
	EL	42%	49%	41%	*	39%	-	-	-	-	-	40%	*	0%	50%	41%	26%	62%	-	*	-	-
	Male	62%	64%	46%	*	43%	*	-	-	-	-	42%	*	14%	54%	26%	46%	-	-	*	-	-
	Female	71%	72%	60%	-	60%	-	-	-	-	-	61%	*	*	63%	62%	-	60%	-	-	-	-
Mathematics	All Students	80%	82%	75%	*	75%	*	-	-	-	-	73%	*	38%	81%	75%	74%	76%	-	*	-	-
	CWOD	50%	47%	38%	-	38%	-	-	-	-	-	38%	-	38%	-	33%	29%	*	-	-	-	-
	CWOD	83%	86%	81%	*	81%	*	-	-	-	-	79%	*	-	81%	85%	86%	75%	-	*	-	-
	EL	67%	77%	75%	*	74%	-	-	-	-	-	73%	*	33%	85%	75%	63%	92%	-	*	-	-
	Male	78%	80%	74%	*	73%	*	-	-	-	-	73%	*	29%	86%	63%	74%	-	-	*	-	-
	Female	81%	84%	76%	-	76%	-	-	-	-	-	74%	*	*	75%	92%	-	76%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3 Reading	All Students	44%	37%	27%	*	27%	*	-	-	-	*	23%	50%	*	25%	24%	22%	29%	-	*	-	-
	CWOD	26%	19%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	*	-	-
	CWOD	46%	39%	25%	*	26%	*	-	-	-	*	21%	50%	-	25%	21%	22%	27%	-	*	-	-
	EL	35%	34%	24%	-	24%	-	-	-	-	-	23%	*	*	21%	24%	0%	35%	-	*	-	-
	Male	41%	34%	22%	*	19%	*	-	-	-	-	13%	*	-	22%	0%	22%	-	-	-	-	-
	Female	47%	39%	29%	*	32%	*	-	-	-	*	29%	*	*	27%	35%	-	29%	-	*	-	-
	Mathematics	All Students	48%	39%	41%	*	43%	*	-	-	-	*	35%	83%	*	42%	45%	50%	35%	-	*	-
CWOD		30%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	*	-	-
CWOD		50%	42%	42%	*	44%	*	-	-	-	*	36%	83%	-	42%	46%	50%	37%	-	*	-	-
EL		41%	41%	45%	-	45%	-	-	-	-	-	42%	*	*	46%	45%	33%	50%	-	*	-	-
Male		49%	41%	50%	*	50%	*	-	-	-	-	40%	*	-	50%	33%	50%	-	-	-	-	-
Female		46%	38%	35%	*	39%	*	-	-	-	*	32%	*	*	37%	50%	-	35%	-	*	-	-
Grade 4 Reading	All Students	43%	35%	21%	*	18%	*	-	*	-	-	24%	0%	33%	20%	17%	16%	26%	-	*	-	-
	CWOD	24%	16%	33%	*	14%	-	-	*	-	-	38%	*	33%	-	17%	20%	*	-	-	-	-
	CWOD	46%	38%	20%	*	19%	*	-	*	-	-	22%	0%	-	20%	17%	15%	24%	-	*	-	-
	EL	30%	30%	17%	-	15%	-	-	*	-	-	18%	*	17%	17%	14%	19%	-	-	-	-	-
	Male	41%	33%	16%	*	11%	*	-	*	-	-	19%	0%	20%	15%	14%	16%	-	-	*	-	-
	Female	46%	38%	26%	*	25%	*	-	*	-	-	29%	*	*	24%	19%	-	26%	-	-	-	-
	Mathematics	All Students	46%	39%	29%	*	27%	*	-	*	-	-	31%	13%	33%	28%	25%	34%	24%	-	*	-
CWOD		27%	21%	33%	*	29%	-	-	*	-	-	38%	*	33%	-	17%	40%	*	-	-	-	-
CWOD		49%	41%	28%	*	26%	*	-	*	-	-	30%	14%	-	28%	26%	33%	24%	-	*	-	-
EL		39%	39%	25%	-	23%	-	-	*	-	-	27%	*	17%	26%	25%	33%	19%	-	-	-	-
Male		48%	40%	34%	*	32%	*	-	*	-	-	41%	0%	40%	33%	33%	34%	-	-	*	-	-

					Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non								Foster		
		State	District	Campus	Amer	Hispanic	White	Ind	*	*	*	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
		45%	38%	24%	*	22%	*	-	*	-	-	23%	*	*	*	24%	19%	-	24%	-	-	-	-
Grade 5 Reading	All	53%	46%	31%	*	36%	0%	-	-	-	-	30%	*	33%	31%	37%	34%	26%	-	*	-	-	
	Students																						
	CWD	27%	23%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	17%	38%	*	-	*	-	-	
	CWOD	56%	49%	31%	*	37%	0%	-	-	-	-	30%	*	-	31%	41%	33%	27%	-	*	-	-	
	EL	36%	35%	37%	-	38%	*	-	-	-	-	36%	*	17%	41%	37%	38%	36%	-	*	-	-	
	Male	50%	42%	34%	*	38%	*	-	-	-	-	32%	*	38%	33%	38%	34%	-	-	*	-	-	
	Female	56%	51%	26%	*	32%	*	-	-	-	-	27%	*	*	27%	36%	-	26%	-	-	-	-	
Mathematics	All	57%	47%	24%	*	27%	0%	-	-	-	-	24%	*	33%	23%	23%	32%	8%	-	*	-	-	
	Students																						
	CWD	31%	28%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	17%	38%	*	-	*	-	-	
	CWOD	60%	49%	23%	*	26%	0%	-	-	-	-	22%	*	-	23%	24%	31%	9%	-	*	-	-	
	EL	46%	41%	23%	-	24%	*	-	-	-	-	24%	*	17%	24%	23%	31%	7%	-	*	-	-	
	Male	56%	47%	32%	*	36%	*	-	-	-	-	32%	*	38%	31%	31%	32%	-	-	*	-	-	
	Female	57%	47%	8%	*	10%	*	-	-	-	-	9%	*	*	9%	7%	-	8%	-	-	-	-	
Science	All	48%	38%	14%	*	15%	14%	-	-	-	-	13%	*	33%	11%	12%	21%	0%	-	*	-	-	
	Students																						
	CWD	27%	27%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	17%	38%	*	-	*	-	-	
	CWOD	50%	39%	11%	*	11%	14%	-	-	-	-	10%	*	-	11%	11%	18%	0%	-	*	-	-	
	EL	31%	26%	12%	-	12%	*	-	-	-	-	12%	*	17%	11%	12%	17%	0%	-	*	-	-	
	Male	50%	40%	21%	*	21%	*	-	-	-	-	20%	*	38%	18%	17%	21%	-	-	*	-	-	
	Female	45%	37%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-	
Grade 6 Reading	All	36%	37%	22%	*	22%	*	-	-	-	-	21%	*	13%	23%	9%	17%	28%	-	*	-	-	
	Students																						
	CWD	19%	17%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	0%	14%	*	-	-	-	-	
	CWOD	38%	40%	23%	*	23%	*	-	-	-	-	23%	*	-	23%	12%	18%	29%	-	*	-	-	
	EL	14%	17%	9%	*	10%	-	-	-	-	-	10%	*	0%	12%	9%	0%	23%	-	*	-	-	
	Male	33%	33%	17%	*	17%	*	-	-	-	-	15%	*	14%	18%	0%	17%	-	-	*	-	-	
	Female	40%	42%	28%	-	28%	-	-	-	-	-	30%	*	*	29%	23%	-	28%	-	-	-	-	
Mathematics	All	46%	49%	40%	*	38%	*	-	-	-	-	39%	*	13%	44%	22%	40%	40%	-	*	-	-	
	Students																						
	CWD	23%	21%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	0%	14%	*	-	-	-	-	
	CWOD	48%	52%	44%	*	43%	*	-	-	-	-	44%	*	-	44%	27%	46%	42%	-	*	-	-	
	EL	27%	35%	22%	*	19%	-	-	-	-	-	23%	*	0%	27%	22%	11%	38%	-	*	-	-	
	Male	45%	48%	40%	*	37%	*	-	-	-	-	36%	*	14%	46%	11%	40%	-	-	*	-	-	
	Female	46%	50%	40%	-	40%	-	-	-	-	-	43%	*	*	42%	38%	-	40%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3 Reading	All	27%	21%	18%	*	18%	*	-	-	-	*	16%	33%	*	19%	14%	17%	19%	-	*	-	-	
	Students																						
	CWD	10%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	*	-	-	
	CWOD	29%	23%	19%	*	19%	*	-	-	-	*	17%	33%	-	19%	14%	17%	20%	-	*	-	-	
	EL	19%	20%	14%	-	14%	-	-	-	-	-	12%	*	*	14%	14%	0%	20%	-	*	-	-	
	Male	24%	19%	17%	*	13%	*	-	-	-	-	13%	*	-	17%	0%	17%	-	-	-	-	-	
	Female	29%	24%	19%	*	21%	*	-	-	-	*	18%	*	*	20%	20%	-	19%	-	*	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Mathematics	All	24%	18%	10%	*	11%	*	-	-	-	*	12%	0%	*	10%	17%	11%	10%	-	*	-	-	
	Students																						
	CWD	12%	8%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	*	-	-	
	CWOD	25%	19%	10%	*	12%	*	-	-	-	*	12%	0%	-	10%	18%	11%	10%	-	*	-	-	
	EL	18%	20%	17%	-	17%	-	-	-	-	-	19%	*	*	18%	17%	22%	15%	-	*	-	-	
	Male	26%	20%	11%	*	13%	*	-	-	-	-	13%	*	-	11%	22%	11%	-	-	-	-	-	
	Female	22%	16%	10%	*	11%	*	-	-	-	*	11%	*	*	10%	15%	-	10%	-	*	-	-	
Grade 4																							
Reading	All	21%	17%	7%	*	8%	*	-	*	-	-	8%	0%	0%	8%	4%	3%	11%	-	*	-	-	
	Students																						
	CWD	8%	4%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	23%	18%	8%	*	9%	*	-	*	-	-	9%	0%	-	8%	5%	4%	12%	-	*	-	-	
	EL	12%	13%	4%	-	4%	-	-	*	-	-	5%	*	0%	5%	4%	0%	7%	-	-	-	-	
	Male	20%	15%	3%	*	4%	*	-	*	-	-	4%	0%	0%	4%	0%	3%	-	-	*	-	-	
	Female	23%	18%	11%	*	13%	*	-	*	-	-	11%	*	*	12%	7%	-	11%	-	-	-	-	
Mathematics	All	27%	22%	14%	*	17%	*	-	*	-	-	16%	0%	0%	16%	15%	19%	11%	-	*	-	-	
	Students																						
	CWD	13%	7%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	29%	23%	16%	*	19%	*	-	*	-	-	19%	0%	-	16%	17%	22%	12%	-	*	-	-	
	EL	20%	22%	15%	-	15%	-	-	*	-	-	16%	*	0%	17%	15%	19%	11%	-	-	-	-	
	Male	29%	23%	19%	*	21%	*	-	*	-	-	22%	0%	0%	22%	19%	19%	-	-	*	-	-	
	Female	25%	20%	11%	*	13%	*	-	*	-	-	11%	*	*	12%	11%	-	11%	-	-	-	-	
Grade 5																							
Reading	All	29%	24%	7%	*	8%	0%	-	-	-	-	6%	*	0%	8%	9%	6%	9%	-	*	-	-	
	Students																						
	CWD	9%	8%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-	
	CWOD	31%	26%	8%	*	10%	0%	-	-	-	-	7%	*	-	8%	11%	8%	9%	-	*	-	-	
	EL	14%	13%	9%	-	10%	*	-	-	-	-	10%	*	0%	11%	9%	7%	14%	-	*	-	-	
	Male	26%	21%	6%	*	7%	*	-	-	-	-	5%	*	0%	8%	7%	6%	-	-	*	-	-	
	Female	31%	27%	9%	*	11%	*	-	-	-	-	9%	*	*	9%	14%	-	9%	-	-	-	-	
Mathematics	All	36%	27%	13%	*	15%	0%	-	-	-	-	12%	*	11%	13%	12%	17%	4%	-	*	-	-	
	Students																						
	CWD	14%	12%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	0%	13%	*	-	*	-	-	
	CWOD	38%	28%	13%	*	15%	0%	-	-	-	-	12%	*	-	13%	14%	18%	4%	-	*	-	-	
	EL	24%	20%	12%	-	12%	*	-	-	-	-	12%	*	0%	14%	12%	17%	0%	-	*	-	-	
	Male	36%	28%	17%	*	19%	*	-	-	-	-	16%	*	13%	18%	17%	17%	-	-	*	-	-	
	Female	35%	26%	4%	*	5%	*	-	-	-	-	4%	*	*	4%	0%	-	4%	-	-	-	-	
Science	All	23%	17%	3%	*	3%	0%	-	-	-	-	3%	*	0%	3%	5%	4%	0%	-	*	-	-	
	Students																						
	CWD	11%	9%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-	
	CWOD	25%	18%	3%	*	4%	0%	-	-	-	-	3%	*	-	3%	5%	5%	0%	-	*	-	-	
	EL	11%	9%	5%	-	5%	*	-	-	-	-	5%	*	0%	5%	5%	7%	0%	-	*	-	-	
	Male	25%	19%	4%	*	5%	*	-	-	-	-	5%	*	0%	5%	7%	4%	-	-	*	-	-	
	Female	21%	15%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-	
Grade 6																							
Reading	All	17%	18%	7%	*	7%	*	-	-	-	-	7%	*	0%	8%	3%	3%	12%	-	*	-	-	
	Students																						
	CWD	6%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	
	CWOD	18%	19%	8%	*	9%	*	-	-	-	-	8%	*	-	8%	4%	4%	13%	-	*	-	-	
	EL	4%	5%	3%	*	3%	-	-	-	-	-	3%	*	0%	4%	3%	0%	8%	-	*	-	-	
	Male	14%	15%	3%	*	3%	*	-	-	-	-	3%	*	0%	4%	0%	3%	-	-	*	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	12%	-	12%	-	-	-	-	-	13%	*	*	13%	8%	-	12%	-	-	-	-
Mathematics	All	20%	24%	22%	*	20%	*	-	-	-	-	20%	*	0%	25%	3%	26%	16%	-	*	-	-
	Students																					
	CWD	9%	6%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	26%	25%	*	23%	*	-	-	-	-	23%	*	-	25%	4%	32%	17%	-	*	-	-
	EL	8%	12%	3%	*	3%	-	-	-	-	-	3%	*	0%	4%	3%	0%	8%	-	*	-	-
	Male	20%	24%	26%	*	23%	*	-	-	-	-	21%	*	0%	32%	0%	26%	-	-	*	-	-
	Female	20%	23%	16%	-	16%	-	-	-	-	-	17%	*	*	17%	8%	-	16%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	66%	85%	66%	64%	-	67%	-	*	66%	75%	41%	70%	66%	66%	68%	-	56%	-	-
	Students																					
	CWD	46%	38%	41%	*	37%	-	-	*	-	-	43%	*	41%	-	30%	42%	40%	-	20%	-	-
	CWOD	81%	77%	70%	83%	70%	64%	-	*	-	*	69%	78%	-	70%	71%	70%	69%	-	73%	-	-
	EL	62%	63%	66%	*	65%	*	-	*	-	-	66%	67%	30%	71%	66%	63%	69%	-	67%	-	-
	Male	74%	70%	66%	91%	65%	50%	-	*	-	-	64%	83%	42%	70%	63%	66%	-	-	50%	-	-
	Female	80%	76%	68%	78%	67%	82%	-	*	-	*	68%	63%	40%	69%	69%	-	68%	-	67%	-	-
Reading	All	73%	69%	64%	78%	63%	63%	-	*	-	*	63%	73%	33%	68%	62%	59%	69%	-	57%	-	-
	Students																					
	CWD	39%	30%	33%	*	28%	-	-	*	-	-	35%	*	33%	-	21%	30%	43%	-	*	-	-
	CWOD	78%	73%	68%	75%	68%	63%	-	*	-	*	67%	76%	-	68%	68%	64%	71%	-	60%	-	-
	EL	54%	55%	62%	*	61%	*	-	*	-	-	62%	60%	21%	68%	62%	55%	69%	-	*	-	-
	Male	69%	64%	59%	80%	58%	56%	-	*	-	-	57%	77%	30%	64%	55%	59%	-	-	*	-	-
	Female	78%	74%	69%	*	69%	71%	-	*	-	*	69%	67%	43%	71%	69%	-	69%	-	*	-	-
Mathematics	All	81%	77%	76%	100%	76%	75%	-	*	-	*	76%	82%	52%	79%	78%	78%	75%	-	71%	-	-
	Students																					
	CWD	53%	44%	52%	*	48%	-	-	*	-	-	54%	*	52%	-	42%	55%	43%	-	*	-	-
	CWOD	84%	81%	79%	100%	80%	75%	-	*	-	*	79%	86%	-	79%	83%	82%	77%	-	100%	-	-
	EL	72%	74%	78%	*	77%	*	-	*	-	-	77%	80%	42%	83%	78%	77%	78%	-	*	-	-
	Male	79%	75%	78%	100%	78%	56%	-	*	-	-	76%	92%	55%	82%	77%	78%	-	-	*	-	-
	Female	82%	79%	75%	*	73%	100%	-	*	-	*	75%	67%	43%	77%	78%	-	75%	-	*	-	-
Science	All	80%	75%	41%	*	40%	43%	-	-	-	-	40%	*	33%	42%	37%	49%	25%	-	*	-	-
	Students																					
	CWD	51%	44%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	17%	38%	*	-	*	-	-
	CWOD	84%	79%	42%	*	42%	43%	-	-	-	-	41%	*	-	42%	41%	51%	26%	-	*	-	-
	EL	61%	60%	37%	-	38%	*	-	-	-	-	38%	*	17%	41%	37%	48%	14%	-	*	-	-
	Male	79%	74%	49%	*	50%	*	-	-	-	-	48%	*	38%	51%	48%	49%	-	-	*	-	-
	Female	81%	77%	25%	*	20%	*	-	-	-	-	26%	*	*	26%	14%	-	25%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	27%	30%	28%	15%	-	50%	-	*	26%	33%	29%	27%	23%	29%	25%	-	25%	-	-
	Students																					
	CWD	24%	18%	29%	*	25%	-	-	*	-	-	30%	*	29%	-	14%	29%	27%	-	20%	-	-
	CWOD	52%	47%	27%	28%	28%	15%	-	*	-	*	26%	35%	-	27%	25%	29%	25%	-	27%	-	-
	EL	29%	29%	23%	*	23%	*	-	*	-	-	24%	19%	14%	25%	23%	22%	25%	-	33%	-	-
	Male	47%	41%	29%	36%	29%	18%	-	*	-	-	28%	41%	29%	29%	22%	29%	-	-	10%	-	-
	Female	52%	47%	25%	22%	26%	12%	-	*	-	*	25%	21%	27%	25%	25%	-	25%	-	50%	-	-

		State	District	Campus	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
Reading	All	47%	42%	25%	33%	26%	6%	-	*	-	*	25%	27%	30%	25%	22%	23%	27%	-	29%	-	-
	Students																					
	CWD	21%	15%	30%	*	24%	-	-	*	-	-	31%	*	30%	-	16%	25%	43%	-	*	-	-
	CWOD	50%	45%	25%	25%	26%	6%	-	*	-	*	24%	29%	-	25%	23%	23%	26%	-	20%	-	-
	EL	23%	24%	22%	*	22%	*	-	*	-	-	23%	20%	16%	23%	22%	18%	27%	-	*	-	-
	Male	43%	37%	23%	20%	23%	11%	-	*	-	-	22%	38%	25%	23%	18%	23%	-	-	*	-	-
	Female	51%	47%	27%	*	29%	0%	-	*	-	*	29%	11%	43%	26%	27%	-	27%	-	*	-	-
Mathematics	All	51%	45%	32%	33%	33%	25%	-	*	-	*	32%	41%	26%	33%	28%	37%	27%	-	29%	-	-
	Students																					
	CWD	26%	21%	26%	*	24%	-	-	*	-	-	27%	*	26%	-	11%	30%	14%	-	*	-	-
	CWOD	54%	49%	33%	38%	34%	25%	-	*	-	*	32%	43%	-	33%	30%	38%	28%	-	40%	-	-
	EL	37%	37%	28%	*	27%	*	-	*	-	-	28%	20%	11%	30%	28%	27%	28%	-	*	-	-
	Male	50%	44%	37%	60%	37%	22%	-	*	-	-	36%	46%	30%	38%	27%	37%	-	-	*	-	-
	Female	51%	47%	27%	*	29%	29%	-	*	-	*	27%	33%	14%	28%	28%	-	27%	-	*	-	-
Science	All	53%	47%	14%	*	15%	14%	-	-	-	-	13%	*	33%	11%	12%	21%	0%	-	*	-	-
	Students																					
	CWD	25%	20%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	17%	38%	*	-	*	-	-
	CWOD	56%	50%	11%	*	11%	14%	-	-	-	-	10%	*	-	11%	11%	18%	0%	-	*	-	-
	EL	26%	25%	12%	-	12%	*	-	-	-	-	12%	*	17%	11%	12%	17%	0%	-	*	-	-
	Male	53%	46%	21%	*	21%	*	-	-	-	-	20%	*	38%	18%	17%	21%	-	-	*	-	-
	Female	53%	48%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	11%	5%	12%	5%	-	0%	-	*	11%	13%	2%	12%	9%	11%	10%	-	6%	-	-
	Students																					
	CWD	8%	6%	2%	*	2%	-	-	*	-	-	2%	*	2%	-	0%	2%	0%	-	0%	-	-
	CWOD	25%	21%	12%	6%	13%	5%	-	*	-	*	12%	13%	-	12%	10%	13%	11%	-	9%	-	-
	EL	11%	11%	9%	*	9%	*	-	*	-	-	9%	5%	0%	10%	9%	8%	10%	-	11%	-	-
	Male	22%	18%	11%	9%	12%	9%	-	*	-	-	11%	17%	2%	13%	8%	11%	-	-	0%	-	-
	Female	24%	21%	10%	0%	12%	0%	-	*	-	*	11%	5%	0%	11%	10%	-	10%	-	17%	-	-
Reading	All	20%	17%	9%	11%	10%	0%	-	*	-	*	9%	14%	0%	10%	7%	6%	13%	-	0%	-	-
	Students																					
	CWD	7%	5%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	19%	10%	13%	11%	0%	-	*	-	*	10%	14%	-	10%	8%	7%	14%	-	0%	-	-
	EL	8%	8%	7%	*	7%	*	-	*	-	-	7%	10%	0%	8%	7%	3%	12%	-	*	-	-
	Male	17%	14%	6%	20%	6%	0%	-	*	-	-	5%	15%	0%	7%	3%	6%	-	-	*	-	-
	Female	23%	20%	13%	*	14%	0%	-	*	-	*	13%	11%	0%	14%	12%	-	13%	-	*	-	-
Mathematics	All	26%	22%	15%	0%	16%	13%	-	*	-	*	15%	14%	4%	16%	12%	19%	10%	-	14%	-	-
	Students																					
	CWD	11%	6%	4%	*	4%	-	-	*	-	-	4%	*	4%	-	0%	5%	0%	-	*	-	-
	CWOD	28%	24%	16%	0%	17%	13%	-	*	-	*	16%	14%	-	16%	14%	21%	11%	-	20%	-	-
	EL	16%	16%	12%	*	12%	*	-	*	-	-	13%	0%	0%	14%	12%	14%	9%	-	*	-	-
	Male	25%	22%	19%	0%	20%	22%	-	*	-	-	18%	23%	5%	21%	14%	19%	-	-	*	-	-
	Female	26%	22%	10%	*	11%	0%	-	*	-	*	11%	0%	0%	11%	9%	-	10%	-	*	-	-
Science	All	24%	20%	3%	*	3%	0%	-	-	-	-	3%	*	0%	3%	5%	4%	0%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	26%	22%	3%	*	4%	0%	-	-	-	-	3%	*	-	3%	5%	5%	0%	-	*	-	-
	EL	7%	7%	5%	-	5%	*	-	-	-	-	5%	*	0%	5%	5%	7%	0%	-	*	-	-
	Male	25%	21%	4%	*	5%	*	-	-	-	-	5%	*	0%	5%	7%	4%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	57	93	57	43	-	*	-	-	59	43	55
CWD	43	*	39	-	-	-	-	-	45	43	21
CWOD	59	92	59	43	-	*	-	-	61	-	60
EL	55	*	55	*	-	-	-	-	56	21	55
Male	55	*	55	31	-	*	-	-	57	41	53
Female	61	*	59	58	-	-	-	-	61	*	59
<b>Mathematics</b>											
All Students	70	64	69	79	-	*	-	-	70	75	67
CWD	75	*	74	-	-	-	-	-	78	75	69
CWOD	69	58	69	79	-	*	-	-	68	-	66
EL	67	*	66	*	-	-	-	-	67	69	67
Male	72	*	72	75	-	*	-	-	72	72	68
Female	67	*	67	83	-	-	-	-	67	83	64

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	242	37	15%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	40	35	28	-	39	-	*	34	24	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
All Subjects	All	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	-	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	-	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	-	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All	100%	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	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%	-	-
	Female	100%	*	100%	*	-	-	-	-	100%	*	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	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	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	15	2	11	2	0	0	0	0	5		
	Female	2	0	2	0	0	0	0	0	2		
	Total	17	2	13	2	0	0	0	0	7		
<b>Out-of-School Suspensions</b>												
	Male	9	0	7	2	0	0	0	0	4		
	Female	4	2	2	0	0	0	0	0	0		
	Total	13	2	9	2	0	0	0	0	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	2	0	2	0	0	0	0	0	2		0
	Female	2	0	2	0	0	0	0	0	2		0
	Total	4	0	4	0	0	0	0	0	4		0
Out-of-School Suspensions	Male	8	2	4	2	0	0	0	0	2		2
	Female	2	0	2	0	0	0	0	0	2		0
	Total	10	2	6	2	0	0	0	0	4		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	21	2	14	5	0	0	0	0	5	5	0
	Female	19	0	14	5	0	0	0	0	8	2	2
	Total	40	2	28	10	0	0	0	0	13	7	2

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	11	0	11	0	0	0	0	0	11	2
	Female	11	0	11	0	0	0	0	0	11	0
	Total	22	0	22	0	0	0	0	0	22	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	6.9	20.1%
Teachers Teaching with Emergency or Provisional Credentials	0.9	2.8%
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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	*	4%
Mathematics	6,311	2%	55	1%	*	4%
Grade 5						
Reading	6,133	1%	59	1%	*	4%
Mathematics	6,131	1%	59	1%	*	4%
Science	6,133	1%	59	1%	*	4%
Grade 6						
Reading	6,038	1%	50	1%	*	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
Mathematics	6,036	1%	50	1%	*	2%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	17	3%
Reading	45,064	1%	367	1%	7	3%
Mathematics	40,350	1%	327	1%	7	3%
Science	16,337	1%	131	1%	*	4%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** DITTO EL

**Campus ID:** 220901130

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	68%	78%	70%	68%	83%	-	67%	-	80%	78%	78%	22%	84%	80%	67%	88%	-	-	-	-
	CWD	49%	38%	22%	*	*	40%	-	-	-	*	*	40%	22%	-	*	0%	*	-	-	-	-
	CWOD	79%	72%	84%	88%	72%	88%	-	67%	-	*	88%	81%	-	84%	89%	76%	91%	-	-	-	-
	EL	69%	67%	80%	*	60%	*	-	*	-	-	75%	*	*	89%	80%	*	100%	-	-	-	-
	Male	73%	65%	67%	60%	50%	80%	-	*	-	*	68%	67%	0%	76%	*	67%	-	-	-	-	-
	Female	78%	72%	88%	80%	89%	86%	-	*	-	*	88%	87%	*	91%	100%	-	88%	-	-	-	-
Mathematics	All Students	78%	72%	93%	90%	84%	94%	-	100%	-	100%	89%	95%	56%	96%	60%	87%	98%	-	-	-	-
	CWD	52%	44%	56%	*	*	60%	-	-	-	*	*	60%	56%	-	*	20%	*	-	-	-	-
	CWOD	81%	76%	96%	100%	89%	98%	-	100%	-	*	94%	98%	-	96%	67%	95%	98%	-	-	-	-
	EL	75%	75%	60%	*	40%	*	-	*	-	-	63%	*	*	67%	60%	*	86%	-	-	-	-
	Male	78%	72%	87%	80%	70%	92%	-	*	-	*	84%	89%	20%	95%	*	87%	-	-	-	-	-
	Female	78%	72%	98%	100%	100%	97%	-	*	-	*	94%	100%	*	98%	86%	-	98%	-	-	-	-
Grade 4																						
Reading	All Students	74%	66%	79%	64%	65%	84%	-	*	*	100%	57%	91%	43%	82%	70%	69%	90%	-	*	-	*
	CWD	44%	34%	43%	*	*	*	-	-	-	-	*	*	43%	-	-	40%	*	-	-	-	-
	CWOD	78%	70%	82%	75%	68%	85%	-	*	*	100%	59%	94%	-	82%	70%	71%	92%	-	*	-	*
	EL	64%	64%	70%	-	*	80%	-	*	-	-	*	100%	-	70%	70%	67%	*	-	-	-	-
	Male	71%	63%	69%	50%	44%	73%	-	*	*	100%	50%	81%	40%	71%	67%	69%	-	-	*	-	*
	Female	77%	70%	90%	*	79%	94%	-	*	-	-	67%	100%	*	92%	*	-	90%	-	-	-	*
Mathematics	All Students	74%	67%	91%	71%	87%	95%	-	*	*	100%	78%	97%	57%	93%	90%	85%	96%	-	*	-	*
	CWD	46%	36%	57%	*	*	*	-	-	-	-	*	*	57%	-	-	40%	*	-	-	-	-
	CWOD	78%	71%	93%	83%	86%	96%	-	*	*	100%	79%	100%	-	93%	90%	90%	96%	-	*	-	*
	EL	69%	69%	90%	-	*	100%	-	*	-	-	*	100%	-	90%	90%	100%	*	-	-	-	-
	Male	74%	67%	85%	60%	78%	92%	-	*	*	100%	73%	94%	40%	90%	100%	85%	-	-	*	-	*
	Female	74%	68%	96%	*	93%	97%	-	*	-	-	87%	100%	*	96%	*	-	96%	-	-	-	*
Grade 5																						
Reading	All Students	86%	82%	94%	88%	96%	94%	-	80%	*	100%	93%	94%	73%	97%	91%	92%	96%	-	*	-	-
	CWD	55%	48%	73%	*	*	73%	-	-	*	-	88%	57%	73%	-	*	56%	100%	-	-	-	-
	CWOD	89%	86%	97%	100%	96%	98%	-	80%	-	100%	95%	97%	-	97%	89%	98%	96%	-	*	-	-
	EL	77%	76%	91%	-	86%	*	-	-	-	*	100%	*	*	89%	91%	83%	100%	-	-	-	-
	Male	83%	78%	92%	*	93%	92%	-	*	-	*	92%	91%	56%	98%	83%	92%	-	-	-	-	-
	Female	88%	85%	96%	100%	100%	96%	-	*	*	*	94%	97%	100%	96%	100%	-	96%	-	*	-	-
Mathematics	All Students	89%	84%	98%	100%	96%	98%	-	100%	*	100%	100%	98%	93%	99%	91%	97%	100%	-	*	-	-
	CWD	68%	61%	93%	*	*	91%	-	-	*	-	100%	86%	93%	-	*	89%	100%	-	-	-	-
	CWOD	92%	87%	99%	100%	96%	100%	-	100%	-	100%	100%	99%	-	99%	89%	98%	100%	-	*	-	-
	EL	85%	82%	91%	-	86%	*	-	-	-	*	100%	*	*	89%	91%	83%	100%	-	-	-	-
	Male	88%	83%	97%	*	93%	97%	-	*	-	*	100%	96%	89%	98%	83%	97%	-	-	-	-	-
	Female	90%	85%	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-	100%	-	*	-	-
Science	All Students	74%	65%	87%	88%	86%	89%	-	80%	*	80%	77%	90%	47%	93%	82%	88%	85%	-	*	-	-
	CWD	45%	43%	47%	*	*	55%	-	-	*	-	38%	57%	47%	-	*	44%	50%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster		
					Amer			Ind	80%	Isl	More	Disadv	Econ							Care	Military		
Grade 6	CWOD	77%	68%	93%	100%	88%	96%	-	80%	-	Races	91%	93%	-	93%	89%	96%	89%	-	*	-	-	
	EL	60%	55%	82%	-	86%	*	-	-	-	*	86%	*	*	89%	82%	67%	100%	-	-	-	-	
	Male	74%	65%	88%	*	93%	89%	-	*	-	*	83%	89%	44%	96%	67%	88%	-	-	-	-	-	
	Female	73%	64%	85%	100%	77%	89%	-	*	*	*	72%	91%	50%	89%	100%	-	85%	-	*	-	-	
	Reading	All	67%	68%	89%	82%	83%	89%	-	100%	*	80%	88%	89%	57%	90%	*	89%	88%	-	*	*	*
		Students																					
		CWD	33%	32%	57%	*	*	*	-	-	-	-	*	60%	57%	-	-	*	*	-	-	-	-
		CWOD	71%	72%	90%	89%	82%	92%	-	100%	*	80%	91%	90%	-	90%	*	90%	91%	-	*	*	*
		EL	42%	49%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	*	-	-
		Male	62%	64%	89%	86%	79%	93%	-	100%	*	*	79%	92%	*	90%	*	89%	-	-	*	-	*
Female	71%	72%	88%	*	*	84%	-	100%	*	*	100%	83%	*	91%	-	-	88%	-	-	*	-	-	
Mathematics	All	80%	82%	98%	91%	94%	99%	-	100%	*	100%	94%	99%	71%	99%	*	97%	98%	-	*	*	*	
	Students																						
	CWD	50%	47%	71%	*	*	*	-	-	-	-	*	80%	71%	-	-	*	*	-	-	-	-	
	CWOD	83%	86%	99%	100%	94%	100%	-	100%	*	100%	97%	100%	-	99%	*	99%	100%	-	*	*	*	
	EL	67%	77%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	*	-	-	
	Male	78%	80%	97%	86%	93%	100%	-	100%	*	*	89%	100%	*	99%	*	97%	-	-	*	-	*	
Female	81%	84%	98%	*	*	97%	-	100%	*	*	100%	97%	*	100%	-	-	98%	-	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3	Reading	All	44%	37%	48%	20%	37%	56%	-	50%	-	60%	44%	50%	11%	52%	60%	41%	54%	-	-	-	-
		Students																					
		CWD	26%	19%	11%	*	*	20%	-	-	-	*	*	20%	11%	-	*	0%	*	-	-	-	-
		CWOD	46%	39%	52%	25%	39%	59%	-	50%	-	*	50%	53%	-	52%	67%	46%	57%	-	-	-	-
		EL	35%	34%	60%	*	40%	*	-	*	-	-	63%	*	*	67%	60%	*	86%	-	-	-	-
		Male	41%	34%	41%	0%	30%	60%	-	*	-	*	32%	48%	0%	46%	*	41%	-	-	-	-	-
		Female	47%	39%	54%	40%	44%	52%	-	*	-	*	59%	52%	*	57%	86%	-	54%	-	-	-	-
Mathematics	All	48%	39%	69%	50%	53%	78%	-	67%	-	80%	67%	71%	22%	74%	50%	70%	69%	-	-	-	-	
	Students																						
	CWD	30%	21%	22%	*	*	20%	-	-	-	*	*	40%	22%	-	*	20%	*	-	-	-	-	
	CWOD	50%	42%	74%	63%	56%	84%	-	67%	-	*	75%	74%	-	74%	56%	76%	73%	-	-	-	-	
	EL	41%	41%	50%	*	40%	*	-	*	-	-	63%	*	*	56%	50%	*	71%	-	-	-	-	
	Male	49%	41%	70%	40%	40%	84%	-	*	-	*	68%	70%	20%	76%	*	70%	-	-	-	-	-	
Female	46%	38%	69%	60%	67%	72%	-	*	-	*	65%	71%	*	73%	71%	-	69%	-	-	-	-		
Grade 4	Reading	All	43%	35%	65%	50%	48%	74%	-	*	*	40%	41%	78%	43%	67%	60%	52%	79%	-	*	-	*
		Students																					
		CWD	24%	16%	43%	*	*	*	-	-	-	-	*	*	43%	-	-	40%	*	-	-	-	-
		CWOD	46%	38%	67%	58%	50%	74%	-	*	*	40%	41%	80%	-	67%	60%	53%	80%	-	*	-	*
		EL	30%	30%	60%	-	*	60%	-	*	-	-	86%	-	60%	60%	67%	*	-	-	-	-	-
		Male	41%	33%	52%	30%	22%	65%	-	*	*	40%	32%	66%	40%	53%	67%	52%	-	-	*	-	*
		Female	46%	38%	79%	*	64%	81%	-	*	-	-	53%	89%	*	80%	*	-	79%	-	-	-	*
Mathematics	All	46%	39%	74%	50%	65%	78%	-	*	*	100%	51%	86%	43%	76%	80%	69%	79%	-	*	-	*	
	Students																						
	CWD	27%	21%	43%	*	*	*	-	-	-	-	*	*	43%	-	-	40%	*	-	-	-	-	
	CWOD	49%	41%	76%	58%	64%	80%	-	*	*	100%	50%	89%	-	76%	80%	71%	80%	-	*	-	*	
	EL	39%	39%	80%	-	*	80%	-	*	-	-	*	100%	-	80%	80%	83%	*	-	-	-	-	
Male	48%	40%	69%	30%	67%	73%	-	*	*	100%	45%	84%	40%	71%	83%	69%	-	-	*	-	*		

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	79%	*	64%	81%	-	*	-	-	60%	86%	*	80%	*	-	79%	-	-	-	*
Grade 5 Reading	All	53%	46%	79%	88%	78%	80%	-	80%	*	60%	60%	86%	47%	84%	64%	71%	88%	-	*	-	-
	Students																					
	CWD	27%	23%	47%	*	*	45%	-	-	*	-	38%	57%	47%	-	*	33%	67%	-	-	-	-
	CWOD	56%	49%	84%	100%	80%	87%	-	80%	-	60%	68%	89%	-	84%	67%	78%	91%	-	*	-	-
	EL	36%	35%	64%	-	71%	*	-	-	-	*	57%	*	*	67%	64%	33%	100%	-	-	-	-
	Male	50%	42%	71%	*	73%	73%	-	*	-	*	33%	81%	33%	78%	33%	71%	-	-	-	-	-
	Female	56%	51%	88%	100%	83%	89%	-	*	*	*	78%	94%	67%	91%	100%	-	88%	-	*	-	-
Mathematics	All	57%	47%	80%	50%	78%	88%	-	80%	*	60%	67%	85%	53%	84%	82%	85%	75%	-	*	-	-
	Students																					
	CWD	31%	28%	53%	*	*	64%	-	-	*	-	50%	57%	53%	-	*	56%	50%	-	-	-	-
	CWOD	60%	49%	84%	57%	80%	93%	-	80%	-	60%	73%	88%	-	84%	89%	90%	78%	-	*	-	-
	EL	46%	41%	82%	-	86%	*	-	-	-	*	86%	*	*	89%	82%	83%	80%	-	-	-	-
	Male	56%	47%	85%	*	87%	89%	-	*	-	*	83%	85%	56%	90%	83%	85%	-	-	-	-	-
	Female	57%	47%	75%	40%	67%	86%	-	*	*	*	56%	85%	50%	78%	80%	-	75%	-	*	-	-
Science	All	48%	38%	72%	50%	64%	80%	-	80%	*	60%	47%	82%	33%	78%	36%	75%	70%	-	*	-	-
	Students																					
	CWD	27%	27%	33%	*	*	36%	-	-	*	-	13%	57%	33%	-	*	33%	33%	-	-	-	-
	CWOD	50%	39%	78%	57%	65%	89%	-	80%	-	60%	59%	84%	-	78%	44%	82%	74%	-	*	-	-
	EL	31%	26%	36%	-	43%	*	-	-	-	*	29%	*	*	44%	36%	33%	40%	-	-	-	-
	Male	50%	40%	75%	*	73%	78%	-	*	-	*	42%	83%	33%	82%	33%	75%	-	-	-	-	-
	Female	45%	37%	70%	60%	54%	82%	-	*	*	*	50%	80%	33%	74%	40%	-	70%	-	*	-	-
Grade 6 Reading	All	36%	37%	63%	55%	50%	64%	-	73%	*	80%	53%	67%	14%	66%	*	61%	66%	-	*	*	*
	Students																					
	CWD	19%	17%	14%	*	*	*	-	-	-	-	*	20%	14%	-	-	*	*	-	-	-	-
	CWOD	38%	40%	66%	67%	53%	66%	-	73%	*	80%	56%	70%	-	66%	*	63%	70%	-	*	*	*
	EL	14%	17%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	33%	33%	61%	57%	57%	65%	-	50%	*	*	53%	64%	*	63%	*	61%	-	-	*	-	*
	Female	40%	42%	66%	*	*	63%	-	100%	*	*	53%	71%	*	70%	-	-	66%	-	-	*	-
Mathematics	All	46%	49%	87%	73%	78%	88%	-	100%	*	100%	74%	92%	43%	90%	*	89%	84%	-	*	*	*
	Students																					
	CWD	23%	21%	43%	*	*	*	-	-	-	-	*	60%	43%	-	-	*	*	-	-	-	-
	CWOD	48%	52%	90%	89%	76%	90%	-	100%	*	100%	78%	94%	-	90%	*	91%	87%	-	*	*	*
	EL	27%	35%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	45%	48%	89%	86%	79%	91%	-	100%	*	*	74%	94%	*	91%	*	89%	-	-	*	-	*
	Female	46%	50%	84%	*	*	84%	-	100%	*	*	73%	89%	*	87%	-	-	84%	-	-	*	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	34%	10%	26%	43%	-	17%	-	40%	31%	36%	0%	38%	30%	28%	40%	-	-	-	-
	Students																					
	CWD	10%	7%	0%	*	*	0%	-	-	-	*	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	38%	13%	28%	47%	-	17%	-	*	34%	40%	-	38%	33%	32%	43%	-	-	-	-
	EL	19%	20%	30%	*	20%	*	-	*	-	-	38%	*	*	33%	30%	*	43%	-	-	-	-
	Male	24%	19%	28%	0%	20%	44%	-	*	-	*	26%	30%	0%	32%	*	28%	-	-	-	-	-
	Female	29%	24%	40%	20%	33%	41%	-	*	-	*	35%	42%	*	43%	43%	-	40%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	33%	30%	21%	41%	-	17%	-	20%	31%	34%	11%	35%	30%	28%	38%	-	-	-	-
	Students																					
	CWD	12%	8%	11%	*	*	20%	-	-	-	*	*	20%	11%	-	*	0%	*	-	-	-	-
	CWOD	25%	19%	35%	38%	22%	43%	-	17%	-	*	34%	36%	-	35%	33%	32%	39%	-	-	-	-
	EL	18%	20%	30%	*	40%	*	-	*	-	-	38%	*	*	33%	30%	*	43%	-	-	-	-
	Male	26%	20%	28%	0%	10%	44%	-	*	-	*	21%	33%	0%	32%	*	28%	-	-	-	-	-
	Female	22%	16%	38%	60%	33%	38%	-	*	-	*	41%	35%	*	39%	43%	-	38%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	38%	36%	22%	40%	-	*	*	40%	16%	49%	14%	39%	50%	33%	42%	-	*	-	*
	Students																					
	CWD	8%	4%	14%	*	*	*	-	-	-	-	*	*	14%	-	-	20%	*	-	-	-	-
	CWOD	23%	18%	39%	42%	23%	41%	-	*	*	40%	18%	51%	-	39%	50%	35%	44%	-	*	-	*
	EL	12%	13%	50%	-	*	40%	-	*	-	-	*	71%	-	50%	50%	50%	*	-	-	-	-
	Male	20%	15%	33%	20%	11%	38%	-	*	*	40%	9%	50%	20%	35%	50%	33%	-	-	*	-	*
	Female	23%	18%	42%	*	29%	41%	-	*	-	-	27%	49%	*	44%	*	-	42%	-	-	-	*
Mathematics	All	27%	22%	47%	21%	22%	55%	-	*	*	80%	22%	61%	14%	49%	40%	46%	48%	-	*	-	*
	Students																					
	CWD	13%	7%	14%	*	*	*	-	-	-	-	*	*	14%	-	-	20%	*	-	-	-	-
	CWOD	29%	23%	49%	25%	23%	57%	-	*	*	80%	24%	63%	-	49%	40%	49%	50%	-	*	-	*
	EL	20%	22%	40%	-	*	40%	-	*	-	-	*	57%	-	40%	40%	50%	*	-	-	-	-
	Male	29%	23%	46%	10%	22%	54%	-	*	*	80%	14%	69%	20%	49%	50%	46%	-	-	*	-	*
	Female	25%	20%	48%	*	21%	56%	-	*	-	-	33%	54%	*	50%	*	-	48%	-	-	-	*
Grade 5																						
Reading	All	29%	24%	53%	25%	52%	58%	-	60%	*	40%	20%	65%	20%	58%	27%	44%	63%	-	*	-	-
	Students																					
	CWD	9%	8%	20%	*	*	27%	-	-	*	-	13%	29%	20%	-	*	11%	33%	-	-	-	-
	CWOD	31%	26%	58%	29%	56%	65%	-	60%	-	40%	23%	69%	-	58%	22%	50%	67%	-	*	-	-
	EL	14%	13%	27%	-	29%	*	-	-	-	*	14%	*	*	22%	27%	17%	40%	-	-	-	-
	Male	26%	21%	44%	*	47%	49%	-	*	-	*	8%	53%	11%	50%	17%	44%	-	-	-	-	-
	Female	31%	27%	63%	40%	58%	71%	-	*	*	*	28%	82%	33%	67%	40%	-	63%	-	*	-	-
Mathematics	All	36%	27%	59%	38%	48%	68%	-	80%	*	40%	30%	70%	20%	66%	18%	64%	54%	-	*	-	-
	Students																					
	CWD	14%	12%	20%	*	*	18%	-	-	*	-	0%	43%	20%	-	*	22%	17%	-	-	-	-
	CWOD	38%	28%	66%	43%	48%	78%	-	80%	-	40%	41%	73%	-	66%	22%	72%	59%	-	*	-	-
	EL	24%	20%	18%	-	29%	*	-	-	-	*	14%	*	*	22%	18%	0%	40%	-	-	-	-
	Male	36%	28%	64%	*	47%	76%	-	*	-	*	33%	72%	22%	72%	0%	64%	-	-	-	-	-
	Female	35%	26%	54%	40%	50%	57%	-	*	*	*	28%	68%	17%	59%	40%	-	54%	-	*	-	-
Science	All	23%	17%	45%	13%	32%	54%	-	60%	*	40%	10%	57%	20%	48%	18%	51%	38%	-	*	-	-
	Students																					
	CWD	11%	9%	20%	*	*	27%	-	-	*	-	0%	43%	20%	-	*	22%	17%	-	-	-	-
	CWOD	25%	18%	48%	14%	35%	59%	-	60%	-	40%	14%	59%	-	48%	22%	56%	40%	-	*	-	-
	EL	11%	9%	18%	-	29%	*	-	-	-	*	14%	*	*	22%	18%	17%	20%	-	-	-	-
	Male	25%	19%	51%	*	33%	57%	-	*	-	*	17%	60%	22%	56%	17%	51%	-	-	-	-	-
	Female	21%	15%	38%	0%	31%	50%	-	*	*	*	6%	54%	17%	40%	20%	-	38%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	43%	45%	33%	39%	-	73%	*	80%	32%	48%	14%	45%	*	35%	56%	-	*	*	*
	Students																					
	CWD	6%	5%	14%	*	*	*	-	-	-	-	*	20%	14%	-	-	*	*	-	-	-	-
	CWOD	18%	19%	45%	56%	35%	39%	-	73%	*	80%	34%	49%	-	45%	*	35%	60%	-	*	*	*
	EL	4%	5%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	14%	15%	35%	43%	36%	33%	-	50%	*	*	21%	40%	*	35%	*	35%	-	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	56%	*	*	47%	-	100%	*	*	47%	60%	*	60%	-	-	56%	-	-	*	-
Mathematics	All	20%	24%	63%	45%	50%	63%	-	91%	*	80%	44%	70%	14%	66%	*	64%	62%	-	*	*	*
	Students																					
	CWD	9%	6%	14%	*	*	*	-	-	-	-	*	20%	14%	-	-	*	*	-	-	-	-
	CWOD	22%	26%	66%	56%	53%	65%	-	91%	*	80%	47%	73%	-	66%	*	66%	66%	-	*	*	*
	EL	8%	12%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	20%	24%	64%	57%	57%	65%	-	83%	*	*	42%	72%	*	66%	*	64%	-	-	*	-	*
	Female	20%	23%	62%	*	*	59%	-	100%	*	*	47%	69%	*	66%	-	-	62%	-	-	*	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	90%	81%	85%	92%	-	93%	91%	93%	83%	93%	60%	93%	82%	87%	93%	-	78%	*	83%
	Students																					
	CWD	46%	38%	60%	27%	67%	68%	-	-	*	*	60%	61%	60%	-	63%	51%	75%	-	-	-	-
	CWOD	81%	77%	93%	91%	86%	95%	-	93%	100%	95%	87%	95%	-	93%	84%	91%	95%	-	78%	*	83%
	EL	62%	63%	82%	*	70%	87%	-	100%	-	*	79%	87%	63%	84%	82%	73%	92%	-	*	-	-
	Male	74%	70%	87%	70%	80%	91%	-	93%	100%	88%	78%	90%	51%	91%	73%	87%	-	-	67%	-	*
	Female	80%	76%	93%	95%	91%	93%	-	93%	80%	100%	89%	95%	75%	95%	92%	-	93%	-	*	*	*
Reading	All	73%	69%	85%	74%	79%	88%	-	88%	100%	90%	78%	89%	53%	88%	82%	81%	91%	-	*	*	*
	Students																					
	CWD	39%	30%	53%	14%	60%	63%	-	-	*	*	53%	52%	53%	-	*	43%	67%	-	-	-	-
	CWOD	78%	73%	88%	86%	80%	91%	-	88%	*	95%	82%	91%	-	88%	83%	85%	93%	-	*	*	*
	EL	54%	55%	82%	*	67%	90%	-	100%	-	*	75%	92%	*	83%	82%	71%	94%	-	*	-	-
	Male	69%	64%	81%	64%	71%	86%	-	85%	*	82%	69%	86%	43%	85%	71%	81%	-	-	*	-	*
	Female	78%	74%	91%	89%	90%	90%	-	92%	*	100%	88%	92%	67%	93%	94%	-	91%	-	*	*	*
Mathematics	All	81%	77%	95%	86%	91%	97%	-	100%	100%	100%	90%	97%	74%	97%	82%	92%	98%	-	*	*	*
	Students																					
	CWD	53%	44%	74%	43%	80%	79%	-	-	*	*	76%	71%	74%	-	*	61%	93%	-	-	-	-
	CWOD	84%	81%	97%	94%	91%	99%	-	100%	*	100%	92%	99%	-	97%	83%	96%	98%	-	*	*	*
	EL	72%	74%	82%	*	67%	90%	-	100%	-	*	80%	85%	*	83%	82%	76%	88%	-	*	-	-
	Male	79%	75%	92%	76%	85%	96%	-	100%	*	100%	85%	96%	61%	96%	76%	92%	-	-	*	-	*
	Female	82%	79%	98%	100%	97%	98%	-	100%	*	100%	95%	99%	93%	98%	88%	-	98%	-	*	*	*
Science	All	80%	75%	87%	88%	86%	89%	-	80%	*	80%	77%	90%	47%	93%	82%	88%	85%	-	*	-	-
	Students																					
	CWD	51%	44%	47%	*	*	55%	-	-	*	-	38%	57%	47%	-	*	44%	50%	-	-	-	-
	CWOD	84%	79%	93%	100%	88%	96%	-	80%	-	80%	91%	93%	-	93%	89%	96%	89%	-	*	-	-
	EL	61%	60%	82%	-	86%	*	-	-	-	*	86%	*	*	89%	82%	67%	100%	-	-	-	-
	Male	79%	74%	88%	*	93%	89%	-	*	-	*	83%	89%	44%	96%	67%	88%	-	-	-	-	-
	Female	81%	77%	85%	100%	77%	89%	-	*	*	*	72%	91%	50%	89%	100%	-	85%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	71%	53%	62%	76%	-	81%	82%	71%	56%	78%	36%	75%	62%	69%	74%	-	44%	*	67%
	Students																					
	CWD	24%	18%	36%	0%	42%	44%	-	-	*	*	26%	45%	36%	-	25%	35%	39%	-	-	-	-
	CWOD	52%	47%	75%	63%	64%	80%	-	81%	100%	72%	60%	81%	-	75%	67%	73%	77%	-	44%	*	67%
	EL	29%	29%	62%	*	57%	57%	-	83%	-	*	55%	73%	25%	67%	62%	53%	73%	-	*	-	-
	Male	47%	41%	69%	43%	62%	76%	-	74%	100%	56%	51%	77%	35%	73%	53%	69%	-	-	33%	-	*
	Female	52%	47%	74%	66%	63%	77%	-	87%	60%	90%	61%	80%	39%	77%	73%	-	74%	-	*	*	*



		State	District	Campus	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
Reading	All Students	47%	42%	64%	51%	55%	69%	-	73%	100%	60%	49%	72%	32%	68%	61%	58%	72%	-	*	*	*
	CWD	21%	15%	32%	0%	20%	42%	-	-	*	*	24%	38%	32%	-	*	26%	40%	-	-	-	-
	CWOD	50%	45%	68%	61%	57%	71%	-	73%	*	63%	53%	74%	-	68%	63%	61%	75%	-	*	*	*
	EL	23%	24%	61%	*	53%	50%	-	83%	-	*	50%	77%	*	63%	61%	41%	81%	-	*	-	-
	Male	43%	37%	58%	36%	50%	66%	-	54%	*	27%	38%	67%	26%	61%	41%	58%	-	-	*	-	*
	Female	51%	47%	72%	72%	62%	71%	-	92%	*	100%	62%	77%	40%	75%	81%	-	72%	-	*	*	*
Mathematics	All Students	51%	45%	78%	56%	69%	83%	-	88%	80%	85%	64%	84%	42%	82%	73%	79%	77%	-	*	*	*
	CWD	26%	21%	42%	0%	60%	50%	-	-	*	*	35%	48%	42%	-	*	43%	40%	-	-	-	-
	CWOD	54%	49%	82%	67%	70%	87%	-	88%	*	84%	68%	87%	-	82%	77%	83%	80%	-	*	*	*
	EL	37%	37%	73%	*	67%	70%	-	83%	-	*	70%	77%	*	77%	73%	71%	75%	-	*	-	-
	Male	50%	44%	79%	52%	71%	85%	-	92%	*	82%	65%	86%	43%	83%	71%	79%	-	-	*	-	*
	Female	51%	47%	77%	61%	67%	81%	-	85%	*	89%	63%	83%	40%	80%	75%	-	77%	-	*	*	*
Science	All Students	53%	47%	72%	50%	64%	80%	-	80%	*	60%	47%	82%	33%	78%	36%	75%	70%	-	*	-	-
	CWD	25%	20%	33%	*	*	36%	-	-	*	-	13%	57%	33%	-	*	33%	33%	-	-	-	-
	CWOD	56%	50%	78%	57%	65%	89%	-	80%	-	60%	59%	84%	-	78%	44%	82%	74%	-	*	-	-
	EL	26%	25%	36%	-	43%	*	-	-	-	*	29%	*	*	44%	36%	33%	40%	-	-	-	-
	Male	53%	46%	75%	*	73%	78%	-	*	-	*	42%	83%	33%	82%	33%	75%	-	-	-	-	-
	Female	53%	48%	70%	60%	54%	82%	-	*	*	*	50%	80%	33%	74%	40%	-	70%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	47%	30%	35%	51%	-	67%	55%	51%	26%	56%	15%	50%	32%	45%	49%	-	33%	*	17%
	CWD	8%	6%	15%	0%	8%	22%	-	-	*	*	2%	27%	15%	-	13%	16%	14%	-	-	-	-
	CWOD	25%	21%	50%	35%	36%	55%	-	67%	75%	53%	30%	58%	-	50%	35%	48%	52%	-	33%	*	17%
	EL	11%	11%	32%	*	27%	26%	-	67%	-	*	26%	43%	13%	35%	32%	28%	38%	-	*	-	-
	Male	22%	18%	45%	23%	34%	52%	-	56%	67%	40%	21%	55%	16%	48%	28%	45%	-	-	33%	-	*
	Female	24%	21%	49%	39%	35%	51%	-	77%	40%	65%	32%	57%	14%	52%	38%	-	49%	-	*	*	*
Reading	All Students	20%	17%	42%	30%	34%	45%	-	62%	40%	50%	25%	51%	13%	45%	36%	35%	50%	-	*	*	*
	CWD	7%	5%	13%	0%	0%	21%	-	-	*	*	6%	19%	13%	-	*	13%	13%	-	-	-	-
	CWOD	22%	19%	45%	36%	37%	47%	-	62%	*	53%	28%	53%	-	45%	37%	38%	53%	-	*	*	*
	EL	8%	8%	36%	*	27%	40%	-	67%	-	*	25%	54%	*	37%	36%	29%	44%	-	*	-	-
	Male	17%	14%	35%	20%	31%	40%	-	38%	*	27%	17%	44%	13%	38%	29%	35%	-	-	*	-	*
	Female	23%	20%	50%	44%	38%	50%	-	85%	*	78%	34%	58%	13%	53%	44%	-	50%	-	*	*	*
Mathematics	All Students	26%	22%	52%	33%	36%	58%	-	73%	80%	55%	31%	61%	16%	55%	33%	53%	50%	-	*	*	*
	CWD	11%	6%	16%	0%	20%	21%	-	-	*	*	0%	29%	16%	-	*	17%	13%	-	-	-	-
	CWOD	28%	24%	55%	39%	37%	61%	-	73%	*	58%	36%	64%	-	55%	37%	57%	53%	-	*	*	*
	EL	16%	16%	33%	*	27%	20%	-	67%	-	*	30%	38%	*	37%	33%	29%	38%	-	*	-	-
	Male	25%	22%	53%	24%	38%	62%	-	69%	*	45%	26%	65%	17%	57%	29%	53%	-	-	*	-	*
	Female	26%	22%	50%	44%	33%	53%	-	77%	*	67%	37%	57%	13%	53%	38%	-	50%	-	*	*	*
Science	All Students	24%	20%	45%	13%	32%	54%	-	60%	*	40%	10%	57%	20%	48%	18%	51%	38%	-	*	-	-
	CWD	8%	5%	20%	*	*	27%	-	-	*	-	0%	43%	20%	-	*	22%	17%	-	-	-	-
	CWOD	26%	22%	48%	14%	35%	59%	-	60%	-	40%	14%	59%	-	48%	22%	56%	40%	-	*	-	-
	EL	7%	7%	18%	-	29%	*	-	-	-	*	14%	*	*	22%	18%	17%	20%	-	-	-	-
	Male	25%	21%	51%	*	33%	57%	-	*	-	*	17%	60%	22%	56%	17%	51%	-	-	-	-	-

	State	District	Campus	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
Female	23%	20%	38%	0%	31%	50%	-	*	*	*	6%	54%	17%	40%	20%	-	38%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	61	66	68	-	84	70	80	57	66	68
CWD	66	40	*	69	-	-	*	-	67	66	*
CWOD	69	65	65	68	-	84	*	80	56	-	64
EL	68	-	63	69	-	*	-	*	55	*	68
Male	61	47	57	65	-	63	*	67	51	68	67
Female	77	83	77	72	-	100	*	100	64	64	69
<b>Mathematics</b>											
All Students	85	71	85	85	-	95	100	90	80	79	93
CWD	79	50	*	83	-	-	*	-	83	79	*
CWOD	85	75	85	85	-	95	*	90	80	-	92
EL	93	-	89	100	-	*	-	*	95	*	93
Male	84	71	80	87	-	88	*	89	71	76	92
Female	85	71	93	82	-	100	*	92	90	82	94

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
**	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
	57	19	33%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	69	55	61	73	-	80	76	72	55	37	59
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y	N		N			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	Y
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y	Y		Y			Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y	N	Y	Y		N			N	N	Y

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	36%
Target Met	Y
Interim Goals (2023-2027)	38%
Target Met	Y
Interim Goals (2028-2032)	40%
Target Met	Y
Long-Term Goals	40%
Target Met	Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%20](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%20) 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	1%	-	0%	*	0%	0%	1%	0%	1%	0%	-	0%	-
Mathematics	All Students	0%	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%	1%	-
	EL	0%	*	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%	1%	-	0%	*	0%	0%	1%	0%	1%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	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%	-	-
	Female	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	20	5	2	11	0	0	0	2	0		
	Female	7	0	2	5	0	0	0	0	0		
	Total	27	5	4	16	0	0	0	2	0		
<b>Out-of-School Suspensions</b>												
	Male	4	2	0	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	2	0	2	0	0	0	0	0		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	2	0	0	2	0	0	0	0	0		2
	Female	2	0	0	2	0	0	0	0	0		2
	Total	4	0	0	4	0	0	0	0	0		4
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	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	21	5	2	14	0	0	0	0	0	5	5
	Female	24	0	5	17	0	0	0	2	0	2	2
	Total	45	5	7	31	0	0	0	2	0	7	7

Total

	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	1
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and



percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	6.6%
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	0.7%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	*	1%
Mathematics	6,311	2%	55	1%	*	1%
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	*	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-') Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** DUFF EL

**Campus ID:** 220901104

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All	75%	68%	83%	67%	69%	87%	-	*	-	*	75%	86%	50%	88%	43%	81%	85%	-	*	-	-
	Students																					
	CWD	49%	38%	50%	*	*	60%	-	-	-	*	*	44%	50%	-	*	57%	*	-	-	-	-
	CWOD	79%	72%	88%	*	79%	90%	-	*	-	*	74%	95%	-	88%	50%	86%	90%	-	*	-	-
	EL	69%	67%	43%	-	40%	*	-	*	-	-	60%	*	*	50%	43%	*	*	-	-	-	-
	Male	73%	65%	81%	*	50%	87%	-	-	-	*	75%	83%	57%	86%	*	81%	-	-	*	-	-
	Female	78%	72%	85%	*	80%	88%	-	*	-	*	75%	90%	*	90%	*	-	85%	-	*	-	-
Mathematics	All	78%	72%	87%	83%	75%	91%	-	*	-	*	83%	88%	70%	89%	71%	90%	82%	-	*	-	-
	Students																					
	CWD	52%	44%	70%	*	*	80%	-	-	-	*	*	67%	70%	-	*	86%	*	-	-	-	-
	CWOD	81%	76%	89%	*	86%	93%	-	*	-	*	83%	93%	-	89%	83%	91%	87%	-	*	-	-
	EL	75%	75%	71%	-	60%	*	-	*	-	-	80%	*	*	83%	71%	*	*	-	-	-	-
	Male	78%	72%	90%	*	50%	97%	-	-	-	*	83%	93%	86%	91%	*	90%	-	-	*	-	-
	Female	78%	72%	82%	*	90%	81%	-	*	-	*	83%	81%	*	87%	*	-	82%	-	*	-	-
Grade 4 Reading	All	74%	66%	89%	*	81%	93%	*	*	*	80%	84%	92%	86%	89%	85%	91%	86%	-	-	-	-
	Students																					
	CWD	44%	34%	86%	-	*	80%	-	-	*	-	*	*	86%	-	-	80%	*	-	-	-	-
	CWOD	78%	70%	89%	*	80%	94%	*	*	-	80%	82%	94%	-	89%	85%	93%	85%	-	-	-	-
	EL	64%	64%	85%	-	67%	*	-	*	-	*	75%	100%	-	85%	85%	80%	88%	-	-	-	-
	Male	71%	63%	91%	*	92%	93%	*	*	-	*	88%	94%	80%	93%	80%	91%	-	-	-	-	-
	Female	77%	70%	86%	*	67%	92%	-	*	*	*	81%	90%	*	85%	88%	-	86%	-	-	-	-
Mathematics	All	74%	67%	89%	*	81%	93%	*	*	*	80%	79%	96%	100%	88%	77%	94%	84%	-	-	-	-
	Students																					
	CWD	46%	36%	100%	-	*	100%	-	-	*	-	*	*	100%	-	-	100%	*	-	-	-	-
	CWOD	78%	71%	88%	*	80%	92%	*	*	-	80%	76%	96%	-	88%	77%	93%	83%	-	-	-	-
	EL	69%	69%	77%	-	50%	*	-	*	-	*	63%	100%	-	77%	77%	60%	88%	-	-	-	-
	Male	74%	67%	94%	*	83%	97%	*	*	-	*	88%	97%	100%	93%	60%	94%	-	-	-	-	-
	Female	74%	68%	84%	*	78%	88%	-	*	*	*	73%	95%	*	83%	88%	-	84%	-	-	-	-
Grade 5 Reading	All	86%	82%	94%	89%	97%	93%	*	100%	-	*	91%	96%	60%	98%	100%	89%	97%	-	*	-	-
	Students																					
	CWD	55%	48%	60%	*	*	70%	-	-	-	-	55%	*	60%	-	-	55%	*	-	-	-	-
	CWOD	89%	86%	98%	100%	100%	97%	*	100%	-	*	100%	97%	-	98%	100%	98%	99%	-	*	-	-
	EL	77%	76%	100%	*	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	83%	78%	89%	80%	100%	84%	-	*	-	-	82%	96%	55%	98%	100%	89%	-	-	*	-	-
	Female	88%	85%	97%	100%	93%	98%	*	*	-	*	100%	96%	*	99%	*	-	97%	-	-	-	-
Mathematics	All	89%	84%	98%	100%	100%	96%	*	100%	-	*	98%	97%	93%	98%	100%	96%	99%	-	*	-	-
	Students																					
	CWD	68%	61%	93%	*	*	90%	-	-	-	-	91%	*	93%	-	-	91%	*	-	-	-	-
	CWOD	92%	87%	98%	100%	100%	97%	*	100%	-	*	100%	97%	-	98%	100%	98%	99%	-	*	-	-
	EL	85%	82%	100%	*	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	88%	83%	96%	100%	100%	92%	-	*	-	-	96%	96%	91%	98%	100%	96%	-	-	*	-	-
	Female	90%	85%	99%	100%	100%	98%	*	*	-	*	100%	98%	*	99%	*	-	99%	-	-	-	-
Science	All	74%	65%	85%	72%	87%	87%	*	100%	-	*	76%	92%	67%	88%	80%	81%	88%	-	*	-	-
	Students CWD	45%	43%	67%	*	*	70%	-	-	-	-	55%	*	67%	-	-	64%	*	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	88%	73%	90%	90%	*	100%	-	*	81%	91%	-	88%	80%	86%	89%	-	*	-	-
	EL	60%	55%	80%	*	71%	-	-	*	-	-	83%	*	-	80%	80%	67%	*	-	-	-	-
	Male	74%	65%	81%	80%	88%	76%	-	*	-	-	75%	88%	64%	86%	67%	81%	-	-	*	-	-
	Female	73%	64%	88%	63%	87%	93%	*	*	-	*	77%	94%	*	89%	*	-	88%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	89%	88%	87%	86%	-	100%	-	100%	78%	96%	90%	88%	67%	88%	90%	-	*	-	-
	CWD	33%	32%	90%	-	100%	*	-	*	-	-	83%	*	90%	-	*	89%	*	-	*	-	-
	CWOD	71%	72%	88%	88%	82%	88%	-	100%	-	100%	77%	96%	-	88%	60%	88%	89%	-	*	-	-
	EL	42%	49%	67%	*	*	*	-	*	-	-	60%	*	*	60%	67%	*	*	-	-	-	-
	Male	62%	64%	88%	*	87%	83%	-	*	-	*	76%	96%	89%	88%	*	88%	-	-	*	-	-
	Female	71%	72%	90%	80%	88%	90%	-	*	-	*	81%	96%	*	89%	*	-	90%	-	*	-	-
Mathematics	All Students	80%	82%	95%	88%	96%	95%	-	100%	-	100%	92%	98%	80%	97%	100%	94%	97%	-	*	-	-
	CWD	50%	47%	80%	-	100%	*	-	*	-	-	83%	*	80%	-	*	78%	*	-	*	-	-
	CWOD	83%	86%	97%	88%	94%	100%	-	100%	-	100%	94%	100%	-	97%	100%	98%	97%	-	*	-	-
	EL	67%	77%	100%	*	*	*	-	*	-	-	100%	*	*	100%	100%	*	*	-	-	-	-
	Male	78%	80%	94%	*	100%	92%	-	*	-	*	90%	96%	78%	98%	*	94%	-	-	*	-	-
	Female	81%	84%	97%	100%	88%	100%	-	*	-	*	94%	100%	*	97%	*	-	97%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	56%	17%	50%	64%	-	*	-	*	38%	65%	40%	58%	29%	55%	58%	-	*	-	-
	CWD	26%	19%	40%	*	*	60%	-	-	-	*	*	44%	40%	-	*	43%	*	-	-	-	-
	CWOD	46%	39%	58%	*	57%	64%	-	*	-	*	39%	69%	-	58%	33%	57%	60%	-	*	-	-
	EL	35%	34%	29%	-	40%	*	-	*	-	-	40%	*	*	33%	29%	*	*	-	-	-	-
	Male	41%	34%	55%	*	33%	61%	-	-	-	*	33%	63%	43%	57%	*	55%	-	-	*	-	-
	Female	47%	39%	58%	*	60%	69%	-	*	-	*	42%	67%	*	60%	*	-	58%	-	*	-	-
Mathematics	All Students	48%	39%	57%	0%	44%	70%	-	*	-	*	38%	67%	50%	58%	43%	64%	48%	-	*	-	-
	CWD	30%	21%	50%	*	*	80%	-	-	-	*	*	56%	50%	-	*	57%	*	-	-	-	-
	CWOD	50%	42%	58%	*	50%	69%	-	*	-	*	39%	69%	-	58%	50%	66%	50%	-	*	-	-
	EL	41%	41%	43%	-	40%	*	-	*	-	-	40%	*	*	50%	43%	*	*	-	-	-	-
	Male	49%	41%	64%	*	17%	81%	-	-	-	*	33%	77%	57%	66%	*	64%	-	-	*	-	-
	Female	46%	38%	48%	*	60%	50%	-	*	-	*	42%	52%	*	50%	*	-	48%	-	*	-	-
Grade 4	Reading																					
	All Students	43%	35%	70%	*	57%	74%	*	*	*	40%	59%	77%	43%	72%	62%	70%	69%	-	-	-	-
	CWD	24%	16%	43%	-	*	20%	-	-	*	-	*	*	43%	-	-	20%	*	-	-	-	-
	CWOD	46%	38%	72%	*	55%	80%	*	*	-	40%	58%	82%	-	72%	62%	76%	68%	-	-	-	-
	EL	30%	30%	62%	-	33%	*	-	*	-	*	50%	80%	-	62%	62%	40%	75%	-	-	-	-
	Male	41%	33%	70%	*	58%	72%	*	*	-	*	69%	71%	20%	76%	40%	70%	-	-	-	-	-
	Female	46%	38%	69%	*	56%	76%	-	*	*	*	52%	86%	*	68%	75%	-	69%	-	-	-	-
Mathematics	All Students	46%	39%	67%	*	62%	69%	*	*	*	80%	53%	77%	71%	66%	77%	68%	65%	-	-	-	-
	CWD	27%	21%	71%	-	*	60%	-	-	*	-	*	*	71%	-	-	60%	*	-	-	-	-
	CWOD	49%	41%	66%	*	60%	69%	*	*	-	80%	50%	78%	-	66%	77%	69%	63%	-	-	-	-
	EL	39%	39%	77%	-	50%	*	-	*	-	*	63%	100%	-	77%	77%	60%	88%	-	-	-	-
	Male	48%	40%	68%	*	67%	72%	*	*	-	*	50%	77%	60%	69%	60%	68%	-	-	-	-	-



		State	District	Campus	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
		45%	38%	65%	*	56%	64%	-	*	*	*	55%	76%	*	63%	88%	-	65%	-	-	-	-
Grade 5 Reading	All	53%	46%	76%	67%	71%	80%	*	100%	-	*	65%	84%	47%	80%	60%	69%	81%	-	*	-	-
	Students																					
	CWD	27%	23%	47%	*	*	60%	-	-	-	-	36%	*	47%	-	-	45%	*	-	-	-	-
	CWOD	56%	49%	80%	73%	76%	83%	*	100%	-	*	72%	84%	-	80%	60%	74%	83%	-	*	-	-
	EL	36%	35%	60%	*	43%	-	-	*	-	-	67%	*	-	60%	60%	50%	*	-	-	-	-
	Male	50%	42%	69%	70%	69%	64%	-	*	-	-	57%	81%	45%	74%	50%	69%	-	-	*	-	-
	Female	56%	51%	81%	63%	73%	89%	*	*	-	*	73%	85%	*	83%	*	-	81%	-	-	-	-
Mathematics	All	57%	47%	76%	67%	74%	80%	*	67%	-	*	70%	80%	53%	79%	80%	65%	84%	-	*	-	-
	Students																					
	CWD	31%	28%	53%	*	*	60%	-	-	-	-	45%	*	53%	-	-	45%	*	-	-	-	-
	CWOD	60%	49%	79%	73%	76%	83%	*	67%	-	*	77%	80%	-	79%	80%	70%	84%	-	*	-	-
	EL	46%	41%	80%	*	71%	-	-	*	-	-	100%	*	-	80%	80%	67%	*	-	-	-	-
	Male	56%	47%	65%	60%	69%	68%	-	*	-	-	64%	65%	45%	70%	67%	65%	-	-	*	-	-
	Female	57%	47%	84%	75%	80%	87%	*	*	-	*	77%	88%	*	84%	*	-	84%	-	-	-	-
Science	All	48%	38%	66%	50%	68%	66%	*	100%	-	*	54%	74%	53%	67%	40%	63%	68%	-	*	-	-
	Students																					
	CWD	27%	27%	53%	*	*	60%	-	-	-	-	45%	*	53%	-	-	45%	*	-	-	-	-
	CWOD	50%	39%	67%	53%	69%	67%	*	100%	-	*	56%	74%	-	67%	40%	67%	67%	-	*	-	-
	EL	31%	26%	40%	*	29%	-	-	*	-	-	33%	*	-	40%	40%	50%	*	-	-	-	-
	Male	50%	40%	63%	60%	69%	56%	-	*	-	-	54%	73%	45%	67%	50%	63%	-	-	*	-	-
	Female	45%	37%	68%	38%	67%	71%	*	*	-	*	54%	75%	*	67%	*	-	68%	-	-	-	-
Grade 6 Reading	All	36%	37%	64%	38%	57%	66%	-	83%	-	86%	46%	76%	70%	63%	17%	61%	67%	-	*	-	-
	Students																					
	CWD	19%	17%	70%	-	83%	*	-	*	-	-	67%	*	70%	-	*	67%	*	-	*	-	-
	CWOD	38%	40%	63%	38%	47%	68%	-	80%	-	86%	42%	77%	-	63%	0%	60%	66%	-	*	-	-
	EL	14%	17%	17%	*	*	*	-	*	-	-	20%	*	*	0%	17%	*	*	-	-	-	-
	Male	33%	33%	61%	*	53%	58%	-	*	-	*	48%	71%	67%	60%	*	61%	-	-	*	-	-
	Female	40%	42%	67%	40%	63%	75%	-	*	-	*	44%	83%	*	66%	*	-	67%	-	*	-	-
Mathematics	All	46%	49%	69%	25%	70%	70%	-	100%	-	86%	57%	78%	60%	71%	67%	69%	69%	-	*	-	-
	Students																					
	CWD	23%	21%	60%	-	83%	*	-	*	-	-	67%	*	60%	-	*	56%	*	-	*	-	-
	CWOD	48%	52%	71%	25%	65%	76%	-	100%	-	86%	55%	81%	-	71%	60%	73%	68%	-	*	-	-
	EL	27%	35%	67%	*	*	*	-	*	-	-	80%	*	*	60%	67%	*	*	-	-	-	-
	Male	45%	48%	69%	*	67%	71%	-	*	-	*	57%	79%	56%	73%	*	69%	-	-	*	-	-
	Female	46%	50%	69%	40%	75%	70%	-	*	-	*	56%	78%	*	68%	*	-	69%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	36%	0%	25%	45%	-	*	-	*	13%	47%	20%	38%	14%	31%	42%	-	*	-	-
	Students																					
	CWD	10%	7%	20%	*	*	20%	-	-	-	*	*	22%	20%	-	*	14%	*	-	-	-	-
	CWOD	29%	23%	38%	*	29%	48%	-	*	-	*	13%	52%	-	38%	17%	34%	43%	-	*	-	-
	EL	19%	20%	14%	-	20%	*	-	*	-	-	20%	*	*	17%	14%	*	*	-	-	-	-
	Male	24%	19%	31%	*	0%	39%	-	-	-	*	0%	43%	14%	34%	*	31%	-	-	*	-	-
	Female	29%	24%	42%	*	40%	56%	-	*	-	*	25%	52%	*	43%	*	-	42%	-	*	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	24%	0%	19%	30%	-	*	-	*	4%	33%	20%	25%	14%	24%	24%	-	*	-	-
	Students																					
	CWD	12%	8%	20%	*	*	20%	-	-	-	*	*	22%	20%	-	*	14%	*	-	-	-	-
	CWOD	25%	19%	25%	*	21%	31%	-	*	-	*	4%	36%	-	25%	17%	26%	23%	-	*	-	-
	EL	18%	20%	14%	-	20%	*	-	*	-	-	20%	*	-	17%	14%	*	*	-	-	-	-
	Male	26%	20%	24%	*	17%	26%	-	-	-	*	0%	33%	14%	26%	*	24%	-	-	*	-	-
	Female	22%	16%	24%	*	20%	38%	-	*	-	*	8%	33%	*	23%	*	-	24%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	48%	*	43%	54%	*	*	*	40%	35%	58%	0%	52%	46%	57%	38%	-	-	-	-
	Students																					
	CWD	8%	4%	0%	-	*	0%	-	-	*	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	23%	18%	52%	*	45%	59%	*	*	-	40%	39%	61%	-	52%	46%	64%	40%	-	-	-	-
	EL	12%	13%	46%	-	33%	*	-	*	-	*	38%	60%	-	46%	46%	40%	50%	-	-	-	-
	Male	20%	15%	57%	*	50%	66%	*	*	-	*	50%	61%	0%	64%	40%	57%	-	-	-	-	-
	Female	23%	18%	38%	*	33%	40%	-	*	*	*	24%	52%	*	40%	50%	-	38%	-	-	-	-
Mathematics	All	27%	22%	41%	*	29%	50%	*	*	*	20%	32%	48%	14%	43%	46%	45%	37%	-	-	-	-
	Students																					
	CWD	13%	7%	14%	-	*	20%	-	-	*	-	*	*	14%	-	-	20%	*	-	-	-	-
	CWOD	29%	23%	43%	*	30%	53%	*	*	-	20%	35%	49%	-	43%	46%	48%	39%	-	-	-	-
	EL	20%	22%	46%	-	17%	*	-	*	-	*	63%	20%	-	46%	46%	40%	50%	-	-	-	-
	Male	29%	23%	45%	*	42%	52%	*	*	-	*	31%	52%	20%	48%	40%	45%	-	-	-	-	-
	Female	25%	20%	37%	*	11%	48%	-	*	*	*	32%	43%	*	39%	50%	-	37%	-	-	-	-
Grade 5																						
Reading	All	29%	24%	45%	28%	39%	51%	*	67%	-	*	30%	57%	20%	49%	30%	39%	50%	-	*	-	-
	Students																					
	CWD	9%	8%	20%	*	*	30%	-	-	-	-	9%	*	20%	-	-	18%	*	-	-	-	-
	CWOD	31%	26%	49%	33%	41%	55%	*	67%	-	*	35%	57%	-	49%	30%	44%	51%	-	*	-	-
	EL	14%	13%	30%	*	14%	-	-	*	-	-	33%	*	-	30%	30%	33%	*	-	-	-	-
	Male	26%	21%	39%	50%	31%	36%	-	*	-	-	29%	50%	18%	44%	33%	39%	-	-	*	-	-
	Female	31%	27%	50%	0%	47%	60%	*	*	-	*	31%	60%	*	51%	*	-	50%	-	-	-	-
Mathematics	All	36%	27%	48%	28%	55%	50%	*	50%	-	*	41%	53%	33%	50%	40%	46%	49%	-	*	-	-
	Students																					
	CWD	14%	12%	33%	*	*	50%	-	-	-	-	27%	*	33%	-	-	27%	*	-	-	-	-
	CWOD	38%	28%	50%	33%	59%	50%	*	50%	-	*	44%	53%	-	50%	40%	51%	49%	-	*	-	-
	EL	24%	20%	40%	*	29%	-	-	*	-	-	33%	*	-	40%	40%	50%	*	-	-	-	-
	Male	36%	28%	46%	30%	50%	52%	-	*	-	-	39%	54%	27%	51%	50%	46%	-	-	*	-	-
	Female	35%	26%	49%	25%	60%	49%	*	*	-	*	42%	52%	*	49%	*	-	49%	-	-	-	-
Science	All	23%	17%	32%	17%	29%	37%	*	33%	-	*	22%	39%	20%	34%	30%	26%	36%	-	*	-	-
	Students																					
	CWD	11%	9%	20%	*	*	30%	-	-	-	-	9%	*	20%	-	-	9%	*	-	-	-	-
	CWOD	25%	18%	34%	20%	31%	38%	*	33%	-	*	26%	39%	-	34%	30%	30%	36%	-	*	-	-
	EL	11%	9%	30%	*	29%	-	-	*	-	-	33%	*	-	30%	30%	50%	*	-	-	-	-
	Male	25%	19%	26%	20%	31%	24%	-	*	-	-	18%	35%	9%	30%	50%	26%	-	-	*	-	-
	Female	21%	15%	36%	13%	27%	44%	*	*	-	*	27%	42%	*	36%	*	-	36%	-	-	-	-
Grade 6																						
Reading	All	17%	18%	39%	13%	26%	43%	-	50%	-	71%	22%	51%	10%	42%	0%	29%	51%	-	*	-	-
	Students																					
	CWD	6%	5%	10%	-	17%	*	-	*	-	-	0%	*	10%	-	*	11%	*	-	*	-	-
	CWOD	18%	19%	42%	13%	29%	46%	-	60%	-	71%	26%	53%	-	42%	0%	33%	53%	-	*	-	-
	EL	4%	5%	0%	*	*	*	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	14%	15%	29%	*	20%	29%	-	*	-	*	19%	36%	11%	33%	*	29%	-	-	*	-	-

		State	District	Campus	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
	Female	20%	22%	51%	20%	38%	60%	-	*	-	*	25%	70%	*	53%	*	-	51%	-	*	-	-
Mathematics	All	20%	24%	36%	13%	30%	34%	-	67%	-	71%	27%	43%	40%	36%	33%	39%	33%	-	*	-	-
	Students																					
	CWD	9%	6%	40%	-	67%	*	-	*	-	-	33%	*	40%	-	*	44%	*	-	*	-	-
	CWOD	22%	26%	36%	13%	18%	37%	-	80%	-	71%	26%	43%	-	36%	20%	38%	34%	-	*	-	-
	EL	8%	12%	33%	*	*	*	-	*	-	-	40%	*	*	20%	33%	*	*	-	-	-	-
	Male	20%	24%	39%	*	33%	33%	-	*	-	*	29%	46%	44%	38%	*	39%	-	-	*	-	-
	Female	20%	23%	33%	20%	25%	35%	-	*	-	*	25%	39%	*	34%	*	-	33%	-	*	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	90%	83%	88%	91%	88%	98%	*	97%	85%	94%	76%	92%	82%	89%	91%	-	73%	-	-
	Students																					
	CWD	46%	38%	76%	69%	75%	75%	-	*	*	*	76%	75%	76%	-	*	76%	75%	-	*	-	-
	CWOD	81%	77%	92%	86%	89%	93%	88%	98%	-	97%	87%	95%	-	92%	83%	92%	92%	-	69%	-	-
	EL	62%	63%	82%	100%	71%	90%	-	100%	-	*	80%	86%	*	83%	82%	73%	90%	-	-	-	-
	Male	74%	70%	89%	85%	89%	89%	*	100%	-	100%	84%	93%	76%	92%	73%	89%	-	-	73%	-	-
	Female	80%	76%	91%	82%	87%	93%	83%	96%	*	94%	86%	94%	75%	92%	90%	-	91%	-	*	-	-
Reading	All	73%	69%	89%	81%	86%	90%	*	100%	*	94%	84%	93%	69%	92%	78%	88%	91%	-	71%	-	-
	Students																					
	CWD	39%	30%	69%	40%	73%	70%	-	*	*	*	73%	65%	69%	-	*	69%	70%	-	*	-	-
	CWOD	78%	73%	92%	87%	88%	93%	*	100%	-	93%	85%	96%	-	92%	79%	91%	92%	-	67%	-	-
	EL	54%	55%	78%	*	67%	80%	-	100%	-	*	75%	83%	*	79%	78%	71%	84%	-	-	-	-
	Male	69%	64%	88%	78%	88%	87%	*	100%	-	100%	81%	92%	69%	91%	71%	88%	-	-	60%	-	-
	Female	78%	74%	91%	83%	83%	93%	*	100%	*	89%	87%	94%	70%	92%	84%	-	91%	-	*	-	-
Mathematics	All	81%	77%	93%	92%	90%	94%	*	95%	*	94%	90%	95%	86%	94%	86%	94%	92%	-	71%	-	-
	Students																					
	CWD	53%	44%	86%	100%	82%	83%	-	*	*	*	91%	80%	86%	-	*	88%	80%	-	*	-	-
	CWOD	84%	81%	94%	90%	91%	95%	*	94%	-	93%	89%	97%	-	94%	88%	95%	93%	-	67%	-	-
	EL	72%	74%	86%	*	76%	100%	-	100%	-	*	83%	92%	*	88%	86%	76%	95%	-	-	-	-
	Male	79%	75%	94%	94%	90%	94%	*	100%	-	100%	91%	96%	88%	95%	76%	94%	-	-	80%	-	-
	Female	82%	79%	92%	89%	90%	93%	*	91%	*	89%	88%	95%	80%	93%	95%	-	92%	-	*	-	-
Science	All	80%	75%	85%	72%	87%	87%	*	100%	-	*	76%	92%	67%	88%	80%	81%	88%	-	*	-	-
	Students																					
	CWD	51%	44%	67%	*	*	70%	-	-	-	-	55%	*	67%	-	-	64%	*	-	-	-	-
	CWOD	84%	79%	88%	73%	90%	90%	*	100%	-	*	81%	91%	-	88%	80%	86%	89%	-	*	-	-
	EL	61%	60%	80%	*	71%	-	-	*	-	-	83%	*	-	80%	80%	67%	*	-	-	-	-
	Male	79%	74%	81%	80%	88%	76%	-	*	-	-	75%	88%	64%	86%	67%	81%	-	-	*	-	-
	Female	81%	77%	88%	63%	87%	93%	*	*	-	*	77%	94%	*	89%	*	-	88%	-	-	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	68%	47%	63%	72%	63%	84%	*	72%	56%	76%	54%	69%	56%	65%	70%	-	13%	-	-
	Students																					
	CWD	24%	18%	54%	23%	58%	54%	-	*	*	*	51%	57%	54%	-	*	49%	67%	-	*	-	-
	CWOD	52%	47%	69%	51%	64%	74%	63%	83%	-	70%	57%	78%	-	69%	56%	68%	70%	-	15%	-	-
	EL	29%	29%	56%	40%	45%	80%	-	81%	-	*	56%	57%	*	56%	56%	45%	67%	-	-	-	-
	Male	47%	41%	65%	46%	61%	67%	*	89%	-	93%	54%	73%	49%	68%	45%	65%	-	-	18%	-	-
	Female	52%	47%	70%	48%	67%	75%	67%	80%	*	56%	58%	78%	67%	70%	67%	-	70%	-	*	-	-

		State	District	Campus	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
Reading	All	47%	42%	<b>68%</b>	50%	60%	72%	*	84%	*	63%	55%	76%	50%	70%	47%	64%	71%	-	0%	-	-
	Students																					
	CWD	21%	15%	<b>50%</b>	20%	55%	48%	-	*	*	*	50%	50%	50%	-	*	47%	60%	-	*	-	-
	CWOD	50%	45%	<b>70%</b>	55%	61%	75%	*	83%	-	60%	55%	79%	-	70%	47%	68%	72%	-	0%	-	-
	EL	23%	24%	<b>47%</b>	*	38%	60%	-	71%	-	*	46%	50%	*	47%	47%	35%	58%	-	-	-	-
	Male	43%	37%	<b>64%</b>	50%	57%	64%	*	100%	-	100%	53%	71%	47%	68%	35%	64%	-	-	0%	-	-
	Female	51%	47%	<b>71%</b>	50%	64%	80%	*	73%	*	33%	56%	81%	60%	72%	58%	-	71%	-	*	-	-
Mathematics	All	51%	45%	<b>69%</b>	42%	65%	73%	*	79%	*	75%	58%	76%	57%	70%	69%	67%	70%	-	14%	-	-
	Students																					
	CWD	26%	21%	<b>57%</b>	20%	64%	57%	-	*	*	*	55%	60%	57%	-	*	53%	70%	-	*	-	-
	CWOD	54%	49%	<b>70%</b>	45%	65%	75%	*	78%	-	73%	58%	77%	-	70%	71%	69%	70%	-	17%	-	-
	EL	37%	37%	<b>69%</b>	*	57%	100%	-	86%	-	*	71%	67%	*	71%	69%	53%	84%	-	-	-	-
	Male	50%	44%	<b>67%</b>	33%	61%	73%	*	75%	-	86%	55%	75%	53%	69%	53%	67%	-	-	20%	-	-
	Female	51%	47%	<b>70%</b>	50%	69%	73%	*	82%	*	67%	61%	77%	70%	70%	84%	-	70%	-	*	-	-
Science	All	53%	47%	<b>66%</b>	50%	68%	66%	*	100%	-	*	54%	74%	53%	67%	40%	63%	68%	-	*	-	-
	Students																					
	CWD	25%	20%	<b>53%</b>	*	*	60%	-	-	-	-	45%	*	53%	-	-	45%	*	-	-	-	-
	CWOD	56%	50%	<b>67%</b>	53%	69%	67%	*	100%	-	*	56%	74%	-	67%	40%	67%	67%	-	*	-	-
	EL	26%	25%	<b>40%</b>	*	29%	-	-	*	-	-	33%	*	-	40%	40%	50%	*	-	-	-	-
	Male	53%	46%	<b>63%</b>	60%	69%	56%	-	*	-	-	54%	73%	45%	67%	50%	63%	-	-	*	-	-
	Female	53%	48%	<b>68%</b>	38%	67%	71%	*	*	-	*	54%	75%	*	67%	*	-	68%	-	-	-	-

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	19%	<b>39%</b>	18%	34%	44%	38%	50%	*	47%	27%	48%	21%	42%	32%	37%	41%	-	0%	-	-
	Students																					
	CWD	8%	6%	<b>21%</b>	0%	21%	25%	-	*	*	*	13%	32%	21%	-	*	19%	29%	-	*	-	-
	CWOD	25%	21%	<b>42%</b>	21%	36%	47%	38%	52%	-	43%	30%	49%	-	42%	32%	41%	42%	-	0%	-	-
	EL	11%	11%	<b>32%</b>	0%	22%	40%	-	63%	-	*	33%	29%	*	32%	32%	33%	31%	-	-	-	-
	Male	22%	18%	<b>37%</b>	22%	33%	40%	*	47%	-	71%	26%	46%	19%	41%	33%	37%	-	-	0%	-	-
	Female	24%	21%	<b>41%</b>	14%	35%	49%	50%	52%	*	28%	28%	50%	29%	42%	31%	-	41%	-	*	-	-
Reading	All	20%	17%	<b>43%</b>	17%	34%	49%	*	58%	*	50%	26%	54%	14%	46%	28%	39%	46%	-	0%	-	-
	Students																					
	CWD	7%	5%	<b>14%</b>	0%	9%	17%	-	*	*	*	5%	25%	14%	-	*	13%	20%	-	*	-	-
	CWOD	22%	19%	<b>46%</b>	19%	38%	53%	*	61%	-	47%	30%	56%	-	46%	29%	44%	48%	-	0%	-	-
	EL	8%	8%	<b>28%</b>	*	19%	20%	-	71%	-	*	25%	33%	*	29%	28%	24%	32%	-	-	-	-
	Male	17%	14%	<b>39%</b>	28%	29%	43%	*	50%	-	71%	26%	48%	13%	44%	24%	39%	-	-	0%	-	-
	Female	23%	20%	<b>46%</b>	6%	40%	55%	*	64%	*	33%	27%	59%	20%	48%	32%	-	46%	-	*	-	-
Mathematics	All	26%	22%	<b>39%</b>	19%	36%	42%	*	47%	*	44%	29%	45%	29%	40%	36%	39%	39%	-	0%	-	-
	Students																					
	CWD	11%	6%	<b>29%</b>	0%	36%	30%	-	*	*	*	23%	35%	29%	-	*	28%	30%	-	*	-	-
	CWOD	28%	24%	<b>40%</b>	23%	36%	44%	*	50%	-	40%	31%	46%	-	40%	35%	41%	39%	-	0%	-	-
	EL	16%	16%	<b>36%</b>	*	24%	60%	-	57%	-	*	42%	25%	*	35%	36%	35%	37%	-	-	-	-
	Male	25%	22%	<b>39%</b>	17%	39%	40%	*	50%	-	71%	29%	46%	28%	41%	35%	39%	-	-	0%	-	-
	Female	26%	22%	<b>39%</b>	22%	33%	44%	*	45%	*	22%	30%	44%	30%	39%	37%	-	39%	-	*	-	-
Science	All	24%	20%	<b>32%</b>	17%	29%	37%	*	33%	-	*	22%	39%	20%	34%	30%	26%	36%	-	*	-	-
	Students																					
	CWD	8%	5%	<b>20%</b>	*	*	30%	-	-	-	-	9%	*	20%	-	-	9%	*	-	-	-	-
	CWOD	26%	22%	<b>34%</b>	20%	31%	38%	*	33%	-	*	26%	39%	-	34%	30%	30%	36%	-	*	-	-
	EL	7%	7%	<b>30%</b>	*	29%	-	-	*	-	-	33%	*	-	30%	30%	50%	*	-	-	-	-
	Male	25%	21%	<b>26%</b>	20%	31%	24%	-	*	-	-	18%	35%	9%	30%	50%	26%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	36%	13%	27%	44%	*	*	-	*	27%	42%	*	36%	*	-	36%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	75	60	68	79	*	83	*	81	69	67	75
CWD	67	*	50	74	-	-	*	-	66	67	*
CWOD	76	60	71	80	*	83	-	81	69	-	74
EL	75	*	68	*	-	92	-	-	78	*	75
Male	74	77	65	76	*	79	-	*	69	65	77
Female	76	43	73	81	*	88	*	*	69	71	73
<b>Mathematics</b>											
All Students	76	81	74	77	*	73	*	56	70	78	85
CWD	78	*	78	74	-	-	*	-	76	78	*
CWOD	75	79	73	77	*	73	-	56	69	-	84
EL	85	*	75	*	-	100	-	-	81	*	85
Male	74	77	73	74	*	57	-	*	71	76	77
Female	77	86	74	78	*	88	*	*	69	86	92

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	52	19	37%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	66	49	62	69	63	77	*	72	56	50	57
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	Y	N					Y	Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	Y	Y					Y	Y	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	Y

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card& program=perf rept.perfmast.sas&prgopt=2019%2... 12/19



		Campus	African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
	Female	1%	American	0%	0%	Indian	0%	Islander	More	Disadv	Econ	0%	1%	0%	-	1%	-
Mathematics	All	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	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%	-
Science	All	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	*	0%	-	-	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	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%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	21	5	2	14	0	0	0	0	0		
	Female	6	2	0	2	0	0	0	2	0		
	Total	27	7	2	16	0	0	0	2	0		
Out-of-School Suspensions												
	Male	16	5	2	7	0	0	0	2	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	16	5	2	7	0	0	0	2	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	9.4%
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	1.2%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	*	3%
Mathematics	5,880	1%	45	1%	*	3%
Grade 4						
Reading	6,312	2%	55	1%	*	3%
Mathematics	6,311	2%	55	1%	*	3%
Grade 5						
Reading	6,133	1%	59	1%	*	3%
Mathematics	6,131	1%	59	1%	*	3%
Science	6,133	1%	59	1%	*	3%
Grade 6						
Reading	6,038	1%	50	1%	*	5%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	*	5%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	30	3%
Reading	45,064	1%	367	1%	13	3%
Mathematics	40,350	1%	327	1%	13	3%
Science	16,337	1%	131	1%	*	3%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** DUNN EL

**Campus ID:** 220901125

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status



e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	65%	58%	65%	74%	*	*	-	*	62%	68%	29%	74%	100%	65%	65%	-	*	*	*
	CWD	49%	38%	29%	14%	*	60%	-	-	-	*	14%	43%	29%	-	-	14%	43%	-	*	-	*
	CWOD	79%	72%	74%	76%	68%	79%	*	*	-	*	73%	75%	-	74%	100%	79%	70%	-	-	*	*
	EL	69%	67%	100%	*	*	-	-	*	-	-	100%	-	-	100%	100%	*	*	-	-	-	-
	Male	73%	65%	65%	60%	56%	70%	*	*	-	-	59%	71%	14%	79%	*	65%	-	-	*	*	*
	Female	78%	72%	65%	57%	73%	78%	-	-	-	*	65%	65%	43%	70%	*	-	65%	-	-	-	*
Mathematics	All Students	78%	72%	71%	63%	75%	74%	*	*	-	*	68%	74%	29%	81%	80%	68%	73%	-	*	*	*
	CWD	52%	44%	29%	29%	*	40%	-	-	-	*	14%	43%	29%	-	-	29%	29%	-	*	-	*
	CWOD	81%	76%	81%	76%	79%	86%	*	*	-	*	80%	83%	-	81%	80%	79%	83%	-	-	*	*
	EL	75%	75%	80%	*	*	-	-	*	-	-	80%	-	-	80%	80%	*	*	-	-	-	-
	Male	78%	72%	68%	60%	56%	80%	*	*	-	-	53%	86%	29%	79%	*	68%	-	-	*	*	*
	Female	78%	72%	73%	64%	91%	67%	-	-	-	*	80%	65%	29%	83%	*	-	73%	-	-	-	*
Grade 4 Reading	All Students	74%	66%	57%	21%	65%	61%	-	*	*	*	41%	84%	36%	59%	62%	55%	59%	-	*	-	*
	CWD	44%	34%	36%	*	*	60%	-	*	-	-	14%	*	36%	-	*	38%	*	-	-	-	-
	CWOD	78%	70%	59%	25%	71%	58%	-	*	*	*	46%	82%	-	59%	70%	59%	59%	-	*	-	*
	EL	64%	64%	62%	-	67%	*	-	*	-	-	44%	*	*	70%	62%	63%	60%	-	-	-	*
	Male	71%	63%	55%	13%	55%	69%	-	*	-	*	36%	78%	38%	59%	63%	55%	-	-	*	-	-
	Female	77%	70%	59%	33%	78%	46%	-	*	*	-	45%	88%	*	59%	60%	-	59%	-	-	-	*
Mathematics	All Students	74%	67%	58%	21%	60%	68%	-	*	*	*	43%	84%	36%	61%	54%	60%	55%	-	*	-	*
	CWD	46%	36%	36%	*	*	40%	-	*	-	-	29%	*	36%	-	*	38%	*	-	-	-	-
	CWOD	78%	71%	61%	25%	59%	71%	-	*	*	*	46%	86%	-	61%	60%	66%	56%	-	*	-	*
	EL	69%	69%	54%	-	50%	*	-	*	-	-	44%	*	*	60%	54%	63%	40%	-	-	-	*
	Male	74%	67%	60%	25%	55%	75%	-	*	-	*	41%	83%	38%	66%	63%	60%	-	-	*	-	-
	Female	74%	68%	55%	17%	67%	54%	-	*	*	-	45%	75%	*	56%	40%	-	55%	-	-	-	*
Grade 5 Reading	All Students	86%	82%	88%	92%	75%	88%	-	*	-	*	87%	89%	38%	94%	*	88%	88%	-	*	-	-
	CWD	55%	48%	38%	*	*	*	-	-	-	-	*	*	38%	-	*	*	*	-	-	-	-
	CWOD	89%	86%	94%	92%	100%	91%	-	*	-	*	93%	96%	-	94%	*	93%	95%	-	*	-	-
	EL	77%	76%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	83%	78%	88%	93%	80%	82%	-	*	-	*	93%	82%	*	93%	*	88%	-	-	-	-	-
	Female	88%	85%	88%	91%	73%	93%	-	*	-	*	83%	100%	*	95%	*	-	88%	-	*	-	-
Mathematics	All Students	89%	84%	93%	100%	81%	92%	-	*	-	*	93%	93%	50%	98%	*	94%	93%	-	*	-	-
	CWD	68%	61%	50%	*	*	*	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	92%	87%	98%	100%	100%	96%	-	*	-	*	98%	100%	-	98%	*	100%	97%	-	*	-	-
	EL	85%	82%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	88%	83%	94%	100%	80%	91%	-	*	-	*	100%	88%	*	100%	*	94%	-	-	-	-	-
	Female	90%	85%	93%	100%	82%	93%	-	*	-	*	90%	100%	*	97%	*	-	93%	-	*	-	-
Science	All Students	74%	65%	74%	84%	50%	84%	-	*	-	*	73%	75%	38%	78%	*	75%	73%	-	*	-	-
	CWD	45%	43%	38%	*	*	*	-	-	-	-	*	*	38%	-	*	*	*	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>78%</b>	83%	67%	86%	-	*	-	*	78%	79%	-	78%	*	79%	78%	-	*	-	-
	EL	60%	55%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	74%	65%	<b>75%</b>	86%	60%	73%	-	*	-	*	80%	71%	*	79%	*	75%	-	-	-	-	-
	Female	73%	64%	<b>73%</b>	82%	45%	87%	-	*	-	*	69%	82%	*	78%	*	-	73%	-	*	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>68%</b>	44%	64%	78%	-	*	-	*	57%	81%	0%	74%	*	62%	75%	-	*	-	*
	CWD	33%	32%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	71%	72%	<b>74%</b>	54%	69%	81%	-	*	-	*	61%	89%	-	74%	*	70%	77%	-	*	-	*
	EL	42%	49%	*	*	*	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	62%	64%	<b>62%</b>	44%	43%	71%	-	*	-	-	38%	83%	0%	70%	*	62%	-	-	*	-	*
	Female	71%	72%	<b>75%</b>	43%	86%	81%	-	-	-	*	74%	77%	*	77%	-	-	75%	-	-	-	*
Mathematics	All Students	80%	82%	<b>89%</b>	75%	86%	94%	-	*	-	*	91%	84%	0%	97%	*	82%	97%	-	*	-	*
	CWD	50%	47%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	83%	86%	<b>97%</b>	92%	92%	97%	-	*	-	*	97%	96%	-	97%	*	93%	100%	-	*	-	*
	EL	67%	77%	*	*	*	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	78%	80%	<b>82%</b>	67%	86%	82%	-	*	-	-	81%	83%	0%	93%	*	82%	-	-	*	-	*
	Female	81%	84%	<b>97%</b>	86%	86%	100%	-	-	-	*	100%	85%	*	100%	-	-	97%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>40%</b>	29%	40%	47%	*	*	-	*	35%	45%	7%	48%	40%	32%	46%	-	*	*	*
	CWD	26%	19%	<b>7%</b>	0%	*	20%	-	-	-	*	0%	14%	7%	-	-	14%	0%	-	*	-	*
	CWOD	46%	39%	<b>48%</b>	41%	42%	57%	*	*	-	*	43%	54%	-	48%	40%	38%	57%	-	-	*	*
	EL	35%	34%	<b>40%</b>	*	*	-	-	*	-	-	40%	-	-	40%	40%	*	*	-	-	-	-
	Male	41%	34%	<b>32%</b>	20%	11%	50%	*	*	-	-	24%	43%	14%	38%	*	32%	-	-	*	*	*
	Female	47%	39%	<b>46%</b>	36%	64%	44%	-	-	-	*	45%	47%	0%	57%	*	-	46%	-	-	-	*
Mathematics	All Students	48%	39%	<b>40%</b>	33%	50%	37%	*	*	-	*	46%	32%	7%	48%	60%	29%	49%	-	*	*	*
	CWD	30%	21%	<b>7%</b>	14%	*	0%	-	-	-	*	14%	0%	7%	-	-	0%	14%	-	*	-	*
	CWOD	50%	42%	<b>48%</b>	41%	53%	50%	*	*	-	*	53%	42%	-	48%	60%	38%	57%	-	-	*	*
	EL	41%	41%	<b>60%</b>	*	*	-	-	*	-	-	60%	-	-	60%	60%	*	*	-	-	-	-
	Male	49%	41%	<b>29%</b>	10%	33%	40%	*	*	-	-	24%	36%	0%	38%	*	29%	-	-	*	*	*
	Female	46%	38%	<b>49%</b>	50%	64%	33%	-	-	-	*	65%	29%	14%	57%	*	-	49%	-	-	-	*
Grade 4	Reading																					
	All Students	43%	35%	<b>33%</b>	14%	30%	39%	-	*	*	*	18%	60%	18%	36%	38%	40%	24%	-	*	-	*
	CWD	24%	16%	<b>18%</b>	*	*	40%	-	*	-	-	0%	*	18%	-	*	13%	*	-	-	-	-
	CWOD	46%	38%	<b>36%</b>	17%	35%	38%	-	*	*	*	22%	59%	-	36%	50%	47%	22%	-	*	-	*
	EL	30%	30%	<b>38%</b>	-	50%	*	-	*	-	-	22%	*	*	50%	38%	50%	20%	-	-	-	*
	Male	41%	33%	<b>40%</b>	13%	27%	50%	-	*	-	*	23%	61%	13%	47%	50%	40%	-	-	*	-	-
	Female	46%	38%	<b>24%</b>	17%	33%	23%	-	*	*	-	14%	50%	*	22%	20%	-	24%	-	-	-	*
Mathematics	All Students	46%	39%	<b>33%</b>	0%	35%	43%	-	*	*	*	23%	52%	27%	34%	31%	45%	17%	-	*	-	*
	CWD	27%	21%	<b>27%</b>	*	*	40%	-	*	-	-	14%	*	27%	-	*	25%	*	-	-	-	-
	CWOD	49%	41%	<b>34%</b>	0%	35%	42%	-	*	*	*	24%	50%	-	34%	30%	50%	15%	-	*	-	*
	EL	39%	39%	<b>31%</b>	-	33%	*	-	*	-	-	33%	*	*	30%	31%	50%	0%	-	-	-	*
	Male	48%	40%	<b>45%</b>	0%	36%	63%	-	*	-	*	27%	67%	25%	50%	50%	45%	-	-	*	-	-

		State	District	Campus	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
	Female	45%	38%	17%	0%	33%	15%	-	*	*	-	18%	13%	*	15%	0%	-	17%	-	-	-	*
Grade 5 Reading	All	53%	46%	51%	60%	38%	50%	-	*	-	*	49%	54%	13%	55%	*	47%	54%	-	*	-	-
	Students																					
	CWD	27%	23%	13%	*	*	*	-	-	-	-	*	*	13%	-	*	*	*	-	-	-	-
	CWOD	56%	49%	55%	58%	50%	57%	-	*	-	*	51%	63%	-	55%	*	50%	59%	-	*	-	-
	EL	36%	35%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	50%	42%	47%	57%	40%	36%	-	*	-	*	40%	53%	*	50%	*	47%	-	-	-	-	-
	Female	56%	51%	54%	64%	36%	60%	-	*	-	*	53%	55%	*	59%	*	-	54%	-	*	-	-
Mathematics	All	57%	47%	59%	60%	44%	69%	-	*	-	*	56%	64%	38%	62%	*	69%	51%	-	*	-	-
	Students																					
	CWD	31%	28%	38%	*	*	*	-	-	-	-	*	*	38%	-	*	*	*	-	-	-	-
	CWOD	60%	49%	62%	58%	58%	70%	-	*	-	*	59%	67%	-	62%	*	71%	54%	-	*	-	-
	EL	46%	41%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	56%	47%	69%	71%	60%	73%	-	*	-	*	67%	71%	*	71%	*	69%	-	-	-	-	-
	Female	57%	47%	51%	45%	36%	67%	-	*	-	*	50%	55%	*	54%	*	-	51%	-	*	-	-
Science	All	48%	38%	46%	48%	25%	56%	-	*	-	*	43%	50%	38%	47%	*	47%	45%	-	*	-	-
	Students																					
	CWD	27%	27%	38%	*	*	*	-	-	-	-	*	*	38%	-	*	*	*	-	-	-	-
	CWOD	50%	39%	47%	46%	33%	55%	-	*	-	*	45%	50%	-	47%	*	46%	47%	-	*	-	-
	EL	31%	26%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	50%	40%	47%	43%	40%	55%	-	*	-	*	47%	47%	*	46%	*	47%	-	-	-	-	-
	Female	45%	37%	45%	55%	18%	53%	-	*	-	*	41%	55%	*	47%	*	-	45%	-	*	-	-
Grade 6 Reading	All	36%	37%	35%	19%	29%	44%	-	*	-	*	29%	42%	0%	38%	*	24%	47%	-	*	-	*
	Students																					
	CWD	19%	17%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	38%	40%	38%	23%	31%	45%	-	*	-	*	30%	46%	-	38%	*	27%	48%	-	*	-	*
	EL	14%	17%	*	*	*	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	33%	33%	24%	11%	14%	29%	-	*	-	-	13%	33%	0%	27%	*	24%	-	-	*	-	*
	Female	40%	42%	47%	29%	43%	56%	-	-	-	*	42%	54%	*	48%	-	-	47%	-	-	-	*
Mathematics	All	46%	49%	71%	63%	79%	66%	-	*	-	*	69%	71%	0%	77%	*	71%	71%	-	*	-	*
	Students																					
	CWD	23%	21%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	48%	52%	77%	77%	85%	68%	-	*	-	*	73%	81%	-	77%	*	80%	73%	-	*	-	*
	EL	27%	35%	*	*	*	-	-	*	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	45%	48%	71%	56%	86%	65%	-	*	-	-	63%	78%	0%	80%	*	71%	-	-	*	-	*
	Female	46%	50%	71%	71%	71%	63%	-	-	-	*	74%	62%	*	73%	-	-	71%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All	27%	21%	25%	17%	25%	26%	*	*	-	*	27%	23%	0%	31%	40%	19%	30%	-	*	*	*
	Students																					
	CWD	10%	7%	0%	0%	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	-	*
	CWOD	29%	23%	31%	24%	26%	36%	*	*	-	*	33%	29%	-	31%	40%	25%	37%	-	-	*	*
	EL	19%	20%	40%	*	*	-	-	*	-	-	40%	-	-	40%	40%	*	*	-	-	-	-
	Male	24%	19%	19%	0%	11%	30%	*	*	-	-	18%	21%	0%	25%	*	19%	-	-	*	*	*
	Female	29%	24%	30%	29%	36%	22%	-	-	-	*	35%	24%	0%	37%	*	-	30%	-	-	-	*

		State	District	Campus	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
Mathematics	All	24%	18%	15%	21%	5%	16%	*	*	-	*	24%	3%	0%	19%	40%	10%	19%	-	*	*	*
	Students																					
	CWD	12%	8%	0%	0%	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	-	*
	CWOD	25%	19%	19%	29%	5%	21%	*	*	-	*	30%	4%	-	19%	40%	13%	23%	-	-	*	*
	EL	18%	20%	40%	*	*	-	-	*	-	-	40%	-	-	40%	40%	*	*	-	-	-	-
	Male	26%	20%	10%	0%	0%	20%	*	*	-	-	12%	7%	0%	13%	*	10%	-	-	*	*	*
	Female	22%	16%	19%	36%	9%	11%	-	-	-	*	35%	0%	0%	23%	*	-	19%	-	-	-	*
Grade 4																						
Reading	All	21%	17%	17%	14%	10%	21%	-	*	*	*	2%	44%	9%	19%	15%	23%	10%	-	*	-	*
	Students																					
	CWD	8%	4%	9%	*	*	20%	-	*	-	-	0%	*	9%	-	*	0%	*	-	-	-	-
	CWOD	23%	18%	19%	17%	12%	21%	-	*	*	*	3%	45%	-	19%	20%	28%	7%	-	*	-	*
	EL	12%	13%	15%	-	17%	*	-	*	-	-	0%	*	*	20%	15%	13%	20%	-	-	-	*
	Male	20%	15%	23%	13%	9%	31%	-	*	-	*	5%	44%	0%	28%	13%	23%	-	-	*	-	-
	Female	23%	18%	10%	17%	11%	8%	-	*	*	-	0%	38%	*	7%	20%	-	10%	-	-	-	*
Mathematics	All	27%	22%	16%	0%	5%	21%	-	*	*	*	7%	32%	9%	17%	15%	25%	3%	-	*	-	*
	Students																					
	CWD	13%	7%	9%	*	*	20%	-	*	-	-	0%	*	9%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	17%	0%	6%	21%	-	*	*	*	8%	32%	-	17%	20%	31%	0%	-	*	-	*
	EL	20%	22%	15%	-	0%	*	-	*	-	-	11%	*	*	20%	15%	25%	0%	-	-	-	*
	Male	29%	23%	25%	0%	9%	31%	-	*	-	*	14%	39%	0%	31%	25%	25%	-	-	*	-	-
	Female	25%	20%	3%	0%	0%	8%	-	*	*	-	0%	13%	*	0%	0%	0%	3%	-	-	-	*
Grade 5																						
Reading	All	29%	24%	22%	16%	13%	31%	-	*	-	*	20%	25%	0%	25%	*	31%	15%	-	*	-	-
	Students																					
	CWD	9%	8%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	31%	26%	25%	17%	17%	35%	-	*	-	*	22%	29%	-	25%	*	36%	16%	-	*	-	-
	EL	14%	13%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	26%	21%	31%	21%	40%	36%	-	*	-	*	33%	29%	*	36%	*	31%	-	-	-	-	-
	Female	31%	27%	15%	9%	0%	27%	-	*	-	*	13%	18%	*	16%	*	-	15%	-	*	-	-
Mathematics	All	36%	27%	29%	28%	13%	42%	-	*	-	*	22%	39%	13%	31%	*	31%	27%	-	*	-	-
	Students																					
	CWD	14%	12%	13%	*	*	*	-	-	-	-	*	*	13%	-	*	*	*	-	-	-	-
	CWOD	38%	28%	31%	29%	17%	43%	-	*	-	*	24%	42%	-	31%	*	36%	27%	-	*	-	-
	EL	24%	20%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	36%	28%	31%	36%	20%	36%	-	*	-	*	27%	35%	*	36%	*	31%	-	-	-	-	-
	Female	35%	26%	27%	18%	9%	47%	-	*	-	*	20%	45%	*	27%	*	-	27%	-	*	-	-
Science	All	23%	17%	17%	4%	0%	32%	-	*	-	*	16%	18%	0%	19%	*	16%	18%	-	*	-	-
	Students																					
	CWD	11%	9%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	18%	19%	4%	0%	36%	-	*	-	*	18%	21%	-	19%	*	18%	19%	-	*	-	-
	EL	11%	9%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	25%	19%	16%	7%	0%	27%	-	*	-	*	13%	18%	*	18%	*	16%	-	-	-	-	-
	Female	21%	15%	18%	0%	0%	33%	-	*	-	*	17%	18%	*	19%	*	-	18%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	21%	13%	14%	25%	-	*	-	*	20%	23%	0%	23%	*	9%	34%	-	*	-	*
	Students																					
	CWD	6%	5%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	18%	19%	23%	15%	15%	26%	-	*	-	*	21%	25%	-	23%	*	10%	35%	-	*	-	*
	EL	4%	5%	*	*	*	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	14%	15%	9%	0%	0%	12%	-	*	-	-	6%	11%	0%	10%	*	9%	-	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	34%	29%	29%	38%	-	-	-	*	32%	38%	*	35%	-	-	34%	-	-	-	*
Mathematics	All	20%	24%	38%	25%	36%	44%	-	*	-	*	26%	52%	0%	42%	*	35%	42%	-	*	-	*
	Students																					
	CWD	9%	6%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	26%	42%	31%	38%	45%	-	*	-	*	27%	59%	-	42%	*	40%	43%	-	*	-	*
	EL	8%	12%	*	*	*	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	20%	24%	35%	22%	29%	41%	-	*	-	-	13%	56%	0%	40%	*	35%	-	-	*	-	*
	Female	20%	23%	42%	29%	43%	44%	-	-	-	*	37%	46%	*	43%	-	-	42%	-	-	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	74%	67%	69%	80%	*	90%	*	77%	68%	81%	32%	80%	61%	71%	76%	-	23%	*	79%
	Students																					
	CWD	46%	38%	32%	22%	18%	50%	-	*	-	*	20%	43%	32%	-	17%	30%	33%	-	*	-	*
	CWOD	81%	77%	80%	75%	77%	83%	*	100%	*	83%	75%	88%	-	80%	74%	79%	81%	-	33%	*	83%
	EL	62%	63%	61%	67%	50%	64%	-	80%	-	-	60%	64%	17%	74%	61%	59%	64%	-	-	-	*
	Male	74%	70%	71%	67%	61%	78%	*	87%	-	86%	62%	81%	30%	79%	59%	71%	-	-	0%	*	83%
	Female	80%	76%	76%	68%	76%	81%	-	100%	*	74%	73%	82%	33%	81%	64%	-	76%	-	*	-	75%
Reading	All	73%	69%	70%	59%	67%	75%	*	89%	*	82%	62%	80%	30%	76%	63%	66%	73%	-	17%	*	71%
	Students																					
	CWD	39%	30%	30%	15%	11%	53%	-	*	-	*	15%	42%	30%	-	20%	26%	33%	-	*	-	*
	CWOD	78%	73%	76%	68%	75%	77%	*	100%	*	90%	69%	86%	-	76%	74%	75%	77%	-	*	*	83%
	EL	54%	55%	63%	*	55%	60%	-	80%	-	-	58%	80%	20%	74%	63%	57%	70%	-	-	-	*
	Male	69%	64%	66%	59%	56%	74%	*	86%	-	*	54%	79%	26%	75%	57%	66%	-	-	0%	*	*
	Female	78%	74%	73%	61%	76%	77%	-	*	*	75%	68%	81%	33%	77%	70%	-	73%	-	*	-	*
Mathematics	All	81%	77%	78%	70%	75%	83%	*	89%	*	91%	73%	84%	32%	85%	63%	75%	80%	-	17%	*	86%
	Students																					
	CWD	53%	44%	32%	23%	33%	40%	-	*	-	*	25%	37%	32%	-	20%	30%	33%	-	*	-	*
	CWOD	84%	81%	85%	79%	82%	88%	*	100%	*	100%	80%	92%	-	85%	74%	84%	85%	-	*	*	83%
	EL	72%	74%	63%	*	55%	60%	-	80%	-	-	63%	60%	20%	74%	63%	64%	60%	-	-	-	*
	Male	79%	75%	75%	68%	66%	83%	*	86%	-	*	66%	85%	30%	84%	64%	75%	-	-	0%	*	*
	Female	82%	79%	80%	71%	84%	83%	-	*	*	88%	79%	83%	33%	85%	60%	-	80%	-	*	-	*
Science	All	80%	75%	74%	84%	50%	84%	-	*	-	*	73%	75%	38%	78%	*	75%	73%	-	*	-	-
	Students																					
	CWD	51%	44%	38%	*	*	*	-	-	-	-	*	*	38%	-	*	*	*	-	-	-	-
	CWOD	84%	79%	78%	83%	67%	86%	-	*	-	*	78%	79%	-	78%	*	79%	78%	-	*	-	-
	EL	61%	60%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	79%	74%	75%	86%	60%	73%	-	*	-	*	80%	71%	*	79%	*	75%	-	-	-	-	-
	Female	81%	77%	73%	82%	45%	87%	-	*	-	*	69%	82%	*	78%	*	-	73%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	45%	39%	41%	51%	*	75%	*	46%	40%	52%	17%	50%	35%	45%	46%	-	0%	*	50%
	Students																					
	CWD	24%	18%	17%	15%	5%	28%	-	*	-	*	11%	23%	17%	-	8%	18%	15%	-	*	-	*
	CWOD	52%	47%	50%	44%	47%	53%	*	83%	*	50%	44%	57%	-	50%	44%	50%	49%	-	0%	*	58%
	EL	29%	29%	35%	17%	33%	36%	-	50%	-	-	35%	36%	8%	44%	35%	41%	27%	-	-	-	*
	Male	47%	41%	45%	35%	36%	52%	*	80%	-	57%	35%	55%	18%	50%	41%	45%	-	-	0%	*	17%
	Female	52%	47%	46%	44%	44%	49%	-	60%	*	42%	45%	48%	15%	49%	27%	-	46%	-	*	-	75%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	40%	34%	34%	45%	*	67%	*	45%	33%	50%	11%	44%	33%	36%	44%	-	0%	*	43%
Reading	All																					
	Students																					
	CWD	21%	15%	11%	8%	0%	20%	-	*	-	*	5%	16%	11%	-	0%	13%	7%	-	*	-	*
	CWOD	50%	45%	44%	39%	39%	48%	*	75%	*	50%	37%	55%	-	44%	42%	40%	48%	-	*	*	50%
	EL	23%	24%	33%	*	36%	40%	-	40%	-	-	26%	60%	0%	42%	33%	36%	30%	-	-	-	*
	Male	43%	37%	36%	29%	22%	42%	*	71%	-	*	24%	48%	13%	40%	36%	36%	-	-	0%	*	*
	Female	51%	47%	44%	39%	45%	48%	-	*	*	38%	40%	52%	7%	48%	30%	-	44%	-	*	-	*
Mathematics	All	51%	45%	51%	42%	51%	55%	*	78%	*	55%	47%	55%	19%	55%	42%	53%	48%	-	0%	*	57%
	Students																					
	CWD	26%	21%	19%	15%	11%	27%	-	*	-	*	15%	21%	19%	-	20%	17%	20%	-	*	-	*
	CWOD	54%	49%	55%	47%	57%	59%	*	88%	*	60%	52%	61%	-	55%	47%	61%	51%	-	*	*	67%
	EL	37%	37%	42%	*	36%	40%	-	60%	-	-	47%	20%	20%	47%	42%	50%	30%	-	-	-	*
	Male	50%	44%	53%	39%	50%	62%	*	86%	-	*	43%	64%	17%	61%	50%	53%	-	-	0%	*	*
	Female	51%	47%	48%	45%	51%	48%	-	*	*	50%	51%	43%	20%	51%	30%	-	48%	-	*	-	*
Science	All	53%	47%	46%	48%	25%	56%	-	*	-	*	43%	50%	38%	47%	*	47%	45%	-	*	-	-
	Students																					
	CWD	25%	20%	38%	*	*	*	-	-	-	-	*	*	38%	-	*	*	*	-	-	-	-
	CWOD	56%	50%	47%	46%	33%	55%	-	*	-	*	45%	50%	-	47%	*	46%	47%	-	*	-	-
	EL	26%	25%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	53%	46%	47%	43%	40%	55%	-	*	-	*	47%	47%	*	46%	*	47%	-	-	-	-	-
	Female	53%	48%	45%	55%	18%	53%	-	*	-	*	41%	55%	*	47%	*	-	45%	-	*	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	22%	16%	13%	29%	*	60%	*	27%	18%	28%	4%	25%	16%	22%	22%	-	0%	*	36%
	Students																					
	CWD	8%	6%	4%	0%	0%	9%	-	*	-	*	0%	8%	4%	-	0%	0%	9%	-	*	-	*
	CWOD	25%	21%	25%	19%	15%	32%	*	67%	*	29%	20%	32%	-	25%	21%	27%	24%	-	0%	*	42%
	EL	11%	11%	16%	17%	8%	9%	-	40%	-	-	13%	27%	0%	21%	16%	17%	14%	-	-	-	*
	Male	22%	18%	22%	13%	12%	30%	*	60%	-	43%	15%	30%	0%	27%	17%	22%	-	-	0%	*	0%
	Female	24%	21%	22%	20%	14%	29%	-	60%	*	21%	20%	26%	9%	24%	14%	-	22%	-	*	-	63%
Reading	All	20%	17%	21%	15%	16%	26%	*	56%	*	27%	17%	28%	3%	24%	17%	20%	22%	-	0%	*	43%
	Students																					
	CWD	7%	5%	3%	0%	0%	7%	-	*	-	*	0%	5%	3%	-	0%	0%	7%	-	*	-	*
	CWOD	22%	19%	24%	18%	18%	28%	*	63%	*	30%	19%	32%	-	24%	21%	25%	24%	-	*	*	50%
	EL	8%	8%	17%	*	18%	0%	-	40%	-	-	11%	40%	0%	21%	17%	14%	20%	-	-	-	*
	Male	17%	14%	20%	10%	13%	26%	*	57%	-	*	14%	27%	0%	25%	14%	20%	-	-	0%	*	*
	Female	23%	20%	22%	21%	18%	25%	-	*	*	25%	19%	29%	7%	24%	20%	-	22%	-	*	-	*
Mathematics	All	26%	22%	24%	20%	13%	32%	*	56%	*	27%	19%	32%	5%	27%	17%	26%	23%	-	0%	*	29%
	Students																					
	CWD	11%	6%	5%	0%	0%	13%	-	*	-	*	0%	11%	5%	-	0%	0%	13%	-	*	-	*
	CWOD	28%	24%	27%	24%	15%	35%	*	63%	*	30%	22%	35%	-	27%	21%	31%	24%	-	*	*	33%
	EL	16%	16%	17%	*	0%	20%	-	40%	-	-	16%	20%	0%	21%	17%	21%	10%	-	-	-	*
	Male	25%	22%	26%	17%	13%	34%	*	57%	-	*	16%	36%	0%	31%	21%	26%	-	-	0%	*	*
	Female	26%	22%	23%	24%	14%	31%	-	*	*	13%	22%	26%	13%	24%	10%	-	23%	-	*	-	*
Science	All	24%	20%	17%	4%	0%	32%	-	*	-	*	16%	18%	0%	19%	*	16%	18%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	22%	19%	4%	0%	36%	-	*	-	*	18%	21%	-	19%	*	18%	19%	-	*	-	-
	EL	7%	7%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	25%	21%	16%	7%	0%	27%	-	*	-	*	13%	18%	*	18%	*	16%	-	-	-	-	-

	State	District	Campus	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
Female	23%	20%	18%	0%	0%	33%	-	*	-	*	17%	18%	*	19%	*	-	18%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	55	58	46	54	-	81	*	69	49	45	56
CWD	45	50	0	75	-	*	-	-	31	45	*
CWOD	56	59	54	51	-	79	*	69	51	-	64
EL	56	*	50	70	-	*	-	-	46	*	56
Male	55	57	48	51	-	83	-	*	45	40	55
Female	55	59	44	56	-	*	*	60	51	57	57
<b>Mathematics</b>											
All Students	69	66	64	69	-	81	*	100	67	48	56
CWD	48	33	50	63	-	*	-	-	50	48	*
CWOD	71	71	66	70	-	93	*	100	70	-	61
EL	56	*	50	70	-	*	-	-	54	*	56
Male	64	63	55	65	-	83	-	*	59	30	55
Female	73	70	71	74	-	*	*	100	74	86	57

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	45	10	22%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	47	41	41	53	*	75	*	50	42	18	37
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Y	Y	N					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%2019](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%2019) 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	1%	0%	0%	2%	-	*	*	0%	0%	2%	7%	0%	0%	-	1%	-
Mathematics	All Students	1%	0%	1%	2%	*	0%	*	0%	0%	3%	5%	0%	0%	1%	1%	-
	CWD	5%	0%	0%	13%	-	*	-	*	0%	11%	5%	-	0%	4%	7%	-
	CWOD	0%	0%	2%	0%	*	0%	*	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	*	0%	-	*	0%	1%	4%	0%	0%	1%	-	-
	Female	1%	0%	3%	2%	-	*	*	0%	0%	4%	7%	1%	0%	-	1%	-
Science	All Students	1%	0%	0%	4%	-	*	-	*	2%	0%	0%	2%	*	0%	2%	-
	CWD	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	2%	0%	0%	4%	-	*	-	*	2%	0%	-	2%	*	0%	3%	-
	EL	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	-	-
	Female	2%	0%	0%	7%	-	*	-	*	3%	0%	*	3%	*	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	38	17	8	11	0	0	0	2	2		
	Female	13	5	2	2	2	0	0	2	0		
	Total	51	22	10	13	2	0	0	4	2		
<b>Out-of-School Suspensions</b>												
	Male	12	2	4	2	0	2	0	2	2		
	Female	2	2	0	0	0	0	0	0	0		
	Total	14	4	4	2	0	2	0	2	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	20	11	2	5	0	0	0	2	0		5
	Female	9	5	2	2	0	0	0	0	0		2
	Total	29	16	4	7	0	0	0	2	0		7
Out-of-School Suspensions	Male	10	4	0	4	0	0	0	2	0		4
	Female	2	2	0	0	0	0	0	0	0		2
	Total	12	6	0	4	0	0	0	2	0		6
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	23	5	5	11	0	0	0	2	2	2	2
	Female	32	8	8	14	0	0	0	2	5	2	2
	Total	55	13	13	25	0	0	0	4	7	4	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	14	2	5	5	0	0	0	2	2	0
	Female	19	8	2	5	0	2	0	2	5	0
	Total	33	10	7	10	0	2	0	4	7	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	7.5	18.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.9	2.3%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	*	1%
Mathematics	6,131	1%	59	1%	*	1%
Science	6,133	1%	59	1%	*	1%
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	*	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	*	1%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** ELLIS EL

**Campus ID:** 220901142

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	62%	69%	54%	38%	-	*	-	*	62%	61%	30%	65%	53%	61%	63%	-	50%	-	*
	CWD	49%	38%	30%	*	*	*	-	-	-	-	40%	20%	30%	-	*	29%	*	-	*	-	*
	CWOD	79%	72%	65%	69%	58%	60%	-	*	-	*	64%	70%	-	65%	57%	65%	65%	-	*	-	-
	EL	69%	67%	53%	*	52%	*	-	*	-	-	52%	*	*	57%	53%	47%	60%	-	*	-	-
	Male	73%	65%	61%	78%	38%	40%	-	*	-	*	61%	60%	29%	65%	47%	61%	-	-	*	-	*
	Female	78%	72%	63%	60%	72%	*	-	-	-	-	63%	63%	*	65%	60%	-	63%	-	*	-	-
	Mathematics	All Students	78%	72%	61%	58%	72%	13%	-	*	-	*	68%	43%	30%	64%	70%	61%	61%	-	50%	-
CWD	52%	44%	30%	*	*	*	-	-	-	-	40%	20%	30%	-	*	29%	*	-	*	-	*	
CWOD	81%	76%	64%	56%	78%	20%	-	*	-	*	70%	48%	-	64%	75%	65%	63%	-	*	-	-	
EL	75%	75%	70%	*	74%	*	-	*	-	-	70%	*	*	75%	70%	73%	67%	-	*	-	-	
Male	78%	72%	61%	59%	71%	0%	-	*	-	*	69%	45%	29%	65%	73%	61%	-	-	*	-	*	
Female	78%	72%	61%	56%	72%	*	-	-	-	-	66%	38%	*	63%	67%	-	61%	-	*	-	-	
Grade 4 Reading	All Students	74%	66%	60%	54%	71%	60%	*	-	-	*	58%	64%	25%	63%	58%	55%	64%	-	*	-	*
	CWD	44%	34%	25%	17%	*	-	-	-	-	29%	*	25%	-	-	20%	*	-	-	-	-	-
	CWOD	78%	70%	63%	58%	73%	60%	*	-	-	*	61%	67%	-	63%	58%	59%	66%	-	*	-	*
	EL	64%	64%	58%	*	60%	*	-	-	-	56%	*	-	58%	58%	67%	50%	-	-	-	-	-
	Male	71%	63%	55%	41%	75%	*	*	-	-	*	54%	60%	20%	59%	67%	55%	-	-	-	-	-
	Female	77%	70%	64%	65%	67%	*	-	-	-	*	63%	67%	*	66%	50%	-	64%	-	*	-	*
	Mathematics	All Students	74%	67%	58%	54%	57%	80%	*	-	-	*	57%	60%	38%	59%	37%	65%	50%	-	*	-
CWD	46%	36%	38%	33%	*	-	-	-	-	-	43%	*	38%	-	-	40%	*	-	-	-	-	
CWOD	78%	71%	59%	56%	58%	80%	*	-	-	*	58%	63%	-	59%	37%	68%	51%	-	*	-	*	
EL	69%	69%	37%	*	40%	*	-	-	-	-	39%	*	-	37%	37%	56%	20%	-	-	-	-	-
Male	74%	67%	65%	59%	69%	*	*	-	-	*	67%	60%	40%	68%	56%	65%	-	-	-	-	-	-
Female	74%	68%	50%	50%	42%	*	-	-	-	*	46%	60%	*	51%	20%	-	50%	-	*	-	-	*
Grade 5 Reading	All Students	86%	82%	74%	78%	64%	*	*	-	*	*	72%	88%	58%	77%	62%	71%	78%	-	56%	-	*
	CWD	55%	48%	58%	57%	*	*	-	-	-	-	60%	*	58%	-	*	57%	60%	-	-	-	*
	CWOD	89%	86%	77%	80%	67%	*	*	-	*	*	74%	93%	-	77%	65%	74%	80%	-	56%	-	*
	EL	77%	76%	62%	*	61%	-	-	-	-	-	60%	*	*	65%	62%	56%	67%	-	-	-	*
	Male	83%	78%	71%	74%	58%	*	*	-	-	*	67%	90%	57%	74%	56%	71%	-	-	40%	-	*
	Female	88%	85%	78%	81%	69%	*	-	-	*	-	77%	83%	60%	80%	67%	-	78%	-	*	-	*
	Mathematics	All Students	89%	84%	79%	79%	71%	*	*	-	*	*	78%	81%	67%	80%	67%	84%	73%	-	89%	-
CWD	68%	61%	67%	71%	*	*	-	-	-	-	70%	*	67%	-	*	71%	60%	-	-	-	*	
CWOD	92%	87%	80%	80%	75%	*	*	-	*	*	79%	86%	-	80%	70%	86%	75%	-	89%	-	*	
EL	85%	82%	67%	*	67%	-	-	-	-	-	65%	*	*	70%	67%	56%	75%	-	-	-	*	
Male	88%	83%	84%	87%	67%	*	*	-	-	*	82%	90%	71%	86%	56%	84%	-	-	100%	-	*	
Female	90%	85%	73%	70%	75%	*	-	-	-	*	74%	67%	60%	75%	75%	-	73%	-	*	-	-	*
Science	All Students	74%	65%	51%	52%	36%	*	*	-	*	*	46%	73%	67%	48%	29%	55%	45%	-	33%	-	*
	CWD	45%	43%	67%	71%	*	*	-	-	-	-	70%	*	67%	-	*	71%	60%	-	-	-	*

		2018-19 Federal Report Card																					
		State	District	Campus	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 6 Reading	CWOD	77%	68%	48%	49%	33%	*	*	-	*	*	43%	77%	-	48%	30%	52%	44%	-	33%	-	*	
	EL	60%	55%	29%	*	22%	-	-	-	-	-	25%	*	*	30%	29%	22%	33%	-	-	-	*	
	Male	74%	65%	55%	55%	33%	*	*	-	-	*	49%	80%	71%	52%	22%	55%	-	-	20%	-	*	
	Female	73%	64%	45%	48%	38%	-	-	-	*	-	44%	60%	60%	44%	33%	-	45%	-	*	-	*	
	All Students	67%	68%	49%	50%	43%	*	-	*	-	-	46%	64%	*	50%	40%	36%	60%	-	20%	-	*	
	CWOD	33%	32%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	71%	72%	50%	52%	43%	*	-	*	-	-	48%	62%	-	50%	38%	38%	61%	-	*	-	*	
Mathematics	EL	42%	49%	40%	*	40%	-	-	*	-	-	36%	*	*	38%	40%	14%	50%	-	-	-	-	
	Male	62%	64%	36%	38%	25%	-	-	*	-	-	32%	50%	*	38%	14%	36%	-	-	*	-	*	
	Female	71%	72%	60%	64%	56%	*	-	*	-	-	57%	83%	*	61%	50%	-	60%	-	*	-	-	
	All Students	80%	82%	73%	77%	67%	*	-	*	-	-	71%	86%	*	74%	72%	64%	81%	-	20%	-	*	
	CWOD	50%	47%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	83%	86%	74%	78%	68%	*	-	*	-	-	72%	85%	-	74%	71%	65%	83%	-	*	-	*	
	EL	67%	77%	72%	*	70%	-	-	*	-	-	73%	*	*	71%	72%	43%	83%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above	Male	78%	80%	64%	69%	50%	-	-	*	-	-	58%	88%	*	65%	43%	64%	-	-	*	-	*	
	Female	81%	84%	81%	86%	78%	*	-	*	-	-	81%	83%	*	83%	83%	-	81%	-	*	-	-	
	Grade 3 Reading	All Students	44%	37%	31%	35%	28%	25%	-	*	-	*	30%	36%	20%	33%	30%	30%	33%	-	33%	-	*
	Mathematics	CWOD	26%	19%	20%	*	*	*	-	-	-	-	20%	20%	20%	-	*	29%	*	-	*	-	*
		CWOD	46%	39%	33%	33%	31%	40%	-	*	-	*	30%	39%	-	33%	32%	31%	35%	-	*	-	-
		EL	35%	34%	30%	*	30%	*	-	*	-	-	26%	*	*	32%	30%	33%	27%	-	*	-	-
		Male	41%	34%	30%	41%	19%	20%	-	*	-	*	28%	35%	29%	31%	33%	30%	-	-	*	-	*
Female		47%	39%	33%	28%	39%	*	-	-	-	-	32%	38%	*	35%	27%	-	33%	-	*	-	-	
All Students		48%	39%	24%	17%	31%	13%	-	*	-	*	24%	21%	20%	24%	33%	21%	26%	-	17%	-	*	
CWOD		30%	21%	20%	*	*	*	-	-	-	-	20%	20%	20%	-	*	29%	*	-	*	-	*	
Grade 4 Reading	CWOD	50%	42%	24%	15%	33%	20%	-	*	-	*	25%	22%	-	24%	36%	20%	28%	-	*	-	-	
	EL	41%	41%	33%	*	33%	*	-	*	-	-	30%	*	*	36%	33%	27%	40%	-	*	-	-	
	Male	49%	41%	21%	22%	19%	0%	-	*	-	*	22%	20%	29%	20%	27%	21%	-	-	*	-	*	
	Female	46%	38%	26%	12%	44%	*	-	-	-	-	26%	25%	*	28%	40%	-	26%	-	*	-	-	
	All Students	43%	35%	25%	21%	32%	40%	*	-	-	*	23%	32%	25%	25%	16%	24%	26%	-	*	-	*	
	CWOD	24%	16%	25%	17%	*	-	-	-	-	-	29%	*	25%	-	-	20%	*	-	-	-	-	
	CWOD	46%	38%	25%	21%	31%	40%	*	-	-	*	22%	33%	-	25%	16%	25%	26%	-	*	-	*	
Mathematics	EL	30%	30%	16%	*	13%	*	-	-	-	-	17%	*	-	16%	16%	22%	10%	-	-	-	-	
	Male	41%	33%	24%	10%	38%	*	*	-	-	*	23%	30%	20%	25%	22%	24%	-	-	-	-	-	
	Female	46%	38%	26%	29%	25%	*	-	-	-	*	23%	33%	*	26%	10%	-	26%	-	*	-	*	
	All Students	46%	39%	24%	22%	25%	40%	*	-	-	*	22%	32%	38%	23%	11%	35%	14%	-	*	-	*	
	CWOD	27%	21%	38%	33%	*	-	-	-	-	-	43%	*	38%	-	-	40%	*	-	-	-	-	
	CWOD	49%	41%	23%	21%	23%	40%	*	-	-	*	19%	33%	-	23%	11%	34%	13%	-	*	-	*	
	EL	39%	39%	11%	*	7%	*	-	-	-	-	11%	*	-	11%	11%	22%	0%	-	-	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	14%	15%	8%	*	-	-	-	More	Disadv	Econ	*	13%	0%	-	14%	-	*	-	*
											Races	9%	27%								Care	
Grade 5 Reading	All	53%	46%	37%	41%	21%	*	*	-	*	*	33%	56%	33%	38%	24%	41%	33%	-	22%	-	*
	Students																					
	CWD	27%	23%	33%	43%	*	*	-	-	-	-	40%	*	33%	-	*	14%	60%	-	-	-	*
	CWOD	56%	49%	38%	41%	21%	*	*	-	*	*	32%	64%	-	38%	25%	45%	30%	-	22%	-	*
	EL	36%	35%	24%	*	17%	-	-	-	-	-	20%	*	*	25%	24%	22%	25%	-	-	-	*
	Male	50%	42%	41%	45%	17%	*	*	-	-	*	33%	70%	14%	45%	22%	41%	-	-	20%	-	*
Mathematics	Female	56%	51%	33%	37%	25%	*	-	-	*	-	33%	33%	60%	30%	25%	-	33%	-	*	-	*
	All	57%	47%	34%	31%	32%	*	*	-	*	*	32%	44%	42%	33%	29%	33%	36%	-	11%	-	*
	Students																					
	CWD	31%	28%	42%	43%	*	*	-	-	-	-	50%	*	42%	-	*	29%	60%	-	-	-	*
	CWOD	60%	49%	33%	29%	33%	*	*	-	*	*	29%	50%	-	33%	30%	33%	33%	-	11%	-	*
	EL	46%	41%	29%	*	28%	-	-	-	-	-	25%	*	*	30%	29%	22%	33%	-	-	-	*
Science	Male	56%	47%	33%	26%	33%	*	*	-	-	*	28%	50%	29%	33%	22%	33%	-	-	0%	-	*
	Female	57%	47%	36%	37%	31%	*	-	-	*	-	36%	33%	60%	33%	33%	-	36%	-	*	-	*
	All	48%	38%	27%	24%	21%	*	*	-	*	*	22%	53%	42%	25%	14%	27%	27%	-	0%	-	*
	Students																					
	CWD	27%	27%	42%	43%	*	*	-	-	-	-	50%	*	42%	-	*	29%	60%	-	-	-	*
	CWOD	50%	39%	25%	22%	21%	*	*	-	*	*	18%	62%	-	25%	15%	26%	23%	-	0%	-	*
Grade 6 Reading	EL	31%	26%	14%	*	11%	-	-	-	-	-	10%	*	*	15%	14%	11%	17%	-	-	-	*
	Male	50%	40%	27%	23%	17%	*	*	-	-	*	21%	50%	29%	26%	11%	27%	-	-	0%	-	*
	Female	45%	37%	27%	26%	25%	-	-	-	*	-	23%	60%	60%	23%	17%	-	27%	-	*	-	*
	All	36%	37%	29%	29%	23%	*	-	*	-	-	26%	43%	*	29%	20%	28%	30%	-	20%	-	*
	Students																					
	CWD	19%	17%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
Mathematics	CWOD	38%	40%	29%	30%	21%	*	-	*	-	-	28%	38%	-	29%	17%	30%	29%	-	*	-	*
	EL	14%	17%	20%	*	20%	-	-	*	-	-	18%	*	*	17%	20%	14%	22%	-	-	-	-
	Male	33%	33%	28%	31%	17%	-	-	*	-	-	26%	38%	*	30%	14%	28%	-	-	*	-	*
	Female	40%	42%	30%	27%	28%	*	-	*	-	-	27%	50%	*	29%	22%	-	30%	-	*	-	-
	All	46%	49%	46%	48%	40%	*	-	*	-	-	44%	57%	*	46%	44%	44%	49%	-	20%	-	*
	Students																					
CWD	23%	21%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
STAAR Percent at Masters Grade Level	CWOD	48%	52%	46%	48%	39%	*	-	*	-	-	45%	54%	-	46%	42%	43%	49%	-	*	-	*
	EL	27%	35%	44%	*	40%	-	-	*	-	-	41%	*	*	42%	44%	43%	44%	-	-	-	-
	Male	45%	48%	44%	42%	42%	-	-	*	-	-	42%	50%	*	43%	43%	44%	-	-	*	-	*
	Female	46%	50%	49%	55%	39%	*	-	*	-	-	46%	67%	*	49%	44%	-	49%	-	*	-	-
	Grade 3 Reading																					
	All	27%	21%	9%	8%	8%	13%	-	*	-	*	8%	11%	0%	10%	10%	5%	13%	-	0%	-	*
Grade 3 Reading	Students																					
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	*	-	*
	CWOD	29%	23%	10%	8%	8%	20%	-	*	-	*	9%	13%	-	10%	11%	6%	14%	-	*	-	-
	EL	19%	20%	10%	*	7%	*	-	*	-	-	7%	*	*	11%	10%	7%	13%	-	*	-	-
	Male	24%	19%	5%	4%	0%	20%	-	*	-	*	3%	10%	0%	6%	7%	5%	-	-	*	-	*
	Female	29%	24%	13%	12%	17%	*	-	-	-	-	13%	13%	*	14%	13%	-	13%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	7%	Amer	10%	13%	Ind	*	Isl	Races	Disadv	Econ	0%	8%	17%	7%	7%	-	0%	-	*
Mathematics	All	24%	18%	7%	2%	10%	13%	-	*	-	*	5%	11%	0%	8%	17%	7%	7%	-	0%	-	*
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	*	-	*
	CWOD	25%	19%	8%	2%	11%	20%	-	*	-	*	6%	13%	-	8%	18%	8%	7%	-	*	-	-
	EL	18%	20%	17%	*	15%	*	-	*	-	-	11%	*	*	18%	17%	27%	7%	-	*	-	-
	Male	26%	20%	7%	0%	14%	0%	-	*	-	*	6%	10%	0%	8%	27%	7%	-	-	*	-	*
	Female	22%	16%	7%	4%	6%	*	-	-	-	-	5%	13%	*	7%	7%	-	7%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	8%	6%	11%	20%	*	-	-	*	4%	20%	0%	9%	5%	8%	8%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	23%	18%	9%	7%	12%	20%	*	-	-	*	4%	21%	-	9%	5%	9%	9%	-	*	-	*
	EL	12%	13%	5%	*	7%	*	-	-	-	-	6%	*	-	5%	5%	0%	10%	-	-	-	-
	Male	20%	15%	8%	3%	13%	*	*	-	-	*	5%	20%	0%	9%	0%	8%	-	-	-	-	-
	Female	23%	18%	8%	9%	8%	*	-	-	-	*	3%	20%	*	9%	10%	-	8%	-	*	-	*
Mathematics	All	27%	22%	8%	6%	7%	40%	*	-	-	*	5%	16%	0%	9%	5%	12%	4%	-	*	-	*
	Students																					
	CWD	13%	7%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	29%	23%	9%	7%	8%	40%	*	-	-	*	6%	17%	-	9%	5%	14%	4%	-	*	-	*
	EL	20%	22%	5%	*	0%	*	-	-	-	-	6%	*	-	5%	5%	11%	0%	-	-	-	-
	Male	29%	23%	12%	7%	13%	*	*	-	-	*	10%	20%	0%	14%	11%	12%	-	-	-	-	-
	Female	25%	20%	4%	6%	0%	*	-	-	-	*	0%	13%	*	4%	0%	-	4%	-	*	-	*
Grade 5																						
Reading	All	29%	24%	13%	16%	7%	*	*	-	*	*	10%	25%	8%	13%	10%	12%	13%	-	0%	-	*
	Students																					
	CWD	9%	8%	8%	14%	*	*	-	-	-	-	10%	*	8%	-	*	0%	20%	-	-	-	*
	CWOD	31%	26%	13%	16%	8%	*	*	-	*	*	10%	29%	-	13%	10%	14%	13%	-	0%	-	*
	EL	14%	13%	10%	*	6%	-	-	-	-	-	5%	*	*	10%	10%	0%	17%	-	-	-	*
	Male	26%	21%	12%	16%	0%	*	*	-	-	*	8%	30%	0%	14%	0%	12%	-	-	0%	-	*
	Female	31%	27%	13%	15%	13%	*	-	-	*	-	13%	17%	20%	13%	17%	-	13%	-	*	-	*
Mathematics	All	36%	27%	11%	16%	4%	*	*	-	*	*	9%	19%	8%	11%	0%	12%	9%	-	0%	-	*
	Students																					
	CWD	14%	12%	8%	14%	*	*	-	-	-	-	10%	*	8%	-	*	0%	20%	-	-	-	*
	CWOD	38%	28%	11%	16%	4%	*	*	-	*	*	9%	21%	-	11%	0%	14%	8%	-	0%	-	*
	EL	24%	20%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	36%	28%	12%	16%	8%	*	*	-	-	*	8%	30%	0%	14%	0%	12%	-	-	0%	-	*
	Female	35%	26%	9%	15%	0%	*	-	-	*	-	10%	0%	20%	8%	0%	-	9%	-	*	-	*
Science	All	23%	17%	6%	9%	4%	*	*	-	*	*	6%	7%	17%	5%	0%	4%	9%	-	0%	-	*
	Students																					
	CWD	11%	9%	17%	29%	*	*	-	-	-	-	20%	*	17%	-	*	0%	40%	-	-	-	*
	CWOD	25%	18%	5%	6%	4%	*	*	-	*	*	4%	8%	-	5%	0%	5%	5%	-	0%	-	*
	EL	11%	9%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	25%	19%	4%	6%	0%	*	*	-	-	*	3%	10%	0%	5%	0%	4%	-	-	0%	-	*
	Female	21%	15%	9%	11%	6%	-	-	-	*	-	10%	0%	40%	5%	0%	-	9%	-	*	-	*
Grade 6																						
Reading	All	17%	18%	21%	19%	17%	*	-	*	-	-	21%	21%	*	22%	12%	21%	21%	-	20%	-	*
	Students																					
	CWD	6%	5%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	18%	19%	22%	20%	18%	*	-	*	-	-	22%	23%	-	22%	13%	22%	22%	-	*	-	*
	EL	4%	5%	12%	*	15%	-	-	*	-	-	14%	*	*	13%	12%	14%	11%	-	-	-	-
	Male	14%	15%	21%	19%	17%	-	-	*	-	-	19%	25%	*	22%	14%	21%	-	-	*	-	*



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	21%	18%	17%	*	-	*	-	-	22%	17%	*	22%	11%	-	21%	-	*	-	-
Mathematics	All	20%	24%	13%	15%	10%	*	-	*	-	-	13%	14%	*	14%	12%	10%	16%	-	0%	-	*
	Students																					
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	22%	26%	14%	15%	11%	*	-	*	-	-	14%	15%	-	14%	13%	11%	17%	-	*	-	*
	EL	8%	12%	12%	*	10%	-	-	*	-	-	9%	*	*	13%	12%	14%	11%	-	-	-	-
	Male	20%	24%	10%	12%	8%	-	-	*	-	-	13%	0%	*	11%	14%	10%	-	-	*	-	*
	Female	20%	23%	16%	18%	11%	*	-	*	-	-	14%	33%	*	17%	11%	-	16%	-	*	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	63%	63%	60%	61%	100%	67%	*	88%	62%	66%	46%	65%	55%	62%	64%	-	49%	-	87%
	Students																					
	CWD	46%	38%	46%	53%	38%	33%	-	-	-	-	50%	35%	46%	-	22%	45%	48%	-	33%	-	60%
	CWOD	81%	77%	65%	64%	62%	69%	100%	67%	*	88%	63%	70%	-	65%	56%	64%	65%	-	51%	-	100%
	EL	62%	63%	55%	56%	55%	*	-	*	-	-	54%	71%	22%	56%	55%	51%	58%	-	*	-	*
	Male	74%	70%	62%	63%	55%	60%	100%	*	-	87%	60%	66%	45%	64%	51%	62%	-	-	44%	-	80%
	Female	80%	76%	64%	64%	64%	61%	-	*	*	*	64%	65%	48%	65%	58%	-	64%	-	54%	-	100%
Reading	All	73%	69%	62%	63%	58%	61%	*	*	*	71%	60%	67%	38%	64%	53%	57%	66%	-	45%	-	83%
	Students																					
	CWD	39%	30%	38%	42%	36%	*	-	-	-	-	40%	33%	38%	-	*	33%	46%	-	*	-	*
	CWOD	78%	73%	64%	65%	60%	71%	*	*	*	71%	62%	72%	-	64%	54%	60%	68%	-	47%	-	*
	EL	54%	55%	53%	55%	53%	*	-	*	-	-	51%	75%	*	54%	53%	48%	56%	-	*	-	*
	Male	69%	64%	57%	58%	49%	67%	*	*	-	67%	54%	65%	33%	60%	48%	57%	-	-	36%	-	*
	Female	78%	74%	66%	68%	66%	56%	-	*	*	*	65%	71%	46%	68%	56%	-	66%	-	55%	-	*
Mathematics	All	81%	77%	67%	67%	67%	56%	*	*	*	100%	68%	63%	47%	69%	63%	68%	66%	-	59%	-	83%
	Students																					
	CWD	53%	44%	47%	58%	36%	*	-	-	-	-	52%	33%	47%	-	*	48%	46%	-	*	-	*
	CWOD	84%	81%	69%	67%	70%	64%	*	*	*	100%	70%	66%	-	69%	65%	71%	67%	-	63%	-	*
	EL	72%	74%	63%	55%	65%	*	-	*	-	-	63%	63%	*	65%	63%	60%	65%	-	*	-	*
	Male	79%	75%	68%	69%	66%	44%	*	*	-	100%	70%	65%	48%	71%	60%	68%	-	-	64%	-	*
	Female	82%	79%	66%	64%	69%	67%	-	*	*	*	67%	60%	46%	67%	65%	-	66%	-	55%	-	*
Science	All	80%	75%	51%	52%	36%	*	*	-	*	*	46%	73%	67%	48%	29%	55%	45%	-	33%	-	*
	Students																					
	CWD	51%	44%	67%	71%	*	*	-	-	-	-	70%	*	67%	-	*	71%	60%	-	-	-	*
	CWOD	84%	79%	48%	49%	33%	*	*	-	*	*	43%	77%	-	48%	30%	52%	44%	-	33%	-	*
	EL	61%	60%	29%	*	22%	-	-	-	-	-	25%	*	*	30%	29%	22%	33%	-	-	-	*
	Male	79%	74%	55%	55%	33%	*	*	-	-	*	49%	80%	71%	52%	22%	55%	-	-	20%	-	*
	Female	81%	77%	45%	48%	38%	-	-	-	*	-	44%	60%	60%	44%	33%	-	45%	-	*	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	31%	29%	28%	45%	80%	67%	*	41%	28%	39%	33%	30%	26%	31%	30%	-	15%	-	53%
	Students																					
	CWD	24%	18%	33%	38%	27%	22%	-	-	-	-	37%	20%	33%	-	22%	27%	42%	-	33%	-	0%
	CWOD	52%	47%	30%	29%	29%	52%	80%	67%	*	41%	28%	41%	-	30%	26%	32%	29%	-	13%	-	80%
	EL	29%	29%	26%	32%	24%	*	-	*	-	-	23%	59%	22%	26%	26%	25%	26%	-	*	-	*
	Male	47%	41%	31%	30%	26%	45%	80%	*	-	40%	28%	40%	27%	32%	25%	31%	-	-	15%	-	50%
	Female	52%	47%	30%	29%	31%	44%	-	*	*	*	28%	37%	42%	29%	26%	-	30%	-	15%	-	60%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Reading	All	47%	42%	31%	31%	26%	44%	*	*	*	More	Disadv	Econ	26%	31%	23%	31%	30%	-	23%	-	50%
	Students										Races		Disadv									
	CWD	21%	15%	26%	32%	27%	*	-	-	-	-	28%	22%	26%	-	*	19%	38%	-	*	-	*
	CWOD	50%	45%	31%	31%	26%	57%	*	*	*	29%	28%	42%	-	31%	23%	33%	30%	-	21%	-	*
	EL	23%	24%	23%	27%	21%	*	-	*	-	-	21%	50%	*	23%	23%	25%	22%	-	*	-	*
	Male	43%	37%	31%	32%	23%	44%	*	*	-	33%	28%	42%	19%	33%	25%	31%	-	-	27%	-	*
	Female	51%	47%	30%	31%	30%	44%	-	*	*	*	29%	37%	38%	30%	22%	-	30%	-	18%	-	*
Mathematics	All	51%	45%	31%	29%	32%	39%	*	*	*	57%	30%	35%	35%	31%	31%	32%	30%	-	14%	-	50%
	Students																					
	CWD	26%	21%	35%	42%	27%	*	-	-	-	-	40%	22%	35%	-	*	33%	38%	-	*	-	*
	CWOD	54%	49%	31%	28%	32%	43%	*	*	*	57%	29%	36%	-	31%	31%	32%	30%	-	11%	-	*
	EL	37%	37%	31%	36%	29%	*	-	*	-	-	28%	63%	*	31%	31%	28%	33%	-	*	-	*
	Male	50%	44%	32%	30%	31%	33%	*	*	-	50%	31%	35%	33%	32%	28%	32%	-	-	9%	-	*
	Female	51%	47%	30%	28%	33%	44%	-	*	*	*	30%	34%	38%	30%	33%	-	30%	-	18%	-	*
Science	All	53%	47%	27%	24%	21%	*	*	-	*	*	22%	53%	42%	25%	14%	27%	27%	-	0%	-	*
	Students																					
	CWD	25%	20%	42%	43%	*	*	-	-	-	-	50%	*	42%	-	*	29%	60%	-	-	-	*
	CWOD	56%	50%	25%	22%	21%	*	*	-	*	*	18%	62%	-	25%	15%	26%	23%	-	0%	-	*
	EL	26%	25%	14%	*	11%	-	-	-	-	-	10%	*	*	15%	14%	11%	17%	-	-	-	*
	Male	53%	46%	27%	23%	17%	*	*	-	-	*	21%	50%	29%	26%	11%	27%	-	-	0%	-	*
	Female	53%	48%	27%	26%	25%	-	-	-	*	-	23%	60%	60%	23%	17%	-	27%	-	*	-	*

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	10%	10%	9%	21%	0%	50%	*	6%	9%	15%	5%	11%	9%	10%	11%	-	2%	-	13%
	Students																					
	CWD	8%	6%	5%	9%	0%	0%	-	-	-	-	7%	0%	5%	-	0%	0%	13%	-	0%	-	0%
	CWOD	25%	21%	11%	11%	10%	28%	0%	50%	*	6%	9%	17%	-	11%	9%	11%	11%	-	2%	-	20%
	EL	11%	11%	9%	8%	7%	*	-	*	-	-	7%	29%	0%	9%	9%	9%	8%	-	*	-	*
	Male	22%	18%	10%	9%	8%	20%	0%	*	-	7%	8%	16%	0%	11%	9%	10%	-	-	0%	-	10%
	Female	24%	21%	11%	12%	9%	22%	-	*	*	*	10%	15%	13%	11%	8%	-	11%	-	4%	-	20%
Reading	All	20%	17%	12%	12%	10%	22%	*	*	*	14%	11%	18%	3%	13%	9%	11%	14%	-	5%	-	33%
	Students																					
	CWD	7%	5%	3%	5%	0%	*	-	-	-	-	4%	0%	3%	-	*	0%	8%	-	*	-	*
	CWOD	22%	19%	13%	12%	11%	29%	*	*	*	14%	11%	20%	-	13%	10%	12%	14%	-	5%	-	*
	EL	8%	8%	9%	9%	9%	*	-	*	-	-	8%	25%	*	10%	9%	5%	13%	-	*	-	*
	Male	17%	14%	11%	11%	7%	22%	*	*	-	17%	8%	19%	0%	12%	5%	11%	-	-	0%	-	*
	Female	23%	20%	14%	13%	14%	22%	-	*	*	*	13%	17%	8%	14%	13%	-	14%	-	9%	-	*
Mathematics	All	26%	22%	10%	10%	8%	22%	*	*	*	0%	8%	14%	3%	10%	9%	10%	9%	-	0%	-	0%
	Students																					
	CWD	11%	6%	3%	5%	0%	*	-	-	-	-	4%	0%	3%	-	*	0%	8%	-	*	-	*
	CWOD	28%	24%	10%	10%	9%	29%	*	*	*	0%	9%	16%	-	10%	10%	12%	9%	-	0%	-	*
	EL	16%	16%	9%	9%	8%	*	-	*	-	-	7%	38%	*	10%	9%	15%	5%	-	*	-	*
	Male	25%	22%	10%	9%	11%	22%	*	*	-	0%	9%	15%	0%	12%	15%	10%	-	-	0%	-	*
	Female	26%	22%	9%	10%	5%	22%	-	*	*	*	7%	14%	8%	9%	5%	-	9%	-	0%	-	*
Science	All	24%	20%	6%	9%	4%	*	*	-	*	*	6%	7%	17%	5%	0%	4%	9%	-	0%	-	*
	Students																					
	CWD	8%	5%	17%	29%	*	*	-	-	-	-	20%	*	17%	-	*	0%	40%	-	-	-	*
	CWOD	26%	22%	5%	6%	4%	*	*	-	*	*	4%	8%	-	5%	0%	5%	5%	-	0%	-	*
	EL	7%	7%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	25%	21%	4%	6%	0%	*	*	-	-	*	3%	10%	0%	5%	0%	4%	-	-	0%	-	*

	State	District	Campus	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
Female	23%	20%	9%	11%	6%	-	-	-	*	-	10%	0%	40%	5%	0%	-	9%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	58	61	88	*	*	*	*	58	48	56
CWD	48	54	44	*	-	-	-	-	42	48	*
CWOD	62	58	63	100	*	*	*	*	60	-	58
EL	56	50	57	*	-	-	-	-	55	*	56
Male	57	56	53	*	*	*	-	*	54	31	50
Female	63	60	66	*	-	-	*	-	61	72	60
<b>Mathematics</b>											
All Students	67	73	55	81	*	*	*	*	63	68	45
CWD	68	81	56	*	-	-	-	-	63	68	*
CWOD	67	73	55	93	*	*	*	*	63	-	44
EL	45	38	45	*	-	-	-	-	42	*	45
Male	66	72	55	*	*	*	-	*	62	65	37
Female	68	75	55	*	-	-	*	-	64	72	49

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	181	29	16%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	34	32	42	60	61	*	45	33	28	30
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N						N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%2019](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%2019) 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	1%	0%	0%	*	*	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	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%	0%	-
	EL	0%	*	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%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	82	56	11	11	0	2	0	2	5		
	Female	29	17	5	5	0	0	0	2	2		
	Total	111	73	16	16	0	2	0	4	7		
<b>Out-of-School Suspensions</b>												
	Male	66	43	10	7	0	2	0	4	0		
	Female	28	13	7	4	2	0	0	2	2		
	Total	94	56	17	11	2	2	0	6	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

**Total**



	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	35	14	17	2	2	0	0	0	14	2
	Female	24	11	8	0	0	0	0	5	8	0
	Total	59	25	25	2	2	0	0	5	22	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	4.8	9.8%
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	0.1	0.2%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	2%
Mathematics	5,880	1%	45	1%	*	2%
Grade 4						
Reading	6,312	2%	55	1%	6	6%
Mathematics	6,311	2%	55	1%	6	6%
Grade 5						
Reading	6,133	1%	59	1%	*	4%
Mathematics	6,131	1%	59	1%	*	4%
Science	6,133	1%	59	1%	*	4%
Grade 6						
Reading	6,038	1%	50	1%	*	1%
Mathematics	6,036	1%	50	1%	*	1%

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	30	4%
Reading	45,064	1%	367	1%	13	3%
Mathematics	40,350	1%	327	1%	13	3%
Science	16,337	1%	131	1%	*	4%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** FARRELL EL

**Campus ID:** 220901143

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	64%	65%	61%	*	-	89%	*	*	64%	63%	13%	69%	67%	58%	69%	-	-	-	*	
	Students																						
	CWD	49%	38%	13%	*	*	*	-	*	-	-	17%	*	13%	-	*	14%	*	-	-	-	-	
	CWOD	79%	72%	69%	73%	66%	*	-	100%	*	*	69%	71%	-	69%	71%	68%	71%	-	-	-	*	
	EL	69%	67%	67%	*	54%	*	-	88%	-	*	67%	*	*	71%	67%	70%	65%	-	-	-	-	
	Male	73%	65%	58%	55%	58%	*	-	*	*	-	50%	71%	14%	68%	70%	58%	-	-	-	-	*	
	Female	78%	72%	69%	79%	63%	*	-	100%	-	*	73%	40%	*	71%	65%	-	69%	-	-	-	-	
Mathematics	All	78%	72%	71%	68%	71%	*	-	89%	*	*	69%	79%	13%	78%	78%	66%	76%	-	-	-	*	
	Students																						
	CWD	52%	44%	13%	*	*	*	-	*	-	-	17%	*	13%	-	*	14%	*	-	-	-	-	
	CWOD	81%	76%	78%	77%	76%	*	-	100%	*	*	75%	88%	-	78%	83%	77%	78%	-	-	-	*	
	EL	75%	75%	78%	*	69%	*	-	88%	-	*	75%	*	*	83%	78%	80%	76%	-	-	-	-	
	Male	78%	72%	66%	65%	67%	*	-	*	*	-	58%	79%	14%	77%	80%	66%	-	-	-	-	*	
	Female	78%	72%	76%	71%	74%	*	-	100%	-	*	76%	80%	*	78%	76%	-	76%	-	-	-	-	
Grade 4 Reading	All	74%	66%	67%	58%	72%	50%	-	85%	-	*	56%	92%	22%	72%	86%	62%	71%	-	*	-	*	
	Students																						
	CWD	44%	34%	22%	*	*	*	-	*	-	-	0%	*	22%	-	*	17%	*	-	-	-	-	
	CWOD	78%	70%	72%	62%	81%	40%	-	92%	-	*	63%	91%	-	72%	90%	70%	74%	-	*	-	*	
	EL	64%	64%	86%	*	75%	-	-	89%	-	-	81%	100%	*	90%	86%	82%	90%	-	-	-	-	
	Male	71%	63%	62%	54%	71%	40%	-	67%	-	*	50%	91%	17%	70%	82%	62%	-	-	-	-	-	
	Female	77%	70%	71%	61%	73%	*	-	100%	-	*	61%	93%	*	74%	90%	-	71%	-	*	-	*	
Mathematics	All	74%	67%	69%	68%	62%	63%	-	92%	-	*	63%	84%	22%	75%	86%	72%	67%	-	*	-	*	
	Students																						
	CWD	46%	36%	22%	*	*	*	-	*	-	-	0%	*	22%	-	*	17%	*	-	-	-	-	
	CWOD	78%	71%	75%	72%	69%	60%	-	100%	-	*	71%	83%	-	75%	90%	82%	69%	-	*	-	*	
	EL	69%	69%	86%	*	63%	-	-	100%	-	-	81%	100%	*	90%	86%	82%	90%	-	-	-	-	
	Male	74%	67%	72%	77%	71%	40%	-	83%	-	*	68%	82%	17%	82%	82%	72%	-	-	-	-	-	
	Female	74%	68%	67%	61%	53%	*	-	100%	-	*	58%	86%	*	69%	90%	-	67%	-	*	-	*	
Grade 5 Reading	All	86%	82%	89%	92%	84%	88%	-	94%	-	*	90%	89%	54%	95%	89%	80%	98%	-	-	-	*	
	Students																						
	CWD	55%	48%	54%	*	50%	*	-	*	-	-	67%	*	54%	-	60%	50%	*	-	-	-	-	
	CWOD	89%	86%	95%	94%	92%	100%	-	100%	-	*	93%	100%	-	95%	100%	89%	100%	-	-	-	*	
	EL	77%	76%	89%	*	80%	*	-	90%	-	-	94%	*	60%	100%	89%	82%	100%	-	-	-	-	
	Male	83%	78%	80%	88%	71%	*	-	89%	-	-	80%	81%	50%	89%	82%	80%	-	-	-	-	*	
	Female	88%	85%	98%	95%	100%	100%	-	100%	-	*	97%	100%	*	100%	100%	-	98%	-	-	-	*	
Mathematics	All	89%	84%	89%	92%	84%	100%	-	89%	-	*	88%	93%	69%	93%	84%	87%	92%	-	-	-	*	
	Students																						
	CWD	68%	61%	69%	*	67%	*	-	*	-	-	78%	*	69%	-	80%	70%	*	-	-	-	-	
	CWOD	92%	87%	93%	94%	88%	100%	-	94%	-	*	90%	100%	-	93%	86%	92%	93%	-	-	-	*	
	EL	85%	82%	84%	*	80%	*	-	80%	-	-	88%	*	80%	86%	84%	91%	75%	-	-	-	-	
	Male	88%	83%	87%	88%	82%	*	-	89%	-	-	87%	88%	70%	92%	91%	87%	-	-	-	-	*	
	Female	90%	85%	92%	95%	87%	100%	-	89%	-	*	89%	100%	*	93%	75%	-	92%	-	-	-	*	
Science	All	74%	65%	77%	75%	77%	56%	-	89%	-	*	76%	79%	38%	83%	68%	72%	82%	-	-	-	*	
	Students																						
	CWD	45%	43%	38%	*	17%	*	-	*	-	-	44%	*	38%	-	40%	40%	*	-	-	-	-	



		State	District	Campus	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	CWOD	77%	68%	<b>83%</b>	76%	92%	57%	-	94%	-	-	81%	88%	-	83%	79%	81%	85%	-	-	-	*
	EL	60%	55%	<b>68%</b>	*	60%	*	-	80%	-	-	69%	*	40%	79%	68%	82%	50%	-	-	-	-
	Male	74%	65%	<b>72%</b>	71%	69%	*	-	89%	-	-	76%	65%	40%	81%	82%	72%	-	-	-	-	-
	Female	73%	64%	<b>82%</b>	79%	87%	60%	-	89%	-	*	76%	100%	*	85%	50%	-	82%	-	-	-	*
Grade 6	Reading																					
	All Students	67%	68%	<b>73%</b>	65%	83%	71%	*	71%	-	60%	65%	84%	44%	79%	50%	65%	82%	-	*	-	-
	CWD	33%	32%	<b>44%</b>	*	50%	*	-	*	-	*	33%	67%	44%	-	*	54%	20%	-	-	-	-
	CWOD	71%	72%	<b>79%</b>	67%	92%	*	*	83%	-	*	74%	87%	-	79%	63%	69%	91%	-	*	-	-
	EL	42%	49%	<b>50%</b>	-	43%	*	-	*	-	-	50%	*	*	63%	50%	43%	60%	-	*	-	-
	Male	62%	64%	<b>65%</b>	57%	75%	*	-	67%	-	*	58%	81%	54%	69%	43%	65%	-	-	*	-	-
	Female	71%	72%	<b>82%</b>	77%	93%	*	*	80%	-	*	78%	86%	20%	91%	60%	-	82%	-	-	-	-
Mathematics	All Students	80%	82%	<b>87%</b>	82%	87%	86%	*	100%	-	80%	83%	92%	72%	90%	83%	87%	87%	-	*	-	-
	CWD	50%	47%	<b>72%</b>	*	67%	*	-	*	-	*	67%	83%	72%	-	*	69%	80%	-	-	-	-
	CWOD	83%	86%	<b>90%</b>	83%	92%	*	*	100%	-	*	88%	94%	-	90%	88%	92%	88%	-	*	-	-
	EL	67%	77%	<b>83%</b>	-	71%	*	-	*	-	-	80%	*	*	88%	83%	86%	80%	-	*	-	-
	Male	78%	80%	<b>87%</b>	86%	88%	*	-	100%	-	*	83%	94%	69%	92%	86%	87%	-	-	*	-	-
	Female	81%	84%	<b>87%</b>	77%	86%	*	*	100%	-	*	83%	90%	80%	88%	80%	-	87%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>33%</b>	35%	23%	*	-	78%	*	*	33%	32%	0%	36%	41%	29%	36%	-	-	-	*
	CWD	26%	19%	<b>0%</b>	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	39%	<b>36%</b>	40%	24%	*	-	88%	*	*	36%	35%	-	36%	46%	35%	37%	-	-	-	*
	EL	35%	34%	<b>41%</b>	*	15%	*	-	75%	-	*	42%	*	*	46%	41%	40%	41%	-	-	-	-
	Male	41%	34%	<b>29%</b>	30%	17%	*	-	*	*	-	25%	36%	0%	35%	40%	29%	-	-	-	-	*
	Female	47%	39%	<b>36%</b>	43%	26%	*	-	80%	-	*	38%	20%	*	37%	41%	-	36%	-	-	-	-
Mathematics	All Students	48%	39%	<b>36%</b>	41%	26%	*	-	78%	*	*	34%	42%	0%	40%	41%	42%	31%	-	-	-	*
	CWD	30%	21%	<b>0%</b>	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	50%	42%	<b>40%</b>	47%	28%	*	-	88%	*	*	38%	47%	-	40%	46%	52%	32%	-	-	-	*
	EL	41%	41%	<b>41%</b>	*	15%	*	-	75%	-	*	42%	*	*	46%	41%	50%	35%	-	-	-	-
	Male	49%	41%	<b>42%</b>	40%	42%	*	-	*	*	-	38%	50%	0%	52%	50%	42%	-	-	-	-	*
	Female	46%	38%	<b>31%</b>	43%	16%	*	-	80%	-	*	32%	20%	*	32%	35%	-	31%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>35%</b>	26%	38%	38%	-	46%	-	*	31%	44%	11%	37%	62%	36%	33%	-	*	-	*
	CWD	24%	16%	<b>11%</b>	*	*	*	-	*	-	-	0%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	46%	38%	<b>37%</b>	28%	42%	40%	-	50%	-	*	35%	43%	-	37%	65%	39%	36%	-	*	-	*
	EL	30%	30%	<b>62%</b>	*	63%	-	-	56%	-	-	69%	40%	*	65%	62%	64%	60%	-	-	-	-
	Male	41%	33%	<b>36%</b>	38%	36%	40%	-	33%	-	*	25%	64%	17%	39%	64%	36%	-	-	-	-	-
	Female	46%	38%	<b>33%</b>	17%	40%	*	-	57%	-	*	35%	29%	*	36%	60%	-	33%	-	*	-	*
Mathematics	All Students	46%	39%	<b>46%</b>	32%	45%	50%	-	85%	-	*	39%	64%	22%	49%	76%	49%	44%	-	*	-	*
	CWD	27%	21%	<b>22%</b>	*	*	*	-	*	-	-	0%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	49%	41%	<b>49%</b>	34%	50%	40%	-	92%	-	*	44%	61%	-	49%	80%	55%	45%	-	*	-	*
	EL	39%	39%	<b>76%</b>	*	50%	-	-	89%	-	-	69%	100%	*	80%	76%	73%	80%	-	-	-	-
	Male	48%	40%	<b>49%</b>	38%	50%	40%	-	67%	-	*	39%	73%	17%	55%	73%	49%	-	-	-	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	44%	28%	40%	*	-	100%	-	Races	Disadv	Econ	*	45%	80%	-	44%	-	*	-	*
Grade 5 Reading	All Students	53%	46%	59%	44%	66%	50%	-	78%	-	*	57%	64%	15%	66%	42%	57%	61%	-	-	-	*
	CWD	27%	23%	15%	*	0%	*	-	*	-	-	11%	*	15%	-	20%	20%	*	-	-	-	-
	CWOD	56%	49%	66%	45%	81%	67%	-	81%	-	*	64%	71%	-	66%	50%	67%	65%	-	-	-	*
	EL	36%	35%	42%	*	20%	*	-	60%	-	-	38%	*	20%	50%	42%	55%	25%	-	-	-	-
	Male	50%	42%	57%	53%	53%	*	-	78%	-	-	60%	50%	20%	67%	55%	57%	-	-	-	-	*
	Female	56%	51%	61%	37%	80%	60%	-	78%	-	*	54%	83%	*	65%	25%	-	61%	-	-	-	-
Mathematics	All Students	57%	47%	63%	58%	53%	75%	-	89%	-	*	63%	64%	15%	71%	63%	59%	67%	-	-	-	*
	CWD	31%	28%	15%	*	0%	*	-	*	-	-	22%	*	15%	-	20%	20%	*	-	-	-	-
	CWOD	60%	49%	71%	64%	65%	83%	-	94%	-	*	69%	75%	-	71%	79%	69%	72%	-	-	-	*
	EL	46%	41%	63%	*	20%	*	-	80%	-	-	63%	*	20%	79%	63%	73%	50%	-	-	-	-
	Male	56%	47%	59%	53%	47%	*	-	89%	-	-	67%	44%	20%	69%	73%	59%	-	-	-	-	*
	Female	57%	47%	67%	63%	60%	80%	-	89%	-	*	59%	92%	*	72%	50%	-	67%	-	-	-	-
Science	All Students	48%	38%	49%	36%	48%	56%	-	78%	-	*	48%	52%	23%	54%	53%	48%	51%	-	-	-	*
	CWD	27%	27%	23%	*	17%	*	-	*	-	-	33%	*	23%	-	40%	30%	*	-	-	-	-
	CWOD	50%	39%	54%	39%	56%	57%	-	81%	-	*	51%	60%	-	54%	57%	53%	54%	-	-	-	*
	EL	31%	26%	53%	*	20%	*	-	70%	-	-	56%	*	40%	57%	53%	73%	25%	-	-	-	-
	Male	50%	40%	48%	29%	44%	*	-	89%	-	-	55%	35%	30%	53%	73%	48%	-	-	-	-	-
	Female	45%	37%	51%	42%	53%	60%	-	67%	-	*	43%	75%	*	54%	25%	-	51%	-	-	-	-
Grade 6 Reading	All Students	36%	37%	38%	29%	43%	29%	*	57%	-	20%	31%	49%	0%	48%	8%	27%	54%	-	*	-	-
	CWD	19%	17%	0%	*	0%	*	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	38%	40%	48%	33%	54%	*	*	67%	-	*	40%	58%	-	48%	13%	36%	62%	-	*	-	-
	EL	14%	17%	8%	-	14%	*	-	*	-	-	10%	*	*	13%	8%	0%	20%	-	*	-	-
	Male	33%	33%	27%	14%	31%	*	-	56%	-	*	28%	25%	0%	36%	0%	27%	-	-	*	-	-
	Female	40%	42%	54%	54%	57%	*	*	60%	-	*	39%	67%	0%	62%	20%	-	54%	-	-	-	-
Mathematics	All Students	46%	49%	52%	35%	60%	29%	*	79%	-	60%	44%	62%	17%	60%	17%	40%	67%	-	*	-	-
	CWD	23%	21%	17%	*	17%	*	-	*	-	*	8%	33%	17%	-	*	15%	20%	-	-	-	-
	CWOD	48%	52%	60%	40%	71%	*	*	83%	-	*	55%	68%	-	60%	25%	49%	74%	-	*	-	-
	EL	27%	35%	17%	-	14%	*	-	*	-	-	20%	*	*	25%	17%	0%	40%	-	*	-	-
	Male	45%	48%	40%	29%	44%	*	-	78%	-	*	39%	44%	15%	49%	0%	40%	-	-	*	-	-
	Female	46%	50%	67%	46%	79%	*	*	80%	-	*	56%	76%	20%	74%	40%	-	67%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	21%	21%	19%	*	-	44%	*	*	23%	16%	0%	24%	30%	16%	26%	-	-	-	*
	CWD	10%	7%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	24%	23%	21%	*	-	50%	*	*	25%	18%	-	24%	33%	19%	27%	-	-	-	*
	EL	19%	20%	30%	*	15%	*	-	50%	-	*	33%	*	*	33%	30%	30%	29%	-	-	-	-
	Male	24%	19%	16%	15%	17%	*	-	*	*	-	13%	21%	0%	19%	30%	16%	-	-	-	-	*
	Female	29%	24%	26%	29%	21%	*	-	60%	-	*	30%	0%	*	27%	29%	-	26%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	24%	18%	16%	18%	10%	*	-	44%	*	*	18%	11%	0%	18%	26%	18%	14%	-	-	-	*
	CWD	12%	8%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	19%	18%	20%	10%	*	-	50%	*	*	20%	12%	-	18%	29%	23%	15%	-	-	-	*
	EL	18%	20%	26%	*	8%	*	-	50%	-	*	29%	*	*	29%	26%	40%	18%	-	-	-	-
	Male	26%	20%	18%	20%	8%	*	-	*	*	-	21%	14%	0%	23%	40%	18%	-	-	-	-	*
	Female	22%	16%	14%	14%	11%	*	-	40%	-	*	16%	0%	*	15%	18%	-	14%	-	-	-	-
Grade 4	All Students	21%	17%	13%	6%	10%	13%	-	38%	-	*	12%	16%	0%	15%	38%	13%	13%	-	*	-	*
Reading	CWD	8%	4%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	18%	15%	7%	12%	20%	-	42%	-	*	13%	17%	-	15%	40%	15%	14%	-	*	-	*
	EL	12%	13%	38%	*	25%	-	-	44%	-	-	38%	40%	*	40%	38%	36%	40%	-	-	-	-
	Male	20%	15%	13%	15%	7%	20%	-	17%	-	*	7%	27%	0%	15%	36%	13%	-	-	-	-	-
	Female	23%	18%	13%	0%	13%	*	-	57%	-	*	16%	7%	*	14%	40%	-	13%	-	*	-	*
Mathematics	All Students	27%	22%	29%	19%	21%	50%	-	62%	-	*	22%	44%	22%	29%	52%	31%	27%	-	*	-	*
	CWD	13%	7%	22%	*	*	*	-	*	-	-	0%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	29%	23%	29%	21%	23%	40%	-	67%	-	*	25%	39%	-	29%	55%	33%	26%	-	*	-	*
	EL	20%	22%	52%	*	25%	-	-	67%	-	-	50%	60%	*	55%	52%	64%	40%	-	-	-	-
	Male	29%	23%	31%	31%	29%	40%	-	33%	-	*	21%	55%	17%	33%	64%	31%	-	-	-	-	-
	Female	25%	20%	27%	11%	13%	*	-	86%	-	*	23%	36%	*	26%	40%	-	27%	-	*	-	*
Grade 5	All Students	29%	24%	31%	19%	34%	38%	-	44%	-	*	28%	36%	0%	35%	11%	30%	31%	-	-	-	*
Reading	CWD	9%	8%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	31%	26%	35%	21%	42%	50%	-	50%	-	*	33%	42%	-	35%	14%	39%	33%	-	-	-	*
	EL	14%	13%	11%	*	0%	*	-	10%	-	-	13%	*	0%	14%	11%	9%	13%	-	-	-	-
	Male	26%	21%	30%	24%	35%	*	-	33%	-	-	30%	31%	0%	39%	9%	30%	-	-	-	-	*
	Female	31%	27%	31%	16%	33%	40%	-	56%	-	*	27%	42%	*	33%	13%	-	31%	-	-	-	*
Mathematics	All Students	36%	27%	40%	33%	31%	38%	-	72%	-	*	37%	46%	8%	45%	37%	41%	39%	-	-	-	*
	CWD	14%	12%	8%	*	0%	*	-	*	-	-	11%	*	8%	-	0%	10%	*	-	-	-	-
	CWOD	38%	28%	45%	36%	38%	33%	-	81%	-	*	41%	54%	-	45%	50%	50%	41%	-	-	-	*
	EL	24%	20%	37%	*	0%	*	-	50%	-	-	31%	*	0%	50%	37%	45%	25%	-	-	-	-
	Male	36%	28%	41%	35%	29%	*	-	67%	-	-	43%	38%	10%	50%	45%	41%	-	-	-	-	*
	Female	35%	26%	39%	32%	33%	20%	-	78%	-	*	32%	58%	*	41%	25%	-	39%	-	-	-	*
Science	All Students	23%	17%	26%	22%	26%	11%	-	44%	-	*	27%	24%	0%	30%	21%	24%	29%	-	-	-	*
	CWD	11%	9%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	18%	30%	24%	32%	14%	-	50%	-	*	32%	28%	-	30%	29%	31%	30%	-	-	-	*
	EL	11%	9%	21%	*	0%	*	-	30%	-	-	25%	*	0%	29%	21%	36%	0%	-	-	-	-
	Male	25%	19%	24%	18%	25%	*	-	44%	-	-	31%	12%	0%	31%	36%	24%	-	-	-	-	-
	Female	21%	15%	29%	26%	27%	20%	-	44%	-	*	24%	42%	*	30%	0%	-	29%	-	-	-	*
Grade 6	All Students	17%	18%	20%	12%	20%	0%	*	43%	-	20%	17%	24%	0%	25%	0%	13%	28%	-	*	-	-
Reading	CWD	6%	5%	0%	*	0%	*	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	18%	19%	25%	13%	25%	*	*	50%	-	*	21%	29%	-	25%	0%	18%	32%	-	*	-	-
	EL	4%	5%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	14%	15%	13%	5%	6%	*	-	44%	-	*	14%	13%	0%	18%	0%	13%	-	-	*	-	-

												Two or	Non									Foster	
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Female		20%	22%	28%	23%	36%	*	*	40%	-	*	22%	33%	0%	32%	0%	-	28%	-	-	-	-	
Mathematics	All	20%	24%	32%	18%	37%	29%	*	64%	-	0%	26%	41%	0%	40%	17%	27%	38%	-	*	-	-	
	Students																						
	CWD	9%	6%	0%	*	0%	*	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-	
	CWOD	22%	26%	40%	20%	46%	*	*	75%	-	*	33%	48%	-	40%	25%	36%	44%	-	*	-	-	
	EL	8%	12%	17%	-	14%	*	-	*	-	-	20%	*	*	25%	17%	0%	40%	-	*	-	-	
	Male	20%	24%	27%	14%	38%	*	-	56%	-	*	28%	25%	0%	36%	0%	27%	-	-	*	-	-	
	Female	20%	23%	38%	23%	36%	*	*	80%	-	*	22%	52%	0%	44%	40%	-	38%	-	-	-	-	

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	77%	74%	76%	72%	*	89%	*	70%	73%	85%	44%	82%	77%	73%	81%	-	*	-	33%
	Students																					
	CWD	46%	38%	44%	38%	38%	68%	-	36%	-	*	40%	53%	44%	-	48%	44%	44%	-	-	-	-
	CWOD	81%	77%	82%	78%	83%	74%	*	96%	*	74%	78%	90%	-	82%	84%	80%	83%	-	*	-	33%
	EL	62%	63%	77%	100%	65%	67%	-	86%	-	*	76%	83%	48%	84%	77%	79%	76%	-	*	-	-
	Male	74%	70%	73%	71%	73%	61%	-	83%	*	75%	69%	81%	44%	80%	79%	73%	-	-	*	-	*
	Female	80%	76%	81%	78%	79%	82%	*	95%	-	67%	77%	90%	44%	83%	76%	-	81%	-	*	-	40%
Reading	All	73%	69%	74%	70%	75%	69%	*	85%	*	55%	69%	83%	38%	79%	75%	67%	81%	-	*	-	*
	Students																					
	CWD	39%	30%	38%	31%	35%	60%	-	17%	-	*	32%	50%	38%	-	38%	39%	33%	-	-	-	-
	CWOD	78%	73%	79%	75%	82%	75%	*	94%	*	56%	75%	88%	-	79%	82%	74%	84%	-	*	-	*
	EL	54%	55%	75%	100%	61%	80%	-	84%	-	*	74%	77%	38%	82%	75%	72%	78%	-	*	-	-
	Male	69%	64%	67%	63%	69%	58%	-	75%	*	*	60%	81%	39%	74%	72%	67%	-	-	*	-	*
	Female	78%	74%	81%	78%	81%	79%	*	96%	-	43%	78%	87%	33%	84%	78%	-	81%	-	*	-	*
Mathematics	All	81%	77%	80%	78%	76%	81%	*	93%	*	82%	76%	88%	52%	84%	82%	79%	81%	-	*	-	*
	Students																					
	CWD	53%	44%	52%	38%	47%	80%	-	50%	-	*	47%	64%	52%	-	62%	50%	58%	-	-	-	-
	CWOD	84%	81%	84%	82%	81%	81%	*	98%	*	89%	81%	92%	-	84%	86%	86%	82%	-	*	-	*
	EL	72%	74%	82%	100%	70%	80%	-	90%	-	*	80%	92%	62%	86%	82%	85%	80%	-	*	-	-
	Male	79%	75%	79%	79%	78%	67%	-	89%	*	*	75%	86%	50%	86%	85%	79%	-	-	*	-	*
	Female	82%	79%	81%	77%	75%	93%	*	96%	-	86%	76%	90%	58%	82%	80%	-	81%	-	*	-	*
Science	All	80%	75%	77%	75%	77%	56%	-	89%	-	*	76%	79%	38%	83%	68%	72%	82%	-	-	-	*
	Students																					
	CWD	51%	44%	38%	*	17%	*	-	*	-	-	44%	*	38%	-	40%	40%	*	-	-	-	-
	CWOD	84%	79%	83%	76%	92%	57%	-	94%	-	*	81%	88%	-	83%	79%	81%	85%	-	-	-	*
	EL	61%	60%	68%	*	60%	*	-	80%	-	-	69%	*	40%	79%	68%	82%	50%	-	-	-	-
	Male	79%	74%	72%	71%	69%	*	-	89%	-	-	76%	65%	40%	81%	82%	72%	-	-	-	-	-
	Female	81%	77%	82%	79%	87%	60%	-	89%	-	*	76%	100%	*	85%	50%	-	82%	-	-	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	46%	38%	45%	43%	*	75%	*	30%	43%	54%	12%	52%	47%	43%	50%	-	*	-	22%
	Students																					
	CWD	24%	18%	12%	3%	5%	23%	-	29%	-	*	9%	19%	12%	-	13%	13%	7%	-	-	-	-
	CWOD	52%	47%	52%	42%	51%	54%	*	80%	*	32%	48%	59%	-	52%	55%	51%	53%	-	*	-	22%
	EL	29%	29%	47%	90%	25%	8%	-	65%	-	*	47%	48%	13%	55%	47%	52%	43%	-	*	-	-
	Male	47%	41%	43%	35%	41%	32%	-	72%	*	38%	42%	45%	13%	51%	52%	43%	-	-	*	-	*
	Female	52%	47%	50%	41%	48%	52%	*	77%	-	27%	44%	64%	7%	53%	43%	-	50%	-	*	-	20%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	42%	34%	43%	35%	*	65%	*	27%	39%	49%	6%	47%	42%	37%	46%	-	*	-	*
Reading	All Students																					
	CWD	21%	15%	6%	8%	0%	10%	-	17%	-	*	3%	14%	6%	-	8%	8%	0%	-	-	-	-
	CWOD	50%	45%	47%	37%	50%	50%	*	71%	*	33%	44%	54%	-	47%	48%	45%	50%	-	*	-	*
	EL	23%	24%	42%	78%	27%	0%	-	55%	-	*	42%	38%	8%	48%	42%	44%	40%	-	*	-	-
	Male	43%	37%	37%	32%	36%	25%	-	61%	*	*	35%	42%	8%	45%	44%	37%	-	-	*	-	*
	Female	51%	47%	46%	36%	49%	43%	*	69%	-	29%	42%	56%	0%	50%	40%	-	46%	-	*	-	*
Mathematics	All Students	51%	45%	50%	42%	46%	46%	*	83%	*	36%	46%	60%	15%	56%	52%	47%	53%	-	*	-	*
	CWD	26%	21%	15%	0%	6%	30%	-	33%	-	*	9%	29%	15%	-	8%	14%	17%	-	-	-	-
	CWOD	54%	49%	56%	47%	52%	56%	*	90%	*	33%	52%	64%	-	56%	61%	56%	55%	-	*	-	*
	EL	37%	37%	52%	100%	24%	20%	-	74%	-	*	50%	62%	8%	61%	52%	54%	50%	-	*	-	-
	Male	50%	44%	47%	39%	46%	33%	-	79%	*	*	46%	51%	14%	56%	54%	47%	-	-	*	-	*
	Female	51%	47%	53%	45%	46%	57%	*	88%	-	29%	46%	69%	17%	55%	50%	-	53%	-	*	-	*
Science	All Students	53%	47%	49%	36%	48%	56%	-	78%	-	*	48%	52%	23%	54%	53%	48%	51%	-	-	-	*
	CWD	25%	20%	23%	*	17%	*	-	*	-	-	33%	*	23%	-	40%	30%	*	-	-	-	-
	CWOD	56%	50%	54%	39%	56%	57%	-	81%	-	*	51%	60%	-	54%	57%	53%	54%	-	-	-	*
	EL	26%	25%	53%	*	20%	*	-	70%	-	-	56%	*	40%	57%	53%	73%	25%	-	-	-	-
	Male	53%	46%	48%	29%	44%	*	-	89%	-	-	55%	35%	30%	53%	73%	48%	-	-	-	-	-
	Female	53%	48%	51%	42%	53%	60%	-	67%	-	*	43%	75%	*	54%	25%	-	51%	-	-	-	*

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All Students	23%	19%	26%	19%	23%	23%	*	52%	*	4%	24%	30%	3%	29%	28%	24%	27%	-	*	-	11%
	CWD	8%	6%	3%	0%	0%	14%	-	0%	-	*	1%	6%	3%	-	0%	2%	4%	-	-	-	-
	CWOD	25%	21%	29%	21%	27%	28%	*	58%	*	5%	27%	33%	-	29%	34%	30%	29%	-	*	-	11%
	EL	11%	11%	28%	65%	11%	0%	-	39%	-	*	28%	24%	0%	34%	28%	31%	24%	-	*	-	-
	Male	22%	18%	24%	19%	22%	21%	-	43%	*	13%	23%	25%	2%	30%	31%	24%	-	-	*	-	*
	Female	24%	21%	27%	19%	24%	24%	*	61%	-	0%	24%	35%	4%	29%	24%	-	27%	-	*	-	0%
Reading	All Students	20%	17%	21%	15%	21%	15%	*	43%	*	9%	20%	24%	0%	25%	23%	18%	25%	-	*	-	*
	CWD	7%	5%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	19%	25%	16%	25%	25%	*	48%	*	11%	24%	27%	-	25%	27%	23%	26%	-	*	-	*
	EL	8%	8%	23%	56%	12%	0%	-	29%	-	*	24%	15%	0%	27%	23%	21%	25%	-	*	-	-
	Male	17%	14%	18%	14%	17%	17%	-	32%	*	*	16%	23%	0%	23%	21%	18%	-	-	*	-	*
	Female	23%	20%	25%	16%	25%	14%	*	54%	-	0%	24%	25%	0%	26%	25%	-	25%	-	*	-	*
Mathematics	All Students	26%	22%	30%	22%	25%	35%	*	63%	*	0%	26%	38%	6%	33%	34%	30%	30%	-	*	-	*
	CWD	11%	6%	6%	0%	0%	30%	-	0%	-	*	3%	14%	6%	-	0%	6%	8%	-	-	-	-
	CWOD	28%	24%	33%	25%	29%	38%	*	71%	*	0%	30%	41%	-	33%	41%	36%	31%	-	*	-	*
	EL	16%	16%	34%	78%	12%	0%	-	52%	-	*	33%	38%	0%	41%	34%	41%	28%	-	*	-	-
	Male	25%	22%	30%	24%	27%	33%	-	54%	*	*	29%	32%	6%	36%	41%	30%	-	-	*	-	*
	Female	26%	22%	30%	20%	22%	36%	*	73%	-	0%	24%	44%	8%	31%	28%	-	30%	-	*	-	*
Science	All Students	24%	20%	26%	22%	26%	11%	-	44%	-	*	27%	24%	0%	30%	21%	24%	29%	-	-	-	*
	CWD	8%	5%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	26%	22%	30%	24%	32%	14%	-	50%	-	*	32%	28%	-	30%	29%	31%	30%	-	-	-	*
	EL	7%	7%	21%	*	0%	*	-	30%	-	-	25%	*	0%	29%	21%	36%	0%	-	-	-	-
	Male	25%	21%	24%	18%	25%	*	-	44%	-	-	31%	12%	0%	31%	36%	24%	-	-	-	-	-

	State	District	Campus	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
Female	23%	20%	29%	26%	27%	20%	-	44%	-	*	24%	42%	*	30%	0%	-	29%	-	-	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	62	59	58	57	*	78	-	50	63	50	69
CWD	50	67	40	50	-	*	-	*	54	50	61
CWOD	63	59	62	61	*	77	-	67	64	-	71
EL	69	100	58	*	-	71	-	-	66	61	69
Male	56	63	49	50	-	62	-	*	58	52	59
Female	68	55	67	64	*	95	-	*	69	44	82
<b>Mathematics</b>											
All Students	77	72	75	80	*	91	-	69	75	68	86
CWD	68	78	67	75	-	*	-	*	72	68	78
CWOD	78	71	77	82	*	94	-	83	76	-	88
EL	86	100	79	*	-	88	-	-	85	78	86
Male	76	74	81	64	-	83	-	*	77	70	81
Female	78	70	69	95	*	100	-	*	73	61	91

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	161	46	29%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	50	44	48	46	*	72	*	35	47	20	51
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	N		N			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N		N			N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N		Y			Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Y	N	N		N			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)



			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD				
Participation Rate									Races		Disadv						
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%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
Reading	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%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	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	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%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	*	100%	100%	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%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	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%	-
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%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates zero observations reported for this group.

**Part (viii)(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)

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card& program=perf rept.perfmast.sas&prgopt=2019%2... 13/19

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	11	5	2	2	0	0	0	2	2		2
	Female	2	2	0	0	0	0	0	0	0		0
	Total	13	7	2	2	0	0	0	2	2		2
Out-of-School Suspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	2	2	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	23	5	14	2	0	2	0	0	8	2	2
	Female	21	8	11	0	0	0	2	0	5	2	2
	Total	44	13	25	2	0	2	2	0	13	4	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	34	8	14	2	0	8	0	2	14	2
	Female	36	8	11	2	0	11	2	2	20	0
	Total	70	16	25	4	0	19	2	4	34	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	2.0	4.7%
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	0.7	1.7%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.



# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** FITZGERALD EL

**Campus ID:** 220901136

**District Name:** ARLINGTON 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 ELPA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	67%	72%	68%	40%	-	*	-	67%	68%	65%	36%	74%	68%	65%	70%	-	*	-	-
	CWD	49%	38%	36%	*	40%	*	-	-	-	*	33%	*	36%	-	*	33%	*	-	-	-	-
	CWOD	79%	72%	74%	71%	74%	*	-	*	-	*	78%	67%	-	74%	76%	76%	72%	-	*	-	-
	EL	69%	67%	68%	*	69%	-	-	*	-	-	71%	60%	*	76%	68%	56%	80%	-	-	-	-
	Male	73%	65%	65%	91%	60%	*	-	*	-	60%	65%	64%	33%	76%	56%	65%	-	-	*	-	-
	Female	78%	72%	70%	43%	77%	*	-	*	-	*	72%	67%	*	72%	80%	-	70%	-	-	-	-
	Mathematics	All Students	78%	72%	66%	72%	54%	80%	-	*	-	83%	59%	80%	55%	68%	63%	65%	67%	-	*	-
CWD	52%	44%	55%	*	40%	*	-	-	-	*	56%	*	55%	-	*	44%	*	-	-	-	-	
CWOD	81%	76%	68%	71%	57%	*	-	*	-	*	59%	83%	-	68%	65%	72%	64%	-	*	-	-	
EL	75%	75%	63%	*	56%	-	-	*	-	-	57%	80%	*	65%	63%	44%	80%	-	-	-	-	
Male	78%	72%	65%	91%	40%	*	-	*	-	80%	57%	82%	44%	72%	44%	65%	-	-	*	-	-	
Female	78%	72%	67%	43%	69%	*	-	*	-	*	61%	78%	*	64%	80%	-	67%	-	-	-	-	
Grade 4 Reading	All Students	74%	66%	73%	83%	58%	88%	*	100%	*	*	69%	86%	20%	76%	70%	68%	77%	-	*	-	*
	CWD	44%	34%	20%	*	*	-	-	-	-	*	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	78%	70%	76%	88%	64%	88%	*	100%	*	*	73%	92%	-	76%	73%	71%	82%	-	*	-	*
	EL	64%	64%	70%	-	61%	-	*	*	-	-	68%	*	*	73%	70%	69%	70%	-	-	-	-
	Male	71%	63%	68%	89%	47%	*	*	*	*	*	63%	88%	*	71%	69%	68%	-	-	*	-	-
	Female	77%	70%	77%	78%	71%	80%	-	*	-	*	76%	83%	*	82%	70%	-	77%	-	*	-	*
	Mathematics	All Students	74%	67%	79%	61%	83%	88%	*	100%	*	*	81%	71%	0%	85%	87%	76%	83%	-	*	-
CWD	46%	36%	0%	*	*	-	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-	
CWOD	78%	71%	85%	65%	91%	88%	*	100%	*	*	86%	83%	*	85%	91%	83%	88%	-	*	-	*	
EL	69%	69%	87%	-	83%	-	*	*	-	-	86%	*	-	91%	87%	85%	90%	-	-	-	-	
Male	74%	67%	76%	67%	79%	*	*	*	*	*	80%	63%	*	83%	85%	76%	-	-	*	-	-	
Female	74%	68%	83%	56%	88%	100%	-	*	-	*	83%	83%	*	88%	90%	-	83%	-	*	-	*	
Grade 5 Reading	All Students	86%	82%	92%	81%	92%	100%	-	100%	*	*	88%	100%	*	92%	88%	90%	94%	-	*	-	-
	CWD	55%	48%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	89%	86%	92%	81%	91%	100%	-	100%	*	*	88%	100%	-	92%	88%	89%	94%	-	*	-	-
	EL	77%	76%	88%	*	82%	-	-	*	-	-	85%	*	-	88%	88%	88%	88%	-	-	-	-
	Male	83%	78%	90%	70%	94%	100%	-	*	*	-	86%	100%	*	89%	88%	90%	-	-	-	-	-
	Female	88%	85%	94%	100%	89%	*	-	*	-	*	90%	100%	-	94%	88%	-	94%	-	*	-	-
	Mathematics	All Students	89%	84%	97%	88%	100%	100%	-	100%	*	*	96%	100%	*	97%	100%	97%	97%	-	*	-
CWD	68%	61%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
CWOD	92%	87%	97%	88%	100%	100%	-	100%	*	*	96%	100%	-	97%	100%	97%	97%	-	*	-	-	
EL	85%	82%	100%	*	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-	
Male	88%	83%	97%	90%	100%	100%	-	*	*	-	97%	100%	*	97%	100%	97%	-	-	-	-	-	
Female	90%	85%	97%	83%	100%	*	-	*	-	*	95%	100%	-	97%	100%	-	97%	-	*	-	-	
Science	All Students	74%	65%	82%	63%	89%	90%	-	88%	*	*	74%	100%	*	82%	81%	82%	82%	-	*	-	-
	CWD	45%	43%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	82%	63%	89%	90%	-	88%	*	*	73%	100%	-	82%	81%	82%	82%	-	*	-	-
	EL	60%	55%	81%	*	82%	-	-	*	-	-	77%	*	-	81%	81%	100%	63%	-	-	-	-
	Male	74%	65%	82%	50%	94%	100%	-	*	*	-	76%	100%	*	82%	100%	82%	-	-	-	-	-
	Female	73%	64%	82%	83%	83%	*	-	*	-	*	71%	100%	-	82%	63%	-	82%	-	*	-	-
Grade 6	Reading																					
	All Students	67%	68%	80%	83%	79%	67%	-	100%	-	*	77%	93%	*	82%	70%	72%	86%	-	*	-	*
	CWD	33%	32%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	71%	72%	82%	87%	81%	64%	-	100%	-	*	79%	93%	-	82%	78%	74%	88%	-	*	-	*
	EL	42%	49%	70%	-	67%	-	-	*	-	-	67%	*	*	78%	70%	80%	60%	-	-	-	-
	Male	62%	64%	72%	67%	73%	67%	-	*	-	*	67%	100%	*	74%	80%	72%	-	-	*	-	*
	Female	71%	72%	86%	100%	84%	67%	-	*	-	-	86%	89%	*	88%	60%	-	86%	-	*	-	*
Mathematics	All Students	80%	82%	96%	92%	97%	100%	-	100%	-	*	95%	100%	*	97%	90%	97%	95%	-	*	-	*
	CWD	50%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	83%	86%	97%	96%	97%	100%	-	100%	-	*	97%	100%	-	97%	89%	100%	95%	-	*	-	*
	EL	67%	77%	90%	-	89%	-	-	*	-	-	89%	*	*	89%	90%	100%	80%	-	-	-	-
	Male	78%	80%	97%	92%	100%	100%	-	*	-	*	97%	100%	*	100%	100%	97%	-	-	*	-	*
	Female	81%	84%	95%	92%	95%	100%	-	*	-	-	94%	100%	*	95%	80%	-	95%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3	Reading																					
	All Students	44%	37%	41%	39%	39%	40%	-	*	-	50%	37%	50%	27%	44%	47%	32%	52%	-	*	-	-
	CWD	26%	19%	27%	*	20%	*	-	-	-	*	22%	*	27%	-	*	22%	*	-	-	-	-
	CWOD	46%	39%	44%	35%	43%	*	-	*	-	*	41%	50%	-	44%	53%	36%	52%	-	*	-	-
	EL	35%	34%	47%	*	44%	-	-	*	-	-	43%	60%	*	53%	47%	33%	60%	-	-	-	-
	Male	41%	34%	32%	45%	27%	*	-	*	-	40%	26%	45%	22%	36%	33%	32%	-	-	*	-	-
	Female	47%	39%	52%	29%	54%	*	-	*	-	*	50%	56%	*	52%	60%	-	52%	-	-	-	-
Mathematics	All Students	48%	39%	36%	33%	36%	20%	-	*	-	50%	32%	45%	27%	38%	37%	35%	37%	-	*	-	-
	CWD	30%	21%	27%	*	20%	*	-	-	-	*	22%	*	27%	-	*	22%	*	-	-	-	-
	CWOD	50%	42%	38%	29%	39%	*	-	*	-	*	34%	44%	-	38%	41%	40%	36%	-	*	-	-
	EL	41%	41%	37%	*	31%	-	-	*	-	-	36%	40%	*	41%	37%	33%	40%	-	-	-	-
	Male	49%	41%	35%	45%	27%	*	-	*	-	40%	26%	55%	22%	40%	33%	35%	-	-	*	-	-
	Female	46%	38%	37%	14%	46%	*	-	*	-	*	39%	33%	*	36%	40%	-	37%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	38%	44%	25%	75%	*	80%	*	*	37%	43%	0%	41%	22%	34%	43%	-	*	-	*
	CWD	24%	16%	0%	*	*	-	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	46%	38%	41%	47%	27%	75%	*	80%	*	*	39%	50%	-	41%	23%	37%	45%	-	*	-	*
	EL	30%	30%	22%	-	11%	-	*	*	-	-	18%	*	*	23%	22%	23%	20%	-	-	-	-
	Male	41%	33%	34%	44%	26%	*	*	*	*	*	33%	38%	*	37%	23%	34%	-	-	*	-	-
	Female	46%	38%	43%	44%	24%	80%	-	*	-	*	41%	50%	*	45%	20%	-	43%	-	*	-	*
Mathematics	All Students	46%	39%	42%	33%	33%	88%	*	80%	*	*	41%	50%	0%	46%	43%	37%	49%	-	*	-	*
	CWD	27%	21%	0%	*	*	-	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	49%	41%	46%	35%	36%	88%	*	80%	*	*	43%	58%	-	46%	45%	40%	52%	-	*	-	*
	EL	39%	39%	43%	-	39%	-	*	*	-	-	41%	*	*	45%	43%	46%	40%	-	-	-	-
	Male	48%	40%	37%	33%	37%	*	*	*	*	*	33%	50%	*	40%	46%	37%	-	-	*	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	49%	33%	29%	100%	-	*	-	*	48%	50%	*	52%	40%	-	49%	-	*	-	*
Grade 5 Reading	All Students	53%	46%	67%	63%	67%	70%	-	75%	*	*	60%	82%	*	66%	31%	67%	67%	-	*	-	-
	CWD	27%	23%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	56%	49%	66%	63%	66%	70%	-	75%	*	*	59%	82%	-	66%	31%	66%	67%	-	*	-	-
	EL	36%	35%	31%	*	18%	-	-	*	-	-	31%	*	-	31%	31%	38%	25%	-	-	-	-
	Male	50%	42%	67%	50%	72%	83%	-	*	*	-	62%	80%	*	66%	38%	67%	-	-	-	-	-
	Female	56%	51%	67%	83%	61%	*	-	*	-	*	57%	83%	-	67%	25%	-	67%	-	*	-	-
Mathematics	All Students	57%	47%	76%	63%	81%	80%	-	88%	*	*	70%	91%	*	76%	63%	77%	76%	-	*	-	-
	CWD	31%	28%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	60%	49%	76%	63%	80%	80%	-	88%	*	*	69%	91%	-	76%	63%	76%	76%	-	*	-	-
	EL	46%	41%	63%	*	55%	-	-	*	-	-	62%	*	-	63%	63%	88%	38%	-	-	-	-
	Male	56%	47%	77%	50%	89%	83%	-	*	*	-	72%	90%	*	76%	88%	77%	-	-	-	-	-
	Female	57%	47%	76%	83%	72%	*	-	*	-	*	67%	92%	-	76%	38%	-	76%	-	*	-	-
Science	All Students	48%	38%	67%	56%	67%	80%	-	88%	*	*	58%	86%	*	66%	50%	69%	64%	-	*	-	-
	CWD	27%	27%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	50%	39%	66%	56%	66%	80%	-	88%	*	*	57%	86%	-	66%	50%	68%	64%	-	*	-	-
	EL	31%	26%	50%	*	36%	-	-	*	-	-	46%	*	-	50%	50%	75%	25%	-	-	-	-
	Male	50%	40%	69%	40%	78%	83%	-	*	*	-	62%	90%	*	68%	75%	69%	-	-	-	-	-
	Female	45%	37%	64%	83%	56%	*	-	*	-	*	52%	83%	-	64%	25%	-	64%	-	*	-	-
Grade 6 Reading	All Students	36%	37%	51%	63%	38%	47%	-	83%	-	*	52%	47%	*	53%	30%	39%	61%	-	*	-	*
	CWD	19%	17%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	38%	40%	53%	65%	38%	50%	-	83%	-	*	53%	50%	-	53%	33%	38%	64%	-	*	-	*
	EL	14%	17%	30%	-	33%	-	-	*	-	-	22%	*	*	33%	30%	20%	40%	-	-	-	-
	Male	33%	33%	39%	33%	33%	50%	-	*	-	*	40%	33%	*	38%	20%	39%	-	-	*	-	*
	Female	40%	42%	61%	92%	42%	44%	-	*	-	-	63%	56%	*	64%	40%	-	61%	-	*	-	*
Mathematics	All Students	46%	49%	73%	75%	62%	80%	-	100%	-	*	72%	73%	*	76%	70%	72%	73%	-	*	-	*
	CWD	23%	21%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	48%	52%	76%	78%	66%	86%	-	100%	-	*	76%	79%	-	76%	78%	76%	76%	-	*	-	*
	EL	27%	35%	70%	-	67%	-	-	*	-	-	67%	*	*	78%	70%	80%	60%	-	-	-	-
	Male	45%	48%	72%	67%	60%	100%	-	*	-	*	70%	83%	*	76%	80%	72%	-	-	*	-	*
	Female	46%	50%	73%	83%	63%	67%	-	*	-	-	74%	67%	*	76%	60%	-	73%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	23%	28%	18%	40%	-	*	-	17%	22%	25%	27%	22%	26%	15%	33%	-	*	-	-
	CWD	10%	7%	27%	*	20%	*	-	-	-	*	22%	*	27%	-	*	22%	*	-	-	-	-
	CWOD	29%	23%	22%	24%	17%	*	-	*	-	*	22%	22%	-	22%	29%	12%	32%	-	*	-	-
	EL	19%	20%	26%	*	19%	-	-	*	-	-	29%	20%	*	29%	26%	11%	40%	-	-	-	-
	Male	24%	19%	15%	27%	7%	*	-	*	-	20%	13%	18%	22%	12%	11%	15%	-	-	*	-	-
	Female	29%	24%	33%	29%	31%	*	-	*	-	*	33%	33%	*	32%	40%	-	33%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	11%	17%	11%	0%	-	*	-	0%	10%	15%	9%	12%	11%	15%	7%	-	*	-	-
	Students																					
	CWD	12%	8%	9%	*	0%	*	-	-	-	*	0%	*	9%	-	*	11%	*	-	-	-	-
	CWOD	25%	19%	12%	12%	13%	*	-	*	-	*	13%	11%	-	12%	12%	16%	8%	-	*	-	-
	EL	18%	20%	11%	*	6%	-	-	*	-	-	14%	0%	*	12%	11%	11%	10%	-	-	-	-
	Male	26%	20%	15%	27%	13%	*	-	*	-	0%	9%	27%	11%	16%	11%	15%	-	-	*	-	-
	Female	22%	16%	7%	0%	8%	*	-	*	-	*	11%	0%	*	8%	10%	-	7%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	16%	17%	8%	25%	*	60%	*	*	15%	21%	0%	18%	17%	16%	17%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	*	*	-	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	23%	18%	18%	18%	9%	25%	*	60%	*	*	16%	25%	-	18%	18%	17%	18%	-	*	-	*
	EL	12%	13%	17%	-	6%	-	*	*	-	-	18%	*	*	18%	17%	15%	20%	-	-	-	-
	Male	20%	15%	16%	11%	16%	*	*	*	*	*	17%	13%	*	17%	15%	16%	-	-	*	-	-
	Female	23%	18%	17%	22%	0%	40%	-	*	-	*	14%	33%	*	18%	20%	-	17%	-	*	-	*
Mathematics	All	27%	22%	22%	17%	11%	50%	*	80%	*	*	20%	29%	0%	24%	22%	24%	20%	-	*	-	*
	Students																					
	CWD	13%	7%	0%	*	*	-	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	24%	18%	12%	50%	*	80%	*	*	21%	33%	-	24%	23%	26%	21%	-	*	-	*
	EL	20%	22%	22%	-	11%	-	*	*	-	-	23%	*	*	23%	22%	23%	20%	-	-	-	-
	Male	29%	23%	24%	22%	16%	*	*	*	*	*	23%	25%	*	26%	23%	24%	-	-	*	-	-
	Female	25%	20%	20%	11%	6%	40%	-	*	-	*	17%	33%	*	21%	20%	-	20%	-	*	-	*
Grade 5																						
Reading	All	29%	24%	47%	44%	36%	70%	-	75%	*	*	38%	68%	*	48%	25%	51%	42%	-	*	-	-
	Students																					
	CWD	9%	8%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	31%	26%	48%	44%	37%	70%	-	75%	*	*	39%	68%	-	48%	25%	53%	42%	-	*	-	-
	EL	14%	13%	25%	*	9%	-	-	*	-	-	23%	*	-	25%	25%	38%	13%	-	-	-	-
	Male	26%	21%	51%	30%	50%	83%	-	*	*	-	45%	70%	*	53%	38%	51%	-	-	-	-	-
	Female	31%	27%	42%	67%	22%	*	-	*	-	*	29%	67%	-	42%	13%	-	42%	-	*	-	-
Mathematics	All	36%	27%	60%	44%	64%	70%	-	75%	*	*	52%	77%	*	59%	44%	64%	55%	-	*	-	-
	Students																					
	CWD	14%	12%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	38%	28%	59%	44%	63%	70%	-	75%	*	*	51%	77%	-	59%	44%	63%	55%	-	*	-	-
	EL	24%	20%	44%	*	36%	-	-	*	-	-	38%	*	-	44%	44%	63%	25%	-	-	-	-
	Male	36%	28%	64%	20%	78%	83%	-	*	*	-	59%	80%	*	63%	63%	64%	-	-	-	-	-
	Female	35%	26%	55%	83%	50%	*	-	*	-	*	43%	75%	-	55%	25%	-	55%	-	*	-	-
Science	All	23%	17%	38%	19%	36%	60%	-	63%	*	*	36%	41%	*	37%	19%	54%	18%	-	*	-	-
	Students																					
	CWD	11%	9%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	25%	18%	37%	19%	34%	60%	-	63%	*	*	35%	41%	-	37%	19%	53%	18%	-	*	-	-
	EL	11%	9%	19%	*	9%	-	-	*	-	-	15%	*	-	19%	19%	38%	0%	-	-	-	-
	Male	25%	19%	54%	20%	56%	83%	-	*	*	-	48%	70%	*	53%	38%	54%	-	-	-	-	-
	Female	21%	15%	18%	17%	17%	*	-	*	-	*	19%	17%	-	18%	0%	-	18%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	28%	29%	21%	27%	-	50%	-	*	28%	27%	*	29%	10%	19%	34%	-	*	-	*
	Students																					
	CWD	6%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	18%	19%	29%	30%	22%	29%	-	50%	-	*	29%	29%	-	29%	11%	21%	36%	-	*	-	*
	EL	4%	5%	10%	-	11%	-	-	*	-	-	11%	*	*	11%	10%	0%	20%	-	-	-	-
	Male	14%	15%	19%	17%	7%	33%	-	*	-	*	20%	17%	*	21%	0%	19%	-	-	*	-	*

		State	District	Campus	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
	Female	20%	22%	<b>34%</b>	42%	32%	22%	-	*	-	-	34%	33%	*	36%	20%	-	34%	-	*	-	*
Mathematics	All Students	20%	24%	<b>46%</b>	46%	32%	60%	-	83%	-	*	46%	47%	*	49%	40%	44%	48%	-	*	-	*
	CWD	9%	6%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	22%	26%	<b>49%</b>	48%	34%	64%	-	83%	-	*	48%	50%	-	49%	44%	47%	50%	-	*	-	*
	EL	8%	12%	<b>40%</b>	-	33%	-	-	*	-	-	33%	*	*	44%	40%	80%	0%	-	-	-	-
	Male	20%	24%	<b>44%</b>	33%	27%	83%	-	*	-	*	43%	50%	*	47%	80%	44%	-	-	*	-	*
	Female	20%	23%	<b>48%</b>	58%	37%	44%	-	*	-	-	49%	44%	*	50%	0%	-	48%	-	*	-	*

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All Students	77%	73%	<b>82%</b>	78%	81%	86%	*	94%	80%	80%	80%	89%	44%	85%	79%	80%	85%	-	100%	-	83%
	CWD	46%	38%	<b>44%</b>	33%	43%	50%	-	-	-	50%	42%	50%	44%	-	25%	42%	50%	-	-	-	-
	CWOD	81%	77%	<b>85%</b>	80%	84%	89%	*	94%	80%	94%	82%	92%	-	85%	82%	83%	86%	-	100%	-	83%
	EL	62%	63%	<b>79%</b>	100%	75%	-	*	92%	-	-	78%	87%	25%	82%	79%	78%	80%	-	-	-	-
	Male	74%	70%	<b>80%</b>	79%	77%	85%	*	95%	80%	72%	77%	88%	42%	83%	78%	80%	-	-	100%	-	*
	Female	80%	76%	<b>85%</b>	77%	85%	87%	-	94%	-	100%	82%	90%	50%	86%	80%	-	85%	-	100%	-	*
Reading	All Students	73%	69%	<b>78%</b>	80%	75%	76%	*	96%	*	75%	76%	86%	38%	82%	74%	74%	83%	-	100%	-	*
	CWD	39%	30%	<b>38%</b>	*	36%	*	-	-	-	*	31%	60%	38%	-	*	40%	33%	-	-	-	-
	CWOD	78%	73%	<b>82%</b>	82%	78%	80%	*	96%	*	88%	79%	88%	-	82%	78%	78%	85%	-	100%	-	*
	EL	54%	55%	<b>74%</b>	*	69%	-	*	91%	-	-	72%	80%	*	78%	74%	71%	76%	-	-	-	-
	Male	69%	64%	<b>74%</b>	79%	69%	76%	*	89%	*	67%	71%	86%	40%	78%	71%	74%	-	-	*	-	*
	Female	78%	74%	<b>83%</b>	82%	81%	76%	-	100%	-	*	82%	86%	33%	85%	76%	-	83%	-	*	-	*
Mathematics	All Students	81%	77%	<b>86%</b>	79%	85%	95%	*	96%	*	83%	85%	89%	48%	89%	84%	84%	87%	-	100%	-	*
	CWD	53%	44%	<b>48%</b>	*	45%	*	-	-	-	*	50%	40%	48%	-	*	40%	67%	-	-	-	-
	CWOD	84%	81%	<b>89%</b>	81%	89%	97%	*	96%	*	100%	87%	92%	-	89%	86%	89%	88%	-	100%	-	*
	EL	72%	74%	<b>84%</b>	*	80%	-	*	100%	-	-	83%	90%	*	86%	84%	80%	88%	-	-	-	-
	Male	79%	75%	<b>84%</b>	86%	81%	88%	*	100%	*	78%	84%	86%	40%	89%	80%	84%	-	-	*	-	*
	Female	82%	79%	<b>87%</b>	71%	90%	100%	-	93%	-	*	85%	92%	67%	88%	88%	-	87%	-	*	-	*
Science	All Students	80%	75%	<b>82%</b>	63%	89%	90%	-	88%	*	*	74%	100%	*	82%	81%	82%	82%	-	*	-	-
	CWD	51%	44%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	84%	79%	<b>82%</b>	63%	89%	90%	-	88%	*	*	73%	100%	-	82%	81%	82%	82%	-	*	-	-
	EL	61%	60%	<b>81%</b>	*	82%	-	-	*	-	-	77%	*	-	81%	81%	100%	63%	-	-	-	-
	Male	79%	74%	<b>82%</b>	50%	94%	100%	-	*	*	-	76%	100%	*	82%	100%	82%	-	-	-	-	-
	Female	81%	77%	<b>82%</b>	83%	83%	*	-	*	-	*	71%	100%	-	82%	63%	-	82%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>55%</b>	53%	50%	67%	*	80%	40%	44%	52%	65%	23%	58%	42%	52%	59%	-	67%	-	50%
	CWD	24%	18%	<b>23%</b>	33%	26%	0%	-	-	-	25%	24%	20%	23%	-	0%	26%	17%	-	-	-	-
	CWOD	52%	47%	<b>58%</b>	54%	52%	73%	*	80%	40%	53%	54%	68%	-	58%	44%	55%	61%	-	67%	-	50%
	EL	29%	29%	<b>42%</b>	80%	35%	-	*	69%	-	-	39%	61%	0%	44%	42%	46%	38%	-	-	-	-
	Male	47%	41%	<b>52%</b>	46%	51%	70%	*	77%	40%	33%	48%	64%	26%	55%	46%	52%	-	-	38%	-	*
	Female	52%	47%	<b>59%</b>	62%	50%	65%	-	81%	-	71%	56%	67%	17%	61%	38%	-	59%	-	100%	-	*

		State	District	Campus	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
Reading	All	47%	42%	<b>50%</b>	53%	43%	58%	*	74%	*	42%	47%	58%	24%	52%	32%	44%	56%	-	57%	-	*
	Students																					
	CWD	21%	15%	<b>24%</b>	*	27%	*	-	-	-	*	25%	20%	24%	-	*	27%	17%	-	-	-	-
	CWOD	50%	45%	<b>52%</b>	53%	44%	63%	*	74%	*	50%	49%	61%	*	52%	34%	45%	58%	-	57%	-	*
	EL	23%	24%	<b>32%</b>	*	26%	-	*	55%	-	-	28%	60%	*	34%	32%	29%	36%	-	-	-	-
	Male	43%	37%	<b>44%</b>	43%	40%	59%	*	56%	*	33%	41%	51%	27%	45%	29%	44%	-	*	-	*	*
	Female	51%	47%	<b>56%</b>	65%	45%	57%	-	86%	-	*	53%	64%	17%	58%	36%	-	56%	-	*	-	*
Mathematics	All	51%	45%	<b>58%</b>	53%	54%	74%	*	83%	*	50%	55%	66%	19%	61%	50%	56%	60%	-	71%	-	*
	Students																					
	CWD	26%	21%	<b>19%</b>	*	18%	*	-	-	-	*	19%	20%	19%	-	*	20%	17%	-	-	-	-
	CWOD	54%	49%	<b>61%</b>	53%	57%	80%	*	83%	*	63%	58%	70%	-	61%	53%	60%	62%	-	71%	-	*
	EL	37%	37%	<b>50%</b>	*	44%	-	*	82%	-	-	48%	60%	*	53%	50%	57%	42%	-	-	-	-
	Male	50%	44%	<b>56%</b>	50%	54%	76%	*	89%	*	33%	52%	69%	20%	60%	57%	56%	-	*	-	*	*
	Female	51%	47%	<b>60%</b>	56%	54%	71%	-	79%	-	*	59%	64%	17%	62%	42%	-	60%	-	*	-	*
Science	All	53%	47%	<b>67%</b>	56%	67%	80%	-	88%	*	*	58%	86%	*	66%	50%	69%	64%	-	*	-	-
	Students																					
	CWD	25%	20%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	56%	50%	<b>66%</b>	56%	66%	80%	-	88%	*	*	57%	86%	-	66%	50%	68%	64%	-	*	-	-
	EL	26%	25%	<b>50%</b>	*	36%	-	-	*	-	-	46%	*	-	50%	50%	75%	25%	-	-	-	-
	Male	53%	46%	<b>69%</b>	40%	78%	83%	-	*	*	-	62%	90%	*	68%	75%	69%	-	-	-	-	-
	Female	53%	48%	<b>64%</b>	83%	56%	*	-	*	-	*	52%	83%	-	64%	25%	-	64%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	<b>33%</b>	29%	27%	48%	*	63%	40%	16%	30%	41%	14%	34%	23%	34%	32%	-	47%	-	33%
	Students																					
	CWD	8%	6%	<b>14%</b>	33%	13%	0%	-	-	-	13%	12%	20%	14%	-	0%	16%	8%	-	-	-	-
	CWOD	25%	21%	<b>34%</b>	29%	28%	51%	*	63%	40%	18%	32%	42%	-	34%	24%	36%	32%	-	47%	-	33%
	EL	11%	11%	<b>23%</b>	40%	14%	-	*	62%	-	-	22%	26%	0%	24%	23%	28%	18%	-	-	-	-
	Male	22%	18%	<b>34%</b>	23%	31%	60%	*	73%	40%	17%	32%	43%	16%	36%	28%	34%	-	25%	-	*	*
	Female	24%	21%	<b>32%</b>	36%	23%	37%	-	56%	-	14%	29%	39%	8%	32%	18%	-	32%	-	71%	-	*
Reading	All	20%	17%	<b>29%</b>	29%	21%	39%	*	57%	*	25%	26%	38%	14%	30%	21%	26%	32%	-	29%	-	*
	Students																					
	CWD	7%	5%	<b>14%</b>	*	9%	*	-	-	-	*	13%	20%	14%	-	*	13%	17%	-	-	-	-
	CWOD	22%	19%	<b>30%</b>	29%	22%	43%	*	57%	*	25%	27%	39%	-	30%	22%	27%	32%	-	29%	-	*
	EL	8%	8%	<b>21%</b>	*	11%	-	*	55%	-	-	21%	20%	*	22%	21%	17%	24%	-	-	-	-
	Male	17%	14%	<b>26%</b>	21%	21%	41%	*	56%	*	22%	24%	31%	13%	27%	17%	26%	-	*	-	*	*
	Female	23%	20%	<b>32%</b>	38%	21%	38%	-	57%	-	*	27%	44%	17%	32%	24%	-	32%	-	*	-	*
Mathematics	All	26%	22%	<b>36%</b>	32%	31%	53%	*	70%	*	8%	33%	44%	10%	38%	26%	37%	35%	-	57%	-	*
	Students																					
	CWD	11%	6%	<b>10%</b>	*	9%	*	-	-	-	*	6%	20%	10%	-	*	13%	0%	-	-	-	-
	CWOD	28%	24%	<b>38%</b>	32%	33%	57%	*	70%	*	13%	36%	45%	-	38%	28%	40%	36%	-	57%	-	*
	EL	16%	16%	<b>26%</b>	*	19%	-	*	73%	-	-	26%	30%	*	28%	26%	37%	15%	-	-	-	-
	Male	25%	22%	<b>37%</b>	26%	34%	71%	*	78%	*	11%	35%	46%	13%	40%	37%	37%	-	-	-	-	*
	Female	26%	22%	<b>35%</b>	38%	27%	38%	-	64%	-	*	32%	42%	0%	36%	15%	-	35%	-	*	-	*
Science	All	24%	20%	<b>38%</b>	19%	36%	60%	-	63%	*	*	36%	41%	*	37%	19%	54%	18%	-	*	-	-
	Students																					
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	26%	22%	<b>37%</b>	19%	34%	60%	-	63%	*	*	35%	41%	-	37%	19%	53%	18%	-	*	-	-
	EL	7%	7%	<b>19%</b>	*	9%	-	-	*	-	-	15%	*	-	19%	19%	38%	0%	-	-	-	-
	Male	25%	21%	<b>54%</b>	20%	56%	83%	-	*	*	-	48%	70%	*	53%	38%	54%	-	-	-	-	-



	State	District	Campus	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
Female	23%	20%	18%	17%	17%	*	-	*	-	*	19%	17%	-	18%	0%	-	18%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	77	66	60	*	89	*	40	69	45	69
CWD	45	*	67	*	-	-	-	*	57	45	*
CWOD	70	79	66	62	*	89	*	*	70	-	68
EL	69	*	66	-	*	83	-	-	70	*	69
Male	67	77	63	57	*	81	*	*	67	58	69
Female	71	76	68	63	-	95	-	*	72	*	70
<b>Mathematics</b>											
All Students	79	78	77	83	*	89	*	50	77	50	74
CWD	50	*	67	*	-	-	-	*	57	50	*
CWOD	80	79	78	86	*	89	*	*	78	-	76
EL	74	*	72	-	*	89	-	-	72	*	74
Male	78	76	76	93	*	88	*	*	76	33	69
Female	79	80	78	75	-	90	-	*	78	*	80

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	120	31	26%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	57	53	53	67	*	79	53	47	54	27	48
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N					Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	Y	N	Y					Y		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
Participation Rate		Campus	American			Indian		Islander	More	Disadv	Econ	CWD	CWOD				
All Subjects	All	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	-	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
Reading	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
	All	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	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%	100%	-
Mathematics	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%	-
	All	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
Science	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%	-
	All	100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	100%	100%	100%	-
	Students																
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
Non-Participation Rate	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%	-
	All	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
All Subjects	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%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
	All	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
Reading	Students																
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	*	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	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%	-
	Students																
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	*	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	0%	0%	0%	-	0%	*	*	0%	0%	*	0%	0%	0%	0%	-
	Students																
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	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%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	16	5	2	5	0	2	0	2	2		
	Female	4	2	2	0	0	0	0	0	2		
	Total	20	7	4	5	0	2	0	2	4		
Out-of-School Suspensions												
	Male	14	4	2	4	0	2	2	0	5		
	Female	4	2	2	0	0	0	0	0	2		
	Total	18	6	4	4	0	2	2	0	7		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	2	0	0	2	0	0	0	0	0		2
	Female	2	0	2	0	0	0	0	0	0		2
	Total	4	0	2	2	0	0	0	0	0		4
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	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	34	8	11	11	0	2	2	0	8	8	2
	Female	18	5	8	5	0	0	0	0	5	2	2
	Total	52	13	19	16	0	2	2	0	13	10	4

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	31	11	8	5	0	5	0	2	17	2
	Female	28	8	11	2	0	5	0	2	11	0
	Total	59	19	19	7	0	10	0	4	28	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	6.9	19.8%
Teachers Teaching with Emergency or Provisional Credentials	0.9	2.7%
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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-



	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** FOSTER EL

**Campus ID:** 220901126

**District Name:** ARLINGTON 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 ELPA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	More	Disadv	Econ										
											Races		Disadv										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	64%	50%	70%	*	-	*	-	*	64%	70%	0%	71%	68%	70%	59%	-	*	-	*	
	Students																						
	CWD	49%	38%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-	
	CWOD	79%	72%	71%	59%	75%	*	-	*	-	*	71%	70%	-	71%	74%	84%	61%	-	*	-	*	
	EL	69%	67%	68%	-	71%	*	-	*	-	-	68%	*	*	74%	68%	82%	58%	-	-	-	-	
	Male	73%	65%	70%	54%	78%	-	-	-	-	*	71%	*	0%	84%	82%	70%	-	-	*	-	*	
	Female	78%	72%	59%	43%	63%	*	-	*	-	*	56%	71%	*	61%	58%	-	59%	-	-	-	-	
Mathematics	All	78%	72%	61%	55%	66%	*	-	*	-	*	59%	70%	14%	65%	61%	65%	56%	-	*	-	*	
	Students																						
	CWD	52%	44%	14%	*	*	*	-	-	-	-	14%	-	14%	-	*	17%	*	-	-	-	-	
	CWOD	81%	76%	65%	65%	68%	*	-	*	-	*	64%	70%	-	65%	63%	74%	58%	-	*	-	*	
	EL	75%	75%	61%	-	66%	*	-	*	-	-	61%	*	*	63%	61%	76%	50%	-	-	-	-	
	Male	78%	72%	65%	54%	74%	-	-	-	-	*	65%	*	17%	74%	76%	65%	-	-	*	-	*	
	Female	78%	72%	56%	57%	58%	*	-	*	-	*	53%	71%	*	58%	50%	-	56%	-	-	-	-	
Grade 4 Reading	All	74%	66%	55%	53%	54%	60%	-	*	-	*	56%	54%	15%	63%	49%	53%	58%	-	33%	-	-	
	Students																						
	CWD	44%	34%	15%	0%	40%	*	-	-	-	*	20%	*	15%	-	17%	17%	14%	-	*	-	-	
	CWOD	78%	70%	63%	75%	56%	*	-	*	-	-	62%	70%	-	63%	54%	59%	67%	-	*	-	-	
	EL	64%	64%	49%	-	47%	*	-	*	-	-	49%	*	17%	54%	49%	48%	50%	-	*	-	-	
	Male	71%	63%	53%	33%	50%	*	-	*	-	-	52%	56%	17%	59%	48%	53%	-	-	*	-	-	
	Female	77%	70%	58%	64%	59%	*	-	*	-	*	59%	*	14%	67%	50%	-	58%	-	*	-	-	
Mathematics	All	74%	67%	63%	59%	63%	60%	-	*	-	*	64%	54%	15%	71%	60%	68%	58%	-	33%	-	-	
	Students																						
	CWD	46%	36%	15%	20%	20%	*	-	-	-	*	20%	*	15%	-	17%	17%	14%	-	*	-	-	
	CWOD	78%	71%	71%	75%	67%	*	-	*	-	-	72%	70%	-	71%	68%	76%	67%	-	*	-	-	
	EL	69%	69%	60%	-	61%	*	-	*	-	-	59%	*	17%	68%	60%	76%	45%	-	*	-	-	
	Male	74%	67%	68%	50%	67%	*	-	*	-	-	68%	67%	17%	76%	76%	68%	-	-	*	-	-	
	Female	74%	68%	58%	64%	59%	*	-	*	-	*	62%	*	14%	67%	45%	-	58%	-	*	-	-	
Grade 5 Reading	All	86%	82%	82%	82%	77%	100%	-	*	-	*	81%	89%	67%	85%	72%	83%	80%	-	*	-	*	
	Students																						
	CWD	55%	48%	67%	80%	*	*	-	-	-	*	67%	-	67%	-	*	*	75%	-	*	-	-	
	CWOD	89%	86%	85%	83%	82%	100%	-	*	-	*	84%	89%	-	85%	77%	87%	82%	-	*	-	*	
	EL	77%	76%	72%	*	69%	*	-	-	-	-	70%	*	*	77%	72%	76%	67%	-	-	-	-	
	Male	83%	78%	83%	86%	80%	*	-	-	-	*	85%	*	*	87%	76%	83%	-	-	*	-	*	
	Female	88%	85%	80%	79%	72%	100%	-	*	-	*	77%	100%	75%	82%	67%	-	80%	-	*	-	-	
Mathematics	All	89%	84%	70%	56%	73%	86%	-	*	-	*	73%	44%	58%	72%	76%	71%	68%	-	*	-	-	
	Students																						
	CWD	68%	61%	58%	60%	*	*	-	-	-	*	58%	-	58%	-	*	*	63%	-	*	-	-	
	CWOD	92%	87%	72%	55%	78%	83%	-	*	-	*	76%	44%	-	72%	77%	74%	70%	-	*	-	-	
	EL	85%	82%	76%	*	73%	*	-	-	-	-	74%	*	*	77%	76%	67%	87%	-	-	-	-	
	Male	88%	83%	71%	69%	69%	*	-	-	-	*	72%	*	*	74%	67%	71%	-	-	*	-	-	
	Female	90%	85%	68%	43%	78%	83%	-	*	-	*	74%	33%	63%	70%	87%	-	68%	-	*	-	-	
Science	All	74%	65%	67%	67%	60%	86%	-	*	-	*	71%	33%	58%	69%	56%	68%	66%	-	*	-	-	
	Students																						
	CWD	45%	43%	58%	60%	*	*	-	-	-	*	58%	-	58%	-	*	*	88%	-	*	-	-	

		2018-19 Federal Report Card																				
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 6 Reading	CWOD	77%	68%	69%	68%	64%	83%	-	*	-	*	74%	33%	-	69%	57%	76%	61%	-	*	-	-
	EL	60%	55%	56%	*	52%	*	-	-	-	-	60%	*	*	57%	56%	59%	53%	-	-	-	-
	Male	74%	65%	68%	69%	64%	*	-	-	-	*	71%	*	*	76%	59%	68%	-	-	*	-	-
	Female	73%	64%	66%	64%	56%	83%	-	*	-	*	71%	33%	88%	61%	53%	-	66%	-	*	-	-
	All Students	67%	68%	62%	50%	62%	73%	-	*	-	*	61%	63%	31%	67%	45%	59%	65%	-	*	-	*
	CWD	33%	32%	31%	*	17%	*	-	-	-	*	30%	*	31%	-	0%	20%	*	-	-	-	-
	CWOD	71%	72%	67%	50%	67%	86%	-	*	-	*	67%	69%	-	67%	54%	69%	65%	-	*	-	*
	EL	42%	49%	45%	*	43%	*	-	*	-	-	50%	29%	0%	54%	45%	48%	42%	-	*	-	*
	Male	62%	64%	59%	56%	58%	*	-	*	-	*	58%	60%	20%	69%	48%	59%	-	-	*	-	*
	Female	71%	72%	65%	44%	67%	86%	-	*	-	*	65%	67%	*	65%	42%	-	65%	-	*	-	*
Mathematics	All Students	80%	82%	83%	67%	87%	91%	-	*	-	*	81%	89%	62%	86%	88%	78%	88%	-	*	-	*
	CWD	50%	47%	62%	*	67%	*	-	-	-	*	60%	*	62%	-	60%	60%	*	-	-	-	-
	CWOD	83%	86%	86%	69%	89%	100%	-	*	-	*	84%	94%	-	86%	93%	83%	89%	-	*	-	*
	EL	67%	77%	88%	*	89%	*	-	*	-	-	88%	86%	60%	93%	88%	86%	92%	-	*	-	*
	Male	78%	80%	78%	56%	84%	*	-	*	-	*	78%	80%	60%	83%	86%	78%	-	-	*	-	*
	Female	81%	84%	88%	78%	90%	100%	-	*	-	*	84%	100%	*	89%	92%	-	88%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3 Reading	All Students	44%	37%	33%	15%	40%	*	-	*	-	*	36%	10%	0%	36%	39%	38%	28%	-	*	-	*
	CWD	26%	19%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	39%	36%	18%	43%	*	-	*	-	*	41%	10%	-	36%	42%	45%	29%	-	*	-	*
	EL	35%	34%	39%	-	42%	*	-	*	-	-	42%	*	*	42%	39%	53%	29%	-	-	-	-
	Male	41%	34%	38%	23%	43%	-	-	-	-	*	38%	*	0%	45%	53%	38%	-	-	*	-	*
	Female	47%	39%	28%	0%	38%	*	-	*	-	*	34%	0%	*	29%	29%	-	28%	-	-	-	-
Mathematics	All Students	48%	39%	32%	25%	36%	*	-	*	-	*	33%	20%	14%	33%	34%	46%	18%	-	*	-	*
	CWD	30%	21%	14%	*	*	*	-	-	-	-	14%	-	14%	-	*	17%	*	-	-	-	-
	CWOD	50%	42%	33%	29%	36%	*	-	*	-	*	36%	20%	-	33%	34%	52%	18%	-	*	-	*
	EL	41%	41%	34%	-	37%	*	-	*	-	-	37%	*	*	34%	34%	65%	13%	-	-	-	-
	Male	49%	41%	46%	31%	57%	-	-	-	-	*	47%	*	17%	52%	65%	46%	-	-	*	-	*
	Female	46%	38%	18%	14%	17%	*	-	*	-	*	19%	14%	*	18%	13%	-	18%	-	-	-	-
Grade 4 Reading	All Students	43%	35%	23%	24%	23%	0%	-	*	-	*	23%	23%	8%	26%	23%	25%	21%	-	0%	-	-
	CWD	24%	16%	8%	0%	20%	*	-	-	-	*	10%	*	8%	-	17%	0%	14%	-	*	-	-
	CWOD	46%	38%	26%	33%	23%	*	-	*	-	-	25%	30%	-	26%	24%	29%	22%	-	*	-	-
	EL	30%	30%	23%	-	21%	*	-	*	-	-	23%	*	17%	24%	23%	29%	18%	-	*	-	-
	Male	41%	33%	25%	17%	27%	*	-	*	-	-	23%	33%	0%	29%	29%	25%	-	-	*	-	-
	Female	46%	38%	21%	27%	19%	*	-	*	-	*	23%	*	14%	22%	18%	-	21%	-	*	-	-
Mathematics	All Students	46%	39%	34%	24%	35%	20%	-	*	-	*	34%	31%	0%	40%	40%	38%	30%	-	17%	-	-
	CWD	27%	21%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	49%	41%	40%	33%	38%	*	-	*	-	-	40%	40%	-	40%	46%	44%	36%	-	*	-	-
	EL	39%	39%	40%	-	37%	*	-	*	-	-	36%	*	0%	46%	40%	52%	27%	-	*	-	-
	Male	48%	40%	38%	33%	37%	*	-	*	-	-	39%	33%	0%	44%	52%	38%	-	-	*	-	-

					Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non								Foster		
		Female	State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	More	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
			45%	38%	30%	18%	33%	*	-	*	-	*	31%	*	0%	36%	27%	-	30%	-	*	-	-
Grade 5 Reading	All	53%	46%	46%	32%	49%	71%	-	*	-	*	49%	22%	17%	51%	56%	40%	51%	-	*	-	*	
	Students																						
	CWD	27%	23%	17%	0%	*	*	-	-	-	*	17%	-	17%	-	*	*	25%	-	*	-	-	
	CWOD	56%	49%	51%	39%	54%	67%	-	*	-	*	55%	22%	-	51%	60%	45%	58%	-	*	-	*	
	EL	36%	35%	56%	*	52%	*	-	-	-	-	57%	*	*	60%	56%	53%	60%	-	-	-	-	
	Male	50%	42%	40%	36%	40%	*	-	-	-	*	44%	*	*	45%	53%	40%	-	-	*	-	*	
Female	56%	51%	51%	29%	61%	67%	-	*	-	*	54%	33%	25%	58%	60%	-	51%	-	*	-	-		
Mathematics	All	57%	47%	29%	22%	23%	71%	-	*	-	*	31%	11%	17%	31%	27%	36%	22%	-	*	-	-	
	Students																						
	CWD	31%	28%	17%	0%	*	*	-	-	-	*	17%	-	17%	-	*	*	25%	-	*	-	-	
	CWOD	60%	49%	31%	27%	25%	67%	-	*	-	*	34%	11%	-	31%	29%	39%	21%	-	*	-	-	
	EL	46%	41%	27%	*	20%	*	-	-	-	-	29%	*	*	29%	27%	39%	13%	-	-	-	-	
	Male	56%	47%	36%	31%	35%	*	-	-	-	*	38%	*	*	39%	39%	36%	-	-	*	-	-	
Female	57%	47%	22%	14%	6%	67%	-	*	-	*	23%	17%	25%	21%	13%	-	22%	-	*	-	-		
Science	All	48%	38%	38%	30%	33%	71%	-	*	-	*	41%	11%	17%	41%	31%	46%	29%	-	*	-	-	
	Students																						
	CWD	27%	27%	17%	0%	*	*	-	-	-	*	17%	-	17%	-	*	*	25%	-	*	-	-	
	CWOD	50%	39%	41%	36%	36%	67%	-	*	-	*	46%	11%	-	41%	33%	51%	30%	-	*	-	-	
	EL	31%	26%	31%	*	24%	*	-	-	-	-	33%	*	*	33%	31%	41%	20%	-	-	-	-	
	Male	50%	40%	46%	38%	44%	*	-	-	-	*	47%	*	*	51%	41%	46%	-	-	*	-	-	
Female	45%	37%	29%	21%	17%	67%	-	*	-	*	34%	0%	25%	30%	20%	-	29%	-	*	-	-		
Grade 6 Reading	All	36%	37%	35%	11%	35%	73%	-	*	-	*	34%	37%	23%	37%	18%	30%	40%	-	*	-	*	
	Students																						
	CWD	19%	17%	23%	*	0%	*	-	-	-	*	20%	*	23%	-	0%	10%	*	-	-	-	-	
	CWOD	38%	40%	37%	6%	39%	86%	-	*	-	*	37%	38%	-	37%	21%	36%	38%	-	*	-	*	
	EL	14%	17%	18%	*	18%	*	-	*	-	-	19%	14%	0%	21%	18%	24%	8%	-	*	-	*	
	Male	33%	33%	30%	11%	32%	*	-	*	-	*	28%	40%	10%	36%	24%	30%	-	-	*	-	*	
Female	40%	42%	40%	11%	38%	86%	-	*	-	*	42%	33%	*	38%	8%	-	40%	-	*	-	*		
Mathematics	All	46%	49%	38%	22%	38%	64%	-	*	-	*	36%	47%	15%	42%	21%	30%	48%	-	*	-	*	
	Students																						
	CWD	23%	21%	15%	*	0%	*	-	-	-	*	10%	*	15%	-	0%	10%	*	-	-	-	-	
	CWOD	48%	52%	42%	25%	43%	71%	-	*	-	*	40%	50%	-	42%	25%	36%	49%	-	*	-	*	
	EL	27%	35%	21%	*	21%	*	-	*	-	-	19%	29%	0%	25%	21%	19%	25%	-	*	-	*	
	Male	45%	48%	30%	22%	32%	*	-	*	-	*	28%	40%	10%	36%	19%	30%	-	-	*	-	*	
Female	46%	50%	48%	22%	48%	86%	-	*	-	*	45%	56%	*	49%	25%	-	48%	-	*	-	*		
STAAR Percent at Masters Grade Level																							
Grade 3 Reading	All	27%	21%	21%	10%	23%	*	-	*	-	*	23%	10%	0%	23%	20%	22%	21%	-	*	-	*	
	Students																						
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-	
	CWOD	29%	23%	23%	12%	25%	*	-	*	-	*	25%	10%	-	23%	21%	26%	21%	-	*	-	*	
	EL	19%	20%	20%	-	21%	*	-	*	-	-	21%	*	*	21%	20%	24%	17%	-	-	-	-	
	Male	24%	19%	22%	15%	22%	-	-	-	-	-	21%	*	0%	26%	24%	22%	-	-	*	-	*	
Female	29%	24%	21%	0%	25%	*	-	*	-	*	25%	0%	*	21%	17%	-	21%	-	-	-	-		



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	17%	Amer	19%	*	-	*	-	* Races	Disadv	Econ	0%	19%	15%	24%	10%	-	*	-	*
Mathematics	All	24%	18%	17%	15%	19%	*	-	*	-	*	17%	20%	0%	19%	15%	24%	10%	-	*	-	*
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	19%	19%	18%	20%	*	-	*	-	*	19%	20%	-	19%	16%	29%	11%	-	*	-	*
	EL	18%	20%	15%	-	16%	*	-	*	-	-	16%	*	0%	16%	15%	29%	4%	-	-	-	-
	Male	26%	20%	24%	15%	30%	-	-	-	-	*	24%	*	0%	29%	29%	24%	-	-	*	-	*
	Female	22%	16%	10%	14%	8%	*	-	*	-	*	9%	14%	*	11%	4%	-	10%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	8%	12%	7%	0%	-	*	-	*	9%	8%	0%	10%	12%	8%	9%	-	0%	-	-
	Students																					
	CWD	8%	4%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	23%	18%	10%	17%	8%	*	-	*	-	-	10%	10%	-	10%	14%	9%	11%	-	*	-	-
	EL	12%	13%	12%	-	11%	*	-	*	-	-	10%	*	0%	14%	12%	14%	9%	-	*	-	-
	Male	20%	15%	8%	0%	7%	*	-	*	-	-	6%	11%	0%	9%	14%	8%	-	-	*	-	-
	Female	23%	18%	9%	18%	7%	*	-	*	-	*	10%	*	0%	11%	9%	-	9%	-	*	-	-
Mathematics	All	27%	22%	12%	6%	12%	0%	-	*	-	*	11%	15%	0%	14%	19%	13%	12%	-	0%	-	-
	Students																					
	CWD	13%	7%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	29%	23%	14%	8%	13%	*	-	*	-	-	13%	20%	-	14%	22%	15%	14%	-	*	-	-
	EL	20%	22%	19%	-	16%	*	-	*	-	-	15%	*	0%	22%	19%	24%	14%	-	*	-	-
	Male	29%	23%	13%	0%	13%	*	-	*	-	-	13%	11%	0%	15%	24%	13%	-	-	*	-	-
	Female	25%	20%	12%	9%	11%	*	-	*	-	*	10%	*	0%	14%	14%	-	12%	-	*	-	-
Grade 5																						
Reading	All	29%	24%	18%	21%	7%	57%	-	*	-	*	20%	0%	17%	18%	16%	12%	24%	-	*	-	*
	Students																					
	CWD	9%	8%	17%	0%	*	*	-	-	-	*	17%	-	17%	-	*	*	25%	-	*	-	-
	CWOD	31%	26%	18%	26%	8%	50%	-	*	-	*	21%	0%	-	18%	17%	13%	24%	-	*	-	*
	EL	14%	13%	16%	*	7%	*	-	-	-	-	17%	*	*	17%	16%	18%	13%	-	-	-	-
	Male	26%	21%	12%	21%	4%	*	-	-	-	*	13%	*	*	13%	18%	12%	-	-	*	-	*
	Female	31%	27%	24%	21%	11%	50%	-	*	-	*	29%	0%	25%	24%	13%	-	24%	-	*	-	-
Mathematics	All	36%	27%	12%	11%	7%	43%	-	*	-	*	14%	0%	17%	11%	9%	10%	15%	-	*	-	-
	Students																					
	CWD	14%	12%	17%	0%	*	*	-	-	-	*	17%	-	17%	-	*	*	25%	-	*	-	-
	CWOD	38%	28%	11%	14%	8%	33%	-	*	-	*	13%	0%	-	11%	10%	11%	12%	-	*	-	-
	EL	24%	20%	9%	*	7%	*	-	-	-	-	10%	*	*	10%	9%	11%	7%	-	-	-	-
	Male	36%	28%	10%	8%	12%	*	-	-	-	*	10%	*	*	11%	11%	10%	-	-	*	-	-
	Female	35%	26%	15%	14%	0%	50%	-	*	-	*	17%	0%	25%	12%	7%	-	15%	-	*	-	-
Science	All	23%	17%	18%	15%	12%	57%	-	*	-	*	21%	0%	8%	20%	9%	22%	15%	-	*	-	-
	Students																					
	CWD	11%	9%	8%	0%	*	*	-	-	-	*	8%	-	8%	-	*	*	13%	-	*	-	-
	CWOD	25%	18%	20%	18%	13%	50%	-	*	-	*	23%	0%	-	20%	10%	24%	15%	-	*	-	-
	EL	11%	9%	9%	*	7%	*	-	-	-	-	10%	*	*	10%	9%	12%	7%	-	-	-	-
	Male	25%	19%	22%	23%	20%	*	-	-	-	*	24%	*	*	24%	12%	22%	-	-	*	-	-
	Female	21%	15%	15%	7%	0%	67%	-	*	-	*	17%	0%	13%	15%	7%	-	15%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	17%	6%	13%	55%	-	*	-	*	15%	26%	15%	18%	9%	13%	23%	-	*	-	*
	Students																					
	CWD	6%	5%	15%	*	0%	*	-	-	-	*	10%	*	15%	-	0%	10%	*	-	-	-	-
	CWOD	18%	19%	18%	6%	15%	57%	-	*	-	*	16%	25%	-	18%	11%	14%	22%	-	*	-	*
	EL	4%	5%	9%	*	7%	*	-	*	-	-	8%	14%	0%	11%	9%	10%	8%	-	*	-	*
	Male	14%	15%	13%	11%	10%	*	-	*	-	*	8%	30%	10%	14%	10%	13%	-	-	*	-	*

		State	District	Campus	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
	Female	20%	22%	23%	0%	19%	57%	-	*	-	*	23%	22%	*	22%	8%	-	23%	-	*	-	*
Mathematics	All Students	20%	24%	17%	6%	19%	18%	-	*	-	*	18%	16%	8%	19%	12%	20%	15%	-	*	-	*
	CWD	9%	6%	8%	*	0%	*	-	-	-	*	10%	*	8%	-	0%	10%	*	-	-	-	-
	CWOD	22%	26%	19%	6%	22%	14%	-	*	-	*	19%	19%	-	19%	14%	22%	16%	-	*	-	*
	EL	8%	12%	12%	*	11%	*	-	*	-	-	12%	14%	0%	14%	12%	10%	17%	-	*	-	*
	Male	20%	24%	20%	11%	19%	*	-	*	-	*	17%	30%	10%	22%	10%	20%	-	-	*	-	*
	Female	20%	23%	15%	0%	19%	14%	-	*	-	*	19%	0%	*	16%	17%	-	15%	-	*	-	*

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	67%	61%	68%	79%	-	86%	-	73%	68%	65%	38%	72%	63%	68%	66%	-	52%	-	57%
	Students																					
	CWD	46%	38%	38%	37%	30%	47%	-	-	-	60%	40%	25%	38%	-	24%	27%	52%	-	43%	-	-
	CWOD	81%	77%	72%	66%	71%	93%	-	86%	-	81%	73%	70%	-	72%	68%	76%	69%	-	55%	-	57%
	EL	62%	63%	63%	60%	63%	56%	-	79%	-	-	64%	62%	24%	68%	63%	68%	58%	-	33%	-	*
	Male	74%	70%	68%	61%	69%	80%	-	100%	-	90%	69%	64%	27%	76%	68%	68%	-	-	46%	-	60%
	Female	80%	76%	66%	60%	66%	79%	-	80%	-	63%	67%	66%	52%	69%	58%	-	66%	-	56%	-	*
Reading	All	73%	69%	66%	61%	65%	76%	-	90%	-	73%	66%	67%	31%	71%	58%	66%	66%	-	46%	-	*
	Students																					
	CWD	39%	30%	31%	33%	22%	38%	-	-	-	*	33%	17%	31%	-	6%	19%	47%	-	*	-	-
	CWOD	78%	73%	71%	68%	69%	94%	-	90%	-	86%	71%	73%	-	71%	65%	75%	68%	-	50%	-	*
	EL	54%	55%	58%	*	58%	43%	-	86%	-	-	59%	50%	6%	65%	58%	62%	55%	-	33%	-	*
	Male	69%	64%	66%	62%	65%	71%	-	*	-	*	67%	60%	19%	75%	62%	66%	-	-	67%	-	*
	Female	78%	74%	66%	61%	64%	78%	-	86%	-	57%	64%	73%	47%	68%	55%	-	66%	-	29%	-	*
Mathematics	All	81%	77%	69%	59%	72%	80%	-	80%	-	64%	69%	69%	40%	74%	70%	71%	67%	-	54%	-	*
	Students																					
	CWD	53%	44%	40%	33%	39%	50%	-	-	-	*	41%	33%	40%	-	38%	38%	42%	-	*	-	-
	CWOD	84%	81%	74%	64%	75%	94%	-	80%	-	71%	74%	73%	-	74%	74%	77%	71%	-	60%	-	*
	EL	72%	74%	70%	*	71%	57%	-	71%	-	-	69%	81%	38%	74%	70%	77%	63%	-	33%	-	*
	Male	79%	75%	71%	59%	74%	86%	-	*	-	*	71%	72%	38%	77%	77%	71%	-	-	33%	-	*
	Female	82%	79%	67%	59%	70%	78%	-	71%	-	57%	68%	65%	42%	71%	63%	-	67%	-	71%	-	*
Science	All	80%	75%	67%	67%	60%	86%	-	*	-	*	71%	33%	58%	69%	56%	68%	66%	-	*	-	-
	Students																					
	CWD	51%	44%	58%	60%	*	*	-	-	-	*	58%	-	58%	-	*	*	88%	-	*	-	-
	CWOD	84%	79%	69%	68%	64%	83%	-	*	-	*	74%	33%	-	69%	57%	76%	61%	-	*	-	-
	EL	61%	60%	56%	*	52%	*	-	-	-	-	60%	*	*	57%	56%	59%	53%	-	-	-	-
	Male	79%	74%	68%	69%	64%	*	-	-	-	*	71%	*	*	76%	59%	68%	-	-	*	-	-
	Female	81%	77%	66%	64%	56%	83%	-	*	-	*	71%	33%	88%	61%	53%	-	66%	-	*	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	34%	23%	34%	56%	-	48%	-	50%	35%	27%	13%	38%	32%	36%	32%	-	14%	-	29%
	Students																					
	CWD	24%	18%	13%	3%	5%	41%	-	-	-	30%	12%	17%	13%	-	6%	5%	22%	-	0%	-	-
	CWOD	52%	47%	38%	28%	37%	63%	-	48%	-	63%	39%	28%	-	38%	35%	42%	33%	-	18%	-	29%
	EL	29%	29%	32%	60%	31%	50%	-	36%	-	-	33%	24%	6%	35%	32%	41%	24%	-	0%	-	*
	Male	47%	41%	36%	28%	38%	40%	-	50%	-	70%	37%	32%	5%	42%	41%	36%	-	-	8%	-	40%
	Female	52%	47%	32%	19%	30%	62%	-	47%	-	38%	34%	22%	22%	33%	24%	-	32%	-	19%	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	Races	Disadv	Econ	Disadv							Care	
Reading	All	47%	42%	34%	22%	36%	52%	-	40%	-	55%	36%	25%	13%	37%	34%	33%	35%	-	8%	-	*
	Students																					
	CWD	21%	15%	13%	7%	6%	38%	-	-	-	*	13%	17%	13%	-	6%	4%	26%	-	*	-	-
	CWOD	50%	45%	37%	25%	39%	59%	-	40%	-	71%	39%	27%	-	37%	37%	39%	36%	-	10%	-	*
	EL	23%	24%	34%	*	33%	43%	-	29%	-	-	35%	19%	6%	37%	34%	38%	29%	-	0%	-	*
	Male	43%	37%	33%	24%	35%	43%	-	*	-	*	34%	32%	4%	39%	38%	33%	-	0%	-	*	*
	Female	51%	47%	35%	20%	37%	56%	-	43%	-	43%	38%	19%	26%	36%	29%	-	35%	-	14%	-	*
Mathematics	All	51%	45%	33%	23%	34%	56%	-	50%	-	36%	34%	31%	11%	37%	31%	37%	29%	-	15%	-	*
	Students																					
	CWD	26%	21%	11%	0%	6%	38%	-	-	-	*	10%	17%	11%	-	6%	8%	16%	-	*	-	-
	CWOD	54%	49%	37%	28%	36%	65%	-	50%	-	43%	37%	33%	-	37%	34%	42%	31%	-	20%	-	*
	EL	37%	37%	31%	*	30%	43%	-	43%	-	-	31%	31%	6%	34%	31%	43%	19%	-	0%	-	*
	Male	50%	44%	37%	29%	39%	29%	-	*	-	*	38%	32%	8%	42%	43%	37%	-	17%	-	*	*
	Female	51%	47%	29%	17%	27%	67%	-	43%	-	29%	29%	31%	16%	31%	19%	-	29%	-	14%	-	*
Science	All	53%	47%	38%	30%	33%	71%	-	*	-	*	41%	11%	17%	41%	31%	46%	29%	-	*	-	-
	Students																					
	CWD	25%	20%	17%	0%	*	*	-	-	-	*	17%	-	17%	-	*	*	25%	-	*	-	-
	CWOD	56%	50%	41%	36%	36%	67%	-	*	-	*	46%	11%	-	41%	33%	51%	30%	-	*	-	-
	EL	26%	25%	31%	*	24%	*	-	-	-	-	33%	*	*	33%	31%	41%	20%	-	-	-	-
	Male	53%	46%	46%	38%	44%	*	-	-	-	*	47%	*	*	51%	41%	46%	-	-	-	-	-
	Female	53%	48%	29%	21%	17%	67%	-	*	-	*	34%	0%	25%	30%	20%	-	29%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	16%	12%	13%	33%	-	33%	-	31%	16%	13%	8%	17%	14%	16%	16%	-	10%	-	14%
	Students																					
	CWD	8%	6%	8%	0%	0%	35%	-	-	-	20%	8%	8%	8%	-	0%	4%	13%	-	0%	-	-
	CWOD	25%	21%	17%	15%	15%	33%	-	33%	-	38%	18%	13%	-	17%	15%	18%	16%	-	14%	-	14%
	EL	11%	11%	14%	20%	12%	38%	-	21%	-	-	13%	15%	0%	15%	14%	16%	11%	-	0%	-	*
	Male	22%	18%	16%	14%	15%	27%	-	33%	-	30%	15%	19%	4%	18%	16%	16%	-	0%	-	20%	*
	Female	24%	21%	16%	10%	12%	36%	-	33%	-	31%	17%	7%	13%	16%	11%	-	16%	-	19%	-	*
Reading	All	20%	17%	16%	13%	13%	40%	-	30%	-	36%	17%	14%	9%	17%	14%	13%	19%	-	8%	-	*
	Students																					
	CWD	7%	5%	9%	0%	0%	38%	-	-	-	*	8%	17%	9%	-	0%	4%	16%	-	*	-	-
	CWOD	22%	19%	17%	16%	14%	41%	-	30%	-	43%	18%	13%	-	17%	16%	15%	19%	-	10%	-	*
	EL	8%	8%	14%	*	12%	43%	-	14%	-	-	14%	13%	0%	16%	14%	16%	12%	-	0%	-	*
	Male	17%	14%	13%	14%	10%	43%	-	*	-	*	12%	20%	4%	15%	16%	13%	-	0%	-	*	*
	Female	23%	20%	19%	12%	16%	39%	-	29%	-	43%	21%	8%	16%	19%	12%	-	19%	-	14%	-	*
Mathematics	All	26%	22%	15%	10%	15%	20%	-	30%	-	27%	15%	14%	7%	16%	14%	16%	13%	-	8%	-	*
	Students																					
	CWD	11%	6%	7%	0%	0%	25%	-	-	-	*	8%	0%	7%	-	0%	4%	11%	-	*	-	-
	CWOD	28%	24%	16%	12%	16%	18%	-	30%	-	29%	16%	16%	-	16%	16%	19%	13%	-	10%	-	*
	EL	16%	16%	14%	*	13%	29%	-	29%	-	-	13%	19%	0%	16%	14%	18%	10%	-	0%	-	*
	Male	25%	22%	16%	10%	18%	14%	-	*	-	*	16%	20%	4%	19%	18%	16%	-	0%	-	*	*
	Female	26%	22%	13%	10%	10%	22%	-	29%	-	29%	14%	8%	11%	13%	10%	-	13%	-	14%	-	*
Science	All	24%	20%	18%	15%	12%	57%	-	*	-	*	21%	0%	8%	20%	9%	22%	15%	-	*	-	-
	Students																					
	CWD	8%	5%	8%	0%	*	*	-	-	-	*	8%	-	8%	-	*	*	13%	-	*	-	-
	CWOD	26%	22%	20%	18%	13%	50%	-	*	-	*	23%	0%	-	20%	10%	24%	15%	-	*	-	-
	EL	7%	7%	9%	*	7%	*	-	-	-	-	10%	*	*	10%	9%	12%	7%	-	-	-	-
	Male	25%	21%	22%	23%	20%	*	-	-	-	*	24%	*	*	24%	12%	22%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	15%	7%	0%	67%	-	*	-	*	17%	0%	13%	15%	7%	-	15%	-	*	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	55	64	49	68	-	75	-	33	55	56	50
CWD	56	63	61	43	-	-	-	*	57	56	50
CWOD	55	64	48	83	-	75	-	*	54	-	50
EL	50	*	48	60	-	70	-	-	49	50	50
Male	54	62	51	58	-	*	-	*	52	53	56
Female	56	65	47	73	-	*	-	*	58	59	41
<b>Mathematics</b>											
All Students	63	57	63	74	-	92	-	58	64	55	64
CWD	55	63	53	57	-	-	-	*	60	55	46
CWOD	64	55	64	83	-	92	-	*	65	-	67
EL	64	*	63	60	-	90	-	-	62	46	64
Male	67	54	69	75	-	*	-	*	67	63	73
Female	59	59	54	73	-	*	-	*	61	47	52

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
**	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
	253	42	17%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	32	38	56	-	56	-	51	40	20	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
Participation Rate		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
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%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
Reading	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
	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%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
	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%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
Science	EL	100%	*	100%	100%	-	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%	100%	-	100%	-
	All	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	*	*	-	-	-	*	100%	-	100%	-	*	*	100%	-
Non-Participation Rate	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	*	*	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
	All	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
All Subjects	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%	-
	EL	0%	0%	0%	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%	-
	All	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
Reading	Students																
	CWD	0%	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%	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%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	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%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	*	-	-	-	*	0%	-	0%	-	*	*	0%	-
	CWOD	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%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	35	20	11	2	2	0	0	0	8		
	Female	15	11	2	2	0	0	0	0	0		
	Total	50	31	13	4	2	0	0	0	8		
<b>Out-of-School Suspensions</b>												
	Male	19	10	7	0	2	0	0	0	2		
	Female	6	4	2	0	0	0	0	0	0		
	Total	25	14	9	0	2	0	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		



		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	8	2	2	0	0	0	0	2		5
	Female	7	5	0	2	0	0	0	0	0		2
	Total	19	13	2	4	0	0	0	0	2		7
Out-of-School Suspensions	Male	7	5	2	0	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	7	5	2	0	0	0	0	0	2		2
Expulsions	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	25	8	11	2	0	2	0	2	5	2	2
	Female	35	14	17	2	0	2	0	0	8	5	5
	Total	60	22	28	4	0	4	0	2	13	7	7

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	32	8	17	5	0	2	0	0	8	0
	Female	21	8	11	2	0	0	0	0	8	2
	Total	53	16	28	7	0	2	0	0	16	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	7.4	16.3%
Teachers Teaching with Emergency or Provisional Credentials	4.4	10.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	4.6%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7 Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8 Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-') Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** GOODMAN EL

**Campus ID:** 220901119

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All	75%	68%	70%	82%	66%	*	-	100%	-	-	67%	89%	20%	73%	69%	63%	76%	*	-	-	*
	Students																					
	CWD	49%	38%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	79%	72%	73%	82%	70%	*	-	100%	-	-	71%	89%	-	73%	71%	69%	77%	*	-	-	*
	EL	69%	67%	69%	*	66%	*	-	*	-	-	67%	*	*	71%	69%	62%	74%	*	-	-	-
	Male	73%	65%	63%	71%	59%	-	-	*	-	-	63%	*	*	69%	62%	63%	-	-	-	-	-
	Female	78%	72%	76%	*	72%	*	-	*	-	-	71%	100%	*	77%	74%	-	76%	*	-	-	*
Mathematics	All	78%	72%	59%	45%	59%	*	-	80%	-	-	57%	78%	20%	62%	60%	58%	61%	*	-	-	*
	Students																					
	CWD	52%	44%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	81%	76%	62%	45%	63%	*	-	80%	-	-	60%	78%	-	62%	62%	63%	62%	*	-	-	*
	EL	75%	75%	60%	*	60%	*	-	*	-	-	59%	*	*	62%	60%	57%	62%	*	-	-	-
	Male	78%	72%	58%	57%	55%	-	-	*	-	-	54%	*	*	63%	57%	58%	-	-	-	-	-
	Female	78%	72%	61%	*	63%	*	-	*	-	-	60%	67%	*	62%	62%	-	61%	*	-	-	*
Grade 4 Reading	All	74%	66%	60%	62%	57%	*	-	*	-	*	60%	60%	*	59%	51%	50%	69%	-	*	-	-
	Students																					
	CWD	44%	34%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	70%	59%	55%	58%	*	-	*	-	*	60%	56%	-	59%	51%	45%	71%	-	*	-	-
	EL	64%	64%	51%	*	49%	*	-	*	-	-	53%	*	*	51%	51%	47%	55%	-	-	-	-
	Male	71%	63%	50%	50%	47%	*	-	*	-	*	54%	*	*	45%	47%	50%	-	-	-	-	-
	Female	77%	70%	69%	80%	64%	*	-	*	-	-	67%	83%	*	71%	55%	-	69%	-	*	-	-
Mathematics	All	74%	67%	76%	77%	72%	*	-	*	-	*	76%	80%	*	77%	69%	72%	81%	-	*	-	-
	Students																					
	CWD	46%	36%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	71%	77%	73%	73%	*	-	*	-	*	76%	78%	-	77%	70%	69%	83%	-	*	-	-
	EL	69%	69%	69%	*	66%	*	-	*	-	-	72%	*	*	70%	69%	74%	65%	-	-	-	-
	Male	74%	67%	72%	63%	68%	*	-	*	-	*	71%	*	*	69%	74%	72%	-	-	-	-	-
	Female	74%	68%	81%	100%	75%	*	-	*	-	-	80%	83%	*	83%	65%	-	81%	-	*	-	-
Grade 5 Reading	All	86%	82%	77%	50%	83%	83%	-	*	*	*	78%	73%	36%	83%	81%	73%	83%	-	-	-	-
	Students																					
	CWD	55%	48%	36%	*	43%	*	-	-	*	-	30%	*	36%	-	40%	25%	*	-	-	-	-
	CWOD	89%	86%	83%	58%	88%	100%	-	*	-	*	86%	71%	-	83%	86%	83%	84%	-	-	-	-
	EL	77%	76%	81%	-	80%	*	-	-	-	-	81%	83%	40%	86%	81%	73%	90%	-	-	-	-
	Male	83%	78%	73%	50%	80%	*	-	*	*	-	71%	83%	25%	83%	73%	73%	-	-	-	-	-
	Female	88%	85%	83%	*	85%	*	-	-	-	*	87%	67%	*	84%	90%	-	83%	-	-	-	-
Mathematics	All	89%	84%	81%	71%	83%	83%	-	*	*	*	82%	73%	55%	84%	81%	81%	80%	-	-	-	-
	Students																					
	CWD	68%	61%	55%	*	57%	*	-	-	*	-	50%	*	55%	-	60%	63%	*	-	-	-	-
	CWOD	92%	87%	84%	83%	86%	80%	-	*	-	*	87%	71%	-	84%	84%	85%	84%	-	-	-	-
	EL	85%	82%	81%	-	80%	*	-	-	-	-	81%	83%	60%	84%	81%	77%	85%	-	-	-	-
	Male	88%	83%	81%	67%	83%	*	-	*	*	-	83%	67%	63%	85%	77%	81%	-	-	-	-	-
	Female	90%	85%	80%	*	82%	*	-	-	-	*	81%	78%	*	84%	85%	-	80%	-	-	-	-
Science	All	74%	65%	48%	21%	52%	50%	-	*	*	*	52%	29%	27%	51%	44%	50%	46%	-	-	-	-
	Students																					
	CWD	45%	43%	27%	*	29%	*	-	-	*	-	20%	*	27%	-	20%	25%	*	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 6 Reading	CWOD	77%	68%	51%	25%	55%	60%	-	*	-	*	57%	23%	-	51%	47%	55%	47%	-	-	-	-	
	EL	60%	55%	44%	-	45%	*	-	-	-	-	50%	0%	20%	47%	44%	50%	37%	-	-	-	-	
	Male	74%	65%	50%	17%	60%	*	-	*	*	-	52%	33%	25%	55%	50%	50%	-	-	-	-	-	
	Female	73%	64%	46%	*	45%	*	-	-	-	*	52%	25%	*	47%	37%	-	46%	-	-	-	-	
	All Students	67%	68%	54%	89%	47%	*	-	-	-	*	52%	67%	*	55%	41%	48%	58%	-	*	-	-	
	CWD	33%	32%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	71%	72%	55%	88%	49%	*	-	-	-	*	53%	80%	-	55%	43%	46%	61%	-	*	-	-	
	EL	42%	49%	41%	-	42%	*	-	-	-	-	40%	*	*	43%	41%	44%	38%	-	-	-	-	
	Male	62%	64%	48%	*	42%	-	-	-	-	-	44%	*	*	46%	44%	48%	-	-	-	-	-	
	Female	71%	72%	58%	83%	52%	*	-	-	-	*	58%	*	*	61%	38%	-	58%	-	*	-	-	
Mathematics	All Students	80%	82%	76%	89%	76%	*	-	-	-	*	79%	50%	*	78%	72%	69%	82%	-	*	-	-	
	CWD	50%	47%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	83%	86%	78%	88%	79%	*	-	-	-	*	80%	60%	-	78%	77%	68%	86%	-	*	-	-	
	EL	67%	77%	72%	-	74%	*	-	-	-	-	77%	*	*	77%	72%	69%	75%	-	-	-	-	
	Male	78%	80%	69%	*	65%	-	-	-	-	-	72%	*	*	68%	69%	69%	-	-	-	-	-	
	Female	81%	84%	82%	83%	86%	*	-	-	-	*	83%	*	*	86%	75%	-	82%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3 Reading	All Students	44%	37%	28%	36%	21%	*	-	80%	-	-	21%	78%	0%	30%	22%	26%	29%	*	-	-	*	
	CWD	26%	19%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	46%	39%	30%	36%	23%	*	-	80%	-	-	23%	78%	-	30%	23%	29%	31%	*	-	-	*	
	EL	35%	34%	22%	*	17%	*	-	*	-	-	18%	*	*	23%	22%	19%	24%	*	-	-	-	
	Male	41%	34%	26%	43%	17%	-	-	*	-	-	23%	*	*	29%	19%	26%	-	-	-	-	-	
	Female	47%	39%	29%	*	25%	*	-	*	-	-	20%	83%	*	31%	24%	-	29%	*	-	-	*	
Mathematics	All Students	48%	39%	25%	18%	23%	*	-	60%	-	-	23%	44%	20%	26%	20%	26%	24%	*	-	-	*	
	CWD	30%	21%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-	
	CWOD	50%	42%	26%	18%	23%	*	-	60%	-	-	23%	44%	-	26%	19%	29%	23%	*	-	-	*	
	EL	41%	41%	20%	*	19%	*	-	*	-	-	18%	*	*	19%	20%	19%	21%	*	-	-	-	
	Male	49%	41%	26%	29%	24%	-	-	*	-	-	26%	*	*	29%	19%	26%	-	-	-	-	-	
	Female	46%	38%	24%	*	22%	*	-	*	-	-	20%	50%	*	23%	21%	-	24%	*	-	-	*	
Grade 4 Reading	All Students	43%	35%	38%	46%	34%	*	-	*	-	*	38%	40%	*	38%	31%	34%	42%	-	*	-	-	
	CWD	24%	16%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	46%	38%	38%	36%	36%	*	-	*	-	*	38%	33%	-	38%	32%	31%	43%	-	*	-	-	
	EL	30%	30%	31%	*	29%	*	-	*	-	-	31%	*	*	32%	31%	32%	30%	-	-	-	-	
	Male	41%	33%	34%	50%	26%	*	-	*	-	*	36%	*	*	31%	32%	34%	-	-	-	-	-	
	Female	46%	38%	42%	40%	39%	*	-	*	-	-	40%	50%	*	43%	30%	-	42%	-	*	-	-	
Mathematics	All Students	46%	39%	43%	31%	45%	*	-	*	-	*	45%	30%	*	41%	44%	44%	42%	-	*	-	-	
	CWD	27%	21%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	49%	41%	41%	18%	44%	*	-	*	-	*	44%	22%	-	41%	43%	38%	43%	-	*	-	-	
	EL	39%	39%	44%	*	40%	*	-	*	-	-	47%	*	*	43%	44%	58%	30%	-	-	-	-	
	Male	48%	40%	44%	38%	53%	*	-	*	-	*	46%	*	*	38%	58%	44%	-	-	-	-	-	
	Female																						

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	42%	20%	39%	*	-	*	-	-	43%	33%	*	43%	30%	-	42%	-	*	-	-
Grade 5 Reading	All	53%	46%	42%	7%	48%	33%	-	*	*	*	44%	33%	9%	47%	40%	33%	53%	-	-	-	-
	Students																					
	CWD	27%	23%	9%	*	0%	*	-	-	*	-	0%	*	9%	-	0%	13%	*	-	-	-	-
	CWOD	56%	49%	47%	8%	54%	40%	-	*	-	*	51%	29%	-	47%	46%	38%	57%	-	-	-	-
	EL	36%	35%	40%	-	41%	*	-	-	-	-	39%	50%	0%	46%	40%	27%	55%	-	-	-	-
	Male	50%	42%	33%	0%	40%	*	-	*	*	-	36%	17%	13%	38%	27%	33%	-	-	-	-	-
	Female	56%	51%	53%	*	56%	*	-	-	-	*	55%	44%	*	57%	55%	-	53%	-	-	-	-
Mathematics	All	57%	47%	41%	14%	44%	50%	-	*	*	*	41%	40%	9%	45%	38%	42%	40%	-	-	-	-
	Students																					
	CWD	31%	28%	9%	*	0%	*	-	-	*	-	0%	*	9%	-	0%	13%	*	-	-	-	-
	CWOD	60%	49%	45%	17%	49%	60%	-	*	-	*	48%	36%	-	45%	43%	48%	43%	-	-	-	-
	EL	46%	41%	38%	-	37%	*	-	-	-	-	39%	33%	0%	43%	38%	36%	40%	-	-	-	-
	Male	56%	47%	42%	8%	50%	*	-	*	*	-	40%	50%	13%	48%	36%	42%	-	-	-	-	-
	Female	57%	47%	40%	*	38%	*	-	-	-	*	42%	33%	*	43%	40%	-	40%	-	-	-	-
Science	All	48%	38%	25%	0%	30%	17%	-	*	*	*	27%	14%	9%	28%	24%	25%	26%	-	-	-	-
	Students																					
	CWD	27%	27%	9%	*	0%	*	-	-	*	-	0%	*	9%	-	0%	13%	*	-	-	-	-
	CWOD	50%	39%	28%	0%	34%	20%	-	*	-	*	32%	8%	-	28%	28%	28%	28%	-	-	-	-
	EL	31%	26%	24%	-	25%	*	-	-	-	-	28%	0%	0%	28%	24%	27%	21%	-	-	-	-
	Male	50%	40%	25%	0%	33%	*	-	*	*	-	26%	17%	13%	28%	27%	25%	-	-	-	-	-
	Female	45%	37%	26%	*	27%	*	-	-	-	*	29%	13%	*	28%	21%	-	26%	-	-	-	-
Grade 6 Reading	All	36%	37%	30%	56%	25%	*	-	-	-	*	31%	17%	*	30%	13%	24%	34%	-	*	-	-
	Students																					
	CWD	19%	17%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	38%	40%	30%	50%	26%	*	-	-	-	*	31%	20%	-	30%	13%	21%	36%	-	*	-	-
	EL	14%	17%	13%	-	13%	*	-	-	-	-	13%	*	*	13%	13%	13%	13%	-	-	-	-
	Male	33%	33%	24%	*	19%	-	-	-	-	-	24%	*	*	21%	13%	24%	-	-	-	-	-
	Female	40%	42%	34%	50%	31%	*	-	-	-	*	36%	*	*	36%	13%	-	34%	-	*	-	-
Mathematics	All	46%	49%	40%	44%	42%	*	-	-	-	*	43%	17%	*	42%	34%	38%	42%	-	*	-	-
	Students																					
	CWD	23%	21%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	48%	52%	42%	50%	43%	*	-	-	-	*	44%	20%	-	42%	37%	39%	44%	-	*	-	-
	EL	27%	35%	34%	-	35%	*	-	-	-	-	37%	*	*	37%	34%	38%	31%	-	-	-	-
	Male	45%	48%	38%	*	38%	-	-	-	-	-	40%	*	*	39%	38%	38%	-	-	-	-	-
	Female	46%	50%	42%	50%	45%	*	-	-	-	*	44%	*	*	44%	31%	-	42%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	14%	9%	10%	*	-	60%	-	-	10%	44%	0%	15%	9%	13%	15%	*	-	-	*
	Students																					
	CWD	10%	7%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	15%	9%	11%	*	-	60%	-	-	11%	44%	-	15%	10%	14%	15%	*	-	-	*
	EL	19%	20%	9%	*	6%	*	-	*	-	-	6%	*	*	10%	9%	10%	9%	*	-	-	-
	Male	24%	19%	13%	14%	7%	-	-	*	-	-	11%	*	*	14%	10%	13%	-	-	-	-	-
	Female	29%	24%	15%	*	13%	*	-	*	-	-	9%	50%	*	15%	9%	-	15%	*	-	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	24%	18%	10%	9%	8%	*	-	40%	-	-	7%	33%	0%	11%	9%	13%	7%	*	-	-	*
	CWD	12%	8%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	25%	19%	11%	9%	9%	*	-	40%	-	-	8%	33%	-	11%	10%	14%	8%	*	-	-	*
	EL	18%	20%	9%	*	9%	*	-	*	-	-	6%	*	*	10%	9%	10%	9%	*	-	-	-
	Male	26%	20%	13%	14%	10%	-	-	*	-	-	11%	*	*	14%	10%	13%	-	-	-	-	-
	Female	22%	16%	7%	*	6%	*	-	*	-	-	3%	33%	*	8%	9%	-	7%	*	-	-	*
Grade 4 Reading	All Students	21%	17%	16%	15%	13%	*	-	*	-	*	16%	20%	*	17%	13%	19%	14%	-	*	-	-
	CWD	8%	4%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	23%	18%	17%	18%	13%	*	-	*	-	*	16%	22%	-	17%	14%	21%	14%	-	*	-	-
	EL	12%	13%	13%	*	9%	*	-	*	-	-	14%	*	*	14%	13%	26%	0%	-	-	-	-
	Male	20%	15%	19%	13%	16%	*	-	*	-	*	21%	*	*	21%	26%	19%	-	-	-	-	-
	Female	23%	18%	14%	20%	11%	*	-	*	-	-	10%	33%	*	14%	0%	-	14%	-	*	-	-
Mathematics	All Students	27%	22%	25%	8%	28%	*	-	*	-	*	28%	10%	*	25%	31%	31%	19%	-	*	-	-
	CWD	13%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	29%	23%	25%	9%	27%	*	-	*	-	*	27%	11%	-	25%	30%	31%	20%	-	*	-	-
	EL	20%	22%	31%	*	29%	*	-	*	-	-	33%	*	*	30%	31%	53%	10%	-	-	-	-
	Male	29%	23%	31%	13%	42%	*	-	*	-	*	36%	*	*	31%	53%	31%	-	-	-	-	-
	Female	25%	20%	19%	0%	18%	*	-	*	-	-	20%	17%	*	20%	10%	-	19%	-	*	-	-
Grade 5 Reading	All Students	29%	24%	19%	7%	20%	17%	-	*	*	*	21%	13%	0%	22%	7%	15%	25%	-	-	-	-
	CWD	9%	8%	0%	*	0%	*	-	-	*	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	31%	26%	22%	8%	23%	20%	-	*	-	*	24%	14%	-	22%	8%	18%	27%	-	-	-	-
	EL	14%	13%	7%	-	7%	*	-	-	-	-	6%	17%	0%	8%	7%	0%	15%	-	-	-	-
	Male	26%	21%	15%	0%	13%	*	-	*	-	*	17%	0%	0%	18%	0%	15%	-	-	-	-	-
	Female	31%	27%	25%	*	26%	*	-	-	-	*	26%	22%	*	27%	15%	-	25%	-	-	-	-
Mathematics	All Students	36%	27%	26%	14%	31%	0%	-	*	*	*	30%	7%	0%	30%	19%	25%	28%	-	-	-	-
	CWD	14%	12%	0%	*	0%	*	-	-	*	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	38%	28%	30%	17%	35%	0%	-	*	-	*	35%	7%	-	30%	22%	30%	30%	-	-	-	-
	EL	24%	20%	19%	-	20%	*	-	-	-	-	22%	0%	0%	22%	19%	18%	20%	-	-	-	-
	Male	36%	28%	25%	8%	33%	*	-	*	-	*	29%	0%	0%	30%	18%	25%	-	-	-	-	-
	Female	35%	26%	28%	*	29%	*	-	-	-	*	32%	11%	*	30%	20%	-	28%	-	-	-	-
Science	All Students	23%	17%	5%	0%	6%	0%	-	*	*	*	5%	0%	0%	5%	2%	8%	0%	-	-	-	-
	CWD	11%	9%	0%	*	0%	*	-	-	*	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	18%	5%	0%	7%	0%	-	*	-	*	6%	0%	-	5%	3%	10%	0%	-	-	-	-
	EL	11%	9%	2%	-	3%	*	-	-	-	-	3%	0%	0%	3%	2%	5%	0%	-	-	-	-
	Male	25%	19%	8%	0%	13%	*	-	*	*	-	10%	0%	0%	10%	5%	8%	-	-	-	-	-
	Female	21%	15%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 6 Reading	All Students	17%	18%	9%	22%	7%	*	-	-	-	*	10%	0%	*	9%	3%	7%	11%	-	*	-	-
	CWD	6%	5%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	18%	19%	9%	25%	8%	*	-	-	-	*	10%	0%	-	9%	3%	7%	11%	-	*	-	-
	EL	4%	5%	3%	-	3%	*	-	-	-	-	3%	*	*	3%	3%	6%	0%	-	-	-	-
	Male	14%	15%	7%	*	4%	-	-	-	-	-	8%	*	*	7%	6%	7%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	11%	17%	10%	*	-	-	-	*	11%	*	*	11%	0%	-	11%	-	*	-	-
Mathematics	All	20%	24%	15%	11%	16%	*	-	-	-	*	15%	17%	*	16%	13%	14%	16%	-	*	-	-
	Students																					
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	22%	26%	16%	13%	17%	*	-	-	-	*	15%	20%	-	16%	13%	14%	17%	-	*	-	-
	EL	8%	12%	13%	-	13%	*	-	-	-	-	13%	*	*	13%	13%	13%	13%	-	-	-	-
	Male	20%	24%	14%	*	12%	-	-	-	-	-	12%	*	*	14%	13%	14%	-	-	-	-	-
	Female	20%	23%	16%	0%	21%	*	-	-	-	*	17%	*	*	17%	13%	-	16%	-	*	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	67%	63%	67%	67%	-	96%	*	56%	67%	66%	40%	69%	64%	63%	70%	*	*	-	*
	Students																					
	CWD	46%	38%	40%	50%	33%	*	-	-	*	-	36%	71%	40%	-	34%	45%	32%	-	-	-	-
	CWOD	81%	77%	69%	65%	69%	70%	-	96%	-	56%	70%	66%	-	69%	66%	66%	73%	*	*	-	*
	EL	62%	63%	64%	75%	63%	44%	-	92%	-	-	64%	57%	34%	66%	64%	62%	65%	*	-	-	-
	Male	74%	70%	63%	56%	63%	62%	-	100%	*	*	64%	63%	45%	66%	62%	63%	-	-	-	-	-
	Female	80%	76%	70%	78%	70%	71%	-	90%	-	43%	71%	69%	32%	73%	65%	-	70%	*	*	-	*
Reading	All	73%	69%	66%	68%	64%	58%	-	100%	*	*	65%	73%	39%	68%	63%	61%	72%	*	*	-	*
	Students																					
	CWD	39%	30%	39%	60%	31%	*	-	-	*	-	35%	*	39%	-	33%	40%	38%	-	-	-	-
	CWOD	78%	73%	68%	69%	67%	64%	-	100%	-	*	68%	73%	-	68%	65%	63%	73%	*	*	-	*
	EL	54%	55%	63%	*	61%	*	-	100%	-	-	61%	73%	33%	65%	63%	58%	67%	*	-	-	-
	Male	69%	64%	61%	60%	59%	40%	-	100%	*	*	60%	65%	40%	63%	58%	61%	-	-	-	-	-
	Female	78%	74%	72%	82%	69%	71%	-	100%	-	*	70%	78%	38%	73%	67%	-	72%	*	*	-	*
Mathematics	All	81%	77%	73%	70%	73%	83%	-	91%	*	*	73%	73%	48%	75%	70%	71%	75%	*	*	-	*
	Students																					
	CWD	53%	44%	48%	60%	38%	*	-	-	*	-	45%	*	48%	-	42%	60%	25%	-	-	-	-
	CWOD	84%	81%	75%	71%	75%	82%	-	91%	-	*	76%	73%	-	75%	72%	72%	78%	*	*	-	*
	EL	72%	74%	70%	*	69%	*	-	83%	-	-	71%	60%	42%	72%	70%	69%	70%	*	-	-	-
	Male	79%	75%	71%	67%	68%	100%	-	100%	*	*	71%	71%	60%	72%	69%	71%	-	-	-	-	-
	Female	82%	79%	75%	76%	76%	71%	-	80%	-	*	76%	74%	25%	78%	70%	-	75%	*	*	-	*
Science	All	80%	75%	48%	21%	52%	50%	-	*	*	*	52%	29%	27%	51%	44%	50%	46%	-	-	-	-
	Students																					
	CWD	51%	44%	27%	*	29%	*	-	-	*	-	20%	*	27%	-	20%	25%	*	-	-	-	-
	CWOD	84%	79%	51%	25%	55%	60%	-	*	-	*	57%	23%	-	51%	47%	55%	47%	-	-	-	-
	EL	61%	60%	44%	-	45%	*	-	-	-	-	50%	0%	20%	47%	44%	50%	37%	-	-	-	-
	Male	79%	74%	50%	17%	60%	*	-	*	*	-	52%	33%	25%	55%	50%	50%	-	-	-	-	-
	Female	81%	77%	46%	*	45%	*	-	-	-	*	52%	25%	*	47%	37%	-	46%	-	-	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	35%	26%	35%	33%	-	75%	*	11%	35%	35%	18%	36%	29%	32%	37%	*	*	-	*
	Students																					
	CWD	24%	18%	18%	42%	5%	*	-	-	*	-	10%	71%	18%	-	7%	24%	5%	-	-	-	-
	CWOD	52%	47%	36%	24%	37%	37%	-	75%	-	11%	37%	32%	-	36%	31%	34%	38%	*	*	-	*
	EL	29%	29%	29%	38%	28%	11%	-	67%	-	-	29%	31%	7%	31%	29%	30%	29%	*	-	-	-
	Male	47%	41%	32%	22%	33%	15%	-	79%	*	*	33%	30%	24%	34%	30%	32%	-	-	-	-	-
	Female	52%	47%	37%	33%	36%	47%	-	70%	-	14%	36%	39%	5%	38%	29%	-	37%	*	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	47%	42%	35%	34%	33%	33%	-	82%	*	*	34%	43%	17%	36%	27%	30%	39%	*	*	-	*
	CWD	21%	15%	17%	60%	0%	*	-	-	*	-	10%	*	17%	-	0%	27%	0%	-	-	-	-
	CWOD	50%	45%	36%	31%	35%	36%	-	82%	-	*	36%	41%	-	36%	29%	30%	41%	*	*	-	*
	EL	23%	24%	27%	*	25%	*	-	67%	-	-	25%	47%	0%	29%	27%	23%	30%	*	-	-	-
	Male	43%	37%	30%	30%	26%	20%	-	100%	*	*	30%	29%	27%	30%	23%	30%	-	-	-	-	-
	Female	51%	47%	39%	41%	38%	43%	-	60%	-	*	37%	52%	0%	41%	30%	-	39%	*	*	-	*
Mathematics	All Students	51%	45%	37%	26%	38%	42%	-	73%	*	*	37%	35%	22%	38%	33%	37%	37%	*	*	-	*
	CWD	26%	21%	22%	40%	13%	*	-	-	*	-	15%	*	22%	-	17%	27%	13%	-	-	-	-
	CWOD	54%	49%	38%	24%	40%	45%	-	73%	-	*	39%	32%	-	38%	34%	39%	38%	*	*	-	*
	EL	37%	37%	33%	*	32%	*	-	67%	-	-	33%	27%	17%	34%	33%	37%	29%	*	-	-	-
	Male	50%	44%	37%	23%	40%	20%	-	67%	*	*	38%	35%	27%	39%	37%	37%	-	-	-	-	-
	Female	51%	47%	37%	29%	36%	57%	-	80%	-	*	37%	35%	13%	38%	29%	-	37%	*	*	-	*
Science	All Students	53%	47%	25%	0%	30%	17%	-	*	*	*	27%	14%	9%	28%	24%	25%	26%	-	-	-	-
	CWD	25%	20%	9%	*	0%	*	-	-	*	-	0%	*	9%	-	0%	13%	*	-	-	-	-
	CWOD	56%	50%	28%	0%	34%	20%	-	*	-	*	32%	8%	-	28%	28%	28%	28%	-	-	-	-
	EL	26%	25%	24%	-	25%	*	-	-	-	-	28%	0%	0%	28%	24%	27%	21%	-	-	-	-
	Male	53%	46%	25%	0%	33%	*	-	*	*	-	26%	17%	13%	28%	27%	25%	-	-	-	-	-
	Female	53%	48%	26%	*	27%	*	-	-	-	*	29%	13%	*	28%	21%	-	26%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	15%	10%	15%	10%	-	54%	*	0%	16%	15%	2%	17%	12%	16%	15%	*	*	-	*
	CWD	8%	6%	2%	0%	3%	*	-	-	*	-	2%	0%	2%	-	3%	3%	0%	-	-	-	-
	CWOD	25%	21%	17%	11%	17%	11%	-	54%	-	0%	17%	16%	-	17%	12%	18%	16%	*	*	-	*
	EL	11%	11%	12%	25%	11%	0%	-	42%	-	-	11%	14%	3%	12%	12%	15%	9%	*	-	-	-
	Male	22%	18%	16%	10%	16%	8%	-	64%	*	*	17%	8%	3%	18%	15%	16%	-	-	-	-	-
	Female	24%	21%	15%	11%	15%	12%	-	40%	-	0%	14%	20%	0%	16%	9%	-	15%	*	*	-	*
Reading	All Students	20%	17%	15%	13%	13%	17%	-	73%	*	*	14%	20%	0%	16%	8%	14%	16%	*	*	-	*
	CWD	7%	5%	0%	0%	0%	*	-	-	*	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	19%	16%	14%	14%	18%	-	73%	-	*	15%	22%	-	16%	9%	15%	17%	*	*	-	*
	EL	8%	8%	8%	*	6%	*	-	50%	-	-	7%	20%	0%	9%	8%	10%	7%	*	-	-	-
	Male	17%	14%	14%	10%	10%	20%	-	100%	*	*	15%	6%	0%	15%	10%	14%	-	-	-	-	-
	Female	23%	20%	16%	18%	15%	14%	-	40%	-	*	14%	30%	0%	17%	7%	-	16%	*	*	-	*
Mathematics	All Students	26%	22%	19%	11%	21%	8%	-	45%	*	*	20%	15%	4%	20%	17%	21%	17%	*	*	-	*
	CWD	11%	6%	4%	0%	6%	*	-	-	*	-	5%	*	4%	-	8%	7%	0%	-	-	-	-
	CWOD	28%	24%	20%	12%	22%	9%	-	45%	-	*	21%	16%	-	20%	18%	23%	18%	*	*	-	*
	EL	16%	16%	17%	*	17%	*	-	33%	-	-	18%	13%	8%	18%	17%	23%	12%	*	-	-	-
	Male	25%	22%	21%	13%	23%	0%	-	50%	*	*	22%	12%	7%	23%	23%	21%	-	-	-	-	-
	Female	26%	22%	17%	6%	19%	14%	-	40%	-	*	17%	17%	0%	18%	12%	-	17%	*	*	-	*
Science	All Students	24%	20%	5%	0%	6%	0%	-	*	*	*	5%	0%	0%	5%	2%	8%	0%	-	-	-	-
	CWD	8%	5%	0%	*	0%	*	-	-	*	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	26%	22%	5%	0%	7%	0%	-	*	-	*	6%	0%	-	5%	3%	10%	0%	-	-	-	-
	EL	7%	7%	2%	-	3%	*	-	-	-	-	3%	0%	0%	3%	2%	5%	0%	-	-	-	-
	Male	25%	21%	8%	0%	13%	*	-	*	*	-	10%	0%	0%	10%	5%	8%	-	-	-	-	-

	State	District	Campus	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
Female	23%	20%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	73	56	56	-	92	-	*	58	57	59
CWD	57	70	56	*	-	-	-	-	50	57	71
CWOD	60	73	57	63	-	92	-	*	58	-	58
EL	59	*	60	*	-	*	-	-	57	71	59
Male	58	74	53	40	-	*	-	*	58	65	61
Female	61	71	59	*	-	*	-	*	57	40	57
<b>Mathematics</b>											
All Students	68	71	68	72	-	67	-	*	67	82	65
CWD	82	80	82	*	-	-	-	-	80	82	78
CWOD	66	69	67	69	-	67	-	*	66	-	63
EL	65	*	63	*	-	*	-	-	64	78	65
Male	64	79	60	70	-	*	-	*	64	82	60
Female	71	58	74	*	-	*	-	*	70	83	69

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	267	57	21%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	33	39	37	-	75	*	22	39	20	35
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'^' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
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%	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%	-	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%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	*
	Students																
	CWD	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%	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%	*
Science	All	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	-	*	-	100%	*	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	*	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	*	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	0%	0%	*	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	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%	-	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%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	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%	0%	0%	*
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	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%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	*	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	18	5	11	0	0	0	0	2	8		
	Female	11	2	5	0	0	2	0	2	2		
	Total	29	7	16	0	0	2	0	4	10		
Out-of-School Suspensions												
	Male	6	2	2	0	0	0	0	2	2		
	Female	2	0	0	0	0	0	0	2	0		
	Total	8	2	2	0	0	0	0	4	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	2	8	0	0	0	0	2	5		5
	Female	2	0	2	0	0	0	0	0	0		0
	Total	14	2	10	0	0	0	0	2	5		5
Out-of-School Suspensions	Male	6	4	0	0	0	0	0	2	0		2
	Female	0	0	0	0	0	0	0	0	0		2
	Total	6	4	0	0	0	0	0	2	0		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	26	2	20	2	0	2	0	0	14	8	2
	Female	17	2	11	2	0	0	0	2	8	0	2
	Total	43	4	31	4	0	2	0	2	22	8	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	23	5	14	2	0	2	0	0	11	0
	Female	27	2	23	2	0	0	0	0	20	0
	Total	50	7	37	4	0	2	0	0	31	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	5.8	15.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.5%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	*	1%
Mathematics	6,131	1%	59	1%	*	1%
Science	6,133	1%	59	1%	*	1%
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	*	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	*	1%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** GUNN J H

**Campus ID:** 220901047

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	More	Disadv	Econ										
											Races	Disadv	Disadv										

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Reading	All Students	48%	43%	45%	47%	41%	54%	*	44%	-	20%	40%	62%	0%	50%	26%	38%	55%	-	57%	*	-
	CWD	21%	17%	0%	0%	0%	-	-	*	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	51%	46%	50%	52%	47%	56%	*	50%	-	*	46%	63%	-	50%	32%	44%	57%	-	67%	*	-
	EL	19%	21%	26%	*	25%	*	-	20%	-	-	27%	20%	0%	32%	26%	25%	29%	-	*	-	-
	Male	44%	39%	38%	44%	36%	33%	*	50%	-	*	34%	56%	0%	44%	25%	38%	-	-	50%	-	-
	Female	52%	48%	55%	52%	50%	70%	*	*	-	*	50%	69%	0%	57%	29%	-	55%	-	*	*	-
Mathematics	All Students	41%	41%	45%	40%	42%	57%	*	67%	-	60%	41%	62%	4%	50%	31%	44%	48%	-	57%	*	-
	CWD	22%	17%	4%	0%	0%	-	-	*	-	*	4%	*	4%	-	0%	5%	0%	-	*	-	-
	CWOD	44%	44%	50%	44%	48%	59%	*	75%	-	*	46%	63%	-	50%	38%	50%	50%	-	67%	*	-
	EL	22%	25%	31%	*	27%	*	-	40%	-	-	28%	60%	0%	38%	31%	32%	29%	-	*	-	-
	Male	41%	40%	44%	35%	44%	53%	*	50%	-	*	41%	56%	5%	50%	32%	44%	-	-	50%	-	-
	Female	42%	41%	48%	48%	39%	60%	*	*	-	*	41%	69%	0%	50%	29%	-	48%	-	*	*	-
Grade 8 Reading	All Students	53%	50%	49%	33%	55%	60%	-	29%	-	44%	45%	60%	4%	55%	25%	44%	54%	-	*	-	*
	CWD	22%	18%	4%	0%	8%	*	-	*	-	-	6%	0%	4%	-	13%	6%	0%	-	*	-	-
	CWOD	57%	53%	55%	37%	62%	65%	-	33%	-	44%	50%	68%	-	55%	29%	52%	57%	-	*	-	*
	EL	19%	23%	25%	-	31%	*	-	*	-	-	26%	*	13%	29%	25%	27%	21%	-	-	-	*
	Male	49%	46%	44%	17%	45%	71%	-	*	-	*	42%	50%	6%	52%	27%	44%	-	-	*	-	-
	Female	58%	54%	54%	43%	66%	47%	-	40%	-	40%	48%	71%	0%	57%	21%	-	54%	-	*	-	*
Mathematics	All Students	55%	44%	49%	44%	50%	56%	-	*	-	67%	50%	47%	0%	57%	43%	48%	51%	-	*	-	*
	CWD	27%	19%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	59%	47%	57%	51%	59%	63%	-	*	-	67%	57%	56%	-	57%	54%	58%	56%	-	*	-	*
	EL	36%	32%	43%	-	43%	*	-	*	-	-	39%	*	0%	54%	43%	28%	62%	-	-	-	*
	Male	52%	42%	48%	41%	46%	60%	-	*	-	*	51%	40%	0%	58%	28%	48%	-	-	*	-	-
	Female	59%	46%	51%	47%	54%	50%	-	*	-	80%	50%	56%	0%	56%	62%	-	51%	-	*	-	*
Science	All Students	50%	45%	51%	35%	54%	67%	-	43%	-	44%	47%	61%	14%	55%	23%	53%	49%	-	*	-	*
	CWD	23%	18%	14%	0%	8%	*	-	*	-	-	13%	17%	14%	-	29%	13%	14%	-	*	-	-
	CWOD	53%	48%	55%	39%	60%	68%	-	33%	-	44%	51%	66%	-	55%	21%	59%	51%	-	*	-	*
	EL	20%	22%	23%	-	21%	*	-	*	-	-	24%	*	29%	21%	23%	24%	21%	-	-	-	*
	Male	50%	45%	53%	27%	56%	75%	-	*	-	*	51%	58%	13%	59%	24%	53%	-	-	*	-	-
	Female	50%	45%	49%	40%	53%	56%	-	60%	-	40%	44%	64%	14%	51%	21%	-	49%	-	*	-	*
End of Course Algebra I	All Students	59%	56%	95%	100%	97%	88%	-	*	-	-	95%	94%	*	94%	100%	96%	93%	-	-	-	-
	CWD	24%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	63%	61%	94%	100%	97%	88%	-	*	-	-	95%	94%	-	94%	*	96%	93%	-	-	-	-
	EL	40%	41%	100%	-	100%	-	-	-	-	-	100%	-	*	*	100%	*	*	-	-	-	-
	Male	53%	50%	96%	*	100%	89%	-	-	-	-	100%	86%	*	96%	*	96%	-	-	-	-	-
	Female	65%	62%	93%	100%	93%	86%	-	*	-	-	90%	100%	-	93%	*	-	93%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7 Reading	All Students	29%	24%	24%	20%	25%	23%	*	33%	-	20%	23%	30%	0%	27%	12%	21%	29%	-	14%	*	-
	CWD	9%	8%	0%	0%	0%	-	-	*	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	31%	26%	<b>27%</b>	22%	28%	24%	*	38%	-	*	26%	31%	-	27%	15%	24%	30%	-	17%	*	-
	EL	8%	7%	<b>12%</b>	*	13%	*	-	0%	-	-	13%	0%	0%	15%	12%	9%	19%	-	*	-	-
	Male	25%	21%	<b>21%</b>	18%	21%	20%	*	33%	-	*	19%	30%	0%	24%	9%	21%	-	-	0%	-	-
	Female	32%	28%	<b>29%</b>	24%	30%	25%	*	*	-	*	28%	31%	0%	30%	19%	-	29%	-	*	*	-
Mathematics	All Students	16%	17%	<b>23%</b>	15%	22%	26%	*	44%	-	40%	20%	30%	0%	25%	15%	20%	26%	-	29%	*	-
	CWD	7%	3%	<b>0%</b>	0%	0%	-	-	*	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	18%	<b>25%</b>	16%	25%	26%	*	50%	-	*	23%	31%	-	25%	19%	23%	27%	-	33%	*	-
	EL	6%	7%	<b>15%</b>	*	15%	*	-	20%	-	-	15%	20%	0%	19%	15%	14%	19%	-	*	-	-
	Male	16%	16%	<b>20%</b>	12%	19%	27%	*	50%	-	*	19%	26%	0%	23%	14%	20%	-	-	17%	-	-
	Female	16%	18%	<b>26%</b>	19%	26%	25%	*	*	-	*	23%	35%	0%	27%	19%	-	26%	-	*	*	-
Grade 8 Reading	All Students	27%	25%	<b>23%</b>	19%	24%	28%	-	29%	-	22%	22%	27%	0%	26%	8%	21%	25%	-	*	-	*
	CWD	7%	6%	<b>0%</b>	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	30%	27%	<b>26%</b>	22%	27%	30%	-	33%	-	22%	25%	30%	-	26%	11%	25%	27%	-	*	-	*
	EL	5%	6%	<b>8%</b>	-	10%	*	-	*	-	-	9%	*	0%	11%	8%	9%	7%	-	-	-	*
	Male	24%	21%	<b>21%</b>	9%	24%	29%	-	*	-	*	24%	16%	0%	25%	9%	21%	-	-	*	-	-
	Female	31%	28%	<b>25%</b>	26%	24%	26%	-	40%	-	20%	21%	39%	0%	27%	7%	-	25%	-	*	-	*
Mathematics	All Students	17%	8%	<b>5%</b>	6%	7%	4%	-	*	-	0%	4%	9%	0%	6%	0%	6%	5%	-	*	-	*
	CWD	9%	4%	<b>0%</b>	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	18%	9%	<b>6%</b>	7%	8%	4%	-	*	-	0%	5%	11%	-	6%	0%	7%	5%	-	*	-	*
	EL	6%	4%	<b>0%</b>	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	*
	Male	16%	8%	<b>6%</b>	9%	8%	0%	-	*	-	*	5%	8%	0%	7%	0%	6%	-	-	*	-	-
	Female	17%	8%	<b>5%</b>	3%	6%	8%	-	*	-	0%	3%	11%	0%	5%	0%	-	5%	-	*	-	*
Science	All Students	25%	22%	<b>30%</b>	12%	37%	40%	-	29%	-	11%	29%	32%	5%	32%	14%	33%	27%	-	*	-	*
	CWD	10%	5%	<b>5%</b>	0%	8%	*	-	*	-	-	6%	0%	5%	-	14%	7%	0%	-	*	-	-
	CWOD	26%	24%	<b>32%</b>	14%	41%	43%	-	33%	-	11%	31%	36%	-	32%	14%	37%	28%	-	*	-	*
	EL	5%	6%	<b>14%</b>	-	18%	*	-	*	-	-	15%	*	14%	14%	14%	14%	14%	-	-	-	*
	Male	25%	23%	<b>33%</b>	9%	41%	42%	-	*	-	*	35%	29%	7%	37%	14%	33%	-	-	*	-	-
	Female	24%	21%	<b>27%</b>	14%	33%	39%	-	40%	-	0%	24%	36%	0%	28%	14%	-	27%	-	*	-	*
End of Course Algebra I	All Students	36%	33%	<b>89%</b>	100%	90%	88%	-	*	-	-	89%	88%	*	89%	100%	88%	90%	-	-	-	-
	CWD	9%	5%	<b>*</b>	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	39%	37%	<b>89%</b>	100%	90%	88%	-	*	-	-	89%	88%	-	89%	*	88%	90%	-	-	-	-
	EL	19%	18%	<b>100%</b>	-	100%	-	-	-	-	-	100%	-	*	*	100%	*	*	-	-	-	-
	Male	31%	28%	<b>88%</b>	*	87%	89%	-	-	-	-	94%	71%	*	88%	*	88%	-	-	-	-	-
	Female	40%	38%	<b>90%</b>	100%	93%	86%	-	*	-	-	85%	100%	-	90%	*	-	90%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All Students	77%	73%	<b>78%</b>	72%	78%	85%	100%	74%	-	89%	76%	85%	23%	84%	66%	72%	85%	-	65%	*	50%
	CWD	46%	38%	<b>23%</b>	13%	23%	27%	-	40%	-	*	23%	23%	23%	-	30%	22%	27%	-	20%	-	-
	CWOD	81%	77%	<b>84%</b>	79%	86%	87%	100%	79%	-	94%	82%	90%	-	84%	75%	81%	88%	-	76%	*	50%
	EL	62%	63%	<b>66%</b>	*	67%	71%	-	55%	-	-	65%	88%	30%	75%	66%	59%	79%	-	*	-	*
	Male	74%	70%	<b>72%</b>	64%	72%	84%	*	50%	-	89%	68%	83%	22%	81%	59%	72%	-	-	83%	-	-

		State	District	Campus	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
	Female	80%	76%	85%	79%	87%	85%	*	95%	-	89%	84%	87%	27%	88%	79%	-	85%	-	25%	*	50%
Reading	All Students	73%	69%	76%	73%	75%	84%	*	63%	-	86%	73%	85%	19%	83%	58%	70%	84%	-	64%	*	*
	CWD	39%	30%	19%	17%	17%	*	-	*	-	*	15%	38%	19%	-	15%	22%	8%	-	*	-	-
	CWOD	78%	73%	83%	80%	83%	86%	*	71%	-	92%	81%	89%	-	83%	69%	78%	88%	-	78%	*	*
	EL	54%	55%	58%	*	60%	71%	-	33%	-	-	56%	86%	15%	69%	58%	53%	69%	-	*	-	*
	Male	69%	64%	70%	67%	68%	82%	*	38%	-	86%	65%	85%	22%	78%	53%	70%	-	-	75%	-	-
	Female	78%	74%	84%	80%	84%	87%	*	88%	-	86%	83%	85%	8%	88%	69%	-	84%	-	*	*	*
Mathematics	All Students	81%	77%	82%	77%	82%	84%	*	81%	-	93%	80%	86%	28%	88%	76%	74%	90%	-	73%	*	*
	CWD	53%	44%	28%	17%	29%	*	-	*	-	*	31%	13%	28%	-	42%	25%	33%	-	*	-	-
	CWOD	84%	81%	88%	84%	89%	86%	*	86%	-	100%	86%	91%	-	88%	84%	82%	93%	-	78%	*	*
	EL	72%	74%	76%	*	76%	86%	-	67%	-	-	74%	100%	42%	84%	76%	68%	91%	-	*	-	*
	Male	79%	75%	74%	68%	75%	79%	*	63%	-	86%	71%	83%	25%	82%	68%	74%	-	-	88%	-	-
	Female	82%	79%	90%	86%	91%	89%	*	100%	-	100%	91%	89%	33%	93%	91%	-	90%	-	*	*	*
Science	All Students	80%	75%	75%	58%	79%	86%	-	86%	-	89%	72%	83%	24%	81%	60%	73%	78%	-	*	-	*
	CWD	51%	44%	24%	0%	25%	*	-	*	-	-	25%	17%	24%	-	43%	13%	43%	-	*	-	-
	CWOD	84%	79%	81%	65%	86%	88%	-	83%	-	89%	77%	91%	-	81%	64%	82%	79%	-	*	-	*
	EL	61%	60%	60%	-	61%	*	-	*	-	-	61%	*	43%	64%	60%	52%	71%	-	-	-	*
	Male	79%	74%	73%	45%	72%	96%	-	*	-	*	69%	81%	13%	82%	52%	73%	-	-	*	-	-
	Female	81%	77%	78%	66%	86%	72%	-	100%	-	80%	75%	86%	43%	79%	71%	-	78%	-	*	-	*

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All Students	49%	44%	50%	41%	50%	62%	83%	49%	-	49%	46%	61%	5%	55%	31%	47%	54%	-	54%	*	13%
	CWD	24%	18%	5%	0%	4%	9%	-	20%	-	*	5%	5%	5%	-	9%	6%	3%	-	0%	-	-
	CWOD	52%	47%	55%	46%	56%	64%	83%	53%	-	52%	51%	66%	-	55%	36%	54%	56%	-	67%	*	13%
	EL	29%	29%	31%	*	30%	41%	-	23%	-	-	30%	38%	9%	36%	31%	30%	32%	-	*	-	*
	Male	47%	41%	47%	35%	47%	64%	*	39%	-	44%	45%	54%	6%	54%	30%	47%	-	-	67%	-	-
	Female	52%	47%	54%	47%	54%	61%	*	57%	-	53%	49%	69%	3%	56%	32%	-	54%	-	25%	*	13%
Reading	All Students	47%	42%	47%	40%	47%	58%	*	38%	-	36%	42%	61%	2%	52%	26%	41%	54%	-	55%	*	*
	CWD	21%	15%	2%	0%	3%	*	-	*	-	*	3%	0%	2%	-	5%	3%	0%	-	*	-	-
	CWOD	50%	45%	52%	45%	53%	61%	*	43%	-	42%	48%	66%	-	52%	31%	47%	57%	-	67%	*	*
	EL	23%	24%	26%	*	27%	14%	-	11%	-	-	27%	14%	5%	31%	26%	26%	26%	-	*	-	*
	Male	43%	37%	41%	33%	40%	56%	*	38%	-	29%	37%	53%	3%	47%	26%	41%	-	-	63%	-	-
	Female	51%	47%	54%	46%	58%	61%	*	38%	-	43%	49%	70%	0%	57%	26%	-	54%	-	*	*	*
Mathematics	All Students	51%	45%	53%	45%	51%	64%	*	63%	-	64%	50%	61%	4%	58%	38%	50%	56%	-	55%	*	*
	CWD	26%	21%	4%	0%	4%	*	-	*	-	*	5%	0%	4%	-	5%	6%	0%	-	*	-	-
	CWOD	54%	49%	58%	50%	57%	66%	*	71%	-	67%	56%	66%	-	58%	46%	58%	59%	-	67%	*	*
	EL	37%	37%	38%	*	36%	71%	-	33%	-	-	35%	71%	5%	46%	38%	35%	43%	-	*	-	*
	Male	50%	44%	50%	39%	51%	64%	*	50%	-	57%	49%	53%	6%	58%	35%	50%	-	-	63%	-	-
	Female	51%	47%	56%	52%	52%	63%	*	75%	-	71%	51%	70%	0%	59%	43%	-	56%	-	*	*	*
Science	All Students	53%	47%	51%	35%	54%	67%	-	43%	-	44%	47%	61%	14%	55%	23%	53%	49%	-	*	-	*
	CWD	25%	20%	14%	0%	8%	*	-	*	-	-	13%	17%	14%	-	29%	13%	14%	-	*	-	-
	CWOD	56%	50%	55%	39%	60%	68%	-	33%	-	44%	51%	66%	-	55%	21%	59%	51%	-	*	-	*

	State	District	Campus	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
EL	26%	25%	<b>23%</b>	-	21%	*	-	*	-	-	24%	*	29%	21%	23%	24%	21%	-	-	-	*
Male	53%	46%	<b>53%</b>	27%	56%	75%	-	*	-	*	51%	58%	13%	59%	24%	53%	-	-	-	-	-
Female	53%	48%	<b>49%</b>	40%	53%	56%	-	60%	-	40%	44%	64%	14%	51%	21%	-	49%	-	*	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	<b>25%</b>	16%	27%	31%	67%	33%	-	16%	23%	30%	2%	28%	13%	24%	27%	-	23%	*	0%
	CWD	8%	6%	<b>2%</b>	0%	3%	0%	-	0%	-	*	2%	0%	2%	-	4%	2%	0%	-	0%	-	-
	CWOD	25%	21%	<b>28%</b>	18%	30%	32%	67%	38%	-	18%	26%	33%	-	28%	15%	27%	28%	-	29%	*	0%
	EL	11%	11%	<b>13%</b>	*	14%	6%	-	5%	-	-	14%	6%	4%	15%	13%	13%	14%	-	*	-	*
	Male	22%	18%	<b>24%</b>	13%	26%	31%	*	28%	-	17%	23%	24%	2%	27%	13%	24%	-	-	22%	-	-
	Female	24%	21%	<b>27%</b>	20%	29%	31%	*	38%	-	16%	24%	37%	0%	28%	14%	-	27%	-	25%	*	0%
Reading	All Students	20%	17%	<b>24%</b>	19%	24%	26%	*	31%	-	21%	22%	28%	0%	27%	11%	21%	27%	-	18%	*	*
	CWD	7%	5%	<b>0%</b>	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	19%	<b>27%</b>	22%	28%	27%	*	36%	-	25%	25%	30%	-	27%	14%	25%	29%	-	22%	*	*
	EL	8%	8%	<b>11%</b>	*	12%	0%	-	0%	-	-	12%	0%	0%	14%	11%	9%	14%	-	*	-	*
	Male	17%	14%	<b>21%</b>	14%	22%	26%	*	25%	-	14%	21%	22%	0%	25%	9%	21%	-	-	13%	-	-
	Female	23%	20%	<b>27%</b>	25%	27%	26%	*	38%	-	29%	24%	35%	0%	29%	14%	-	27%	-	*	*	*
Mathematics	All Students	26%	22%	<b>24%</b>	15%	26%	31%	*	38%	-	14%	22%	31%	2%	27%	15%	22%	27%	-	18%	*	*
	CWD	11%	6%	<b>2%</b>	0%	4%	*	-	*	-	*	3%	0%	2%	-	5%	3%	0%	-	*	-	-
	CWOD	28%	24%	<b>27%</b>	17%	29%	32%	*	43%	-	17%	25%	33%	-	27%	17%	26%	28%	-	22%	*	*
	EL	16%	16%	<b>15%</b>	*	16%	14%	-	11%	-	-	15%	14%	5%	17%	15%	15%	14%	-	*	-	*
	Male	25%	22%	<b>22%</b>	12%	23%	31%	*	38%	-	14%	22%	24%	3%	26%	15%	22%	-	-	13%	-	-
	Female	26%	22%	<b>27%</b>	18%	29%	32%	*	38%	-	14%	23%	39%	0%	28%	14%	-	27%	-	*	*	*
Science	All Students	24%	20%	<b>30%</b>	12%	37%	40%	-	29%	-	11%	29%	32%	5%	32%	14%	33%	27%	-	*	-	*
	CWD	8%	5%	<b>5%</b>	0%	8%	*	-	*	-	-	6%	0%	5%	-	14%	7%	0%	-	*	-	-
	CWOD	26%	22%	<b>32%</b>	14%	41%	43%	-	33%	-	11%	31%	36%	-	32%	14%	37%	28%	-	*	-	*
	EL	7%	7%	<b>14%</b>	-	18%	*	-	*	-	-	15%	*	14%	14%	14%	14%	14%	-	-	-	*
	Male	25%	21%	<b>33%</b>	9%	41%	42%	-	*	-	*	35%	29%	7%	37%	14%	33%	-	-	*	-	-
	Female	23%	20%	<b>27%</b>	14%	33%	39%	-	40%	-	0%	24%	36%	0%	28%	14%	-	27%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
All Students	75	75	76	70	*	72	-	77	76	52	76
CWD	52	56	50	*	-	*	-	*	54	52	72
CWOD	77	77	79	71	*	68	-	86	78	-	77
EL	76	*	79	71	-	56	-	-	75	72	76
Male	74	77	75	67	*	63	-	58	75	53	74
Female	76	72	76	74	*	81	-	93	76	50	81
<b>Mathematics</b>											
All Students	77	71	78	83	*	81	-	88	77	50	71
CWD	50	28	58	*	-	*	-	*	53	50	61
CWOD	80	75	80	85	*	79	-	100	80	-	73
EL	71	*	72	79	-	67	-	-	70	61	71
Male	73	66	73	81	*	75	-	70	72	48	66
Female	83	76	84	87	*	88	-	100	84	56	81

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
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
97	18	19%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' 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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	51	43	52	59	83	52	-	51	48	10	37
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y	N					Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	100%	100%	98%	100%	100%	-	100%	99%	100%	97%	100%	100%	100%	99%	-
	CWD	97%	100%	99%	73%	-	100%	-	*	96%	100%	97%	-	98%	99%	90%	-
	CWOD	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	99%	100%	-	100%	-	-	100%	100%	98%	100%	100%	99%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	99%	100%	-	-
	Female	99%	100%	100%	95%	*	100%	-	100%	99%	100%	90%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	97%	*	100%	-	100%	99%	100%	98%	100%	100%	100%	99%	-
	CWD	98%	100%	100%	*	-	*	-	*	98%	100%	98%	-	100%	100%	92%	-

			African	Hispanic	White	American	Pacific	Two or	Econ	Non							
		Campus	American			Indian	Islander	More	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	95%	*	100%	-	100%	99%	100%	92%	100%	100%	-	99%	-
Mathematics	All	99%	100%	100%	97%	*	100%	-	100%	99%	100%	96%	100%	99%	100%	99%	-
	Students																
	CWD	96%	100%	97%	*	-	*	-	*	95%	100%	96%	-	95%	97%	92%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	*	99%	100%	-	100%	-	-	99%	100%	95%	100%	99%	98%	100%	-
	Male	100%	100%	99%	100%	*	100%	-	100%	99%	100%	97%	100%	98%	100%	-	-
	Female	99%	100%	100%	95%	*	100%	-	100%	99%	100%	92%	100%	100%	-	99%	-
Science	All	99%	100%	99%	98%	-	100%	-	100%	99%	100%	95%	99%	100%	100%	98%	-
	Students																
	CWD	95%	100%	100%	*	-	*	-	-	94%	100%	95%	-	100%	100%	86%	-
	CWOD	99%	100%	99%	100%	-	100%	-	100%	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	100%	98%	95%	-	100%	-	100%	98%	100%	86%	99%	100%	-	98%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	1%	0%	0%	2%	0%	0%	-	0%	1%	0%	3%	0%	0%	0%	1%	-
	Students																
	CWD	3%	0%	1%	27%	-	0%	-	*	4%	0%	3%	-	2%	1%	10%	-
	CWOD	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	1%	0%	-	0%	-	-	0%	0%	2%	0%	0%	1%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	1%	0%	-	-
	Female	1%	0%	0%	5%	*	0%	-	0%	1%	0%	10%	1%	0%	-	1%	-
Reading	All	0%	0%	0%	3%	*	0%	-	0%	1%	0%	2%	0%	0%	0%	1%	-
	Students																
	CWD	2%	0%	0%	*	-	*	-	*	2%	0%	2%	-	0%	0%	8%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	5%	*	0%	-	0%	1%	0%	8%	0%	0%	-	1%	-
Mathematics	All	1%	0%	0%	3%	*	0%	-	0%	1%	0%	4%	0%	1%	0%	1%	-
	Students																
	CWD	4%	0%	3%	*	-	*	-	*	5%	0%	4%	-	5%	3%	8%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	*	1%	0%	-	0%	-	-	1%	0%	5%	0%	1%	2%	0%	-
	Male	0%	0%	1%	0%	*	0%	-	0%	1%	0%	3%	0%	2%	0%	-	-
	Female	1%	0%	0%	5%	*	0%	-	0%	1%	0%	8%	0%	0%	-	1%	-
Science	All	1%	0%	1%	2%	-	0%	-	0%	1%	0%	5%	1%	0%	0%	2%	-
	Students																
	CWD	5%	0%	0%	*	-	*	-	-	6%	0%	5%	-	0%	0%	14%	-

		African			American		Pacific	Two or	Econ	Non						
	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
CWOD	1%	0%	1%	0%	-	0%	-	0%	1%	0%	-	1%	0%	0%	1%	-
EL	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
Female	2%	0%	2%	5%	-	0%	-	0%	2%	0%	14%	1%	0%	-	2%	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students with
		students	American			Alaska		Islander	More		with	Disabilities
						Native			Races		Disabilities	(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	49	23	14	8	0	2	0	2	8		
	Female	34	20	8	2	0	2	0	2	5		
	Total	83	43	22	10	0	4	0	4	13		
Out-of-School Suspensions												
	Male	6	4	2	0	0	0	0	0	2		
	Female	10	4	2	0	0	2	0	2	2		
	Total	16	8	4	0	0	2	0	2	4		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Out-of-School Suspensions	Male	15	8	5	2	0	0	0	0	2		5
	Female	6	2	2	2	0	0	0	0	2		2
	Total	21	10	7	4	0	0	0	0	4		7
Expulsions	Male	4	2	2	0	0	0	0	0	0		2
	Female	2	2	0	0	0	0	0	0	0		2
	Total	6	4	2	0	0	0	0	0	0		4
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	23	2	14	5	0	2	0	0	8	2	5
	Female	28	11	8	5	0	2	0	2	2	5	2
	Total	51	13	22	10	0	4	0	2	10	7	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	1
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

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	12.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.4	9.0%

**All School  
Number      Percent**

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

#### State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

#### 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:** HALE EL

**Campus ID:** 220901153

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
					Amer			Ind		Isl	Races	Disadv	Econ											
STAAR Percent at Approaches Grade Level or Above																								
Grade 3	Reading	All Students	75%	68%	53%	45%	67%	60%	-	*	-	*	56%	33%	39%	58%	61%	50%	57%	-	-	-	*	
		CWD	49%	38%	39%	20%	*	*	-	*	-	*	44%	*	39%	-	*	36%	*	-	-	-	-	
		CWOD	79%	72%	58%	53%	67%	*	-	*	-	*	60%	43%	-	58%	64%	57%	58%	-	-	-	*	
		EL	69%	67%	61%	*	75%	*	-	*	-	-	65%	*	*	64%	61%	50%	75%	-	-	-	*	
		Male	73%	65%	50%	39%	67%	*	-	*	-	*	53%	33%	36%	57%	50%	50%	-	-	-	-	-	
		Female	78%	72%	57%	52%	67%	*	-	*	-	*	59%	*	*	58%	75%	-	57%	-	-	-	-	*
	Mathematics	All Students	78%	72%	66%	57%	76%	60%	-	*	-	*	69%	44%	50%	71%	78%	67%	66%	-	-	-	*	
		CWD	52%	44%	50%	30%	*	*	-	*	-	*	56%	*	50%	-	*	50%	*	-	-	-	-	
		CWOD	81%	76%	71%	65%	78%	*	-	*	-	*	73%	57%	-	71%	79%	75%	68%	-	-	-	*	
		EL	75%	75%	78%	*	75%	*	-	*	-	-	76%	*	*	79%	78%	70%	88%	-	-	-	*	
		Male	78%	72%	67%	57%	75%	*	-	*	-	*	69%	50%	50%	75%	70%	67%	-	-	-	-	-	
		Female	78%	72%	66%	57%	78%	*	-	*	-	*	69%	*	*	68%	88%	-	66%	-	-	-	-	*
	Grade 4	Reading	All Students	74%	66%	61%	43%	83%	*	*	100%	-	*	57%	88%	25%	67%	79%	54%	66%	-	*	-	*
			CWD	44%	34%	25%	0%	*	-	-	-	-	-	29%	*	25%	-	*	20%	*	-	*	-	-
CWOD			78%	70%	67%	52%	80%	*	*	100%	-	*	61%	100%	-	67%	77%	63%	69%	-	*	-	*	
EL			64%	64%	79%	*	100%	-	-	*	-	-	75%	*	*	77%	79%	60%	89%	-	-	-	-	
Male			71%	63%	54%	39%	*	*	-	*	-	*	50%	*	20%	63%	60%	54%	-	-	*	-	*	
Female			77%	70%	66%	47%	82%	*	*	*	-	*	61%	*	*	69%	89%	-	66%	-	-	-	-	
Mathematics		All Students	74%	67%	59%	49%	75%	*	*	80%	-	*	59%	63%	13%	67%	86%	63%	57%	-	*	-	*	
		CWD	46%	36%	13%	0%	*	-	-	-	-	-	14%	*	13%	-	*	20%	*	-	*	-	-	
		CWOD	78%	71%	67%	59%	80%	*	*	80%	-	*	66%	71%	-	67%	85%	74%	63%	-	*	-	*	
		EL	69%	69%	86%	*	100%	-	-	*	-	-	83%	*	*	85%	86%	80%	89%	-	-	-	-	
		Male	74%	67%	63%	56%	*	*	-	*	-	*	60%	*	20%	74%	80%	63%	-	-	*	-	*	
		Female	74%	68%	57%	41%	73%	*	*	*	-	*	58%	*	*	63%	89%	-	57%	-	-	-	-	-
Grade 5		Reading	All Students	86%	82%	70%	67%	67%	*	-	*	-	*	68%	86%	*	72%	83%	65%	75%	-	-	-	-
			CWD	55%	48%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD		89%	86%	72%	69%	71%	*	-	*	-	*	71%	83%	-	72%	83%	68%	75%	-	-	-	-	
	EL		77%	76%	83%	*	75%	*	-	-	-	-	83%	-	-	83%	83%	86%	80%	-	-	-	-	
	Male		83%	78%	65%	63%	56%	*	-	-	-	-	58%	100%	*	68%	86%	65%	-	-	-	-	-	
	Female		88%	85%	75%	71%	78%	-	-	*	-	*	76%	*	-	75%	80%	-	75%	-	-	-	-	-
	Mathematics	All Students	89%	84%	81%	77%	83%	*	-	*	-	*	80%	86%	*	83%	92%	81%	81%	-	-	-	-	
		CWD	68%	61%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
		CWOD	92%	87%	83%	79%	88%	*	-	*	-	*	83%	83%	-	83%	92%	86%	81%	-	-	-	-	
		EL	85%	82%	92%	*	100%	*	-	-	-	-	92%	-	-	92%	92%	86%	100%	-	-	-	-	
		Male	88%	83%	81%	79%	78%	*	-	-	-	-	77%	100%	*	86%	86%	81%	-	-	-	-	-	
		Female	90%	85%	81%	75%	89%	-	-	*	-	*	82%	*	-	81%	100%	-	81%	-	-	-	-	-
	Science	All Students	74%	65%	54%	53%	39%	*	-	*	-	*	53%	57%	*	55%	50%	48%	58%	-	-	-	-	
		CWD	45%	43%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	
					Amer			Ind		Isl	Races	Disadv	Disadv								Care	Military
Grade 6	CWOD	77%	68%	55%	55%	41%	*	-	*	-	*	55%	50%	-	55%	50%	50%	58%	-	-	-	-
	EL	60%	55%	50%	*	50%	*	-	-	-	-	50%	-	-	50%	50%	43%	60%	-	-	-	-
	Male	74%	65%	48%	47%	33%	*	-	-	-	-	42%	80%	*	50%	43%	48%	-	-	-	-	-
	Female	73%	64%	58%	58%	44%	-	-	*	-	*	62%	*	-	58%	60%	-	58%	-	-	-	-
	All	67%	68%	62%	59%	59%	*	-	*	-	*	61%	67%	*	67%	44%	43%	74%	-	*	-	*
	Students																					
	CWOD	33%	32%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD	71%	72%	67%	66%	63%	*	-	*	-	*	67%	67%	-	67%	50%	48%	79%	-	-	-	*
	EL	42%	49%	44%	*	40%	*	-	*	-	-	50%	*	*	50%	44%	*	20%	-	-	-	-
	Male	62%	64%	43%	38%	33%	*	-	*	-	*	47%	*	*	48%	*	43%	-	-	-	-	-
Female	71%	72%	74%	74%	73%	*	-	*	-	*	70%	100%	*	79%	20%	-	74%	-	*	-	*	
Mathematics	All	80%	82%	76%	66%	88%	*	-	*	-	*	73%	89%	*	78%	78%	74%	77%	-	*	-	*
	Students																					
	CWOD	50%	47%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD	83%	86%	78%	69%	88%	*	-	*	-	*	76%	89%	-	78%	75%	76%	79%	-	-	-	*
	EL	67%	77%	78%	*	80%	*	-	*	-	-	88%	*	*	75%	78%	*	80%	-	-	-	-
	Male	78%	80%	74%	69%	83%	*	-	*	-	*	74%	*	*	76%	*	74%	-	-	-	-	-
	Female	81%	84%	77%	63%	91%	*	-	*	-	*	73%	100%	*	79%	80%	-	77%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3	Reading																					
	All	44%	37%	21%	16%	24%	40%	-	*	-	*	22%	11%	11%	24%	33%	17%	26%	-	-	-	*
	Students																					
	CWOD	26%	19%	11%	0%	*	*	-	*	-	*	13%	*	11%	-	*	7%	*	-	-	-	-
	CWOD	46%	39%	24%	21%	22%	*	-	*	-	*	25%	14%	-	24%	36%	21%	26%	-	-	-	*
	EL	35%	34%	33%	*	25%	*	-	*	-	-	35%	*	*	36%	33%	10%	63%	-	-	-	*
	Male	41%	34%	17%	13%	8%	*	-	*	-	*	19%	0%	7%	21%	10%	17%	-	-	-	-	-
Female	47%	39%	26%	19%	44%	*	-	*	-	*	25%	*	*	26%	63%	-	26%	-	-	-	*	
Mathematics	All	48%	39%	31%	32%	29%	40%	-	*	-	*	34%	11%	17%	36%	33%	31%	31%	-	-	-	*
	Students																					
	CWOD	30%	21%	17%	10%	*	*	-	*	-	*	19%	*	17%	-	*	14%	*	-	-	-	-
	CWOD	50%	42%	36%	38%	28%	*	-	*	-	*	38%	14%	-	36%	36%	39%	32%	-	-	-	*
	EL	41%	41%	33%	*	38%	*	-	*	-	-	35%	*	*	36%	33%	20%	50%	-	-	-	*
	Male	49%	41%	31%	35%	17%	*	-	*	-	*	33%	17%	14%	39%	20%	31%	-	-	-	-	-
	Female	46%	38%	31%	29%	44%	*	-	*	-	*	34%	*	*	32%	50%	-	31%	-	-	-	*
Grade 4	Reading																					
	All	43%	35%	27%	17%	42%	*	*	40%	-	*	25%	38%	0%	31%	43%	21%	31%	-	*	-	*
	Students																					
	CWOD	24%	16%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	46%	38%	31%	21%	50%	*	*	40%	-	*	30%	43%	-	31%	46%	26%	34%	-	*	-	*
	EL	30%	30%	43%	*	67%	-	-	*	-	-	42%	*	*	46%	43%	20%	56%	-	-	-	-
	Male	41%	33%	21%	17%	*	*	-	*	-	*	20%	*	0%	26%	20%	21%	-	-	*	-	*
Female	46%	38%	31%	18%	45%	*	*	*	-	*	29%	*	*	34%	56%	-	31%	-	-	-	-	
Mathematics	All	46%	39%	32%	14%	58%	*	*	80%	-	*	31%	38%	0%	37%	50%	25%	37%	-	*	-	*
	Students																					
	CWOD	27%	21%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	49%	41%	37%	17%	70%	*	*	80%	-	*	36%	43%	-	37%	54%	32%	41%	-	*	-	*
	EL	39%	39%	50%	*	67%	-	-	*	-	-	42%	*	*	54%	50%	40%	56%	-	-	-	-
	Male	48%	40%	25%	17%	*	*	-	*	-	*	25%	*	0%	32%	40%	25%	-	-	*	-	*
	Female																					

		State	District	Campus	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
		45%	38%	37%	12%	64%	*	*	*	-	*	35%	*	*	41%	56%	-	37%	-	-	-	-
Grade 5 Reading	All Students	53%	46%	34%	33%	28%	*	-	*	-	*	37%	14%	*	34%	42%	29%	39%	-	-	-	-
	CWD	27%	23%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	56%	49%	34%	33%	29%	*	-	*	-	*	38%	0%	-	34%	42%	29%	39%	-	-	-	-
	EL	36%	35%	42%	*	38%	*	-	-	-	-	42%	-	-	42%	42%	29%	60%	-	-	-	-
	Male	50%	42%	29%	26%	22%	*	-	-	-	-	31%	20%	*	29%	29%	29%	-	-	-	-	-
	Female	56%	51%	39%	38%	33%	-	-	*	-	*	41%	*	-	39%	60%	-	39%	-	-	-	-
Mathematics	All Students	57%	47%	31%	30%	17%	*	-	*	-	*	32%	29%	*	31%	33%	35%	28%	-	-	-	-
	CWD	31%	28%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	60%	49%	31%	31%	18%	*	-	*	-	*	33%	17%	-	31%	33%	36%	28%	-	-	-	-
	EL	46%	41%	33%	*	25%	*	-	-	-	-	33%	-	-	33%	33%	57%	0%	-	-	-	-
	Male	56%	47%	35%	26%	33%	*	-	-	-	-	35%	40%	*	36%	57%	35%	-	-	-	-	-
	Female	57%	47%	28%	33%	0%	-	-	*	-	*	29%	*	-	28%	0%	-	28%	-	-	-	-
Science	All Students	48%	38%	22%	21%	11%	*	-	*	-	*	23%	14%	*	22%	17%	23%	22%	-	-	-	-
	CWD	27%	27%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	39%	22%	21%	12%	*	-	*	-	*	24%	0%	-	22%	17%	21%	22%	-	-	-	-
	EL	31%	26%	17%	*	13%	*	-	-	-	-	17%	-	-	17%	17%	29%	0%	-	-	-	-
	Male	50%	40%	23%	16%	22%	*	-	-	-	-	23%	20%	*	21%	29%	23%	-	-	-	-	-
	Female	45%	37%	22%	25%	0%	-	-	*	-	*	24%	*	-	22%	0%	-	22%	-	-	-	-
Grade 6 Reading	All Students	36%	37%	38%	34%	24%	*	-	*	-	*	35%	56%	*	41%	22%	26%	46%	-	*	-	*
	CWD	19%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD	38%	40%	41%	38%	25%	*	-	*	-	*	38%	56%	-	41%	25%	29%	48%	-	-	-	*
	EL	14%	17%	22%	*	0%	*	-	*	-	-	25%	*	*	25%	22%	*	0%	-	-	-	-
	Male	33%	33%	26%	23%	0%	*	-	*	-	*	26%	*	*	29%	*	26%	-	-	-	-	-
	Female	40%	42%	46%	42%	36%	*	-	*	-	*	40%	80%	*	48%	0%	-	46%	-	*	-	*
Mathematics	All Students	46%	49%	31%	25%	24%	*	-	*	-	*	29%	44%	*	31%	33%	26%	34%	-	*	-	*
	CWD	23%	21%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD	48%	52%	31%	28%	19%	*	-	*	-	*	29%	44%	-	31%	25%	29%	33%	-	-	-	*
	EL	27%	35%	33%	*	20%	*	-	*	-	-	38%	*	*	25%	33%	*	40%	-	-	-	-
	Male	45%	48%	26%	23%	0%	*	-	*	-	*	26%	*	*	29%	*	26%	-	-	-	-	-
	Female	46%	50%	34%	26%	36%	*	-	*	-	*	30%	60%	*	33%	40%	-	34%	-	*	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All Students	27%	21%	13%	9%	14%	40%	-	*	-	*	15%	0%	6%	15%	33%	10%	17%	-	-	-	*
	CWD	10%	7%	6%	0%	*	*	-	*	-	*	6%	*	6%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	15%	12%	11%	*	-	*	-	*	17%	0%	-	15%	36%	14%	16%	-	-	-	*
	EL	19%	20%	33%	*	25%	*	-	*	-	-	35%	*	*	36%	33%	10%	63%	-	-	-	*
	Male	24%	19%	10%	9%	0%	*	-	*	-	*	11%	0%	0%	14%	10%	10%	-	-	-	-	-
	Female	29%	24%	17%	10%	33%	*	-	*	-	*	19%	*	*	16%	63%	-	17%	-	-	-	*



		State	District	Campus	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
Mathematics	All Students	24%	18%	17%	14%	24%	40%	-	*	-	*	19%	0%	6%	20%	28%	21%	11%	-	-	-	*
	CWD	12%	8%	6%	0%	*	*	-	*	-	*	6%	*	6%	-	*	0%	*	-	-	-	-
	CWOD	25%	19%	20%	18%	22%	*	-	*	-	*	23%	0%	-	20%	29%	32%	10%	-	-	-	*
	EL	18%	20%	28%	*	38%	*	-	*	-	-	29%	*	*	29%	28%	20%	38%	-	-	-	*
	Male	26%	20%	21%	22%	17%	*	-	*	-	*	25%	0%	0%	32%	20%	21%	-	-	-	-	-
	Female	22%	16%	11%	5%	33%	*	-	*	-	*	13%	*	*	10%	38%	-	11%	-	-	-	*
Grade 4	Reading	21%	17%	15%	11%	17%	*	*	40%	-	*	16%	13%	0%	18%	29%	13%	17%	-	*	-	*
	CWD	8%	4%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	23%	18%	18%	14%	20%	*	*	40%	-	*	18%	14%	-	18%	31%	16%	19%	-	*	-	*
	EL	12%	13%	29%	*	33%	-	-	*	-	-	25%	*	*	31%	29%	20%	33%	-	-	-	-
	Male	20%	15%	13%	11%	*	*	-	*	-	*	15%	*	0%	16%	20%	13%	-	-	*	-	*
	Female	23%	18%	17%	12%	18%	*	*	*	-	*	16%	*	*	19%	33%	-	17%	-	-	-	-
Mathematics	All Students	27%	22%	15%	9%	25%	*	*	40%	-	*	14%	25%	0%	18%	29%	13%	17%	-	*	-	*
	CWD	13%	7%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	29%	23%	18%	10%	30%	*	*	40%	-	*	16%	29%	-	18%	31%	16%	19%	-	*	-	*
	EL	20%	22%	29%	*	33%	-	-	*	-	-	17%	*	*	31%	29%	20%	33%	-	-	-	-
	Male	29%	23%	13%	11%	*	*	-	*	-	*	10%	*	0%	16%	20%	13%	-	-	*	-	*
	Female	25%	20%	17%	6%	27%	*	*	*	-	*	16%	*	*	19%	33%	-	17%	-	-	-	-
Grade 5	Reading	29%	24%	19%	19%	11%	*	-	*	-	*	20%	14%	*	19%	17%	16%	22%	-	-	-	-
	CWD	9%	8%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	31%	26%	19%	19%	12%	*	-	*	-	*	21%	0%	-	19%	17%	14%	22%	-	-	-	-
	EL	14%	13%	17%	*	13%	*	-	-	-	-	17%	-	-	17%	17%	14%	20%	-	-	-	-
	Male	26%	21%	16%	11%	11%	*	-	-	-	-	15%	20%	*	14%	14%	16%	-	-	-	-	-
	Female	31%	27%	22%	25%	11%	-	-	*	-	*	24%	*	-	22%	20%	-	22%	-	-	-	-
Mathematics	All Students	36%	27%	13%	9%	6%	*	-	*	-	*	13%	14%	*	13%	8%	19%	8%	-	-	-	-
	CWD	14%	12%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	38%	28%	13%	10%	6%	*	-	*	-	*	14%	0%	-	13%	8%	18%	8%	-	-	-	-
	EL	24%	20%	8%	*	0%	*	-	-	-	-	8%	-	-	8%	8%	14%	0%	-	-	-	-
	Male	36%	28%	19%	16%	11%	*	-	-	-	-	19%	20%	*	18%	14%	19%	-	-	-	-	-
	Female	35%	26%	8%	4%	0%	-	-	*	-	*	9%	*	-	8%	0%	-	8%	-	-	-	-
Science	All Students	23%	17%	10%	7%	11%	*	-	*	-	*	10%	14%	*	9%	8%	16%	6%	-	-	-	-
	CWD	11%	9%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	25%	18%	9%	7%	12%	*	-	*	-	*	10%	0%	-	9%	8%	14%	6%	-	-	-	-
	EL	11%	9%	8%	*	13%	*	-	-	-	-	8%	-	-	8%	8%	14%	0%	-	-	-	-
	Male	25%	19%	16%	11%	22%	*	-	-	-	-	15%	20%	*	14%	14%	16%	-	-	-	-	-
	Female	21%	15%	6%	4%	0%	-	-	*	-	*	6%	*	-	6%	0%	-	6%	-	-	-	-
Grade 6	Reading	17%	18%	21%	19%	12%	*	-	*	-	*	16%	44%	*	22%	11%	13%	26%	-	*	-	*
	CWD	6%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD	18%	19%	22%	21%	13%	*	-	*	-	*	18%	44%	-	22%	13%	14%	27%	-	-	-	*
	EL	4%	5%	11%	*	0%	*	-	*	-	-	13%	*	*	13%	11%	*	0%	-	-	-	-
	Male	14%	15%	13%	8%	0%	*	-	*	-	*	11%	*	*	14%	*	13%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	26%	26%	18%	*	-	*	-	*	20%	60%	*	27%	0%	-	26%	-	*	-	*
Mathematics	All	20%	24%	16%	9%	6%	*	-	*	-	*	14%	22%	*	17%	11%	17%	14%	-	*	-	*
	Students																					
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD	22%	26%	17%	10%	6%	*	-	*	-	*	16%	22%	-	17%	13%	19%	15%	-	-	-	*
	EL	8%	12%	11%	*	0%	*	-	*	-	-	13%	*	*	13%	11%	*	0%	-	-	-	-
	Male	20%	24%	17%	8%	0%	*	-	*	-	*	16%	*	*	19%	*	17%	-	-	-	-	-
	Female	20%	23%	14%	11%	9%	*	-	*	-	*	13%	20%	*	15%	0%	-	14%	-	*	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	65%	58%	70%	89%	*	87%	-	76%	64%	67%	35%	68%	73%	61%	68%	-	33%	-	67%
	Students																					
	CWD	46%	38%	35%	15%	53%	80%	-	*	-	*	35%	33%	35%	-	67%	35%	33%	-	*	-	-
	CWOD	81%	77%	68%	63%	72%	90%	*	88%	-	77%	68%	72%	-	68%	74%	66%	70%	-	*	-	67%
	EL	62%	63%	73%	59%	77%	73%	-	78%	-	-	74%	63%	67%	74%	73%	68%	78%	-	-	-	*
	Male	74%	70%	61%	54%	63%	90%	-	92%	-	50%	59%	67%	35%	66%	68%	61%	-	-	*	-	*
	Female	80%	76%	68%	61%	75%	86%	*	83%	-	100%	68%	67%	33%	70%	78%	-	68%	-	*	-	*
Reading	All	73%	69%	61%	54%	68%	88%	*	79%	-	75%	61%	67%	30%	66%	68%	53%	68%	-	*	-	*
	Students																					
	CWD	39%	30%	30%	10%	57%	*	-	*	-	*	31%	*	30%	-	50%	29%	33%	-	*	-	-
	CWOD	78%	73%	66%	60%	69%	86%	*	83%	-	83%	65%	72%	-	66%	70%	59%	70%	-	*	-	*
	EL	54%	55%	68%	58%	74%	60%	-	67%	-	-	69%	*	50%	70%	68%	65%	70%	-	-	-	*
	Male	69%	64%	53%	45%	57%	89%	-	83%	-	*	52%	58%	29%	59%	65%	53%	-	-	*	-	*
	Female	78%	74%	68%	62%	75%	86%	*	75%	-	*	67%	79%	33%	70%	70%	-	68%	-	*	-	*
Mathematics	All	81%	77%	70%	62%	81%	88%	*	93%	-	75%	71%	70%	39%	75%	83%	71%	70%	-	*	-	*
	Students																					
	CWD	53%	44%	39%	20%	57%	*	-	*	-	*	41%	*	39%	-	83%	42%	33%	-	*	-	-
	CWOD	84%	81%	75%	69%	84%	93%	*	92%	-	67%	75%	76%	-	75%	83%	78%	73%	-	*	-	*
	EL	72%	74%	83%	67%	89%	80%	-	89%	-	-	84%	*	83%	83%	83%	77%	89%	-	-	-	*
	Male	79%	75%	71%	64%	79%	89%	-	100%	-	*	70%	74%	42%	78%	77%	71%	-	-	*	-	*
	Female	82%	79%	70%	60%	83%	86%	*	88%	-	*	71%	64%	33%	73%	89%	-	70%	-	*	-	*
Science	All	80%	75%	54%	53%	39%	*	-	*	-	*	53%	57%	*	55%	50%	48%	58%	-	-	-	-
	Students																					
	CWD	51%	44%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	84%	79%	55%	55%	41%	*	-	*	-	*	55%	50%	-	55%	50%	50%	58%	-	-	-	-
	EL	61%	60%	50%	*	50%	*	-	-	-	-	50%	-	-	50%	50%	43%	60%	-	-	-	-
	Male	79%	74%	48%	47%	33%	*	-	-	-	-	42%	80%	*	50%	43%	48%	-	-	-	-	-
	Female	81%	77%	58%	58%	44%	-	-	*	-	*	62%	*	-	58%	60%	-	58%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	30%	25%	27%	66%	*	63%	-	24%	30%	29%	13%	32%	35%	26%	33%	-	17%	-	50%
	Students																					
	CWD	24%	18%	13%	2%	20%	60%	-	*	-	*	10%	33%	13%	-	25%	12%	17%	-	*	-	-
	CWOD	52%	47%	32%	28%	27%	67%	*	73%	-	15%	32%	28%	-	32%	36%	29%	34%	-	*	-	50%
	EL	29%	29%	35%	22%	32%	64%	-	44%	-	-	35%	38%	25%	36%	35%	29%	41%	-	-	-	*
	Male	47%	41%	26%	22%	15%	67%	-	67%	-	25%	27%	21%	12%	29%	29%	26%	-	-	*	-	*
	Female	52%	47%	33%	27%	35%	64%	*	61%	-	22%	32%	40%	17%	34%	41%	-	33%	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	30%	25%	28%	69%	*	50%	-	25%	29%	30%	9%	32%	36%	23%	35%	-	*	-	*
Reading	All Students																					
	CWD	21%	15%	9%	0%	14%	*	-	*	-	*	7%	*	9%	-	17%	8%	11%	-	*	-	-
	CWOD	50%	45%	32%	28%	30%	71%	*	58%	-	17%	33%	31%	-	32%	38%	26%	37%	-	*	-	*
	EL	23%	24%	36%	33%	33%	60%	-	33%	-	-	37%	*	17%	38%	36%	23%	48%	-	-	-	*
	Male	43%	37%	23%	19%	11%	67%	-	50%	-	*	24%	16%	8%	26%	23%	23%	-	-	*	-	*
	Female	51%	47%	35%	30%	40%	71%	*	50%	-	*	34%	50%	11%	37%	48%	-	35%	-	*	-	*
Mathematics	All Students	51%	45%	31%	26%	29%	63%	*	71%	-	25%	32%	30%	15%	34%	38%	30%	33%	-	*	-	*
	CWD	26%	21%	15%	5%	29%	*	-	*	-	*	14%	*	15%	-	33%	13%	22%	-	*	-	-
	CWOD	54%	49%	34%	29%	30%	64%	*	83%	-	17%	34%	31%	-	34%	38%	34%	33%	-	*	-	*
	EL	37%	37%	38%	17%	37%	60%	-	56%	-	-	37%	*	33%	38%	38%	35%	41%	-	-	-	*
	Male	50%	44%	30%	26%	18%	67%	-	83%	-	*	31%	26%	13%	34%	35%	30%	-	-	*	-	*
	Female	51%	47%	33%	26%	38%	57%	*	63%	-	*	32%	36%	22%	33%	41%	-	33%	-	*	-	*
Science	All Students	53%	47%	22%	21%	11%	*	-	*	-	*	23%	14%	*	22%	17%	23%	22%	-	-	-	-
	CWD	25%	20%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	56%	50%	22%	21%	12%	*	-	*	-	*	24%	0%	-	22%	17%	21%	22%	-	-	-	-
	EL	26%	25%	17%	*	13%	*	-	-	-	-	17%	-	-	17%	17%	29%	0%	-	-	-	-
	Male	53%	46%	23%	16%	22%	*	-	-	-	-	23%	20%	*	21%	29%	23%	-	-	-	-	-
	Female	53%	48%	22%	25%	0%	-	-	*	-	*	24%	*	-	22%	0%	-	22%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	15%	12%	14%	43%	*	40%	-	12%	15%	16%	7%	17%	21%	15%	15%	-	0%	-	50%
	Students																					
	CWD	8%	6%	7%	0%	13%	60%	-	*	-	*	3%	33%	7%	-	17%	6%	11%	-	*	-	-
	CWOD	25%	21%	17%	13%	14%	40%	*	46%	-	15%	17%	14%	-	17%	22%	18%	16%	-	*	-	50%
	EL	11%	11%	21%	11%	18%	55%	-	28%	-	-	20%	38%	17%	22%	21%	17%	25%	-	-	-	*
	Male	22%	18%	15%	12%	9%	52%	-	42%	-	0%	16%	14%	6%	18%	17%	15%	-	-	*	-	*
Reading	All	20%	17%	17%	14%	13%	44%	*	36%	-	13%	17%	18%	6%	18%	25%	13%	21%	-	*	-	*
	Students																					
	CWD	7%	5%	6%	0%	14%	*	-	*	-	*	3%	*	6%	-	17%	4%	11%	-	*	-	-
	CWOD	22%	19%	18%	16%	13%	43%	*	42%	-	17%	19%	17%	-	18%	26%	15%	21%	-	*	-	*
	EL	8%	8%	25%	17%	19%	60%	-	33%	-	-	24%	*	17%	26%	25%	15%	33%	-	-	-	*
	Male	17%	14%	13%	10%	4%	56%	-	33%	-	*	13%	11%	4%	15%	15%	13%	-	-	*	-	*
Mathematics	All	26%	22%	15%	10%	15%	44%	*	43%	-	13%	15%	15%	6%	17%	21%	18%	13%	-	*	-	*
	Students																					
	CWD	11%	6%	6%	0%	14%	*	-	*	-	*	3%	*	6%	-	17%	4%	11%	-	*	-	-
	CWOD	28%	24%	17%	12%	15%	43%	*	50%	-	17%	17%	14%	-	17%	21%	22%	13%	-	*	-	*
	EL	16%	16%	21%	8%	19%	60%	-	22%	-	-	18%	*	17%	21%	21%	19%	22%	-	-	-	*
	Male	25%	22%	18%	15%	11%	56%	-	50%	-	*	19%	16%	4%	22%	19%	18%	-	-	*	-	*
Science	Female	26%	22%	13%	6%	18%	29%	*	38%	-	*	13%	14%	11%	13%	22%	-	13%	-	*	-	*
	All	24%	20%	10%	7%	11%	*	-	*	-	*	10%	14%	*	9%	8%	16%	6%	-	-	-	-
	Students																					
	CWD	8%	5%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	26%	22%	9%	7%	12%	*	-	*	-	*	10%	0%	-	9%	8%	14%	6%	-	-	-	-
Reading	EL	7%	7%	8%	*	13%	*	-	-	-	-	8%	-	-	8%	8%	14%	0%	-	-	-	-
	Male	25%	21%	16%	11%	22%	*	-	-	-	-	15%	20%	*	14%	14%	16%	-	-	-	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
				Amer			Ind		Isl	More	Disadv	Econ										
Female	23%	20%	6%	4%	0%	-	-	*	-	*	6%	*	-	6%	0%	-	6%	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	61	71	80	*	67	-	80	64	50	76
CWD	50	44	*	*	-	-	-	-	46	50	*
CWOD	67	63	73	78	*	67	-	80	66	-	78
EL	76	63	84	*	-	60	-	-	77	*	76
Male	59	53	63	*	-	*	-	*	56	44	77
Female	70	67	74	67	*	70	-	*	70	60	76
<b>Mathematics</b>											
All Students	61	54	68	75	*	89	-	60	60	46	75
CWD	46	17	*	*	-	-	-	-	42	46	*
CWOD	62	57	65	72	*	89	-	60	61	-	73
EL	75	69	74	*	-	80	-	-	73	*	75
Male	63	56	73	*	-	*	-	*	59	50	77
Female	60	52	66	58	*	80	-	*	60	40	74

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	93	24	26%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	37	32	37	66	*	63	-	37	36	18	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
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%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
Reading	All	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	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%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	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%	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%	-
Science	All	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-
	Students																
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	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%	-	-
	Female	100%	100%	100%	-	-	*	-	*	100%	*	-	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	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%	-
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%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	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%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	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%	-	-
	Female	0%	0%	0%	-	-	*	-	*	0%	*	-	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	34	26	2	2	0	0	2	2	2		
	Female	14	8	2	0	0	2	0	2	2		
	Total	48	34	4	2	0	2	2	4	4		
<b>Out-of-School Suspensions</b>												
	Male	27	19	2	2	0	0	2	2	5		
	Female	9	5	2	0	0	0	0	2	0		
	Total	36	24	4	2	0	0	2	4	5		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		



**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	40	23	8	0	2	5	0	2	14	0
	Female	44	26	11	2	0	5	0	0	20	0
	Total	84	49	19	2	2	10	0	2	34	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.3	24.0%
Teachers Teaching with Emergency or Provisional Credentials	1.4	4.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.3	0.9%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** HILL EL

**Campus ID:** 220901117

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	68%	69%	*	75%	68%	-	*	*	60%	57%	74%	57%	70%	25%	70%	68%	-	-	-	-
	CWD	49%	38%	57%	-	*	*	-	-	-	-	*	*	57%	-	*	60%	*	-	-	-	-
	CWOD	79%	72%	70%	*	76%	70%	-	*	*	60%	65%	72%	-	70%	29%	71%	69%	-	-	-	-
	EL	69%	67%	25%	-	*	*	-	*	-	-	0%	*	*	29%	25%	*	*	-	-	-	-
	Male	73%	65%	70%	-	63%	79%	-	*	*	*	44%	79%	60%	71%	*	70%	-	-	-	-	-
	Female	78%	72%	68%	*	83%	56%	-	-	-	*	67%	68%	*	69%	*	-	68%	-	-	-	-
Mathematics	All Students	78%	72%	75%	*	70%	84%	-	*	*	80%	62%	80%	71%	75%	75%	79%	71%	-	-	-	-
	CWD	52%	44%	71%	-	*	*	-	-	-	-	*	*	71%	-	*	100%	*	-	-	-	-
	CWOD	81%	76%	75%	*	71%	85%	-	*	*	80%	65%	79%	-	75%	71%	75%	75%	-	-	-	-
	EL	75%	75%	75%	-	*	*	-	*	-	-	60%	*	*	71%	75%	*	*	-	-	-	-
	Male	78%	72%	79%	-	63%	89%	-	*	*	*	78%	79%	100%	75%	*	79%	-	-	-	-	-
	Female	78%	72%	71%	*	75%	78%	-	-	-	*	50%	82%	*	75%	*	-	71%	-	-	-	-
Grade 4																						
Reading	All Students	74%	66%	91%	83%	100%	89%	-	*	*	*	88%	92%	25%	99%	100%	89%	93%	-	*	-	*
	CWD	44%	34%	25%	*	-	*	-	-	-	*	*	*	25%	-	-	20%	*	-	*	-	*
	CWOD	78%	70%	99%	*	100%	98%	-	*	*	*	100%	98%	-	99%	100%	100%	97%	-	*	-	-
	EL	64%	64%	100%	-	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	71%	63%	89%	*	100%	79%	-	*	*	*	89%	88%	20%	100%	100%	89%	-	-	*	-	*
	Female	77%	70%	93%	*	100%	94%	-	*	-	*	88%	94%	*	97%	*	-	93%	-	-	-	-
Mathematics	All Students	74%	67%	79%	67%	74%	84%	-	*	*	*	69%	84%	0%	88%	67%	77%	81%	-	*	-	*
	CWD	46%	36%	0%	*	-	*	-	-	-	*	*	*	0%	-	-	0%	*	-	*	-	*
	CWOD	78%	71%	88%	*	74%	93%	-	*	*	*	82%	91%	-	88%	67%	90%	87%	-	*	-	-
	EL	69%	69%	67%	-	63%	-	-	*	-	-	67%	*	-	67%	67%	60%	*	-	-	-	-
	Male	74%	67%	77%	*	75%	79%	-	*	*	*	72%	82%	0%	90%	60%	77%	-	-	*	-	*
	Female	74%	68%	81%	*	71%	87%	-	*	-	*	63%	85%	*	87%	*	-	81%	-	-	-	-
Grade 5																						
Reading	All Students	86%	82%	91%	86%	91%	91%	*	*	-	86%	85%	94%	44%	95%	*	89%	92%	-	*	-	*
	CWD	55%	48%	44%	*	*	60%	-	-	-	*	29%	*	44%	-	-	43%	*	-	*	-	-
	CWOD	89%	86%	95%	83%	100%	94%	*	*	-	100%	97%	94%	-	95%	*	97%	94%	-	-	-	*
	EL	77%	76%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	83%	78%	89%	100%	83%	90%	-	-	-	*	82%	96%	43%	97%	-	89%	-	-	*	-	-
	Female	88%	85%	92%	*	94%	92%	*	*	-	*	89%	94%	*	94%	*	-	92%	-	*	-	*
Mathematics	All Students	89%	84%	94%	71%	87%	98%	*	*	-	100%	88%	98%	67%	97%	*	93%	94%	-	*	-	*
	CWD	68%	61%	67%	*	*	80%	-	-	-	*	57%	*	67%	-	-	71%	*	-	*	-	-
	CWOD	92%	87%	97%	67%	95%	100%	*	*	-	100%	94%	98%	-	97%	*	97%	96%	-	-	-	*
	EL	85%	82%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	88%	83%	93%	80%	83%	97%	-	-	-	*	91%	96%	71%	97%	-	93%	-	-	*	-	-
	Female	90%	85%	94%	*	88%	100%	*	*	-	*	84%	100%	*	96%	*	-	94%	-	*	-	*
Science	All Students	74%	65%	89%	86%	91%	89%	*	*	-	100%	83%	94%	56%	93%	*	89%	90%	-	*	-	*
	CWD	45%	43%	56%	*	*	60%	-	-	-	*	43%	*	56%	-	-	57%	*	-	*	-	-

		State	District	Campus	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	CWOD	77%	68%	93%	83%	100%	92%	*	*	-	100%	91%	94%	-	93%	*	95%	92%	-	-	-	*
	EL	60%	55%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	74%	65%	89%	100%	83%	87%	-	-	-	*	82%	96%	57%	95%	-	89%	-	-	*	-	-
	Female	73%	64%	90%	*	94%	92%	*	*	-	*	84%	94%	*	92%	*	-	90%	-	*	-	*
Grade 6	Reading																					
	All Students	67%	68%	78%	75%	45%	89%	-	-	*	*	67%	83%	36%	84%	*	67%	91%	-	-	-	*
	CWD	33%	32%	36%	-	14%	*	-	-	-	-	40%	33%	36%	-	*	25%	*	-	-	-	-
	CWOD	71%	72%	84%	75%	62%	90%	-	-	*	*	74%	87%	-	84%	*	76%	93%	-	-	-	*
	EL	42%	49%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	62%	64%	67%	*	31%	84%	-	-	-	*	63%	70%	25%	76%	*	67%	-	-	-	-	*
	Female	71%	72%	91%	*	71%	94%	-	-	*	*	75%	94%	*	93%	*	-	91%	-	-	-	-
Mathematics	All Students	80%	82%	87%	100%	70%	90%	-	-	*	*	71%	93%	64%	90%	*	86%	89%	-	-	-	*
	CWD	50%	47%	64%	-	43%	*	-	-	-	-	40%	83%	64%	-	*	63%	*	-	-	-	-
	CWOD	83%	86%	90%	100%	85%	90%	-	-	*	*	79%	94%	-	90%	*	90%	90%	-	-	-	*
	EL	67%	77%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	78%	80%	86%	*	77%	87%	-	-	-	*	75%	91%	63%	90%	*	86%	-	-	-	-	*
	Female	81%	84%	89%	*	57%	94%	-	-	*	*	63%	94%	*	90%	*	-	89%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	45%	*	30%	54%	-	*	*	40%	10%	61%	29%	47%	13%	52%	38%	-	-	-	-
	CWD	26%	19%	29%	-	*	*	-	-	-	-	*	*	29%	-	*	40%	*	-	-	-	-
	CWOD	46%	39%	47%	*	29%	58%	-	*	*	40%	12%	60%	-	47%	14%	54%	41%	-	-	-	-
	EL	35%	34%	13%	-	*	*	-	*	-	-	0%	*	*	14%	13%	*	*	-	-	-	-
	Male	41%	34%	52%	-	25%	68%	-	*	*	*	11%	67%	40%	54%	*	52%	-	-	-	-	-
	Female	47%	39%	38%	*	33%	39%	-	-	-	*	8%	55%	*	41%	*	-	38%	-	-	-	-
Mathematics	All Students	48%	39%	33%	*	15%	41%	-	*	*	60%	14%	41%	0%	37%	13%	39%	26%	-	-	-	-
	CWD	30%	21%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	50%	42%	37%	*	18%	45%	-	*	*	60%	18%	44%	-	37%	14%	46%	28%	-	-	-	-
	EL	41%	41%	13%	-	*	*	-	*	-	-	0%	*	*	14%	13%	*	*	-	-	-	-
	Male	49%	41%	39%	-	0%	53%	-	*	*	*	22%	46%	0%	46%	*	39%	-	-	-	-	-
	Female	46%	38%	26%	*	25%	28%	-	-	-	*	8%	36%	*	28%	*	-	26%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	65%	50%	58%	69%	-	*	*	*	62%	67%	0%	72%	56%	66%	64%	-	*	-	*
	CWD	24%	16%	0%	*	-	*	-	-	-	*	*	*	0%	-	-	0%	*	-	*	-	*
	CWOD	46%	38%	72%	*	58%	76%	-	*	*	*	73%	72%	-	72%	56%	77%	69%	-	*	-	-
	EL	30%	30%	56%	-	50%	-	-	*	-	-	67%	*	-	56%	56%	60%	*	-	-	-	-
	Male	41%	33%	66%	*	75%	57%	-	*	*	*	61%	71%	0%	77%	60%	66%	-	-	*	-	*
	Female	46%	38%	64%	*	29%	74%	-	*	-	*	63%	65%	*	69%	*	-	64%	-	-	-	-
Mathematics	All Students	46%	39%	47%	0%	37%	58%	-	*	*	*	27%	57%	0%	52%	33%	34%	57%	-	*	-	*
	CWD	27%	21%	0%	*	-	*	-	-	-	*	*	*	0%	-	-	0%	*	-	*	-	*
	CWOD	49%	41%	52%	*	37%	63%	-	*	*	*	32%	62%	-	52%	33%	40%	62%	-	*	-	-
	EL	39%	39%	33%	-	25%	-	-	*	-	-	33%	*	-	33%	33%	20%	*	-	-	-	-
	Male	48%	40%	34%	*	33%	43%	-	*	*	*	22%	47%	0%	40%	20%	34%	-	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	57%	*	43%	65%	-	*	-	* Races	38%	62%	*	62%	*	-	57%	-	-	-	-
Grade 5 Reading	All	53%	46%	57%	29%	65%	61%	*	*	-	43%	39%	70%	11%	62%	*	44%	68%	-	*	-	*
	Students																					
	CWD	27%	23%	11%	*	*	20%	-	-	-	*	0%	*	11%	-	-	14%	*	-	*	-	-
	CWOD	56%	49%	62%	33%	71%	65%	*	*	-	50%	47%	71%	-	62%	*	50%	71%	-	-	-	*
	EL	36%	35%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	50%	42%	44%	20%	50%	50%	-	-	-	*	32%	57%	14%	50%	-	44%	-	-	*	-	-
	Female	56%	51%	68%	*	71%	73%	*	*	-	*	47%	81%	*	71%	*	-	68%	-	*	-	*
Mathematics	All	57%	47%	55%	29%	57%	57%	*	*	-	71%	49%	59%	22%	58%	*	49%	60%	-	*	-	*
	Students																					
	CWD	31%	28%	22%	*	*	0%	-	-	-	*	29%	*	22%	-	-	29%	*	-	*	-	-
	CWOD	60%	49%	58%	17%	62%	63%	*	*	-	67%	53%	62%	-	58%	*	53%	63%	-	-	-	*
	EL	46%	41%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	56%	47%	49%	20%	50%	50%	-	-	-	*	45%	52%	29%	53%	-	49%	-	-	*	-	-
	Female	57%	47%	60%	*	59%	65%	*	*	-	*	53%	65%	*	63%	*	-	60%	-	*	-	*
Science	All	48%	38%	60%	14%	70%	66%	*	*	-	43%	41%	74%	22%	64%	*	58%	62%	-	*	-	*
	Students																					
	CWD	27%	27%	22%	*	*	20%	-	-	-	*	14%	*	22%	-	-	29%	*	-	*	-	-
	CWOD	50%	39%	64%	17%	76%	71%	*	*	-	33%	47%	75%	-	64%	*	63%	65%	-	-	-	*
	EL	31%	26%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	50%	40%	58%	0%	83%	63%	-	-	-	*	41%	74%	29%	63%	-	58%	-	-	*	-	-
	Female	45%	37%	62%	*	65%	69%	*	*	-	*	42%	74%	*	65%	*	-	62%	-	*	-	*
Grade 6 Reading	All	36%	37%	52%	38%	25%	61%	-	-	*	*	29%	59%	18%	56%	*	47%	57%	-	-	-	*
	Students																					
	CWD	19%	17%	18%	-	14%	*	-	-	-	-	20%	17%	18%	-	*	13%	*	-	-	-	-
	CWOD	38%	40%	56%	38%	31%	64%	-	-	*	*	32%	63%	-	56%	*	54%	59%	-	-	-	*
	EL	14%	17%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	33%	33%	47%	*	8%	61%	-	-	-	*	44%	48%	13%	54%	*	47%	-	-	-	-	*
	Female	40%	42%	57%	*	57%	61%	-	-	*	*	0%	69%	*	59%	*	-	57%	-	-	-	-
Mathematics	All	46%	49%	55%	50%	35%	61%	-	-	*	*	29%	64%	18%	60%	*	51%	59%	-	-	-	*
	Students																					
	CWD	23%	21%	18%	-	14%	*	-	-	-	-	20%	17%	18%	-	*	13%	*	-	-	-	-
	CWOD	48%	52%	60%	50%	46%	64%	-	-	*	*	32%	68%	-	60%	*	59%	61%	-	-	-	*
	EL	27%	35%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	45%	48%	51%	*	23%	58%	-	-	-	*	44%	55%	13%	59%	*	51%	-	-	-	-	*
	Female	46%	50%	59%	*	57%	65%	-	-	*	*	0%	72%	*	61%	*	-	59%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	28%	*	15%	35%	-	*	*	20%	5%	39%	0%	32%	13%	30%	26%	-	-	-	-
	Students																					
	CWD	10%	7%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	32%	*	18%	39%	-	*	*	20%	6%	42%	-	32%	14%	36%	28%	-	-	-	-
	EL	19%	20%	13%	-	*	*	-	*	-	-	0%	*	*	14%	13%	*	*	-	-	-	-
	Male	24%	19%	30%	-	13%	37%	-	*	*	*	11%	38%	0%	36%	*	30%	-	-	-	-	-
	Female	29%	24%	26%	*	17%	33%	-	-	-	*	0%	41%	*	28%	*	-	26%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	18%	*	10%	24%	-	*	*	20%	10%	22%	0%	20%	0%	24%	12%	-	-	-	-
	Students																					
	CWD	12%	8%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	19%	20%	*	12%	27%	-	*	*	20%	12%	23%	-	20%	0%	29%	13%	-	-	-	-
	EL	18%	20%	0%	-	*	*	-	*	-	-	0%	*	0%	0%	0%	*	*	-	-	-	-
	Male	26%	20%	24%	-	0%	37%	-	*	*	*	11%	29%	0%	29%	*	24%	-	-	-	-	-
	Female	22%	16%	12%	*	17%	11%	-	-	-	*	8%	14%	*	13%	*	-	12%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	38%	0%	16%	53%	-	*	*	*	19%	47%	0%	42%	0%	34%	40%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	*	-	*	-	-	-	*	*	*	0%	-	-	0%	*	-	*	-	*
	CWOD	23%	18%	42%	*	16%	59%	-	*	*	*	23%	51%	-	42%	0%	40%	44%	-	*	-	-
	EL	12%	13%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	20%	15%	34%	*	25%	50%	-	*	*	*	11%	59%	0%	40%	0%	34%	-	-	*	-	*
	Female	23%	18%	40%	*	0%	55%	-	*	-	*	38%	41%	*	44%	*	-	40%	-	-	-	-
Mathematics																						
	All	27%	22%	31%	0%	21%	40%	-	*	*	*	19%	37%	0%	35%	11%	29%	33%	-	*	-	*
	Students																					
	CWD	13%	7%	0%	*	-	*	-	-	-	*	*	*	0%	-	-	0%	*	-	*	-	*
	CWOD	29%	23%	35%	*	21%	44%	-	*	*	*	23%	40%	-	35%	11%	33%	36%	-	*	-	-
	EL	20%	22%	11%	-	13%	-	-	*	-	-	17%	*	-	11%	11%	20%	*	-	-	-	-
	Male	29%	23%	29%	*	25%	36%	-	*	*	*	17%	41%	0%	33%	20%	29%	-	-	*	-	*
	Female	25%	20%	33%	*	14%	42%	-	*	-	*	25%	35%	*	36%	*	-	33%	-	-	-	-
Grade 5																						
Reading	All	29%	24%	37%	0%	39%	43%	*	*	-	29%	20%	50%	11%	40%	*	20%	52%	-	*	-	*
	Students																					
	CWD	9%	8%	11%	*	*	20%	-	-	-	*	0%	*	11%	-	-	14%	*	-	*	-	-
	CWOD	31%	26%	40%	0%	43%	45%	*	*	-	33%	24%	50%	-	40%	*	21%	54%	-	-	-	*
	EL	14%	13%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	26%	21%	20%	0%	0%	30%	-	-	-	*	5%	35%	14%	21%	-	20%	-	-	*	-	-
	Female	31%	27%	52%	*	53%	58%	*	*	-	*	37%	61%	*	54%	*	-	52%	-	*	-	*
Mathematics																						
	All	36%	27%	34%	14%	30%	38%	*	*	-	43%	22%	43%	11%	36%	*	29%	38%	-	*	-	*
	Students																					
	CWD	14%	12%	11%	*	*	0%	-	-	-	*	14%	*	11%	-	-	14%	*	-	*	-	-
	CWOD	38%	28%	36%	17%	33%	41%	*	*	-	33%	24%	44%	-	36%	*	32%	40%	-	-	-	*
	EL	24%	20%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	36%	28%	29%	0%	33%	30%	-	-	-	*	18%	39%	14%	32%	-	29%	-	-	*	-	-
	Female	35%	26%	38%	*	29%	46%	*	*	-	*	26%	45%	*	40%	*	-	38%	-	*	-	*
Science																						
Reading	All	23%	17%	37%	0%	30%	46%	*	*	-	29%	12%	56%	11%	40%	*	31%	42%	-	*	-	*
	Students																					
	CWD	11%	9%	11%	*	*	20%	-	-	-	*	0%	*	11%	-	-	14%	*	-	*	-	-
	CWOD	25%	18%	40%	0%	33%	49%	*	*	-	33%	15%	56%	-	40%	*	34%	44%	-	-	-	*
	EL	11%	9%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	25%	19%	31%	0%	17%	40%	-	-	-	*	9%	52%	14%	34%	-	31%	-	-	*	-	-
	Female	21%	15%	42%	*	35%	54%	*	*	-	*	16%	58%	*	44%	*	-	42%	-	*	-	*
Grade 6																						
Reading	All	17%	18%	25%	0%	10%	31%	-	-	*	*	8%	30%	9%	27%	*	12%	39%	-	-	-	*
	Students																					
	CWD	6%	5%	9%	-	0%	*	-	-	-	-	0%	17%	9%	-	*	0%	*	-	-	-	-
	CWOD	18%	19%	27%	0%	15%	31%	-	-	*	*	11%	32%	-	27%	*	15%	39%	-	-	-	*
	EL	4%	5%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	14%	15%	12%	*	0%	16%	-	-	-	*	13%	12%	0%	15%	*	12%	-	-	-	-	*

												Two or	Non											
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Isl	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military	
Female		20%	22%	39%	*	29%	45%	-	-	*	*	*	0%	47%	*	39%	*	-	39%	-	-	-	-	
Mathematics	All	20%	24%	23%	25%	10%	24%	-	-	*	*	*	8%	28%	0%	26%	*	18%	27%	-	-	-	*	
	Students																							
	CWD	9%	6%	0%	-	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-	
	CWOD	22%	26%	26%	25%	15%	26%	-	-	*	*	*	11%	30%	-	26%	*	22%	29%	-	-	-	*	
	EL	8%	12%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	20%	24%	18%	*	0%	23%	-	-	-	-	*	13%	21%	0%	22%	*	18%	-	-	-	-	*	
	Female	20%	23%	27%	*	29%	26%	-	-	*	*	*	0%	33%	*	29%	*	-	27%	-	-	-	-	

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	84%	76%	79%	88%	*	82%	100%	83%	77%	88%	47%	89%	70%	82%	86%	-	40%	-	77%
	Students																					
	CWD	46%	38%	47%	57%	31%	56%	-	-	-	43%	36%	63%	47%	-	*	49%	41%	-	25%	-	*
	CWOD	81%	77%	89%	79%	86%	91%	*	82%	100%	91%	86%	90%	-	89%	74%	88%	89%	-	*	-	82%
	EL	62%	63%	70%	-	77%	33%	-	*	-	-	64%	87%	*	74%	70%	58%	80%	-	-	-	-
	Male	74%	70%	82%	87%	71%	87%	-	67%	*	77%	78%	86%	49%	88%	58%	82%	-	-	57%	-	*
	Female	80%	76%	86%	63%	84%	89%	*	100%	*	93%	76%	91%	41%	89%	80%	-	86%	-	*	-	89%
Reading	All	73%	69%	83%	79%	78%	86%	*	80%	*	76%	77%	86%	40%	88%	64%	78%	87%	-	*	-	80%
	Students																					
	CWD	39%	30%	40%	*	25%	47%	-	-	-	*	30%	53%	40%	-	*	36%	50%	-	*	-	*
	CWOD	78%	73%	88%	81%	87%	89%	*	80%	*	86%	87%	88%	-	88%	70%	86%	89%	-	*	-	*
	EL	54%	55%	64%	-	75%	*	-	*	-	-	56%	86%	*	70%	64%	50%	77%	-	-	-	-
	Male	69%	64%	78%	85%	67%	84%	-	*	*	64%	74%	81%	36%	86%	50%	78%	-	-	*	-	*
	Female	78%	74%	87%	73%	88%	87%	*	*	*	100%	81%	89%	50%	89%	77%	-	87%	-	*	-	*
Mathematics	All	81%	77%	85%	71%	76%	90%	*	80%	*	82%	75%	90%	51%	89%	72%	85%	85%	-	*	-	80%
	Students																					
	CWD	53%	44%	51%	*	42%	65%	-	-	-	*	40%	67%	51%	-	*	60%	30%	-	*	-	*
	CWOD	84%	81%	89%	76%	81%	92%	*	80%	*	93%	83%	91%	-	89%	74%	89%	88%	-	*	-	*
	EL	72%	74%	72%	-	75%	*	-	*	-	-	67%	86%	*	74%	72%	67%	77%	-	-	-	-
	Male	79%	75%	85%	85%	74%	89%	-	*	*	82%	80%	88%	60%	89%	67%	85%	-	-	*	-	*
	Female	82%	79%	85%	55%	77%	91%	*	*	*	83%	68%	91%	30%	88%	77%	-	85%	-	*	-	*
Science	All	80%	75%	89%	86%	91%	89%	*	*	-	100%	83%	94%	56%	93%	*	89%	90%	-	*	-	*
	Students																					
	CWD	51%	44%	56%	*	*	60%	-	-	-	*	43%	*	56%	-	-	57%	*	-	*	-	-
	CWOD	84%	79%	93%	83%	100%	92%	*	*	-	100%	91%	94%	-	93%	*	95%	92%	-	-	-	*
	EL	61%	60%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	79%	74%	89%	100%	83%	87%	-	-	-	*	82%	96%	57%	95%	-	89%	-	-	*	-	-
	Female	81%	77%	90%	*	94%	92%	*	*	-	*	84%	94%	*	92%	*	-	90%	-	*	-	*

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	53%	29%	44%	59%	*	45%	50%	54%	36%	62%	14%	57%	31%	49%	56%	-	40%	-	38%
	Students																					
	CWD	24%	18%	14%	14%	12%	13%	-	-	-	29%	11%	19%	14%	-	*	16%	9%	-	25%	-	*
	CWOD	52%	47%	57%	31%	50%	64%	*	45%	50%	59%	41%	65%	-	57%	34%	55%	59%	-	*	-	45%
	EL	29%	29%	31%	-	34%	0%	-	*	-	-	31%	33%	*	34%	31%	21%	40%	-	-	-	-
	Male	47%	41%	49%	29%	36%	56%	-	50%	*	50%	38%	57%	16%	55%	21%	49%	-	-	57%	-	*
	Female	52%	47%	56%	29%	51%	62%	*	40%	*	60%	33%	66%	9%	59%	40%	-	56%	-	*	-	56%

		State	District	Campus	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
Reading	All Students	47%	42%	55%	38%	45%	62%	*	60%	*	47%	37%	64%	14%	60%	28%	51%	58%	-	*	-	40%
	CWD	21%	15%	14%	*	17%	18%	-	-	-	*	5%	27%	14%	-	*	16%	10%	-	*	-	*
	CWOD	50%	45%	60%	43%	50%	66%	*	60%	*	57%	43%	67%	-	60%	30%	58%	61%	-	*	-	*
	EL	23%	24%	28%	-	30%	*	-	*	-	-	28%	29%	*	30%	28%	25%	31%	-	-	-	-
	Male	43%	37%	51%	38%	38%	59%	-	*	*	36%	40%	59%	16%	58%	25%	51%	-	-	*	-	*
	Female	51%	47%	58%	36%	51%	64%	*	*	*	67%	32%	68%	10%	61%	31%	-	58%	-	*	-	*
Mathematics	All Students	51%	45%	48%	25%	37%	56%	*	40%	*	65%	33%	56%	11%	53%	32%	44%	52%	-	*	-	20%
	CWD	26%	21%	11%	*	8%	6%	-	-	-	*	15%	7%	11%	-	*	12%	10%	-	*	-	*
	CWOD	54%	49%	53%	24%	41%	60%	*	40%	*	71%	37%	60%	-	53%	35%	50%	55%	-	*	-	*
	EL	37%	37%	32%	-	35%	*	-	*	-	-	28%	43%	*	35%	32%	17%	46%	-	-	-	-
	Male	50%	44%	44%	31%	26%	52%	-	*	*	64%	35%	51%	12%	50%	17%	44%	-	-	*	-	*
	Female	51%	47%	52%	18%	47%	58%	*	*	*	67%	30%	61%	10%	55%	46%	-	52%	-	*	-	*
Science	All Students	53%	47%	60%	14%	70%	66%	*	*	-	43%	41%	74%	22%	64%	*	58%	62%	-	*	-	*
	CWD	25%	20%	22%	*	*	20%	-	-	-	*	14%	*	22%	-	-	29%	*	-	*	-	-
	CWOD	56%	50%	64%	17%	76%	71%	*	*	-	33%	47%	75%	-	64%	*	63%	65%	-	-	-	*
	EL	26%	25%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	53%	46%	58%	0%	83%	63%	-	-	-	*	41%	74%	29%	63%	-	58%	-	-	*	-	*
	Female	53%	48%	62%	*	65%	69%	*	*	-	*	42%	74%	*	65%	*	-	62%	-	*	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	30%	7%	21%	37%	*	18%	33%	34%	15%	39%	5%	33%	6%	25%	36%	-	20%	-	8%
	CWD	8%	6%	5%	0%	0%	8%	-	-	-	14%	2%	9%	5%	-	*	5%	5%	-	13%	-	*
	CWOD	25%	21%	33%	8%	24%	40%	*	18%	33%	38%	17%	41%	-	33%	6%	28%	38%	-	*	-	9%
	EL	11%	11%	6%	-	7%	0%	-	*	-	-	5%	7%	*	6%	6%	4%	7%	-	-	-	-
	Male	22%	18%	25%	3%	12%	31%	-	33%	*	31%	12%	34%	5%	28%	4%	25%	-	-	29%	-	*
	Female	24%	21%	36%	13%	28%	42%	*	0%	*	40%	19%	43%	5%	38%	7%	-	36%	-	*	-	11%
Reading	All Students	20%	17%	32%	4%	21%	40%	*	20%	*	29%	14%	41%	6%	35%	8%	23%	41%	-	*	-	0%
	CWD	7%	5%	6%	*	0%	12%	-	-	-	*	0%	13%	6%	-	*	4%	10%	-	*	-	*
	CWOD	22%	19%	35%	5%	24%	43%	*	20%	*	36%	17%	43%	-	35%	9%	26%	43%	-	*	-	*
	EL	8%	8%	8%	-	10%	*	-	*	-	-	6%	14%	*	9%	8%	0%	15%	-	-	-	-
	Male	17%	14%	23%	0%	10%	30%	-	*	*	18%	9%	32%	4%	26%	0%	23%	-	-	*	-	*
	Female	23%	20%	41%	9%	30%	49%	*	*	*	50%	21%	48%	10%	43%	15%	-	41%	-	*	-	*
Mathematics	All Students	26%	22%	27%	13%	18%	32%	*	20%	*	41%	16%	32%	3%	30%	4%	25%	29%	-	*	-	0%
	CWD	11%	6%	3%	*	0%	0%	-	-	-	*	5%	0%	3%	-	*	4%	0%	-	*	-	*
	CWOD	28%	24%	30%	14%	21%	34%	*	20%	*	43%	18%	35%	-	30%	4%	28%	31%	-	*	-	*
	EL	16%	16%	4%	-	5%	*	-	*	-	-	6%	0%	*	4%	4%	8%	0%	-	-	-	-
	Male	25%	22%	25%	8%	13%	30%	-	*	*	45%	15%	31%	4%	28%	8%	25%	-	-	*	-	*
	Female	26%	22%	29%	18%	23%	33%	*	*	*	33%	17%	33%	0%	31%	0%	-	29%	-	*	-	*
Science	All Students	24%	20%	37%	0%	30%	46%	*	*	-	29%	12%	56%	11%	40%	*	31%	42%	-	*	-	*
	CWD	8%	5%	11%	*	*	20%	-	-	-	*	0%	*	11%	-	-	14%	*	-	*	-	-
	CWOD	26%	22%	40%	0%	33%	49%	*	*	-	33%	15%	56%	-	40%	*	34%	44%	-	-	-	*
	EL	7%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	25%	21%	31%	0%	17%	40%	-	-	-	*	9%	52%	14%	34%	-	31%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	42%	*	35%	54%	*	*	-	*	16%	58%	*	44%	*	-	42%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	68	57	67	*	*	*	75	63	38	69
CWD	38	*	6	54	-	-	-	*	37	38	*
CWOD	68	64	65	68	*	*	*	89	68	-	73
EL	69	-	67	-	-	*	-	-	62	*	69
Male	56	65	42	59	-	*	*	57	60	32	64
Female	73	71	71	74	*	*	*	100	68	57	72
<b>Mathematics</b>											
All Students	68	63	64	69	*	*	*	75	65	50	68
CWD	50	*	50	54	-	-	-	*	57	50	*
CWOD	70	64	66	71	*	*	*	89	66	-	66
EL	68	-	66	-	-	*	-	-	65	*	68
Male	63	62	58	64	-	*	*	71	68	53	56
Female	73	64	70	75	*	*	*	80	59	43	78

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	35	7	20%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	37	48	61	*	48	61	57	43	22	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
Participation Rate		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	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%	-	-
Reading	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
	All	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	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%	100%	-
Mathematics	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
	All	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
Science	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%	-
	All	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	*	100%	100%	-
	Students																
	CWD	100%	*	*	100%	-	-	-	*	100%	*	100%	-	-	100%	*	-
Non-Participation Rate	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	-	-
	Female	100%	*	100%	100%	*	*	-	*	100%	100%	*	100%	*	-	100%	-
	All	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
All Subjects	CWD	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%	-
	All	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
Reading	Students																
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	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%	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%	-
Science	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	0%	-	-	-	*	0%	*	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	-	-
	Female	0%	*	0%	0%	*	*	-	*	0%	0%	*	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	16	0	5	11	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	18	0	7	11	0	0	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	6	0	4	2	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	0	4	2	0	0	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	2	0	0	2	0	0	0	0	0		2
	Female	4	2	0	2	0	0	0	0	0		0
	Total	6	2	0	4	0	0	0	0	0		2
Out-of-School Suspensions	Male	2	0	0	2	0	0	0	0	0		2
	Female	2	0	0	2	0	0	0	0	0		0
	Total	4	0	0	4	0	0	0	0	0		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	21	2	5	14	0	0	0	0	0	2	5
	Female	29	2	8	17	0	0	0	2	0	5	2
	Total	50	4	13	31	0	0	0	2	0	7	7

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	10.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.6	1.7%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	*	2%
Mathematics	6,131	1%	59	1%	*	2%
Science	6,133	1%	59	1%	*	2%
Grade 6						
Reading	6,038	1%	50	1%	*	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	*	1%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	8	1%
Reading	45,064	1%	367	1%	*	1%
Mathematics	40,350	1%	327	1%	*	1%
Science	16,337	1%	131	1%	*	2%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** JOHNS EL

**Campus ID:** 220901121

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All	75%	68%	69%	58%	70%	*	*	*	-	*	71%	55%	44%	72%	68%	63%	74%	-	*	-	-
	Students																					
	CWD	49%	38%	44%	-	38%	-	-	*	-	-	50%	*	44%	-	43%	29%	*	-	-	-	-
	CWOD	79%	72%	72%	58%	74%	*	*	*	-	*	73%	60%	-	72%	71%	69%	73%	-	*	-	-
	EL	69%	67%	68%	*	68%	*	*	*	-	-	71%	40%	43%	71%	68%	61%	75%	-	*	-	-
	Male	73%	65%	63%	*	64%	*	-	*	-	*	68%	33%	29%	69%	61%	63%	-	-	*	-	-
	Female	78%	72%	74%	50%	76%	*	*	*	-	-	74%	80%	*	73%	75%	-	74%	-	-	-	-
Mathematics	All	78%	72%	74%	75%	80%	*	*	*	-	*	77%	55%	44%	78%	76%	72%	77%	-	*	-	-
	Students																					
	CWD	52%	44%	44%	-	38%	-	-	*	-	-	50%	*	44%	-	43%	43%	*	-	-	-	-
	CWOD	81%	76%	78%	75%	85%	*	*	*	-	*	80%	60%	-	78%	80%	78%	78%	-	*	-	-
	EL	75%	75%	76%	*	80%	*	*	*	-	-	78%	60%	43%	80%	76%	74%	78%	-	*	-	-
	Male	78%	72%	72%	*	75%	*	-	*	-	*	76%	50%	43%	78%	74%	72%	-	-	*	-	-
	Female	78%	72%	77%	75%	85%	*	*	*	-	-	79%	60%	*	78%	78%	-	77%	-	-	-	-
Grade 4																						
Reading	All	74%	66%	61%	48%	69%	*	-	*	-	*	60%	80%	0%	65%	71%	60%	63%	-	*	-	-
	Students																					
	CWD	44%	34%	0%	*	*	-	-	*	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	78%	70%	65%	50%	72%	*	-	*	-	*	64%	80%	-	65%	74%	65%	65%	-	*	-	-
	EL	64%	64%	71%	*	73%	*	-	*	-	-	72%	*	*	74%	71%	65%	76%	-	*	-	-
	Male	71%	63%	60%	50%	71%	*	-	*	-	-	59%	*	*	65%	65%	60%	-	-	*	-	-
	Female	77%	70%	63%	46%	67%	*	-	-	-	*	61%	*	*	65%	76%	-	63%	-	*	-	-
Mathematics	All	74%	67%	69%	52%	72%	*	-	*	-	*	70%	60%	40%	71%	80%	65%	73%	-	*	-	-
	Students																					
	CWD	46%	36%	40%	*	*	-	-	*	-	-	40%	-	40%	-	*	*	*	-	-	-	-
	CWOD	78%	71%	71%	55%	74%	*	-	*	-	*	72%	60%	-	71%	81%	65%	76%	-	*	-	-
	EL	69%	69%	80%	*	78%	*	-	*	-	-	81%	*	*	81%	80%	74%	85%	-	*	-	-
	Male	74%	67%	65%	50%	64%	*	-	*	-	-	68%	*	*	65%	74%	65%	-	-	*	-	-
	Female	74%	68%	73%	54%	79%	*	-	-	-	*	72%	*	*	76%	85%	-	73%	-	*	-	-
Grade 5																						
Reading	All	86%	82%	73%	71%	73%	*	-	-	-	-	72%	80%	60%	75%	74%	58%	91%	-	*	-	-
	Students																					
	CWD	55%	48%	60%	*	50%	-	-	-	-	-	60%	-	60%	-	60%	43%	*	-	-	-	-
	CWOD	89%	86%	75%	67%	77%	*	-	-	-	-	75%	80%	-	75%	76%	61%	90%	-	*	-	-
	EL	77%	76%	74%	*	73%	-	-	-	-	-	74%	*	60%	76%	74%	67%	83%	-	-	-	-
	Male	83%	78%	58%	44%	61%	-	-	-	-	-	57%	*	43%	61%	67%	58%	-	-	*	-	-
	Female	88%	85%	91%	100%	88%	*	-	-	-	-	91%	*	*	90%	83%	-	91%	-	*	-	-
Mathematics	All	89%	84%	82%	76%	84%	*	-	-	-	-	84%	60%	80%	83%	90%	73%	94%	-	*	-	-
	Students																					
	CWD	68%	61%	80%	*	75%	-	-	-	-	-	80%	-	80%	-	100%	71%	*	-	-	-	-
	CWOD	92%	87%	83%	73%	85%	*	-	-	-	-	85%	60%	-	83%	89%	73%	94%	-	*	-	-
	EL	85%	82%	90%	*	90%	-	-	-	-	-	95%	*	100%	89%	90%	88%	94%	-	-	-	-
	Male	88%	83%	73%	56%	77%	-	-	-	-	-	73%	*	71%	73%	88%	73%	-	-	*	-	-
	Female	90%	85%	94%	100%	92%	*	-	-	-	-	97%	*	*	94%	94%	-	94%	-	*	-	-
Science	All	74%	65%	56%	59%	55%	*	-	-	-	-	56%	60%	30%	60%	60%	55%	58%	-	*	-	-
	Students																					
	CWD	45%	43%	30%	*	25%	-	-	-	-	-	30%	-	30%	-	40%	43%	*	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>60%</b>	60%	60%	*	-	-	-	-	60%	60%	-	60%	62%	58%	63%	-	*	-	-
	EL	60%	55%	<b>60%</b>	*	59%	-	-	-	-	-	62%	*	40%	62%	60%	71%	44%	-	-	-	-
	Male	74%	65%	<b>55%</b>	33%	61%	-	-	-	-	-	54%	*	43%	58%	71%	55%	-	-	*	-	-
	Female	73%	64%	<b>58%</b>	88%	46%	*	-	-	-	-	58%	*	*	63%	44%	-	58%	-	*	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>63%</b>	53%	65%	*	*	*	-	*	64%	50%	0%	70%	62%	58%	67%	-	*	-	*
	CWD	33%	32%	<b>0%</b>	*	0%	-	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	71%	72%	<b>70%</b>	60%	71%	*	-	*	-	*	72%	50%	-	70%	66%	68%	72%	-	*	-	*
	EL	42%	49%	<b>62%</b>	-	61%	*	*	*	-	-	63%	*	*	66%	62%	57%	65%	-	*	-	-
	Male	62%	64%	<b>58%</b>	40%	64%	-	*	*	-	-	58%	*	0%	68%	57%	58%	-	-	-	-	-
	Female	71%	72%	<b>67%</b>	71%	65%	*	-	-	-	*	69%	*	*	72%	65%	-	67%	-	*	-	*
Mathematics	All Students	80%	82%	<b>78%</b>	59%	82%	*	*	*	-	*	79%	63%	33%	83%	85%	70%	84%	-	*	-	*
	CWD	50%	47%	<b>33%</b>	*	50%	-	*	-	-	-	33%	-	33%	-	*	17%	*	-	-	-	-
	CWOD	83%	86%	<b>83%</b>	67%	85%	*	-	*	-	*	85%	63%	-	83%	86%	79%	85%	-	*	-	*
	EL	67%	77%	<b>85%</b>	-	86%	*	*	*	-	-	88%	*	*	86%	85%	76%	92%	-	*	-	-
	Male	78%	80%	<b>70%</b>	50%	79%	-	*	*	-	-	69%	*	17%	79%	76%	70%	-	-	-	-	-
	Female	81%	84%	<b>84%</b>	71%	85%	*	-	-	-	*	87%	*	*	85%	92%	-	84%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>30%</b>	42%	30%	*	*	*	-	*	30%	27%	11%	32%	29%	26%	34%	-	*	-	-
	CWD	26%	19%	<b>11%</b>	-	0%	-	-	*	-	-	13%	*	11%	-	0%	0%	*	-	-	-	-
	CWOD	46%	39%	<b>32%</b>	42%	34%	*	*	*	-	*	32%	30%	-	32%	32%	31%	33%	-	*	-	-
	EL	35%	34%	<b>29%</b>	*	30%	*	*	*	-	-	29%	20%	0%	32%	29%	23%	34%	-	*	-	-
	Male	41%	34%	<b>26%</b>	*	25%	*	-	*	-	*	27%	17%	0%	31%	23%	26%	-	-	*	-	-
	Female	47%	39%	<b>34%</b>	38%	35%	*	*	*	-	-	33%	40%	*	33%	34%	-	34%	-	-	-	-
Mathematics	All Students	48%	39%	<b>40%</b>	33%	43%	*	*	*	-	*	39%	45%	22%	42%	41%	49%	32%	-	*	-	-
	CWD	30%	21%	<b>22%</b>	-	13%	-	-	*	-	-	25%	*	22%	-	14%	14%	*	-	-	-	-
	CWOD	50%	42%	<b>42%</b>	33%	47%	*	*	*	-	*	41%	50%	-	42%	45%	56%	31%	-	*	-	-
	EL	41%	41%	<b>41%</b>	*	43%	*	*	*	-	-	41%	40%	14%	45%	41%	52%	31%	-	*	-	-
	Male	49%	41%	<b>49%</b>	*	53%	*	-	*	-	*	51%	33%	14%	56%	52%	49%	-	-	*	-	-
	Female	46%	38%	<b>32%</b>	38%	32%	*	*	*	-	-	29%	60%	*	31%	31%	-	32%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>30%</b>	29%	31%	*	-	*	-	*	30%	20%	0%	31%	36%	20%	38%	-	*	-	-
	CWD	24%	16%	<b>0%</b>	*	*	-	-	*	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	46%	38%	<b>31%</b>	30%	33%	*	-	*	-	*	32%	20%	-	31%	37%	22%	39%	-	*	-	-
	EL	30%	30%	<b>36%</b>	*	35%	*	-	*	-	-	38%	*	*	37%	36%	22%	45%	-	*	-	-
	Male	41%	33%	<b>20%</b>	25%	21%	*	-	*	-	-	22%	*	*	22%	22%	20%	-	-	*	-	-
	Female	46%	38%	<b>38%</b>	31%	39%	*	-	-	-	*	37%	*	*	39%	45%	-	38%	-	*	-	-
Mathematics	All Students	46%	39%	<b>38%</b>	19%	44%	*	-	*	-	*	39%	20%	0%	40%	50%	35%	40%	-	*	-	-
	CWD	27%	21%	<b>0%</b>	*	*	-	-	*	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	49%	41%	<b>40%</b>	20%	47%	*	-	*	-	*	41%	20%	-	40%	52%	38%	41%	-	*	-	-
	EL	39%	39%	<b>50%</b>	*	49%	*	-	*	-	-	51%	*	*	52%	50%	48%	52%	-	*	-	-
	Male	48%	40%	<b>35%</b>	25%	36%	*	-	*	-	-	35%	*	*	38%	48%	35%	-	-	*	-	-
	Female																					

		State	District	Campus	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
		45%	38%	40%	15%	52%	*	-	-	-	*	41%	*	*	41%	52%	-	40%	-	*	-	-
Grade 5 Reading	All Students	53%	46%	43%	53%	39%	*	-	-	-	-	42%	60%	10%	48%	38%	35%	53%	-	*	-	-
	CWD	27%	23%	10%	*	0%	-	-	-	-	-	10%	-	10%	-	0%	14%	*	-	-	-	-
	CWOD	56%	49%	48%	53%	46%	*	-	-	-	-	47%	60%	-	48%	43%	39%	58%	-	*	-	-
	EL	36%	35%	38%	*	37%	-	-	-	-	-	38%	*	0%	43%	38%	38%	39%	-	-	-	-
	Male	50%	42%	35%	33%	35%	-	-	-	-	-	32%	*	14%	39%	38%	35%	-	-	*	-	-
	Female	56%	51%	53%	75%	44%	*	-	-	-	-	53%	*	*	58%	39%	-	53%	-	*	-	-
Mathematics	All Students	57%	47%	42%	47%	41%	*	-	-	-	-	41%	60%	20%	45%	45%	38%	47%	-	*	-	-
	CWD	31%	28%	20%	*	13%	-	-	-	-	-	20%	-	20%	-	20%	14%	*	-	-	-	-
	CWOD	60%	49%	45%	47%	46%	*	-	-	-	-	44%	60%	-	45%	49%	42%	48%	-	*	-	-
	EL	46%	41%	45%	*	44%	-	-	-	-	-	46%	*	20%	49%	45%	42%	50%	-	-	-	-
	Male	56%	47%	38%	33%	39%	-	-	-	-	-	35%	*	14%	42%	42%	38%	-	-	*	-	-
	Female	57%	47%	47%	63%	44%	*	-	-	-	-	47%	*	*	48%	50%	-	47%	-	*	-	-
Science	All Students	48%	38%	41%	41%	40%	*	-	-	-	-	41%	40%	20%	44%	43%	40%	42%	-	*	-	-
	CWD	27%	27%	20%	*	13%	-	-	-	-	-	20%	-	20%	-	20%	29%	*	-	-	-	-
	CWOD	50%	39%	44%	40%	45%	*	-	-	-	-	45%	40%	-	44%	46%	42%	47%	-	*	-	-
	EL	31%	26%	43%	*	41%	-	-	-	-	-	44%	*	20%	46%	43%	50%	33%	-	-	-	-
	Male	50%	40%	40%	22%	45%	-	-	-	-	-	41%	*	29%	42%	50%	40%	-	-	*	-	-
	Female	45%	37%	42%	63%	33%	*	-	-	-	-	42%	*	*	47%	33%	-	42%	-	*	-	-
Grade 6 Reading	All Students	36%	37%	40%	53%	37%	*	*	*	-	*	42%	25%	0%	45%	34%	35%	45%	-	*	-	*
	CWD	19%	17%	0%	*	0%	-	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	38%	40%	45%	60%	40%	*	-	*	-	*	47%	25%	-	45%	36%	41%	48%	-	*	-	*
	EL	14%	17%	34%	-	32%	*	*	*	-	-	37%	*	*	36%	34%	19%	46%	-	*	-	-
	Male	33%	33%	35%	40%	32%	-	*	*	-	-	39%	*	0%	41%	19%	35%	-	-	-	-	-
	Female	40%	42%	45%	71%	40%	*	-	-	-	*	44%	*	*	48%	46%	-	45%	-	*	-	*
Mathematics	All Students	46%	49%	48%	41%	51%	*	*	*	-	*	48%	50%	0%	54%	47%	45%	51%	-	*	-	*
	CWD	23%	21%	0%	*	0%	-	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	48%	52%	54%	47%	56%	*	-	*	-	*	54%	50%	-	54%	50%	53%	54%	-	*	-	*
	EL	27%	35%	47%	-	48%	*	*	*	-	-	47%	*	*	50%	47%	43%	50%	-	*	-	-
	Male	45%	48%	45%	30%	50%	-	*	*	-	-	44%	*	0%	53%	43%	45%	-	-	-	-	-
	Female	46%	50%	51%	57%	53%	*	-	-	-	*	51%	*	*	54%	50%	-	51%	-	*	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All Students	27%	21%	17%	33%	16%	*	*	*	-	*	16%	18%	0%	19%	14%	16%	17%	-	*	-	-
	CWD	10%	7%	0%	-	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	23%	19%	33%	18%	*	*	*	-	*	18%	20%	-	19%	16%	19%	18%	-	*	-	-
	EL	19%	20%	14%	*	14%	*	*	*	-	-	16%	0%	0%	16%	14%	16%	13%	-	*	-	-
	Male	24%	19%	16%	*	17%	*	-	*	-	*	16%	17%	0%	19%	16%	16%	-	-	*	-	-
	Female	29%	24%	17%	38%	15%	*	*	*	-	-	17%	20%	*	18%	13%	-	17%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	10%	8%	10%	*	*	*	-	*	10%	9%	0%	11%	11%	14%	6%	-	*	-	-
	Students																					
	CWD	12%	8%	0%	-	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	19%	11%	8%	11%	*	*	*	-	*	11%	10%	-	11%	13%	17%	7%	-	*	-	-
	EL	18%	20%	11%	*	11%	*	*	*	-	-	12%	0%	0%	13%	11%	19%	3%	-	*	-	-
	Male	26%	20%	14%	*	14%	*	-	*	-	*	16%	0%	0%	17%	19%	14%	-	-	*	-	-
	Female	22%	16%	6%	13%	6%	*	*	*	-	-	5%	20%	*	7%	3%	-	6%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	14%	5%	18%	*	-	*	-	*	14%	0%	0%	14%	18%	8%	19%	-	*	-	-
	Students																					
	CWD	8%	4%	0%	*	*	-	-	*	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	23%	18%	14%	5%	19%	*	-	*	-	*	15%	0%	-	14%	19%	8%	20%	-	*	-	-
	EL	12%	13%	18%	*	18%	*	-	*	-	-	19%	*	*	19%	18%	4%	27%	-	*	-	-
	Male	20%	15%	8%	0%	11%	*	-	*	-	-	8%	*	*	8%	4%	8%	-	-	*	-	-
	Female	23%	18%	19%	8%	24%	*	-	-	-	*	20%	*	*	20%	27%	-	19%	-	*	-	-
Mathematics																						
	All	27%	22%	19%	10%	25%	*	-	*	-	*	20%	0%	0%	20%	29%	10%	27%	-	*	-	-
	Students																					
	CWD	13%	7%	0%	*	*	-	-	*	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	20%	10%	26%	*	-	*	-	*	22%	0%	-	20%	30%	11%	28%	-	*	-	-
	EL	20%	22%	29%	*	29%	*	-	*	-	-	30%	*	*	30%	29%	13%	39%	-	*	-	-
	Male	29%	23%	10%	13%	11%	*	-	*	-	-	11%	*	*	11%	13%	10%	-	-	*	-	-
	Female	25%	20%	27%	8%	36%	*	-	-	-	*	28%	*	*	28%	39%	-	27%	-	*	-	-
Grade 5																						
Reading	All	29%	24%	22%	29%	18%	*	-	-	-	-	20%	40%	10%	23%	17%	23%	21%	-	*	-	-
	Students																					
	CWD	9%	8%	10%	*	0%	-	-	-	-	-	10%	-	10%	-	0%	14%	*	-	-	-	-
	CWOD	31%	26%	23%	27%	21%	*	-	-	-	-	22%	40%	-	23%	19%	24%	23%	-	*	-	-
	EL	14%	13%	17%	*	17%	-	-	-	-	-	15%	*	0%	19%	17%	25%	6%	-	-	-	-
	Male	26%	21%	23%	11%	26%	-	-	-	-	-	22%	*	14%	24%	25%	23%	-	-	*	-	-
	Female	31%	27%	21%	50%	8%	*	-	-	-	-	19%	*	*	23%	6%	-	21%	-	*	-	-
Mathematics																						
	All	36%	27%	26%	29%	25%	*	-	-	-	-	26%	20%	10%	28%	24%	28%	24%	-	*	-	-
	Students																					
	CWD	14%	12%	10%	*	0%	-	-	-	-	-	10%	-	10%	-	0%	14%	*	-	-	-	-
	CWOD	38%	28%	28%	27%	29%	*	-	-	-	-	29%	20%	-	28%	27%	30%	26%	-	*	-	-
	EL	24%	20%	24%	*	22%	-	-	-	-	-	26%	*	0%	27%	24%	29%	17%	-	-	-	-
	Male	36%	28%	28%	22%	29%	-	-	-	-	-	27%	*	14%	30%	29%	28%	-	-	*	-	-
	Female	35%	26%	24%	38%	20%	*	-	-	-	-	25%	*	*	26%	17%	-	24%	-	*	-	-
Science																						
Reading	All	23%	17%	21%	18%	20%	*	-	-	-	-	21%	20%	10%	22%	19%	25%	15%	-	*	-	-
	Students																					
	CWD	11%	9%	10%	*	0%	-	-	-	-	-	10%	-	10%	-	0%	14%	*	-	-	-	-
	CWOD	25%	18%	22%	13%	23%	*	-	-	-	-	22%	20%	-	22%	22%	27%	17%	-	*	-	-
	EL	11%	9%	19%	*	17%	-	-	-	-	-	18%	*	0%	22%	19%	29%	6%	-	-	-	-
	Male	25%	19%	25%	22%	26%	-	-	-	-	-	27%	*	14%	27%	29%	25%	-	-	*	-	-
	Female	21%	15%	15%	13%	13%	*	-	-	-	-	13%	*	*	17%	6%	-	15%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	18%	18%	19%	*	*	*	-	*	17%	25%	0%	20%	9%	15%	20%	-	*	-	*
	Students																					
	CWD	6%	5%	0%	*	0%	-	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	18%	19%	20%	20%	21%	*	-	*	-	*	19%	25%	-	20%	9%	18%	22%	-	*	-	*
	EL	4%	5%	9%	-	9%	*	*	*	-	-	9%	*	*	9%	9%	0%	15%	-	*	-	-
	Male	14%	15%	15%	10%	18%	-	*	*	-	-	17%	*	0%	18%	0%	15%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	20%	29%	20%	*	-	-	-	*	18%	*	*	22%	15%	-	20%	-	*	-	*
Mathematics	All	20%	24%	27%	35%	25%	*	*	*	-	*	27%	25%	0%	30%	19%	28%	27%	-	*	-	*
	Students																					
	CWD	9%	6%	0%	*	0%	-	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	26%	30%	40%	27%	*	-	*	-	*	31%	25%	-	30%	20%	32%	28%	-	*	-	*
	EL	8%	12%	19%	-	18%	*	*	*	-	-	21%	*	*	20%	19%	19%	19%	-	*	-	-
	Male	20%	24%	28%	30%	25%	-	*	*	-	-	31%	*	0%	32%	19%	28%	-	-	-	-	-
	Female	20%	23%	27%	43%	25%	*	-	-	-	*	24%	*	*	28%	19%	-	27%	-	*	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	70%	60%	72%	65%	*	75%	-	67%	70%	60%	39%	73%	74%	64%	75%	-	68%	-	*
	Students																					
	CWD	46%	38%	39%	42%	38%	-	*	*	-	-	41%	*	39%	-	49%	36%	48%	-	-	-	-
	CWOD	81%	77%	73%	62%	76%	65%	*	75%	-	67%	74%	62%	-	73%	76%	68%	77%	-	68%	-	*
	EL	62%	63%	74%	92%	74%	60%	*	70%	-	-	76%	52%	49%	76%	74%	70%	78%	-	63%	-	-
	Male	74%	70%	64%	49%	69%	33%	*	75%	-	*	65%	54%	36%	68%	70%	64%	-	-	56%	-	-
	Female	80%	76%	75%	70%	76%	82%	*	*	-	*	76%	68%	48%	77%	78%	-	75%	-	77%	-	*
Reading	All	73%	69%	66%	57%	69%	63%	*	67%	-	*	67%	62%	30%	70%	69%	60%	72%	-	60%	-	*
	Students																					
	CWD	39%	30%	30%	40%	28%	-	*	*	-	-	31%	*	30%	-	35%	22%	50%	-	-	-	-
	CWOD	78%	73%	70%	58%	73%	63%	*	*	-	*	71%	64%	-	70%	72%	66%	74%	-	60%	-	*
	EL	54%	55%	69%	83%	69%	60%	*	60%	-	-	70%	53%	35%	72%	69%	63%	74%	-	*	-	-
	Male	69%	64%	60%	48%	65%	*	*	*	-	*	61%	50%	22%	66%	63%	60%	-	-	*	-	-
	Female	78%	74%	72%	64%	73%	100%	*	*	-	*	72%	77%	50%	74%	74%	-	72%	-	67%	-	*
Mathematics	All	81%	77%	76%	64%	80%	63%	*	83%	-	*	77%	59%	52%	78%	82%	70%	81%	-	80%	-	*
	Students																					
	CWD	53%	44%	52%	40%	52%	-	*	*	-	-	53%	*	52%	-	65%	48%	60%	-	-	-	-
	CWOD	84%	81%	78%	66%	83%	63%	*	*	-	*	80%	61%	-	78%	84%	74%	82%	-	80%	-	*
	EL	72%	74%	82%	100%	83%	60%	*	80%	-	-	84%	53%	65%	84%	82%	78%	86%	-	*	-	-
	Male	79%	75%	70%	55%	74%	*	*	*	-	*	71%	56%	48%	74%	78%	70%	-	-	*	-	-
	Female	82%	79%	81%	72%	85%	60%	*	*	-	*	82%	62%	60%	82%	86%	-	81%	-	83%	-	*
Science	All	80%	75%	56%	59%	55%	*	-	-	-	-	56%	60%	30%	60%	60%	55%	58%	-	*	-	-
	Students																					
	CWD	51%	44%	30%	*	25%	-	-	-	-	-	30%	-	30%	-	40%	43%	*	-	-	-	-
	CWOD	84%	79%	60%	60%	60%	*	-	-	-	-	60%	60%	-	60%	62%	58%	63%	-	*	-	-
	EL	61%	60%	60%	*	59%	-	-	-	-	-	62%	*	40%	62%	60%	71%	44%	-	-	-	-
	Male	79%	74%	55%	33%	61%	-	-	-	-	-	54%	*	43%	58%	71%	55%	-	-	*	-	-
	Female	81%	77%	58%	88%	46%	*	-	-	-	-	58%	*	*	63%	44%	-	58%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	39%	39%	40%	24%	*	50%	-	17%	39%	38%	11%	42%	40%	36%	42%	-	41%	-	*
	Students																					
	CWD	24%	18%	11%	25%	5%	-	*	*	-	-	11%	*	11%	-	8%	9%	13%	-	-	-	-
	CWOD	52%	47%	42%	40%	44%	24%	*	50%	-	17%	42%	39%	-	42%	43%	40%	44%	-	41%	-	*
	EL	29%	29%	40%	77%	40%	20%	*	40%	-	-	41%	27%	8%	43%	40%	37%	42%	-	25%	-	-
	Male	47%	41%	36%	31%	38%	17%	*	50%	-	*	36%	31%	9%	40%	37%	36%	-	-	22%	-	-
	Female	52%	47%	42%	46%	42%	27%	*	*	-	*	42%	46%	13%	44%	42%	-	42%	-	54%	-	*



		State	District	Campus	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
Reading	All	47%	42%	35%	43%	34%	25%	*	33%	-	*	36%	31%	6%	39%	34%	29%	42%	-	40%	-	*
	Students																					
	CWD	21%	15%	6%	20%	0%	-	*	*	-	-	6%	*	6%	-	0%	4%	10%	-	-	-	-
	CWOD	50%	45%	39%	45%	38%	25%	*	*	-	*	39%	32%	-	39%	37%	33%	43%	-	40%	-	*
	EL	23%	24%	34%	83%	33%	20%	*	20%	-	-	35%	13%	0%	37%	34%	25%	41%	-	*	-	-
	Male	43%	37%	29%	35%	28%	*	*	*	-	*	30%	19%	4%	33%	25%	29%	-	*	-	-	-
	Female	51%	47%	42%	50%	39%	40%	*	*	-	*	41%	46%	10%	43%	41%	-	42%	-	67%	-	*
Mathematics	All	51%	45%	42%	34%	45%	13%	*	67%	-	*	42%	45%	12%	45%	46%	42%	42%	-	40%	-	*
	Students																					
	CWD	26%	21%	12%	20%	8%	-	*	*	-	-	13%	*	12%	-	12%	9%	20%	-	-	-	-
	CWOD	54%	49%	45%	35%	49%	13%	*	*	-	*	45%	46%	-	45%	49%	47%	43%	-	40%	-	*
	EL	37%	37%	46%	67%	46%	20%	*	60%	-	-	46%	40%	12%	49%	46%	46%	45%	-	*	-	-
	Male	50%	44%	42%	29%	45%	*	*	*	-	*	41%	44%	9%	47%	46%	42%	-	*	-	-	-
	Female	51%	47%	42%	39%	45%	0%	*	*	-	*	42%	46%	20%	43%	45%	-	42%	-	33%	-	*
Science	All	53%	47%	41%	41%	40%	*	-	-	-	-	41%	40%	20%	44%	43%	40%	42%	-	*	-	-
	Students																					
	CWD	25%	20%	20%	*	13%	-	-	-	-	-	20%	-	20%	-	20%	29%	*	-	-	-	-
	CWOD	56%	50%	44%	40%	45%	*	-	-	-	-	45%	40%	-	44%	46%	42%	47%	-	*	-	-
	EL	26%	25%	43%	*	41%	-	-	-	-	-	44%	*	20%	46%	43%	50%	33%	-	-	-	-
	Male	53%	46%	40%	22%	45%	-	-	-	-	-	41%	*	29%	42%	50%	40%	-	*	-	-	-
	Female	53%	48%	42%	63%	33%	*	-	-	-	-	42%	*	*	47%	33%	-	42%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	19%	20%	19%	12%	*	17%	-	0%	19%	17%	4%	21%	17%	18%	20%	-	0%	-	*
	Students																					
	CWD	8%	6%	4%	25%	0%	-	*	*	-	-	4%	*	4%	-	0%	6%	0%	-	-	-	-
	CWOD	25%	21%	21%	19%	21%	12%	*	25%	-	0%	21%	18%	-	21%	19%	20%	21%	-	0%	-	*
	EL	11%	11%	17%	46%	17%	0%	*	20%	-	-	18%	6%	0%	19%	17%	18%	17%	-	0%	-	-
	Male	22%	18%	18%	15%	19%	0%	*	25%	-	*	19%	9%	6%	20%	18%	18%	-	0%	-	-	-
	Female	24%	21%	20%	24%	19%	18%	*	*	-	*	19%	29%	0%	21%	17%	-	20%	-	0%	-	*
Reading	All	20%	17%	17%	19%	18%	13%	*	0%	-	*	17%	21%	3%	19%	14%	15%	19%	-	0%	-	*
	Students																					
	CWD	7%	5%	3%	20%	0%	-	*	*	-	-	3%	*	3%	-	0%	4%	0%	-	-	-	-
	CWOD	22%	19%	19%	19%	20%	13%	*	*	-	*	19%	21%	-	19%	16%	17%	20%	-	0%	-	*
	EL	8%	8%	14%	33%	15%	0%	*	0%	-	-	15%	7%	0%	16%	14%	12%	17%	-	*	-	-
	Male	17%	14%	15%	10%	18%	*	*	*	-	*	16%	13%	4%	17%	12%	15%	-	-	*	-	-
	Female	23%	20%	19%	28%	17%	20%	*	*	-	*	18%	31%	0%	20%	17%	-	19%	-	0%	-	*
Mathematics	All	26%	22%	20%	21%	21%	0%	*	33%	-	*	21%	14%	3%	22%	20%	20%	21%	-	0%	-	*
	Students																					
	CWD	11%	6%	3%	20%	0%	-	*	*	-	-	3%	*	3%	-	0%	4%	0%	-	-	-	-
	CWOD	28%	24%	22%	21%	23%	0%	*	*	-	*	23%	14%	-	22%	22%	22%	22%	-	0%	-	*
	EL	16%	16%	20%	50%	19%	0%	*	40%	-	-	22%	0%	0%	22%	20%	20%	20%	-	*	-	-
	Male	25%	22%	20%	19%	20%	*	*	*	-	*	21%	6%	4%	22%	20%	20%	-	-	*	-	-
	Female	26%	22%	21%	22%	22%	0%	*	*	-	*	21%	23%	0%	22%	20%	-	21%	-	0%	-	*
Science	All	24%	20%	21%	18%	20%	*	-	-	-	-	21%	20%	10%	22%	19%	25%	15%	-	*	-	-
	Students																					
	CWD	8%	5%	10%	*	0%	-	-	-	-	-	10%	-	10%	-	0%	14%	*	-	-	-	-
	CWOD	26%	22%	22%	13%	23%	*	-	-	-	-	22%	20%	-	22%	22%	27%	17%	-	*	-	-
	EL	7%	7%	19%	*	17%	-	-	-	-	-	18%	*	0%	22%	19%	29%	6%	-	-	-	-
	Male	25%	21%	25%	22%	26%	-	-	-	-	-	27%	*	14%	27%	29%	25%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	15%	13%	13%	*	-	-	-	-	13%	*	*	17%	6%	-	15%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	63	58	40	*	*	-	*	57	43	58
CWD	43	*	32	-	*	*	-	-	43	43	39
CWOD	60	61	60	40	-	-	-	*	59	-	60
EL	58	*	59	*	*	*	-	-	58	39	58
Male	58	69	57	*	*	*	-	-	57	42	54
Female	59	57	59	*	-	-	-	*	58	44	63
<b>Mathematics</b>											
All Students	71	68	72	60	*	*	-	*	70	57	74
CWD	57	*	66	-	*	*	-	-	57	57	65
CWOD	72	72	73	60	-	-	-	*	72	-	74
EL	74	*	74	*	*	*	-	-	73	65	74
Male	66	67	67	*	*	*	-	-	64	68	66
Female	75	69	77	*	-	-	-	*	75	38	79

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	339	69	20%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	40	44	34	*	47	-	28	43	18	44
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card& program=perf rept.perfmast.sas&prgopt=2019%2... 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	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%	-	0%	-
Science	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%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	38	17	17	2	0	0	0	2	14		
	Female	9	5	2	2	0	0	0	0	0		
	Total	47	22	19	4	0	0	0	2	14		
<b>Out-of-School Suspensions</b>												
	Male	6	2	2	0	0	0	0	2	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	2	2	0	0	0	0	2	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	5	5	2	0	0	0	0	2		5
	Female	2	0	0	2	0	0	0	0	0		0
	Total	14	5	5	4	0	0	0	0	2		5
Out-of-School Suspensions	Male	2	2	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	38	8	26	2	2	0	0	0	14	5	2
	Female	35	5	23	5	0	2	0	0	14	2	2
	Total	73	13	49	7	2	2	0	0	28	7	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	59	14	41	2	2	0	0	0	38	2
	Female	48	5	41	2	0	0	0	0	41	0
	Total	107	19	82	4	2	0	0	0	79	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and



percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.9	23.6%
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 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%	45	1%	*	1%
Mathematics	5,880	1%	45	1%	*	1%
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	*	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

**Texas Education Agency**  
**2018-19 Federal Report Card for Texas Public Schools**  
**Campus Name:** JONES FINE ARTS / DUAL LANGUAGE ACADEMY  
**Campus ID:** 220901163  
**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	75%	68%	88%	71%	88%	100%	*	*	-	*	82%	97%	60%	90%	92%	88%	88%	-	-	-	-	
	CWD	49%	38%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-	
	CWOD	79%	72%	90%	77%	89%	100%	*	*	-	*	83%	100%	-	90%	91%	89%	90%	-	-	-	-	
	EL	69%	67%	92%	-	92%	-	-	-	-	-	90%	*	*	91%	92%	90%	93%	-	-	-	-	
	Male	73%	65%	88%	*	90%	100%	*	-	-	*	85%	92%	*	89%	90%	88%	-	-	-	-	-	
	Female	78%	72%	88%	83%	86%	100%	-	*	-	*	80%	100%	*	90%	93%	-	88%	-	-	-	-	
	Mathematics	All Students	78%	72%	78%	71%	81%	73%	*	*	-	*	76%	81%	40%	81%	92%	72%	82%	-	-	-	-
CWD	52%	44%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-	-	
CWOD	81%	76%	81%	77%	84%	71%	*	*	-	*	79%	83%	-	81%	95%	75%	84%	-	-	-	-	-	
EL	75%	75%	92%	-	92%	-	-	-	-	-	90%	*	*	95%	92%	80%	100%	-	-	-	-	-	
Male	78%	72%	72%	*	70%	86%	*	-	-	*	65%	83%	*	75%	80%	72%	-	-	-	-	-	-	
Female	78%	72%	82%	75%	89%	63%	-	*	-	*	83%	80%	*	84%	100%	-	82%	-	-	-	-	-	
Grade 4																							
Reading	All Students	74%	66%	54%	58%	44%	89%	-	-	-	*	43%	82%	29%	57%	44%	46%	65%	-	-	-	*	
	CWD	44%	34%	29%	*	17%	-	-	-	-	29%	-	29%	-	20%	0%	*	-	-	-	-	-	
	CWOD	78%	70%	57%	55%	48%	89%	-	-	-	*	46%	82%	-	57%	50%	53%	63%	-	-	-	*	
	EL	64%	64%	44%	-	43%	*	-	-	-	-	41%	*	20%	50%	44%	35%	63%	-	-	-	*	
	Male	71%	63%	46%	50%	33%	83%	-	-	-	-	31%	89%	0%	53%	35%	46%	-	-	-	-	*	
	Female	77%	70%	65%	*	56%	*	-	-	-	*	61%	75%	*	63%	63%	-	65%	-	-	-	-	-
	Mathematics	All Students	74%	67%	48%	42%	41%	78%	-	-	-	*	32%	88%	14%	52%	40%	49%	46%	-	-	-	*
CWD	46%	36%	14%	*	17%	-	-	-	-	-	14%	-	14%	-	0%	20%	*	-	-	-	-	-	
CWOD	78%	71%	52%	45%	45%	78%	-	-	-	*	35%	88%	-	52%	50%	53%	50%	-	-	-	-	*	
EL	69%	69%	40%	-	35%	*	-	-	-	-	32%	*	0%	50%	40%	35%	50%	-	-	-	-	*	
Male	74%	67%	49%	50%	38%	83%	-	-	-	-	31%	100%	20%	53%	35%	49%	-	-	-	-	-	*	
Female	74%	68%	46%	*	44%	*	-	-	-	*	33%	75%	*	50%	50%	-	46%	-	-	-	-	-	
Grade 5																							
Reading	All Students	86%	82%	87%	85%	82%	92%	-	*	-	100%	82%	95%	67%	89%	73%	80%	94%	-	*	-	*	
	CWD	55%	48%	67%	*	*	*	-	*	-	-	*	*	67%	-	*	*	*	-	-	-	-	-
	CWOD	89%	86%	89%	83%	85%	100%	-	*	-	100%	83%	100%	-	89%	75%	84%	93%	-	*	-	*	
	EL	77%	76%	73%	*	69%	-	-	*	-	-	71%	*	*	75%	73%	75%	71%	-	-	-	-	-
	Male	83%	78%	80%	67%	83%	89%	-	*	-	*	73%	92%	*	84%	75%	80%	-	-	*	-	-	-
	Female	88%	85%	94%	100%	80%	*	-	*	-	*	91%	100%	*	93%	71%	-	94%	-	-	-	-	*
	Mathematics	All Students	89%	84%	84%	77%	82%	92%	-	*	-	100%	82%	86%	83%	84%	80%	86%	81%	-	*	-	*
CWD	68%	61%	83%	*	*	*	-	*	-	-	*	*	83%	-	*	*	*	-	-	-	-	-	
CWOD	92%	87%	84%	75%	80%	100%	-	*	-	100%	80%	90%	-	84%	75%	87%	80%	-	*	-	-	*	
EL	85%	82%	80%	*	77%	-	-	*	-	-	79%	*	*	75%	80%	88%	71%	-	-	-	-	-	
Male	88%	83%	86%	75%	92%	89%	-	*	-	*	86%	85%	*	87%	88%	86%	-	-	*	-	-	-	
Female	90%	85%	81%	79%	70%	*	-	*	-	*	78%	89%	*	80%	71%	-	81%	-	-	-	-	*	
Science	All Students	74%	65%	72%	65%	64%	92%	-	*	-	80%	67%	82%	50%	74%	67%	77%	66%	-	*	-	*	
	CWD	45%	43%	50%	*	*	*	-	*	-	-	*	*	50%	-	*	*	*	-	-	-	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	77%	68%	<b>74%</b>	67%	65%	100%	-	*	-	80%	68%	85%	-	74%	67%	81%	67%	-	*	-	*
	EL	60%	55%	<b>67%</b>	*	62%	-	-	*	-	-	64%	*	*	67%	67%	75%	57%	-	-	-	-
	Male	74%	65%	<b>77%</b>	58%	83%	89%	-	*	-	*	73%	85%	*	81%	75%	77%	-	-	*	-	-
	Female	73%	64%	<b>66%</b>	71%	40%	*	-	*	-	*	61%	78%	*	67%	57%	-	66%	-	-	-	*
Grade 6 Reading	All Students	67%	68%	<b>77%</b>	92%	68%	80%	-	-	-	-	71%	91%	*	78%	67%	75%	79%	-	-	-	*
	CWD	33%	32%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	71%	72%	<b>78%</b>	92%	70%	*	-	-	-	-	73%	90%	-	78%	75%	74%	82%	-	-	-	*
	EL	42%	49%	<b>67%</b>	-	67%	-	-	-	-	-	75%	*	*	75%	67%	86%	*	-	-	-	-
	Male	62%	64%	<b>75%</b>	83%	67%	*	-	-	-	-	64%	100%	*	74%	86%	75%	-	-	-	-	*
	Female	71%	72%	<b>79%</b>	100%	70%	*	-	-	-	-	79%	80%	*	82%	*	-	79%	-	-	-	-
Mathematics	All Students	80%	82%	<b>95%</b>	100%	91%	100%	-	-	-	-	93%	100%	*	100%	89%	100%	89%	-	-	-	*
	CWD	50%	47%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	83%	86%	<b>100%</b>	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	*
	EL	67%	77%	<b>89%</b>	-	89%	-	-	-	-	-	88%	*	*	100%	89%	100%	*	-	-	-	-
	Male	78%	80%	<b>100%</b>	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	-	-	-	*
	Female	81%	84%	<b>89%</b>	100%	80%	*	-	-	-	-	86%	100%	*	100%	*	-	89%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3 Reading	All Students	44%	37%	<b>59%</b>	57%	52%	73%	*	*	-	*	50%	72%	40%	60%	46%	56%	60%	-	-	-	-
	CWD	26%	19%	<b>40%</b>	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	46%	39%	<b>60%</b>	62%	53%	71%	*	*	-	*	51%	73%	-	60%	45%	57%	61%	-	-	-	-
	EL	35%	34%	<b>46%</b>	-	46%	-	-	-	-	-	38%	*	*	45%	46%	50%	43%	-	-	-	-
	Male	41%	34%	<b>56%</b>	*	55%	71%	*	-	-	*	55%	58%	*	57%	50%	56%	-	-	-	-	-
	Female	47%	39%	<b>60%</b>	67%	50%	75%	-	*	-	*	47%	80%	*	61%	43%	-	60%	-	-	-	-
Mathematics	All Students	48%	39%	<b>40%</b>	29%	33%	67%	*	*	-	*	26%	63%	20%	42%	46%	38%	42%	-	-	-	-
	CWD	30%	21%	<b>20%</b>	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>42%</b>	31%	33%	71%	*	*	-	*	28%	63%	-	42%	45%	39%	43%	-	-	-	-
	EL	41%	41%	<b>46%</b>	-	46%	-	-	-	-	-	38%	*	*	45%	46%	40%	50%	-	-	-	-
	Male	49%	41%	<b>38%</b>	*	30%	71%	*	-	-	*	20%	67%	*	39%	40%	38%	-	-	-	-	-
	Female	46%	38%	<b>42%</b>	33%	36%	63%	-	*	-	*	30%	60%	*	43%	50%	-	42%	-	-	-	-
Grade 4 Reading	All Students	43%	35%	<b>21%</b>	25%	15%	33%	-	-	-	*	7%	59%	14%	22%	12%	14%	31%	-	-	-	*
	CWD	24%	16%	<b>14%</b>	*	0%	-	-	-	-	-	14%	-	14%	-	0%	0%	*	-	-	-	-
	CWOD	46%	38%	<b>22%</b>	18%	18%	33%	-	-	-	*	5%	59%	-	22%	15%	17%	29%	-	-	-	*
	EL	30%	30%	<b>12%</b>	-	13%	*	-	-	-	-	9%	*	0%	15%	12%	0%	38%	-	-	-	*
	Male	41%	33%	<b>14%</b>	25%	5%	33%	-	-	-	-	0%	56%	0%	17%	0%	14%	-	-	-	-	*
	Female	46%	38%	<b>31%</b>	*	28%	*	-	-	-	*	17%	63%	*	29%	38%	-	31%	-	-	-	-
Mathematics	All Students	46%	39%	<b>21%</b>	25%	13%	44%	-	-	-	*	9%	53%	0%	24%	16%	17%	27%	-	-	-	*
	CWD	27%	21%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	49%	41%	<b>24%</b>	27%	15%	44%	-	-	-	*	11%	53%	-	24%	20%	20%	29%	-	-	-	*
	EL	39%	39%	<b>16%</b>	-	17%	*	-	-	-	-	14%	*	0%	20%	16%	6%	38%	-	-	-	*
	Male	48%	40%	<b>17%</b>	38%	5%	33%	-	-	-	-	4%	56%	0%	20%	6%	17%	-	-	-	-	*



		State	District	Campus	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
		45%	38%	27%	*	22%	*	-	-	-	*	17%	50%	*	29%	38%	-	27%	-	-	-	-
Grade 5 Reading	All Students	53%	46%	55%	54%	45%	75%	-	*	-	60%	47%	73%	50%	56%	47%	51%	59%	-	*	-	*
	CWD	27%	23%	50%	*	*	*	-	*	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	56%	49%	56%	50%	50%	82%	-	*	-	60%	46%	75%	-	56%	50%	55%	57%	-	*	-	*
	EL	36%	35%	47%	*	38%	-	-	*	-	-	43%	*	*	50%	47%	38%	57%	-	-	-	-
	Male	50%	42%	51%	42%	50%	67%	-	*	-	*	41%	69%	*	55%	38%	51%	-	-	*	-	-
	Female	56%	51%	59%	64%	40%	*	-	*	-	*	52%	78%	*	57%	57%	-	59%	-	-	-	*
Mathematics	All Students	57%	47%	42%	23%	36%	83%	-	*	-	40%	29%	68%	17%	44%	33%	51%	31%	-	*	-	*
	CWD	31%	28%	17%	*	*	*	-	*	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	60%	49%	44%	25%	40%	91%	-	*	-	40%	32%	70%	-	44%	33%	58%	30%	-	*	-	*
	EL	46%	41%	33%	*	31%	-	-	*	-	-	29%	*	*	33%	33%	38%	29%	-	-	-	-
	Male	56%	47%	51%	25%	50%	78%	-	*	-	*	36%	77%	*	58%	38%	51%	-	-	*	-	-
	Female	57%	47%	31%	21%	20%	*	-	*	-	*	22%	56%	*	30%	29%	-	31%	-	-	-	*
Science	All Students	48%	38%	46%	31%	36%	92%	-	*	-	60%	38%	64%	0%	51%	20%	51%	41%	-	*	-	*
	CWD	27%	27%	0%	*	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	50%	39%	51%	33%	40%	100%	-	*	-	60%	41%	70%	-	51%	25%	58%	43%	-	*	-	*
	EL	31%	26%	20%	*	23%	-	-	*	-	-	21%	*	*	25%	20%	25%	14%	-	-	-	-
	Male	50%	40%	51%	25%	42%	89%	-	*	-	*	36%	77%	*	58%	25%	51%	-	-	*	-	-
	Female	45%	37%	41%	36%	30%	*	-	*	-	*	39%	44%	*	43%	14%	-	41%	-	-	-	*
Grade 6 Reading	All Students	36%	37%	38%	50%	32%	40%	-	-	-	-	29%	64%	*	42%	22%	30%	47%	-	-	-	*
	CWD	19%	17%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	38%	40%	42%	50%	35%	*	-	-	-	-	31%	70%	-	42%	25%	32%	53%	-	-	-	*
	EL	14%	17%	22%	-	22%	-	-	-	-	-	25%	*	*	25%	22%	29%	*	-	-	-	-
	Male	33%	33%	30%	33%	33%	*	-	-	-	-	14%	67%	*	32%	29%	30%	-	-	-	-	*
	Female	40%	42%	47%	67%	30%	*	-	-	-	-	43%	60%	*	53%	*	-	47%	-	-	-	-
Mathematics	All Students	46%	49%	51%	50%	55%	40%	-	-	-	-	46%	64%	*	56%	56%	50%	53%	-	-	-	*
	CWD	23%	21%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	48%	52%	56%	50%	60%	*	-	-	-	-	50%	70%	-	56%	63%	53%	59%	-	-	-	*
	EL	27%	35%	56%	-	56%	-	-	-	-	-	63%	*	*	63%	56%	71%	*	-	-	-	-
	Male	45%	48%	50%	33%	67%	*	-	-	-	-	43%	67%	*	53%	71%	50%	-	-	-	-	*
	Female	46%	50%	53%	67%	40%	*	-	-	-	-	50%	60%	*	59%	*	-	53%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	37%	43%	25%	60%	*	*	-	*	20%	63%	40%	36%	29%	31%	40%	-	-	-	-
	CWD	10%	7%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	36%	46%	24%	57%	*	*	-	*	19%	63%	-	36%	27%	29%	41%	-	-	-	-
	EL	19%	20%	29%	-	29%	-	-	-	-	-	19%	*	*	27%	29%	40%	21%	-	-	-	-
	Male	24%	19%	31%	*	25%	57%	*	-	-	*	15%	58%	*	29%	40%	31%	-	-	-	-	-
	Female	29%	24%	40%	50%	25%	63%	-	*	-	*	23%	65%	*	41%	21%	-	40%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	20%	21%	10%	33%	*	*	-	*	10%	34%	0%	21%	13%	22%	18%	-	-	-	-
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	19%	21%	23%	11%	36%	*	*	-	*	11%	37%	-	21%	14%	25%	18%	-	-	-	-
	EL	18%	20%	13%	-	13%	-	-	-	-	-	10%	*	*	14%	13%	20%	7%	-	-	-	-
	Male	26%	20%	22%	*	15%	43%	*	-	-	*	15%	33%	*	25%	20%	22%	-	-	-	-	-
	Female	22%	16%	18%	25%	7%	25%	-	*	-	*	7%	35%	*	18%	7%	-	18%	-	-	-	-
Grade 4 Reading	All	21%	17%	13%	17%	8%	33%	-	-	-	*	5%	35%	0%	15%	8%	11%	15%	-	-	-	*
	Students																					
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	23%	18%	15%	18%	9%	33%	-	-	-	*	5%	35%	-	15%	10%	13%	17%	-	-	-	*
	EL	12%	13%	8%	-	9%	*	-	-	-	-	9%	*	0%	10%	8%	0%	25%	-	-	-	*
	Male	20%	15%	11%	25%	0%	33%	-	-	-	-	0%	44%	0%	13%	0%	11%	-	-	-	-	*
	Female	23%	18%	15%	*	17%	*	-	-	-	*	11%	25%	*	17%	25%	-	15%	-	-	-	-
Mathematics	All	27%	22%	13%	17%	5%	44%	-	-	-	*	2%	41%	0%	15%	8%	11%	15%	-	-	-	*
	Students																					
	CWD	13%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	23%	15%	18%	6%	44%	-	-	-	*	3%	41%	-	15%	10%	13%	17%	-	-	-	*
	EL	20%	22%	8%	-	9%	*	-	-	-	-	5%	*	0%	10%	8%	0%	25%	-	-	-	*
	Male	29%	23%	11%	25%	0%	33%	-	-	-	-	0%	44%	0%	13%	0%	11%	-	-	-	-	*
	Female	25%	20%	15%	*	11%	*	-	-	-	*	6%	38%	*	17%	25%	-	15%	-	-	-	-
Grade 5 Reading	All	29%	24%	30%	15%	32%	67%	-	*	-	20%	20%	50%	17%	31%	13%	34%	25%	-	*	-	*
	Students																					
	CWD	9%	8%	17%	*	*	*	-	*	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	31%	26%	31%	13%	35%	73%	-	*	-	20%	20%	55%	-	31%	17%	39%	23%	-	*	-	*
	EL	14%	13%	13%	*	15%	-	-	*	-	-	14%	*	*	17%	13%	25%	0%	-	-	-	-
	Male	26%	21%	34%	8%	42%	56%	-	*	-	*	27%	46%	*	39%	25%	34%	-	-	*	-	-
	Female	31%	27%	25%	21%	20%	*	-	*	-	*	13%	56%	*	23%	0%	-	25%	-	-	-	*
Mathematics	All	36%	27%	25%	4%	23%	67%	-	*	-	40%	13%	50%	0%	28%	13%	34%	16%	-	*	-	*
	Students																					
	CWD	14%	12%	0%	*	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	38%	28%	28%	4%	25%	73%	-	*	-	40%	15%	55%	-	28%	17%	39%	17%	-	*	-	*
	EL	24%	20%	13%	*	15%	-	-	*	-	-	14%	*	*	17%	13%	25%	0%	-	-	-	-
	Male	36%	28%	34%	8%	33%	56%	-	*	-	*	23%	54%	*	39%	25%	34%	-	-	*	-	-
	Female	35%	26%	16%	0%	10%	*	-	*	-	*	4%	44%	*	17%	0%	-	16%	-	-	-	*
Science	All	23%	17%	15%	4%	18%	33%	-	*	-	20%	11%	23%	0%	16%	20%	17%	13%	-	*	-	*
	Students																					
	CWD	11%	9%	0%	*	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	18%	16%	4%	20%	36%	-	*	-	20%	12%	25%	-	16%	25%	19%	13%	-	*	-	*
	EL	11%	9%	20%	*	23%	-	-	*	-	-	21%	*	*	25%	20%	25%	14%	-	-	-	-
	Male	25%	19%	17%	8%	17%	33%	-	*	-	*	14%	23%	*	19%	25%	17%	-	-	*	-	-
	Female	21%	15%	13%	0%	20%	*	-	*	-	*	9%	22%	*	13%	14%	-	13%	-	-	-	*
Grade 6 Reading	All	17%	18%	15%	8%	14%	40%	-	-	-	-	11%	27%	*	17%	11%	15%	16%	-	-	-	*
	Students																					
	CWD	6%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	18%	19%	17%	8%	15%	*	-	-	-	-	12%	30%	-	17%	13%	16%	18%	-	-	-	*
	EL	4%	5%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	14%	*	-	-	-	-
	Male	14%	15%	15%	0%	25%	*	-	-	-	-	7%	33%	*	16%	14%	15%	-	-	-	-	*

		State	District	Campus	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
	Female	20%	22%	16%	17%	0%	*	-	-	-	-	14%	20%	*	18%	*	-	16%	-	-	-	-
Mathematics	All	20%	24%	18%	17%	18%	20%	-	-	-	-	7%	45%	*	19%	11%	20%	16%	-	-	-	*
	Students																					
	CWD	9%	6%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	22%	26%	19%	17%	20%	*	-	-	-	-	8%	50%	-	19%	13%	21%	18%	-	-	-	*
	EL	8%	12%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	14%	*	-	-	-	-
	Male	20%	24%	20%	17%	25%	*	-	-	-	-	7%	50%	*	21%	14%	20%	-	-	-	-	*
	Female	20%	23%	16%	17%	10%	*	-	-	-	-	7%	40%	*	18%	*	-	16%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All	77%	73%	76%	74%	70%	88%	*	100%	-	91%	69%	89%	48%	78%	70%	73%	78%	-	*	-	89%
	Students																					
	CWD	46%	38%	48%	60%	36%	57%	-	*	-	-	44%	58%	48%	-	44%	47%	50%	-	-	-	-
	CWOD	81%	77%	78%	75%	74%	91%	*	100%	-	91%	72%	91%	-	78%	74%	77%	80%	-	*	-	89%
	EL	62%	63%	70%	*	68%	*	-	*	-	-	67%	88%	44%	74%	70%	66%	74%	-	-	-	*
	Male	74%	70%	73%	65%	69%	89%	*	*	-	86%	65%	90%	47%	77%	66%	73%	-	-	*	-	83%
	Female	80%	76%	78%	81%	71%	86%	-	100%	-	94%	74%	87%	50%	80%	74%	-	78%	-	-	-	*
Reading	All	73%	69%	78%	78%	70%	93%	*	*	-	100%	70%	93%	52%	80%	68%	71%	83%	-	*	-	*
	Students																					
	CWD	39%	30%	52%	*	38%	*	-	*	-	-	50%	60%	52%	-	45%	43%	71%	-	-	-	-
	CWOD	78%	73%	80%	78%	74%	95%	*	*	-	100%	72%	95%	-	80%	73%	75%	84%	-	*	-	*
	EL	54%	55%	68%	*	68%	*	-	*	-	-	68%	75%	45%	73%	68%	64%	74%	-	-	-	*
	Male	69%	64%	71%	61%	66%	92%	*	*	-	*	61%	93%	43%	75%	64%	71%	-	-	*	-	*
	Female	78%	74%	83%	92%	74%	94%	-	*	-	100%	79%	93%	71%	84%	74%	-	83%	-	-	-	*
Mathematics	All	81%	77%	75%	73%	71%	83%	*	*	-	89%	69%	87%	43%	78%	71%	74%	76%	-	*	-	*
	Students																					
	CWD	53%	44%	43%	*	31%	*	-	*	-	-	38%	60%	43%	-	36%	50%	29%	-	-	-	-
	CWOD	84%	81%	78%	75%	75%	84%	*	*	-	89%	72%	88%	-	78%	77%	77%	78%	-	*	-	*
	EL	72%	74%	71%	*	70%	*	-	*	-	-	68%	100%	36%	77%	71%	67%	77%	-	-	-	*
	Male	79%	75%	74%	71%	69%	88%	*	*	-	*	66%	90%	50%	77%	67%	74%	-	-	*	-	*
	Female	82%	79%	76%	75%	73%	76%	-	*	-	100%	72%	83%	29%	78%	77%	-	76%	-	-	-	*
Science	All	80%	75%	72%	65%	64%	92%	-	*	-	80%	67%	82%	50%	74%	67%	77%	66%	-	*	-	*
	Students																					
	CWD	51%	44%	50%	*	*	*	-	*	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	84%	79%	74%	67%	65%	100%	-	*	-	80%	68%	85%	-	74%	67%	81%	67%	-	*	-	*
	EL	61%	60%	67%	*	62%	-	-	*	-	-	64%	*	*	67%	67%	75%	57%	-	-	-	-
	Male	79%	74%	77%	58%	83%	89%	-	*	-	*	73%	85%	*	81%	75%	77%	-	-	*	-	-
	Female	81%	77%	66%	71%	40%	*	-	*	-	*	61%	78%	*	67%	57%	-	66%	-	-	-	*

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All	49%	44%	42%	38%	34%	66%	*	75%	-	61%	31%	65%	17%	44%	32%	40%	44%	-	*	-	44%
	Students																					
	CWD	24%	18%	17%	30%	7%	14%	-	*	-	-	11%	33%	17%	-	16%	13%	25%	-	-	-	-
	CWOD	52%	47%	44%	38%	37%	70%	*	80%	-	61%	33%	67%	-	44%	35%	43%	46%	-	*	-	44%
	EL	29%	29%	32%	*	32%	*	-	*	-	-	28%	59%	16%	35%	32%	27%	38%	-	-	-	*
	Male	47%	41%	40%	29%	34%	61%	*	*	-	71%	26%	67%	13%	43%	27%	40%	-	-	*	-	17%
	Female	52%	47%	44%	44%	35%	73%	-	80%	-	56%	35%	63%	25%	46%	38%	-	44%	-	-	-	*

												Two or	Non												Foster	
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military				
Reading	All	47%	42%	45%	48%	37%	61%	*	*	-	67%	34%	68%	29%	47%	32%	39%	52%	-	*	-	*				
	Students																									
	CWD	21%	15%	29%	*	8%	*	-	*	-	-	25%	40%	29%	-	18%	21%	43%	-	-	-	-				
	CWOD	50%	45%	47%	47%	40%	63%	*	*	-	67%	35%	70%	-	47%	34%	41%	53%	-	*	-	*				
	EL	23%	24%	32%	*	30%	*	-	*	-	-	28%	63%	18%	34%	32%	24%	42%	-	-	-	*				
	Male	43%	37%	39%	32%	34%	54%	*	*	-	*	27%	63%	21%	41%	24%	39%	-	-	*	-	*				
	Female	51%	47%	52%	61%	39%	71%	-	*	-	67%	41%	74%	43%	53%	42%	-	52%	-	-	-	*				
Mathematics	All	51%	45%	38%	30%	31%	63%	*	*	-	56%	26%	62%	10%	40%	34%	38%	38%	-	*	-	*				
	Students																									
	CWD	26%	21%	10%	*	8%	*	-	*	-	-	0%	40%	10%	-	18%	7%	14%	-	-	-	-				
	CWOD	54%	49%	40%	32%	34%	68%	*	*	-	56%	28%	64%	-	40%	37%	42%	39%	-	*	-	*				
	EL	37%	37%	34%	*	35%	*	-	*	-	-	31%	63%	18%	37%	34%	31%	39%	-	-	-	*				
	Male	50%	44%	38%	29%	32%	58%	*	*	-	*	23%	68%	7%	42%	31%	38%	-	-	*	-	*				
	Female	51%	47%	38%	31%	30%	71%	-	*	-	50%	28%	57%	14%	39%	39%	-	38%	-	-	-	*				
Science	All	53%	47%	46%	31%	36%	92%	-	*	-	60%	38%	64%	0%	51%	20%	51%	41%	-	*	-	*				
	Students																									
	CWD	25%	20%	0%	*	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-				
	CWOD	56%	50%	51%	33%	40%	100%	-	*	-	60%	41%	70%	-	51%	25%	58%	43%	-	*	-	*				
	EL	26%	25%	20%	*	23%	-	-	*	-	-	21%	*	*	25%	20%	25%	14%	-	-	-	-				
	Male	53%	46%	51%	25%	42%	89%	-	*	-	*	36%	77%	*	58%	25%	51%	-	-	*	-	-				
	Female	53%	48%	41%	36%	30%	*	-	*	-	*	39%	44%	*	43%	14%	-	41%	-	-	-	*				

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	22%	14%	16%	47%	*	38%	-	35%	11%	42%	6%	23%	14%	22%	21%	-	*	-	22%
	Students																					
	CWD	8%	6%	6%	10%	4%	14%	-	*	-	-	6%	8%	6%	-	4%	6%	6%	-	-	-	-
	CWOD	25%	21%	23%	15%	17%	49%	*	60%	-	35%	12%	45%	-	23%	16%	24%	22%	-	*	-	22%
	EL	11%	11%	14%	*	15%	*	-	*	-	-	13%	29%	4%	16%	14%	15%	13%	-	-	-	*
	Male	22%	18%	22%	12%	18%	42%	*	*	-	57%	12%	43%	6%	24%	15%	22%	-	-	*	-	0%
	Female	24%	21%	21%	16%	14%	54%	-	40%	-	25%	11%	42%	6%	22%	13%	-	21%	-	-	-	*
Reading	All	20%	17%	26%	20%	19%	54%	*	*	-	33%	14%	49%	14%	27%	16%	24%	28%	-	*	-	*
	Students																					
	CWD	7%	5%	14%	*	8%	*	-	*	-	-	13%	20%	14%	-	9%	14%	14%	-	-	-	-
	CWOD	22%	19%	27%	20%	20%	55%	*	*	-	33%	15%	51%	-	27%	18%	25%	28%	-	*	-	*
	EL	8%	8%	16%	*	17%	*	-	*	-	-	14%	38%	9%	18%	16%	17%	16%	-	-	-	*
	Male	17%	14%	24%	11%	20%	46%	*	*	-	*	12%	48%	14%	25%	17%	24%	-	-	*	-	*
	Female	23%	20%	28%	28%	18%	65%	-	*	-	17%	16%	50%	14%	28%	16%	-	28%	-	-	-	*
Mathematics	All	26%	22%	19%	13%	12%	44%	*	*	-	44%	8%	41%	0%	21%	11%	22%	17%	-	*	-	*
	Students																					
	CWD	11%	6%	0%	*	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	28%	24%	21%	13%	14%	47%	*	*	-	44%	9%	44%	-	21%	13%	25%	18%	-	*	-	*
	EL	16%	16%	11%	*	12%	*	-	*	-	-	9%	25%	0%	13%	11%	12%	10%	-	-	-	*
	Male	25%	22%	22%	14%	15%	42%	*	*	-	*	11%	45%	0%	25%	12%	22%	-	-	*	-	*
	Female	26%	22%	17%	11%	9%	47%	-	*	-	33%	6%	38%	0%	18%	10%	-	17%	-	-	-	*
Science	All	24%	20%	15%	4%	18%	33%	-	*	-	20%	11%	23%	0%	16%	20%	17%	13%	-	*	-	*
	Students																					
	CWD	8%	5%	0%	*	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	22%	16%	4%	20%	36%	-	*	-	20%	12%	25%	-	16%	25%	19%	13%	-	*	-	*
	EL	7%	7%	20%	*	23%	-	-	*	-	-	21%	*	*	25%	20%	25%	14%	-	-	-	-
	Male	25%	21%	17%	8%	17%	33%	-	*	-	*	14%	23%	*	19%	25%	17%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	13%	0%	20%	*	-	*	-	*	9%	22%	*	13%	14%	-	13%	-	-	-	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	63	65	63	60	-	*	-	75	61	63	65
CWD	63	*	75	*	-	*	-	-	69	63	89
CWOD	63	66	61	66	-	*	-	75	60	-	59
EL	65	*	65	*	-	*	-	-	67	89	65
Male	60	56	64	59	-	*	-	*	60	65	63
Female	67	74	61	64	-	*	-	70	63	58	69
<b>Mathematics</b>											
All Students	71	72	69	71	-	*	-	67	65	63	70
CWD	63	*	55	*	-	*	-	-	58	63	67
CWOD	72	73	71	70	-	*	-	67	66	-	71
EL	70	*	69	*	-	*	-	-	67	67	70
Male	73	73	74	68	-	*	-	*	69	70	70
Female	68	72	64	79	-	*	-	60	60	50	69

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	159	43	27%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	47	42	40	67	*	71	-	62	37	24	39
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N					N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	Y					N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	Y					N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non							
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																		
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	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%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	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%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	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%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	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%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	100%	*	100%	100%	-	100%	-
Non-Participation Rate																		
All Subjects	All Students	0%	0%	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%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	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%	-	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%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-



		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	0%	0%	-
	EL	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%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	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%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	2	2	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	2	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	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		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	4	0	2	0	0	0	0	2	0	0	0
	Female	10	2	8	0	0	0	0	0	2	0	0
	Total	14	2	10	0	0	0	0	2	2	0	0

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	7.0	17.9%
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	3.5	9.5%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** KEY EL

**Campus ID:** 220901128

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status



e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non							Foster			
					Amer			Ind		Isl	Races	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	87%	83%	94%	81%	-	*	-	*	90%	82%	*	88%	100%	84%	90%	-	*	-	-	
	Students																						
	CWD	49%	38%	*	*	*	*	-	-	-	-	*	*	*	-	-	-	*	*	-	-	-	-
	CWOD	79%	72%	88%	82%	94%	86%	-	*	-	*	89%	85%	-	88%	100%	87%	89%	-	*	-	-	
	EL	69%	67%	100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-	
	Male	73%	65%	84%	80%	91%	75%	-	*	-	-	90%	73%	*	87%	100%	84%	-	-	-	-	-	
	Female	78%	72%	90%	85%	100%	88%	-	*	-	*	90%	91%	*	89%	100%	-	90%	-	*	-	-	
Mathematics	All	78%	72%	81%	70%	88%	88%	-	*	-	*	80%	82%	*	83%	92%	84%	77%	-	*	-	-	
	Students																						
	CWD	52%	44%	*	*	*	*	-	-	-	-	*	*	*	-	-	-	*	*	-	-	-	-
	CWOD	81%	76%	83%	73%	88%	93%	-	*	-	*	82%	85%	-	83%	92%	87%	79%	-	*	-	-	
	EL	75%	75%	92%	-	86%	*	-	*	-	-	90%	*	-	92%	92%	86%	100%	-	-	-	-	
	Male	78%	72%	84%	80%	82%	88%	-	*	-	-	85%	82%	*	87%	86%	84%	-	-	-	-	-	
	Female	78%	72%	77%	62%	100%	88%	-	*	-	*	75%	82%	*	79%	100%	-	77%	-	*	-	-	
Grade 4 Reading	All	74%	66%	85%	79%	83%	89%	-	*	-	100%	82%	89%	80%	85%	75%	88%	83%	-	*	-	*	
	Students																						
	CWD	44%	34%	80%	*	*	*	-	-	-	*	89%	*	80%	-	-	83%	*	-	*	-	-	
	CWOD	78%	70%	85%	83%	80%	88%	-	*	-	100%	81%	92%	-	85%	75%	88%	83%	-	*	-	*	
	EL	64%	64%	75%	-	67%	*	-	*	-	-	67%	*	-	75%	75%	*	80%	-	*	-	-	
	Male	71%	63%	88%	82%	88%	*	-	*	-	*	84%	92%	83%	88%	*	88%	-	-	*	-	*	
	Female	77%	70%	83%	73%	80%	86%	-	-	-	100%	81%	86%	*	83%	80%	-	83%	-	*	-	-	
Mathematics	All	74%	67%	76%	79%	61%	83%	-	*	-	86%	69%	89%	70%	77%	75%	78%	75%	-	*	-	*	
	Students																						
	CWD	46%	36%	70%	*	*	*	-	-	-	*	78%	*	70%	-	-	83%	*	-	*	-	-	
	CWOD	78%	71%	77%	79%	60%	88%	-	*	-	83%	67%	92%	-	77%	75%	77%	78%	-	*	-	*	
	EL	69%	69%	75%	-	67%	*	-	*	-	-	67%	*	-	75%	75%	*	80%	-	*	-	-	
	Male	74%	67%	78%	76%	63%	*	-	*	-	*	74%	85%	83%	77%	*	78%	-	-	*	-	*	
	Female	74%	68%	75%	82%	60%	79%	-	-	-	80%	65%	93%	*	78%	80%	-	75%	-	*	-	-	
Grade 5 Reading	All	86%	82%	86%	82%	87%	95%	*	100%	-	*	85%	88%	14%	94%	100%	84%	88%	-	*	-	*	
	Students																						
	CWD	55%	48%	14%	*	*	*	*	-	-	*	0%	*	14%	-	-	*	*	-	-	-	-	
	CWOD	89%	86%	94%	90%	91%	100%	-	100%	-	*	97%	91%	-	94%	100%	89%	97%	-	*	-	*	
	EL	77%	76%	100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-	
	Male	83%	78%	84%	82%	80%	90%	-	*	-	*	87%	81%	*	89%	*	84%	-	-	-	-	-	
	Female	88%	85%	88%	82%	89%	100%	*	*	-	*	84%	94%	*	97%	100%	-	88%	-	*	-	*	
Mathematics	All	89%	84%	84%	82%	87%	89%	*	100%	-	*	78%	91%	29%	90%	89%	81%	86%	-	*	-	*	
	Students																						
	CWD	68%	61%	29%	*	*	*	*	-	-	*	0%	*	29%	-	-	*	*	-	-	-	-	
	CWOD	92%	87%	90%	90%	91%	88%	-	100%	-	*	89%	91%	-	90%	89%	82%	95%	-	*	-	*	
	EL	85%	82%	89%	-	86%	*	-	*	-	-	88%	*	-	89%	89%	*	88%	-	-	-	-	
	Male	88%	83%	81%	82%	80%	90%	-	*	-	*	73%	88%	*	82%	*	81%	-	-	-	-	-	
	Female	90%	85%	86%	82%	89%	89%	*	*	-	*	80%	94%	*	95%	88%	-	86%	-	*	-	*	
Science	All	74%	65%	68%	65%	61%	79%	*	100%	-	*	56%	82%	29%	72%	44%	75%	63%	-	*	*	*	
	Students																						
	CWD	45%	43%	29%	*	*	*	*	-	-	*	0%	*	29%	-	-	*	*	-	-	-	-	

		State	District	Campus	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	CWOD	77%	68%	72%	71%	64%	76%	-	100%	-	-	64%	81%	-	72%	44%	76%	69%	-	*	*	*
	EL	60%	55%	44%	-	43%	*	-	*	-	-	38%	*	-	44%	44%	*	38%	-	-	-	-
	Male	74%	65%	75%	67%	100%	80%	-	*	-	*	69%	81%	*	76%	*	75%	-	-	-	*	-
	Female	73%	64%	63%	64%	50%	78%	*	*	-	*	48%	83%	*	69%	38%	-	63%	-	*	-	*
Grade 6	Reading																					
	All Students	67%	68%	60%	50%	71%	71%	-	*	*	*	51%	73%	13%	66%	62%	53%	65%	-	*	-	*
	CWD	33%	32%	13%	*	*	*	-	-	-	-	0%	*	13%	-	*	*	*	-	*	-	-
	CWOD	71%	72%	66%	58%	77%	75%	-	*	*	*	59%	75%	-	66%	67%	57%	72%	-	*	-	*
	EL	42%	49%	62%	-	70%	-	-	*	*	-	63%	60%	*	67%	62%	33%	86%	-	-	-	-
	Male	62%	64%	53%	29%	62%	67%	-	*	-	-	35%	71%	*	57%	33%	53%	-	-	-	-	*
	Female	71%	72%	65%	57%	82%	*	-	*	*	*	61%	75%	*	72%	86%	-	65%	-	*	-	*
Mathematics	All Students	80%	82%	73%	67%	75%	86%	-	*	*	*	69%	80%	38%	78%	69%	76%	70%	-	*	-	*
	CWD	50%	47%	38%	*	*	*	-	-	-	-	33%	*	38%	-	*	*	*	-	*	-	-
	CWOD	83%	86%	78%	73%	77%	92%	-	*	*	*	74%	82%	-	78%	67%	77%	78%	-	*	-	*
	EL	67%	77%	69%	-	70%	-	-	*	*	-	63%	80%	*	67%	69%	50%	86%	-	-	-	-
	Male	78%	80%	76%	71%	77%	83%	-	*	-	-	76%	76%	*	77%	50%	76%	-	-	-	-	*
	Female	81%	84%	70%	65%	73%	*	-	*	*	*	64%	83%	*	78%	86%	-	70%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	52%	35%	71%	50%	-	*	-	*	58%	41%	*	53%	100%	55%	48%	-	*	-	-
	CWD	26%	19%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	46%	39%	53%	36%	69%	57%	-	*	-	*	58%	45%	-	53%	100%	57%	50%	-	*	-	-
	EL	35%	34%	100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	41%	34%	55%	50%	55%	50%	-	*	-	-	60%	45%	*	57%	100%	55%	-	-	-	-	-
	Female	47%	39%	48%	23%	100%	50%	-	*	-	*	55%	36%	*	50%	100%	-	48%	-	*	-	-
Mathematics	All Students	48%	39%	45%	22%	59%	63%	-	*	-	*	45%	45%	*	48%	92%	55%	35%	-	*	-	-
	CWD	30%	21%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	50%	42%	48%	23%	63%	71%	-	*	-	*	47%	50%	-	48%	92%	57%	39%	-	*	-	-
	EL	41%	41%	92%	-	86%	*	-	*	-	-	90%	*	-	92%	92%	86%	100%	-	-	-	-
	Male	49%	41%	55%	40%	45%	75%	-	*	-	-	55%	55%	*	57%	86%	55%	-	-	-	-	-
	Female	46%	38%	35%	8%	83%	50%	-	*	-	*	35%	36%	*	39%	100%	-	35%	-	*	-	-
Grade 4	Reading																					
	All Students	43%	35%	35%	21%	22%	61%	-	*	-	57%	24%	52%	10%	39%	38%	34%	35%	-	*	-	*
	CWD	24%	16%	10%	*	*	*	-	-	-	*	11%	*	10%	-	-	0%	*	-	*	-	-
	CWOD	46%	38%	39%	25%	27%	63%	-	*	-	67%	28%	54%	-	39%	38%	42%	36%	-	*	-	*
	EL	30%	30%	38%	-	33%	*	-	*	-	-	33%	*	-	38%	38%	*	60%	-	*	-	-
	Male	41%	33%	34%	35%	13%	*	-	*	-	*	16%	62%	0%	42%	*	34%	-	-	*	-	*
	Female	46%	38%	35%	0%	30%	57%	-	-	-	60%	31%	43%	*	36%	60%	-	35%	-	*	-	-
Mathematics	All Students	46%	39%	49%	39%	39%	67%	-	*	-	57%	49%	48%	40%	50%	50%	53%	45%	-	*	-	*
	CWD	27%	21%	40%	*	*	*	-	-	-	*	44%	*	40%	-	-	50%	*	-	*	-	-
	CWOD	49%	41%	50%	42%	40%	69%	-	*	-	50%	50%	50%	-	50%	50%	54%	47%	-	*	-	*
	EL	39%	39%	50%	-	33%	*	-	*	-	-	33%	*	-	50%	50%	*	40%	-	*	-	-
	Male	48%	40%	53%	41%	50%	*	-	*	-	*	58%	46%	50%	54%	*	53%	-	-	*	-	*
	Female																					

		State	District	Campus	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
		45%	38%	45%	36%	30%	64%	-	-	-	40%	42%	50%	*	47%	40%	-	45%	-	*	-	-
Grade 5 Reading	All	53%	46%	54%	45%	52%	63%	*	80%	-	*	40%	71%	14%	58%	22%	48%	58%	-	*	-	*
	Students																					
	CWD	27%	23%	14%	*	*	*	*	-	-	*	0%	*	14%	-	-	*	*	-	-	-	-
	CWOD	56%	49%	58%	50%	55%	65%	-	80%	-	*	46%	72%	-	58%	22%	50%	64%	-	*	-	*
	EL	36%	35%	22%	-	29%	*	-	*	-	-	25%	*	-	22%	22%	*	25%	-	-	-	-
	Male	50%	42%	48%	45%	40%	50%	-	*	-	*	33%	63%	*	50%	*	48%	-	-	-	-	-
	Female	56%	51%	58%	45%	56%	78%	*	*	-	*	44%	78%	*	64%	25%	-	58%	-	*	-	*
Mathematics	All	57%	47%	55%	45%	57%	63%	*	100%	-	*	43%	71%	14%	60%	67%	52%	58%	-	*	-	*
	Students																					
	CWD	31%	28%	14%	*	*	*	*	-	-	*	0%	*	14%	-	-	*	*	-	-	-	-
	CWOD	60%	49%	60%	50%	59%	65%	-	100%	-	*	49%	72%	-	60%	67%	54%	64%	-	*	-	*
	EL	46%	41%	67%	-	71%	*	-	*	-	-	63%	*	-	67%	67%	*	63%	-	-	-	-
	Male	56%	47%	52%	45%	60%	60%	-	*	-	*	40%	63%	*	54%	*	52%	-	-	-	-	-
	Female	57%	47%	58%	45%	56%	67%	*	*	-	*	44%	78%	*	64%	63%	-	58%	-	*	-	*
Science	All	48%	38%	40%	35%	22%	63%	*	80%	-	*	24%	59%	14%	43%	22%	41%	40%	-	*	*	*
	Students																					
	CWD	27%	27%	14%	*	*	*	*	-	-	*	0%	*	14%	-	-	*	*	-	-	-	-
	CWOD	50%	39%	43%	38%	23%	65%	-	80%	-	*	28%	59%	-	43%	22%	41%	44%	-	*	*	*
	EL	31%	26%	22%	-	14%	*	-	*	-	-	13%	*	-	22%	22%	*	25%	-	-	-	-
	Male	50%	40%	41%	33%	40%	50%	-	*	-	*	25%	56%	*	41%	*	41%	-	-	-	*	-
	Female	45%	37%	40%	36%	17%	78%	*	*	-	*	24%	61%	*	44%	25%	-	40%	-	*	-	*
Grade 6 Reading	All	36%	37%	29%	27%	33%	29%	-	*	*	*	24%	37%	0%	33%	15%	21%	35%	-	*	-	*
	Students																					
	CWD	19%	17%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	38%	40%	33%	31%	36%	33%	-	*	*	*	28%	39%	-	33%	17%	23%	39%	-	*	-	*
	EL	14%	17%	15%	-	20%	-	-	*	*	-	13%	20%	*	17%	15%	17%	14%	-	-	-	-
	Male	33%	33%	21%	14%	23%	25%	-	*	-	-	18%	24%	*	23%	17%	21%	-	-	-	-	*
	Female	40%	42%	35%	30%	45%	*	-	*	*	*	29%	50%	*	39%	14%	-	35%	-	*	-	*
Mathematics	All	46%	49%	32%	20%	33%	43%	-	*	*	*	18%	53%	0%	36%	31%	24%	38%	-	*	-	*
	Students																					
	CWD	23%	21%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	48%	52%	36%	23%	36%	50%	-	*	*	*	21%	57%	-	36%	33%	27%	42%	-	*	-	*
	EL	27%	35%	31%	-	20%	-	-	*	*	-	13%	60%	*	33%	31%	17%	43%	-	-	-	-
	Male	45%	48%	24%	0%	23%	42%	-	*	-	-	6%	41%	*	27%	17%	24%	-	-	-	-	*
	Female	46%	50%	38%	26%	45%	*	-	*	*	*	25%	67%	*	42%	43%	-	38%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	34%	22%	47%	31%	-	*	-	*	43%	18%	*	34%	75%	29%	39%	-	*	-	-
	Students																					
	CWD	10%	7%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	23%	34%	23%	44%	36%	-	*	-	*	42%	20%	-	34%	75%	30%	39%	-	*	-	-
	EL	19%	20%	75%	-	71%	*	-	*	-	-	80%	*	-	75%	75%	57%	100%	-	-	-	-
	Male	24%	19%	29%	30%	18%	38%	-	*	-	-	40%	9%	*	30%	57%	29%	-	-	-	-	-
	Female	29%	24%	39%	15%	100%	25%	-	*	-	*	45%	27%	*	39%	100%	-	39%	-	*	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	26%	9%	35%	31%	-	*	-	*	28%	23%	*	28%	75%	29%	23%	-	*	-	-
	Students																					
	CWD	12%	8%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	19%	28%	9%	38%	36%	-	*	-	*	29%	25%	-	28%	75%	30%	25%	-	*	-	-
	EL	18%	20%	75%	-	71%	*	-	*	-	-	70%	*	-	75%	75%	71%	80%	-	-	-	-
	Male	26%	20%	29%	20%	27%	25%	-	*	-	-	35%	18%	*	30%	71%	29%	-	-	-	-	-
	Female	22%	16%	23%	0%	50%	38%	-	*	-	*	20%	27%	*	25%	80%	-	23%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	21%	11%	6%	50%	-	*	-	29%	13%	33%	10%	23%	13%	19%	23%	-	*	-	*
	Students																					
	CWD	8%	4%	10%	*	*	*	-	-	-	*	11%	*	10%	-	-	0%	*	-	*	-	-
	CWOD	23%	18%	23%	13%	7%	50%	-	*	-	33%	14%	35%	-	23%	13%	23%	22%	-	*	-	*
	EL	12%	13%	13%	-	0%	*	-	*	-	-	17%	*	-	13%	13%	*	20%	-	*	-	-
	Male	20%	15%	19%	18%	13%	*	-	*	-	*	5%	38%	0%	23%	*	19%	-	-	*	-	*
	Female	23%	18%	23%	0%	0%	50%	-	-	-	40%	19%	29%	*	22%	20%	-	23%	-	*	-	-
Mathematics	All	27%	22%	28%	18%	11%	56%	-	*	-	43%	24%	33%	20%	29%	25%	28%	28%	-	*	-	*
	Students																					
	CWD	13%	7%	20%	*	*	*	-	-	-	*	22%	*	20%	-	-	17%	*	-	*	-	-
	CWOD	29%	23%	29%	17%	13%	56%	-	*	-	50%	25%	35%	-	29%	25%	31%	28%	-	*	-	*
	EL	20%	22%	25%	-	17%	*	-	*	-	-	17%	*	-	25%	25%	*	40%	-	*	-	-
	Male	29%	23%	28%	24%	13%	*	-	*	-	*	26%	31%	17%	31%	*	28%	-	-	*	-	*
	Female	25%	20%	28%	9%	10%	50%	-	-	-	40%	23%	36%	*	28%	40%	-	28%	-	*	-	-
Grade 5																						
Reading	All	29%	24%	35%	36%	17%	47%	*	80%	-	*	18%	56%	14%	37%	0%	32%	37%	-	*	-	*
	Students																					
	CWD	9%	8%	14%	*	*	*	*	-	-	*	0%	*	14%	-	-	*	*	-	-	-	-
	CWOD	31%	26%	37%	40%	18%	47%	-	80%	-	*	20%	56%	-	37%	0%	32%	41%	-	*	-	*
	EL	14%	13%	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	26%	21%	32%	27%	20%	40%	-	*	-	*	13%	50%	*	32%	*	32%	-	-	-	-	-
	Female	31%	27%	37%	45%	17%	56%	*	*	-	*	20%	61%	*	41%	0%	-	37%	-	*	-	*
Mathematics	All	36%	27%	36%	27%	22%	58%	*	80%	-	*	20%	56%	14%	39%	11%	39%	35%	-	*	-	*
	Students																					
	CWD	14%	12%	14%	*	*	*	*	-	-	*	0%	*	14%	-	-	*	*	-	-	-	-
	CWOD	38%	28%	39%	30%	23%	59%	-	80%	-	*	23%	56%	-	39%	11%	39%	38%	-	*	-	*
	EL	24%	20%	11%	-	14%	*	-	*	-	-	13%	*	-	11%	11%	*	13%	-	-	-	-
	Male	36%	28%	39%	27%	20%	60%	-	*	-	*	13%	63%	*	39%	*	39%	-	-	-	-	-
	Female	35%	26%	35%	27%	22%	56%	*	*	-	*	24%	50%	*	38%	13%	-	35%	-	*	-	*
Science	All	23%	17%	21%	13%	9%	37%	*	60%	-	*	10%	35%	0%	24%	0%	19%	23%	-	*	*	*
	Students																					
	CWD	11%	9%	0%	*	*	*	*	-	-	*	0%	*	0%	-	-	*	*	-	-	-	-
	CWOD	25%	18%	24%	14%	9%	41%	-	60%	-	*	11%	38%	-	24%	0%	21%	26%	-	*	*	*
	EL	11%	9%	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	25%	19%	19%	8%	20%	20%	-	*	-	*	6%	31%	*	21%	*	19%	-	-	-	*	-
	Female	21%	15%	23%	18%	6%	56%	*	*	-	*	12%	39%	*	26%	0%	-	23%	-	*	-	*
Grade 6																						
Reading	All	17%	18%	17%	13%	25%	7%	-	*	*	*	11%	27%	0%	19%	8%	9%	23%	-	*	-	*
	Students																					
	CWD	6%	5%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	18%	19%	19%	15%	27%	8%	-	*	*	*	13%	29%	-	19%	8%	10%	25%	-	*	-	*
	EL	4%	5%	8%	-	10%	-	-	*	*	-	0%	20%	*	8%	8%	17%	0%	-	-	-	-
	Male	14%	15%	9%	0%	15%	8%	-	*	-	-	6%	12%	*	10%	17%	9%	-	-	-	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	23%	17%	36%	*	-	*	*	*	14%	42%	*	25%	0%	-	23%	-	*	-	*
Mathematics	All	20%	24%	13%	7%	13%	21%	-	*	*	*	4%	27%	0%	15%	15%	12%	15%	-	*	-	*
	Students																					
	CWD	9%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	22%	26%	15%	8%	14%	25%	-	*	*	*	5%	29%	-	15%	17%	13%	17%	-	*	-	*
	EL	8%	12%	15%	-	10%	-	-	*	*	-	0%	40%	*	17%	15%	17%	14%	-	-	-	-
	Male	20%	24%	12%	0%	8%	25%	-	*	-	-	0%	24%	*	13%	17%	12%	-	-	-	-	*
	Female	20%	23%	15%	9%	18%	*	-	*	*	*	7%	33%	*	17%	14%	-	15%	-	*	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	78%	72%	78%	85%	*	89%	*	75%	73%	84%	45%	81%	78%	78%	77%	-	35%	*	100%
	Students																					
	CWD	46%	38%	45%	29%	53%	67%	*	-	-	40%	41%	56%	45%	-	*	61%	29%	-	50%	-	-
	CWOD	81%	77%	81%	77%	80%	87%	-	89%	*	81%	78%	86%	-	81%	79%	80%	82%	-	27%	*	100%
	EL	62%	63%	78%	-	76%	89%	-	80%	*	-	76%	86%	*	79%	78%	71%	83%	-	*	-	-
	Male	74%	70%	78%	75%	78%	83%	-	86%	-	62%	75%	81%	61%	80%	71%	78%	-	-	*	*	*
	Female	80%	76%	77%	70%	78%	87%	*	92%	*	83%	71%	88%	29%	82%	83%	-	77%	-	31%	-	100%
Reading	All	73%	69%	79%	72%	83%	85%	*	82%	*	88%	76%	83%	45%	83%	83%	77%	81%	-	25%	-	*
	Students																					
	CWD	39%	30%	45%	27%	57%	63%	*	-	-	*	45%	43%	45%	-	*	50%	40%	-	*	-	-
	CWOD	78%	73%	83%	77%	85%	88%	-	82%	*	93%	81%	86%	-	83%	85%	80%	86%	-	20%	-	*
	EL	54%	55%	83%	-	83%	*	-	71%	*	-	84%	80%	*	85%	83%	71%	92%	-	*	-	-
	Male	69%	64%	77%	73%	78%	79%	-	83%	-	80%	75%	79%	50%	80%	71%	77%	-	-	*	-	*
	Female	78%	74%	81%	71%	87%	91%	*	80%	*	91%	78%	87%	40%	86%	92%	-	81%	-	17%	-	*
Mathematics	All	81%	77%	78%	74%	78%	87%	*	91%	*	69%	74%	86%	48%	82%	81%	80%	77%	-	38%	-	*
	Students																					
	CWD	53%	44%	48%	36%	57%	63%	*	-	-	*	45%	57%	48%	-	*	71%	27%	-	*	-	-
	CWOD	84%	81%	82%	78%	80%	90%	-	91%	*	71%	78%	88%	-	82%	80%	81%	83%	-	20%	-	*
	EL	72%	74%	81%	-	77%	*	-	86%	*	-	78%	90%	*	80%	81%	71%	88%	-	*	-	-
	Male	79%	75%	80%	78%	76%	88%	-	83%	-	60%	77%	82%	71%	81%	71%	80%	-	-	*	-	*
	Female	82%	79%	77%	71%	80%	85%	*	100%	*	73%	71%	89%	27%	83%	88%	-	77%	-	33%	-	*
Science	All	80%	75%	68%	65%	61%	79%	*	100%	-	*	56%	82%	29%	72%	44%	75%	63%	-	*	*	*
	Students																					
	CWD	51%	44%	29%	*	*	*	*	-	-	*	0%	*	29%	-	-	*	*	-	-	-	-
	CWOD	84%	79%	72%	71%	64%	76%	-	100%	-	*	64%	81%	-	72%	44%	76%	69%	-	*	*	*
	EL	61%	60%	44%	-	43%	*	-	*	-	-	38%	*	-	44%	44%	*	38%	-	-	-	-
	Male	79%	74%	75%	67%	100%	80%	-	*	-	*	69%	81%	*	76%	*	75%	-	-	-	*	-
	Female	81%	77%	63%	64%	50%	78%	*	*	-	*	48%	83%	*	69%	38%	-	63%	-	*	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	43%	31%	42%	57%	*	78%	*	42%	36%	54%	14%	47%	49%	42%	44%	-	12%	*	33%
	Students																					
	CWD	24%	18%	14%	4%	13%	28%	*	-	-	20%	12%	19%	14%	-	*	19%	9%	-	17%	-	-
	CWOD	52%	47%	47%	35%	45%	61%	-	78%	*	45%	39%	57%	-	47%	51%	45%	48%	-	9%	*	33%
	EL	29%	29%	49%	-	43%	67%	-	67%	*	-	46%	62%	*	51%	49%	51%	48%	-	*	-	-
	Male	47%	41%	42%	36%	37%	51%	-	79%	-	31%	35%	50%	19%	45%	51%	42%	-	-	*	*	*
	Female	52%	47%	44%	28%	46%	63%	*	77%	*	48%	36%	58%	9%	48%	48%	-	44%	-	8%	-	60%

												Two or	Non												Foster	
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	More	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military				
Reading	All	47%	42%	42%	31%	44%	52%	*		*	50%	36%	51%	10%	46%	45%	39%	44%	-	13%	-	*				
	Students																									
	CWD	21%	15%	10%	0%	14%	25%	*	-	-	*	9%	14%	10%	-	*	7%	13%	-	*	-	-				
	CWOD	50%	45%	46%	35%	47%	56%	-	64%	*	57%	40%	54%	-	46%	46%	43%	47%	-	20%	-	*				
	EL	23%	24%	45%	-	43%	*	-	43%	*	-	47%	40%	*	46%	45%	47%	44%	-	*	-	-				
	Male	43%	37%	39%	38%	32%	44%	-	67%	-	40%	32%	47%	7%	43%	47%	39%	-	-	*	-	*				
	Female	51%	47%	44%	26%	53%	61%	*	60%	*	55%	38%	55%	13%	47%	44%	-	44%	-	17%	-	*				
Mathematics	All	51%	45%	45%	31%	46%	60%	*	91%	*	38%	38%	56%	17%	48%	60%	45%	45%	-	13%	-	*				
	Students																									
	CWD	26%	21%	17%	9%	14%	25%	*	-	-	*	18%	14%	17%	-	*	29%	7%	-	*	-	-				
	CWOD	54%	49%	48%	34%	49%	64%	-	91%	*	36%	41%	58%	-	48%	61%	47%	49%	-	0%	-	*				
	EL	37%	37%	60%	-	50%	*	-	86%	*	-	53%	80%	*	61%	60%	59%	60%	-	*	-	-				
	Male	50%	44%	45%	36%	41%	59%	-	83%	-	40%	41%	51%	29%	47%	59%	45%	-	-	*	-	*				
	Female	51%	47%	45%	28%	51%	61%	*	100%	*	36%	36%	60%	7%	49%	60%	-	45%	-	0%	-	*				
Science	All	53%	47%	40%	35%	22%	63%	*	80%	-	*	24%	59%	14%	43%	22%	41%	40%	-	*	*	*				
	Students																									
	CWD	25%	20%	14%	*	*	*	*	-	-	*	0%	*	14%	-	-	*	*	-	-	-	-				
	CWOD	56%	50%	43%	38%	23%	65%	-	80%	-	*	28%	59%	-	43%	22%	41%	44%	-	*	*	*				
	EL	26%	25%	22%	-	14%	*	-	*	-	-	13%	*	-	22%	22%	*	25%	-	-	-	-				
	Male	53%	46%	41%	33%	40%	50%	-	*	-	*	25%	56%	*	41%	*	41%	-	-	-	*	-				
	Female	53%	48%	40%	36%	17%	78%	*	*	-	*	24%	61%	*	44%	25%	-	40%	-	*	-	*				

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	26%	17%	20%	39%	*	59%	*	31%	19%	36%	9%	27%	27%	24%	27%	-	0%	*	33%
	Students																					
	CWD	8%	6%	9%	4%	7%	22%	*	-	-	0%	8%	13%	9%	-	*	10%	9%	-	0%	-	-
	CWOD	25%	21%	27%	18%	21%	41%	-	59%	*	35%	20%	37%	-	27%	27%	25%	29%	-	0%	*	33%
	EL	11%	11%	27%	-	21%	56%	-	33%	*	-	25%	33%	*	27%	27%	31%	24%	-	*	-	-
	Male	22%	18%	24%	19%	16%	33%	-	64%	-	8%	17%	32%	10%	25%	31%	24%	-	-	*	*	*
	Female	24%	21%	27%	15%	22%	45%	*	54%	*	43%	20%	40%	9%	29%	24%	-	27%	-	0%	-	60%
Reading	All	20%	17%	27%	19%	23%	36%	*	55%	*	31%	21%	35%	10%	28%	26%	22%	30%	-	0%	-	*
	Students																					
	CWD	7%	5%	10%	0%	14%	25%	*	-	-	*	9%	14%	10%	-	*	7%	13%	-	*	-	-
	CWOD	22%	19%	28%	22%	24%	37%	-	55%	*	36%	22%	37%	-	28%	27%	24%	32%	-	0%	-	*
	EL	8%	8%	26%	-	20%	*	-	29%	*	-	28%	20%	*	27%	26%	29%	24%	-	*	-	-
	Male	17%	14%	22%	20%	16%	29%	-	50%	-	0%	17%	28%	7%	24%	29%	22%	-	-	*	-	*
	Female	23%	20%	30%	19%	29%	42%	*	60%	*	45%	23%	42%	13%	32%	24%	-	30%	-	0%	-	*
Mathematics	All	26%	22%	26%	15%	20%	43%	*	64%	*	31%	19%	36%	10%	28%	33%	27%	25%	-	0%	-	*
	Students																					
	CWD	11%	6%	10%	9%	0%	25%	*	-	-	*	9%	14%	10%	-	*	14%	7%	-	*	-	-
	CWOD	28%	24%	28%	15%	21%	46%	-	64%	*	36%	20%	38%	-	28%	34%	28%	27%	-	0%	-	*
	EL	16%	16%	33%	-	27%	*	-	43%	*	-	28%	50%	*	34%	33%	35%	32%	-	*	-	-
	Male	25%	22%	27%	20%	16%	41%	-	67%	-	20%	20%	35%	14%	28%	35%	27%	-	-	*	-	*
	Female	26%	22%	25%	10%	22%	45%	*	60%	*	36%	18%	38%	7%	27%	32%	-	25%	-	0%	-	*
Science	All	24%	20%	21%	13%	9%	37%	*	60%	-	*	10%	35%	0%	24%	0%	19%	23%	-	*	*	*
	Students																					
	CWD	8%	5%	0%	*	*	*	*	-	-	*	0%	*	0%	-	-	*	*	-	-	-	-
	CWOD	26%	22%	24%	14%	9%	41%	-	60%	-	*	11%	38%	-	24%	0%	21%	26%	-	*	*	*
	EL	7%	7%	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	25%	21%	19%	8%	20%	20%	-	*	-	*	6%	31%	*	21%	*	19%	-	-	-	*	-

	State	District	Campus	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
Female	23%	20%	23%	18%	6%	56%	*	*	-	*	12%	39%	*	26%	0%	-	23%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	53	43	58	56	*	80	*	63	50	35	58
CWD	35	10	50	50	*	-	-	*	38	35	*
CWOD	56	48	59	57	-	80	*	55	52	-	60
EL	58	-	55	*	-	*	*	-	55	*	58
Male	52	47	56	43	-	*	-	70	53	42	64
Female	54	40	59	68	*	*	*	57	48	29	55
<b>Mathematics</b>											
All Students	58	57	52	63	*	67	*	79	54	58	46
CWD	58	60	67	40	*	-	-	*	60	58	*
CWOD	58	56	50	65	-	67	*	75	53	-	44
EL	46	-	45	*	-	*	*	-	45	*	46
Male	60	63	48	59	-	*	-	100	60	83	44
Female	57	52	54	66	*	*	*	64	51	33	47

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	75	25	33%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	49	40	47	60	*	75	*	49	43	23	51
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	36%
Target Met	Y
Interim Goals (2023-2027)	38%
Target Met	Y
Interim Goals (2028-2032)	40%
Target Met	Y
Long-Term Goals	40%
Target Met	Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African		American		Pacific	Two or	Econ	Non							
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	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%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	100%	*	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	100%	*	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	100%	*	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	*	-	-	*	100%	*	100%	-	-	*	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	*	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	*	100%	100%	100%	-	100%
Non-Participation Rate																	
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%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	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%	-	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%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	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%	-
Science	All Students	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	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%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	6	2	2	2	0	0	0	0	0		
	Female	2	2	0	0	0	0	0	0	0		
	Total	8	4	2	2	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	4	2	2	0	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	6	2	4	0	0	0	0	0	0		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	0	2	2	0	0	0	2	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	2	2	0	0	0	2	0		2
Out-of-School Suspensions	Male	6	0	2	2	0	0	0	2	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	2	2	0	0	0	2	0		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	19	2	5	8	0	2	0	2	2	5	5
	Female	21	5	5	11	0	0	0	0	2	2	2
	Total	40	7	10	19	0	2	0	2	4	7	7

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	19	2	8	5	0	2	0	2	5	0
	Female	9	2	5	2	0	0	0	0	2	0
	Total	28	4	13	7	0	2	0	2	7	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	4.7	14.7%
Teachers Teaching with Emergency or Provisional Credentials	1.7	5.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.7%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** KNOX EL

**Campus ID:** 220901157

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non								Foster		
					Amer			Ind		Isl	Races	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All	75%	68%	58%	-	58%	60%	-	-	-	-	58%	*	0%	63%	60%	45%	72%	-	-	-	-	
	Students																						
	CWD	49%	38%	0%	-	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-	
	CWOD	79%	72%	63%	-	63%	*	-	-	-	-	63%	*	-	63%	63%	54%	72%	-	-	-	-	
	EL	69%	67%	60%	-	60%	*	-	-	-	-	59%	*	*	63%	60%	50%	71%	-	-	-	-	
	Male	73%	65%	45%	-	47%	*	-	-	-	-	44%	*	0%	54%	50%	45%	-	-	-	-	-	
	Female	78%	72%	72%	-	70%	*	-	-	-	-	72%	-	-	72%	71%	-	72%	-	-	-	-	
Mathematics	All	78%	72%	63%	-	64%	60%	-	-	-	-	63%	*	0%	69%	63%	59%	68%	-	-	-	-	
	Students																						
	CWD	52%	44%	0%	-	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-	
	CWOD	81%	76%	69%	-	69%	*	-	-	-	-	68%	*	-	69%	66%	70%	68%	-	-	-	-	
	EL	75%	75%	63%	-	63%	*	-	-	-	-	62%	*	*	66%	63%	61%	65%	-	-	-	-	
	Male	78%	72%	59%	-	62%	*	-	-	-	-	58%	*	0%	70%	61%	59%	-	-	-	-	-	
	Female	78%	72%	68%	-	66%	*	-	-	-	-	68%	-	-	68%	65%	-	68%	-	-	-	-	
Grade 4																							
Reading	All	74%	66%	60%	*	57%	*	-	*	*	-	58%	*	33%	63%	59%	51%	71%	-	-	-	-	
	Students																						
	CWD	44%	34%	33%	*	*	*	-	-	-	-	33%	-	33%	-	*	20%	*	-	-	-	-	
	CWOD	78%	70%	63%	*	59%	*	-	*	*	-	60%	*	-	63%	62%	56%	70%	-	-	-	-	
	EL	64%	64%	59%	-	59%	-	-	*	-	-	58%	*	*	62%	59%	52%	69%	-	-	-	-	
	Male	71%	63%	51%	*	51%	-	-	*	-	-	49%	*	20%	56%	52%	51%	-	-	-	-	-	
	Female	77%	70%	71%	*	64%	*	-	*	*	-	69%	*	*	70%	69%	-	71%	-	-	-	-	
Mathematics	All	74%	67%	77%	*	74%	*	-	*	*	-	75%	*	50%	79%	78%	74%	79%	-	-	-	-	
	Students																						
	CWD	46%	36%	50%	*	*	*	-	-	-	-	50%	-	50%	-	*	40%	*	-	-	-	-	
	CWOD	78%	71%	79%	*	77%	*	-	*	*	-	78%	*	-	79%	82%	79%	79%	-	-	-	-	
	EL	69%	69%	78%	-	78%	-	-	*	-	-	77%	*	*	82%	78%	76%	81%	-	-	-	-	
	Male	74%	67%	74%	*	73%	-	-	*	-	-	73%	*	40%	79%	76%	74%	-	-	-	-	-	
	Female	74%	68%	79%	*	75%	*	-	*	*	-	78%	*	*	79%	81%	-	79%	-	-	-	-	
Grade 5																							
Reading	All	86%	82%	79%	*	80%	*	*	-	-	-	78%	*	17%	85%	85%	83%	73%	-	*	-	-	
	Students																						
	CWD	55%	48%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	*	-	-	
	CWOD	89%	86%	85%	*	84%	*	-	-	-	-	84%	*	-	85%	91%	85%	85%	-	-	-	-	
	EL	77%	76%	85%	-	85%	-	-	-	-	-	84%	*	*	91%	85%	84%	86%	-	-	-	-	
	Male	83%	78%	83%	*	85%	*	-	-	-	-	83%	*	*	85%	84%	83%	-	-	*	-	-	
	Female	88%	85%	73%	*	74%	-	*	-	-	-	72%	*	*	85%	86%	-	73%	-	-	-	-	
Mathematics	All	89%	84%	77%	*	79%	*	*	-	-	-	77%	*	17%	83%	83%	83%	70%	-	*	-	-	
	Students																						
	CWD	68%	61%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	*	-	-	
	CWOD	92%	87%	83%	*	82%	*	*	-	-	-	83%	*	-	83%	88%	85%	81%	-	-	-	-	
	EL	85%	82%	83%	-	83%	-	-	-	-	-	82%	*	*	88%	83%	84%	81%	-	-	-	-	
	Male	88%	83%	83%	*	85%	*	-	-	-	-	83%	*	*	85%	84%	83%	-	-	*	-	-	
	Female	90%	85%	70%	*	70%	-	*	-	-	-	69%	*	*	81%	81%	-	70%	-	-	-	-	
Science	All	74%	65%	71%	*	74%	*	*	-	-	-	70%	*	17%	77%	74%	81%	60%	-	*	-	-	
	Students																						
	CWD	45%	43%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	*	-	-	

### STAAR Percent at Meets Grade Level or Above

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	53%	*	50%	*	-	*	*	-	53%	*	*	52%	54%	-	53%	-	-	-	-
Grade 5 Reading	All	53%	46%	39%	*	41%	*	*	-	-	-	39%	*	0%	43%	41%	36%	43%	-	*	-	-
	Students																					
	CWD	27%	23%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	56%	49%	43%	*	44%	*	*	-	-	-	43%	*	-	43%	44%	38%	50%	-	-	-	-
	EL	36%	35%	41%	-	41%	-	-	-	-	-	42%	*	*	44%	41%	36%	48%	-	-	-	-
	Male	50%	42%	36%	*	38%	*	-	-	-	-	34%	*	*	38%	36%	36%	-	-	*	-	-
	Female	56%	51%	43%	*	44%	-	*	-	-	-	45%	*	*	50%	48%	-	43%	-	-	-	-
Mathematics	All	57%	47%	38%	*	39%	*	*	-	-	-	38%	*	0%	42%	41%	47%	27%	-	*	-	-
	Students																					
	CWD	31%	28%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	60%	49%	42%	*	42%	*	*	-	-	-	41%	*	-	42%	44%	50%	31%	-	-	-	-
	EL	46%	41%	41%	-	41%	-	-	-	-	-	42%	*	*	44%	41%	48%	33%	-	-	-	-
	Male	56%	47%	47%	*	47%	*	-	-	-	-	46%	*	*	50%	48%	47%	-	-	*	-	-
	Female	57%	47%	27%	*	30%	-	*	-	-	-	28%	*	*	31%	33%	-	27%	-	-	-	-
Science	All	48%	38%	36%	*	38%	*	*	-	-	-	34%	*	0%	40%	35%	44%	27%	-	*	-	-
	Students																					
	CWD	27%	27%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	50%	39%	40%	*	40%	*	*	-	-	-	38%	*	-	40%	37%	47%	31%	-	-	-	-
	EL	31%	26%	35%	-	35%	-	-	-	-	-	33%	*	*	37%	35%	44%	24%	-	-	-	-
	Male	50%	40%	44%	*	47%	*	-	-	-	-	43%	*	*	47%	44%	44%	-	-	*	-	-
	Female	45%	37%	27%	*	26%	-	*	-	-	-	24%	*	*	31%	24%	-	27%	-	-	-	-
Grade 6 Reading	All	36%	37%	24%	*	25%	17%	-	-	-	*	23%	*	*	25%	12%	23%	24%	-	*	-	-
	Students																					
	CWD	19%	17%	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	38%	40%	25%	-	25%	*	-	-	-	*	25%	*	-	25%	12%	24%	26%	-	*	-	-
	EL	14%	17%	12%	-	12%	-	-	-	-	-	13%	*	-	12%	12%	5%	21%	-	-	-	-
	Male	33%	33%	23%	*	21%	*	-	-	-	-	21%	*	*	24%	5%	23%	-	-	-	-	-
	Female	40%	42%	24%	-	30%	0%	-	-	-	*	27%	*	*	26%	21%	-	24%	-	*	-	-
Mathematics	All	46%	49%	28%	*	27%	50%	-	-	-	*	27%	*	*	30%	24%	26%	30%	-	*	-	-
	Students																					
	CWD	23%	21%	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	48%	52%	30%	-	27%	*	-	-	-	*	28%	*	-	30%	24%	27%	32%	-	*	-	-
	EL	27%	35%	24%	-	24%	-	-	-	-	-	25%	*	-	24%	24%	20%	29%	-	-	-	-
	Male	45%	48%	26%	*	24%	*	-	-	-	-	24%	*	*	27%	20%	26%	-	-	-	-	-
	Female	46%	50%	30%	-	30%	40%	-	-	-	*	30%	*	*	32%	29%	-	30%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	15%	-	13%	40%	-	-	-	-	16%	*	0%	17%	11%	18%	13%	-	-	-	-
	Students																					
	CWD	10%	7%	0%	-	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	29%	23%	17%	-	14%	*	-	-	-	-	17%	*	-	17%	12%	21%	13%	-	-	-	-
	EL	19%	20%	11%	-	9%	*	-	-	-	-	11%	*	*	12%	11%	17%	5%	-	-	-	-
	Male	24%	19%	18%	-	17%	*	-	-	-	-	19%	*	0%	21%	17%	18%	-	-	-	-	-
	Female	29%	24%	13%	-	10%	*	-	-	-	-	13%	-	-	13%	5%	-	13%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		24%	18%	14%	-	12%	40%	-	-	-	-	13%	*	0%	16%	14%	13%	16%	-	-	-	-	
Mathematics	All Students																						
	CWD	12%	8%	0%	-	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-	
	CWOD	25%	19%	16%	-	13%	*	-	-	-	-	14%	*	-	16%	15%	15%	16%	-	-	-	-	
	EL	18%	20%	14%	-	12%	*	-	-	-	-	12%	*	-	15%	14%	17%	10%	-	-	-	-	
	Male	26%	20%	13%	-	10%	*	-	-	-	-	10%	*	0%	15%	17%	13%	-	-	-	-	-	
	Female	22%	16%	16%	-	14%	*	-	-	-	-	16%	-	-	16%	10%	-	16%	-	-	-	-	
Grade 4 Reading	All Students	21%	17%	10%	*	9%	*	-	*	*	-	10%	*	0%	10%	12%	10%	9%	-	-	-	-	
	CWD	8%	4%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-	
	CWOD	23%	18%	10%	*	10%	*	-	*	*	-	11%	*	-	10%	13%	12%	9%	-	-	-	-	
	EL	12%	13%	12%	-	10%	-	-	*	-	-	12%	*	-	13%	12%	12%	12%	-	-	-	-	
	Male	20%	15%	10%	*	11%	-	-	*	-	-	11%	*	0%	12%	12%	10%	-	-	-	-	-	
	Female	23%	18%	9%	*	7%	*	-	*	*	-	9%	*	*	9%	12%	-	9%	-	-	-	-	
Mathematics	All Students	27%	22%	25%	*	22%	*	-	*	*	-	23%	*	17%	25%	25%	23%	26%	-	-	-	-	
	CWD	13%	7%	17%	*	*	*	-	-	-	-	17%	-	17%	-	*	0%	*	-	-	-	-	
	CWOD	29%	23%	25%	*	23%	*	-	*	*	-	24%	*	-	25%	27%	26%	24%	-	-	-	-	
	EL	20%	22%	25%	-	24%	-	-	*	-	-	25%	*	*	27%	25%	27%	23%	-	-	-	-	
	Male	29%	23%	23%	*	24%	-	-	*	-	-	22%	*	0%	26%	27%	23%	-	-	-	-	-	
	Female	25%	20%	26%	*	18%	*	-	*	*	-	25%	*	*	24%	23%	-	26%	-	-	-	-	
Grade 5 Reading	All Students	29%	24%	12%	*	11%	*	*	-	-	-	11%	*	0%	13%	13%	17%	7%	-	*	-	-	
	CWD	9%	8%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-	
	CWOD	31%	26%	13%	*	12%	*	*	-	-	-	12%	*	-	13%	14%	18%	8%	-	-	-	-	
	EL	14%	13%	13%	-	13%	-	-	-	-	-	13%	*	*	14%	13%	20%	5%	-	-	-	-	
	Male	26%	21%	17%	*	18%	*	-	-	-	-	14%	*	*	18%	20%	17%	-	-	*	-	-	
	Female	31%	27%	7%	*	4%	-	*	-	-	-	7%	*	*	8%	5%	-	7%	-	-	-	-	
Mathematics	All Students	36%	27%	23%	*	25%	*	*	-	-	-	22%	*	0%	25%	26%	25%	20%	-	*	-	-	
	CWD	14%	12%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-	
	CWOD	38%	28%	25%	*	26%	*	*	-	-	-	24%	*	-	25%	28%	26%	23%	-	-	-	-	
	EL	24%	20%	26%	-	26%	-	-	-	-	-	27%	*	*	28%	26%	28%	24%	-	-	-	-	
	Male	36%	28%	25%	*	26%	*	-	-	-	-	23%	*	*	26%	28%	25%	-	-	*	-	-	
	Female	35%	26%	20%	*	22%	-	*	-	-	-	21%	*	*	23%	24%	-	20%	-	-	-	-	
Science	All Students	23%	17%	17%	*	18%	*	*	-	-	-	16%	*	0%	18%	17%	25%	7%	-	*	-	-	
	CWD	11%	9%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-	
	CWOD	25%	18%	18%	*	19%	*	*	-	-	-	17%	*	-	18%	19%	26%	8%	-	-	-	-	
	EL	11%	9%	17%	-	17%	-	-	-	-	-	18%	*	*	19%	17%	28%	5%	-	-	-	-	
	Male	25%	19%	25%	*	26%	*	-	-	-	-	23%	*	*	26%	28%	25%	-	-	*	-	-	
	Female	21%	15%	7%	*	7%	-	*	-	-	-	7%	*	*	8%	5%	-	7%	-	-	-	-	
Grade 6 Reading	All Students	17%	18%	9%	*	8%	17%	-	-	-	*	8%	*	*	9%	6%	6%	12%	-	*	-	-	
	CWD	6%	5%	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	18%	19%	9%	-	8%	*	-	-	-	*	8%	*	-	9%	6%	6%	13%	-	*	-	-	
	EL	4%	5%	6%	-	6%	-	-	-	-	-	6%	*	-	6%	6%	0%	14%	-	-	-	-	
	Male	14%	15%	6%	*	3%	*	-	-	-	-	3%	*	*	6%	0%	6%	-	-	-	-	-	



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	12%	-	15%	0%	-	-	-	*	13%	*	*	13%	14%	-	12%	-	*	-	-
Mathematics	All	20%	24%	7%	*	8%	0%	-	-	-	*	8%	*	*	8%	3%	6%	9%	-	*	-	-
	Students																					
	CWD	9%	6%	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	22%	26%	8%	-	8%	*	-	-	-	*	8%	*	-	8%	3%	6%	10%	-	*	-	-
	EL	8%	12%	3%	-	3%	-	-	-	-	-	3%	*	-	3%	3%	0%	7%	-	-	-	-
	Male	20%	24%	6%	*	6%	*	-	-	-	-	6%	*	*	6%	0%	6%	-	-	-	-	-
	Female	20%	23%	9%	-	11%	0%	-	-	-	*	10%	*	*	10%	7%	-	9%	-	*	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	70%	40%	70%	79%	*	100%	*	*	69%	83%	29%	73%	69%	68%	71%	-	20%	-	-
	Students																					
	CWD	46%	38%	29%	10%	23%	75%	-	-	-	-	29%	-	29%	-	10%	27%	33%	-	*	-	-
	CWOD	81%	77%	73%	100%	72%	81%	*	100%	*	*	73%	83%	-	73%	73%	73%	74%	-	*	-	-
	EL	62%	63%	69%	-	69%	*	-	*	-	-	69%	69%	10%	73%	69%	67%	72%	-	-	-	-
	Male	74%	70%	68%	14%	69%	64%	-	*	-	-	67%	100%	27%	73%	67%	68%	-	*	-	-	-
	Female	80%	76%	71%	63%	70%	89%	*	*	*	*	71%	69%	33%	74%	72%	-	71%	-	*	-	-
Reading	All	73%	69%	64%	33%	63%	79%	*	*	*	*	64%	82%	29%	67%	63%	59%	71%	-	*	-	-
	Students																					
	CWD	39%	30%	29%	*	23%	*	-	-	-	-	29%	-	29%	-	11%	21%	43%	-	*	-	-
	CWOD	78%	73%	67%	*	66%	80%	*	*	*	*	67%	82%	-	67%	66%	63%	72%	-	*	-	-
	EL	54%	55%	63%	-	63%	*	-	*	-	-	63%	67%	11%	66%	63%	57%	71%	-	-	-	-
	Male	69%	64%	59%	*	60%	60%	-	*	-	-	57%	100%	21%	63%	57%	59%	-	*	-	-	-
	Female	78%	74%	71%	*	68%	89%	*	*	*	*	71%	67%	43%	72%	71%	-	71%	-	*	-	-
Mathematics	All	81%	77%	74%	50%	75%	79%	*	*	*	*	74%	82%	33%	78%	75%	75%	74%	-	*	-	-
	Students																					
	CWD	53%	44%	33%	*	23%	*	-	-	-	-	33%	-	33%	-	11%	29%	43%	-	*	-	-
	CWOD	84%	81%	78%	*	77%	80%	*	*	*	*	78%	82%	-	78%	78%	80%	76%	-	*	-	-
	EL	72%	74%	75%	-	75%	*	-	*	-	-	75%	67%	11%	78%	75%	74%	75%	-	-	-	-
	Male	79%	75%	75%	*	76%	60%	-	*	-	-	74%	100%	29%	80%	74%	75%	-	*	-	-	-
	Female	82%	79%	74%	*	73%	89%	*	*	*	*	75%	67%	43%	76%	75%	-	74%	-	*	-	-
Science	All	80%	75%	71%	*	74%	*	*	-	-	-	70%	*	17%	77%	74%	81%	60%	-	*	-	-
	Students																					
	CWD	51%	44%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	*	-	-
	CWOD	84%	79%	77%	*	77%	*	*	-	-	-	76%	*	-	77%	79%	82%	69%	-	-	-	-
	EL	61%	60%	74%	-	74%	-	-	-	-	-	73%	*	*	79%	74%	80%	67%	-	-	-	-
	Male	79%	74%	81%	*	82%	*	-	-	-	-	80%	*	*	82%	80%	81%	-	-	*	-	-
	Female	81%	77%	60%	*	63%	-	*	-	-	-	59%	*	*	69%	67%	-	60%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	33%	20%	33%	38%	*	83%	*	*	32%	54%	4%	36%	33%	35%	32%	-	0%	-	-
	Students																					
	CWD	24%	18%	4%	10%	0%	13%	-	-	-	-	4%	-	4%	-	0%	3%	6%	-	*	-	-
	CWOD	52%	47%	36%	40%	35%	48%	*	83%	*	*	35%	54%	-	36%	35%	38%	33%	-	*	-	-
	EL	29%	29%	33%	-	32%	*	-	*	-	-	33%	38%	0%	35%	33%	34%	32%	-	-	-	-
	Male	47%	41%	35%	14%	35%	45%	-	*	-	-	33%	82%	3%	38%	34%	35%	-	-	*	-	-
	Female	52%	47%	32%	25%	31%	33%	*	*	*	*	32%	31%	6%	33%	32%	-	32%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non								Foster	
Reading	All	47%	42%	29%	17%	28%	29%	*	*	*	Races	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	Students																		-	*	-	-
	CWD	21%	15%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	50%	45%	31%	*	30%	40%	*	*	*	*	31%	45%	-	31%	27%	29%	34%	-	*	-	-
	EL	23%	24%	26%	-	25%	*	-	*	-	-	26%	33%	0%	27%	26%	23%	30%	-	-	-	-
	Male	43%	37%	27%	*	26%	40%	-	*	-	-	25%	80%	0%	29%	23%	27%	-	-	*	-	-
	Female	51%	47%	32%	*	31%	22%	*	*	*	*	33%	17%	0%	34%	30%	-	32%	-	*	-	-
Mathematics	All	51%	45%	37%	17%	36%	50%	*	*	*	*	36%	55%	10%	39%	39%	40%	33%	-	*	-	-
	Students																					
	CWD	26%	21%	10%	*	0%	*	-	-	-	-	10%	-	10%	-	0%	7%	14%	-	*	-	-
	CWOD	54%	49%	39%	*	38%	60%	*	*	*	*	38%	55%	-	39%	41%	44%	34%	-	*	-	-
	EL	37%	37%	39%	-	39%	*	-	*	-	-	39%	33%	0%	41%	39%	43%	35%	-	-	-	-
	Male	50%	44%	40%	*	40%	60%	-	*	-	-	39%	80%	7%	44%	43%	40%	-	-	*	-	-
	Female	51%	47%	33%	*	32%	44%	*	*	*	*	33%	33%	14%	34%	35%	-	33%	-	*	-	-
Science	All	53%	47%	36%	*	38%	*	*	-	-	-	34%	*	0%	40%	35%	44%	27%	-	*	-	-
	Students																					
	CWD	25%	20%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	56%	50%	40%	*	40%	*	*	-	-	-	38%	*	-	40%	37%	47%	31%	-	-	-	-
	EL	26%	25%	35%	-	35%	-	-	-	-	-	33%	*	*	37%	35%	44%	24%	-	-	-	-
	Male	53%	46%	44%	*	47%	*	-	-	-	-	43%	*	*	47%	44%	44%	-	-	*	-	-
	Female	53%	48%	27%	*	26%	-	*	-	-	-	24%	*	*	31%	24%	-	27%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	15%	7%	14%	21%	*	50%	*	*	14%	29%	2%	16%	15%	16%	13%	-	0%	-	-
	Students																					
	CWD	8%	6%	2%	0%	0%	13%	-	-	-	-	2%	-	2%	-	0%	0%	6%	-	*	-	-
	CWOD	25%	21%	16%	20%	15%	24%	*	50%	*	*	15%	29%	-	16%	16%	18%	14%	-	*	-	-
	EL	11%	11%	15%	-	14%	*	-	*	-	-	15%	15%	0%	16%	15%	18%	12%	-	-	-	-
	Male	22%	18%	16%	0%	16%	27%	-	*	-	-	15%	55%	0%	18%	18%	16%	-	-	*	-	-
	Female	24%	21%	13%	13%	12%	17%	*	*	*	*	14%	8%	6%	14%	12%	-	13%	-	*	-	-
Reading	All	20%	17%	11%	17%	11%	21%	*	*	*	*	11%	18%	0%	12%	11%	13%	10%	-	*	-	-
	Students																					
	CWD	7%	5%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	19%	12%	*	11%	30%	*	*	*	*	12%	18%	-	12%	11%	14%	11%	-	*	-	-
	EL	8%	8%	11%	-	10%	*	-	*	-	-	11%	0%	0%	11%	11%	13%	9%	-	-	-	-
	Male	17%	14%	13%	*	12%	40%	-	*	-	-	12%	40%	0%	14%	13%	13%	-	-	*	-	-
	Female	23%	20%	10%	*	9%	11%	*	*	*	*	11%	0%	0%	11%	9%	-	10%	-	*	-	-
Mathematics	All	26%	22%	17%	0%	17%	21%	*	*	*	*	17%	36%	5%	18%	19%	17%	18%	-	*	-	-
	Students																					
	CWD	11%	6%	5%	*	0%	*	-	-	-	-	5%	-	5%	-	0%	0%	14%	-	*	-	-
	CWOD	28%	24%	18%	*	18%	20%	*	*	*	*	18%	36%	-	18%	20%	19%	18%	-	*	-	-
	EL	16%	16%	19%	-	18%	*	-	*	-	-	18%	33%	0%	20%	19%	20%	17%	-	-	-	-
	Male	25%	22%	17%	*	17%	20%	-	*	-	-	15%	60%	0%	19%	20%	17%	-	-	*	-	-
	Female	26%	22%	18%	*	16%	22%	*	*	*	*	18%	17%	14%	18%	17%	-	18%	-	*	-	-
Science	All	24%	20%	17%	*	18%	*	*	-	-	-	16%	*	0%	18%	17%	25%	7%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	26%	22%	18%	*	19%	*	*	-	-	-	17%	*	-	18%	19%	26%	8%	-	-	-	-
	EL	7%	7%	17%	-	17%	-	-	-	-	-	18%	*	*	19%	17%	28%	5%	-	-	-	-
	Male	25%	21%	25%	*	26%	*	-	-	-	-	23%	*	*	26%	28%	25%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	7%	*	7%	-	*	-	-	-	7%	*	*	8%	5%	-	7%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	75	65	61	*	*	*	*	67	69	69
CWD	69	*	61	*	-	-	-	-	69	69	57
CWOD	66	*	66	50	*	*	*	*	67	-	69
EL	69	-	68	-	-	*	-	-	70	57	69
Male	71	*	71	*	-	*	-	-	72	61	73
Female	60	*	58	50	*	*	*	*	62	79	63
<b>Mathematics</b>											
All Students	66	75	67	61	*	*	*	*	67	56	68
CWD	56	*	44	*	-	-	-	-	56	56	29
CWOD	67	*	68	50	*	*	*	*	68	-	70
EL	68	-	67	-	-	*	-	-	68	29	68
Male	63	*	63	*	-	*	-	-	64	72	62
Female	70	*	71	64	*	*	*	*	71	36	75

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
**	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
	296	44	15%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	22	39	46	*	78	*	*	38	12	39
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
All Subjects	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%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	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%	-	-
	Female	100%	*	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	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%	-	-
	Female	100%	*	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-	100%	-
Science	All	100%	*	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	*	-	-	-	-	-	100%	-	100%	-	*	*	*	-
	CWOD	100%	*	100%	*	*	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	-	-
	Female	100%	*	100%	-	*	-	-	-	100%	*	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	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%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	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%	-	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	*	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	*	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	*	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-
	CWOD	0%	*	0%	*	*	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	*	0%	-	*	-	-	-	0%	*	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	24	5	17	2	0	0	0	0	8		
	Female	4	2	2	0	0	0	0	0	2		
	Total	28	7	19	2	0	0	0	0	10		
Out-of-School Suspensions												
	Male	13	4	5	4	0	0	0	0	2		
	Female	2	2	0	0	0	0	0	0	0		
	Total	15	6	5	4	0	0	0	0	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	10	0	8	2	0	0	0	0	5		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	10	0	8	2	0	0	0	0	5		2
Out-of-School Suspensions	Male	7	0	5	2	0	0	0	0	5		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	7	0	5	2	0	0	0	0	5		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	39	2	32	5	0	0	0	0	14	2	0
	Female	45	8	32	5	0	0	0	0	17	0	0
	Total	84	10	64	10	0	0	0	0	31	2	0

Total



	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	13	2	11	0	0	0	0	0	11	2
	Female	24	5	17	2	0	0	0	0	20	0
	Total	37	7	28	2	0	0	0	0	31	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.9	2.3%
Teachers Teaching with Emergency or Provisional Credentials	1.9	5.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.2	3.3%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7 Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8 Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** KOOKEN ED CTR

**Campus ID:** 220901107

**District Name:** ARLINGTON 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												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

There is no data for this campus.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.  
(EL: English learner)

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)

There is no data for this campus.

**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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Out-of-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Expulsions												
With Educational Services	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Without Educational Services	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Under Zero Tolerance Policies	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
School-Related Arrests												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Referrals to Law Enforcement												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Out-of-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		-

		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)
Expulsions	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
	With Educational Services	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
Without Educational Services	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
Under Zero Tolerance Policies	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
School-Related Arrests	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
Referrals to Law Enforcement	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-
<b>All Students</b>												
Chronic Absenteeism	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	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	-
On the basis of race	-
On the basis of disability	-
On the basis of sexual orientation	-

On the basis of religion

**Total**

-

**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.

		<b>Total students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or Alaska Native</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>EL</b>	<b>Students with Disabilities</b>
Preschool Programs											
	Male	178	23	125	20	0	8	0	2	104	11
	Female	148	29	104	8	0	5	0	2	89	5
	Total	326	52	229	28	0	13	0	4	193	16
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### High Poverty

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	1.0	6.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	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..

There is no data for this campus.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	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)

There is no data for this campus.



# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** LAMAR H S

**Campus ID:** 220901003

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status



e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%2F...](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%2F...) 3/17

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	Races	Disadv	Econ								Care	
	CWD	24%	17%	<b>16%</b>	13%	21%	0%	-	-	*	*	16%	17%	16%	-	13%	13%	23%	-	11%	*	-
	CWOD	63%	61%	<b>38%</b>	30%	40%	53%	60%	60%	*	52%	39%	34%	-	38%	32%	30%	46%	-	39%	*	*
	EL	40%	41%	<b>30%</b>	38%	29%	50%	-	*	-	*	29%	38%	13%	32%	30%	22%	40%	-	*	-	*
	Male	53%	50%	<b>28%</b>	19%	32%	38%	*	*	*	36%	28%	25%	13%	30%	22%	28%	-	-	28%	*	*
	Female	65%	62%	<b>44%</b>	39%	44%	60%	*	*	-	57%	46%	39%	23%	46%	40%	-	44%	-	40%	*	*
Biology	All	60%	56%	<b>46%</b>	35%	44%	72%	*	84%	*	55%	42%	55%	16%	49%	28%	44%	47%	-	37%	*	*
	Students																					
	CWD	24%	15%	<b>16%</b>	13%	19%	14%	-	-	-	*	18%	11%	16%	-	5%	18%	13%	-	25%	*	-
	CWOD	64%	62%	<b>49%</b>	39%	47%	76%	*	84%	*	55%	45%	61%	-	49%	31%	48%	50%	-	39%	-	*
	EL	24%	28%	<b>28%</b>	60%	26%	*	-	40%	-	*	27%	35%	5%	31%	28%	27%	29%	-	*	-	*
	Male	58%	52%	<b>44%</b>	35%	43%	67%	*	80%	*	40%	41%	50%	18%	48%	27%	44%	-	-	44%	*	*
	Female	62%	61%	<b>47%</b>	35%	44%	78%	*	87%	-	69%	42%	63%	13%	50%	29%	-	47%	-	26%	-	*

**STAAR Percent at Masters Grade Level****End of Course**

English I	All	10%	9%	<b>6%</b>	3%	4%	16%	0%	32%	*	8%	3%	13%	6%	6%	1%	4%	9%	-	6%	*	0%
	Students																					
	CWD	3%	2%	<b>6%</b>	5%	10%	0%	-	-	*	0%	6%	6%	6%	-	0%	8%	2%	-	9%	*	-
	CWOD	11%	10%	<b>6%</b>	3%	3%	18%	0%	32%	*	9%	3%	13%	-	6%	2%	3%	9%	-	5%	*	0%
	EL	1%	1%	<b>1%</b>	13%	0%	10%	-	17%	-	*	1%	6%	0%	2%	1%	1%	2%	-	*	-	*
	Male	7%	6%	<b>4%</b>	2%	3%	10%	*	7%	*	0%	2%	7%	8%	3%	1%	4%	-	-	6%	*	*
	Female	14%	13%	<b>9%</b>	5%	4%	26%	*	53%	-	15%	4%	21%	2%	9%	2%	-	9%	-	5%	*	*
English II	All	8%	7%	<b>5%</b>	1%	3%	13%	*	19%	*	14%	2%	9%	3%	5%	0%	3%	6%	-	7%	*	0%
	Students																					
	CWD	4%	2%	<b>3%</b>	2%	0%	15%	-	*	-	*	3%	3%	3%	-	0%	3%	3%	-	0%	-	-
	CWOD	8%	7%	<b>5%</b>	1%	3%	13%	*	20%	*	15%	2%	10%	-	5%	0%	3%	7%	-	8%	*	0%
	EL	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	6%	4%	<b>3%</b>	1%	2%	8%	*	8%	*	0%	1%	6%	3%	3%	0%	3%	-	-	0%	-	0%
	Female	10%	9%	<b>6%</b>	1%	3%	20%	*	29%	*	28%	3%	14%	3%	7%	0%	-	6%	-	12%	*	0%
Algebra I	All	36%	33%	<b>11%</b>	8%	12%	14%	20%	60%	*	22%	12%	9%	4%	13%	10%	8%	15%	-	8%	*	*
	Students																					
	CWD	9%	5%	<b>4%</b>	4%	4%	0%	-	-	*	*	4%	3%	4%	-	4%	4%	3%	-	0%	*	-
	CWOD	39%	37%	<b>13%</b>	9%	14%	16%	20%	60%	*	26%	13%	10%	-	13%	10%	9%	17%	-	10%	*	*
	EL	19%	18%	<b>10%</b>	25%	9%	0%	-	*	-	*	9%	14%	4%	10%	10%	9%	10%	-	*	-	*
	Male	31%	28%	<b>8%</b>	6%	11%	5%	*	*	*	7%	9%	6%	4%	9%	9%	8%	-	-	8%	*	*
	Female	40%	38%	<b>15%</b>	11%	14%	28%	*	*	-	36%	16%	13%	3%	17%	10%	-	15%	-	7%	*	*
Biology	All	24%	22%	<b>14%</b>	8%	10%	37%	*	52%	*	23%	10%	24%	1%	16%	6%	14%	14%	-	7%	*	*
	Students																					
	CWD	6%	2%	<b>1%</b>	0%	0%	14%	-	-	-	*	1%	0%	1%	-	0%	1%	0%	-	0%	*	-
	CWOD	26%	25%	<b>16%</b>	9%	12%	39%	*	52%	*	24%	12%	27%	-	16%	7%	16%	16%	-	8%	-	*
	EL	4%	4%	<b>6%</b>	20%	5%	*	-	20%	-	*	6%	12%	0%	7%	6%	7%	6%	-	*	-	*
	Male	24%	21%	<b>14%</b>	9%	12%	36%	*	20%	*	20%	12%	19%	1%	16%	7%	14%	-	-	7%	*	*
	Female	25%	24%	<b>14%</b>	6%	8%	39%	*	73%	-	25%	8%	32%	0%	16%	6%	-	14%	-	5%	-	*

**STAAR Percent at Approaches Grade Level or Above****All Grades**

All Subjects	All	77%	73%	<b>62%</b>	56%	60%	81%	72%	92%	70%	74%	59%	70%	29%	67%	46%	56%	71%	-	52%	50%	42%
	Students																					
	CWD	46%	38%	<b>29%</b>	25%	33%	36%	-	*	*	33%	29%	30%	29%	-	27%	27%	33%	-	22%	*	-
	CWOD	81%	77%	<b>67%</b>	61%	64%	84%	72%	93%	88%	77%	64%	74%	-	67%	49%	61%	74%	-	59%	*	42%

		State	District	Campus	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
	EL	62%	63%	<b>46%</b>	60%	46%	48%	-	56%	-	20%	46%	46%	27%	49%	46%	40%	54%	-	0%	-	33%
	Male	74%	70%	<b>56%</b>	48%	54%	77%	67%	92%	75%	67%	53%	62%	27%	61%	40%	56%	-	-	47%	*	38%
	Female	80%	76%	<b>71%</b>	67%	67%	87%	83%	89%	*	81%	67%	80%	33%	74%	54%	-	71%	-	58%	*	45%
Reading	All Students	73%	69%	<b>54%</b>	44%	50%	79%	67%	89%	67%	73%	49%	66%	18%	58%	33%	46%	63%	-	40%	*	44%
	CWD	39%	30%	<b>18%</b>	11%	22%	32%	-	*	*	33%	17%	19%	18%	-	14%	16%	22%	-	6%	*	-
	CWOD	78%	73%	<b>58%</b>	50%	53%	82%	67%	91%	80%	74%	53%	70%	-	58%	36%	51%	67%	-	48%	*	44%
	EL	54%	55%	<b>33%</b>	41%	32%	36%	-	42%	-	*	34%	29%	14%	36%	33%	24%	44%	-	*	-	40%
	Male	69%	64%	<b>46%</b>	37%	41%	75%	67%	88%	*	63%	41%	58%	16%	51%	24%	46%	-	-	36%	*	38%
	Female	78%	74%	<b>63%</b>	55%	61%	84%	*	86%	*	82%	58%	76%	22%	67%	44%	-	63%	-	45%	*	50%
Mathematics	All Students	81%	77%	<b>66%</b>	63%	67%	69%	80%	80%	*	67%	66%	64%	35%	71%	62%	58%	76%	-	56%	*	*
	CWD	53%	44%	<b>35%</b>	35%	38%	14%	-	-	*	*	36%	30%	35%	-	38%	32%	40%	-	33%	*	-
	CWOD	84%	81%	<b>71%</b>	68%	72%	75%	80%	80%	*	74%	71%	70%	-	71%	65%	63%	80%	-	61%	*	*
	EL	72%	74%	<b>62%</b>	88%	61%	67%	-	*	-	*	61%	67%	38%	65%	62%	54%	70%	-	*	-	*
	Male	79%	75%	<b>58%</b>	52%	62%	62%	*	*	*	57%	59%	55%	32%	63%	54%	58%	-	-	48%	*	*
	Female	82%	79%	<b>76%</b>	78%	73%	80%	*	*	-	71%	76%	77%	40%	80%	70%	-	76%	-	67%	*	*
Science	All Students	80%	75%	<b>79%</b>	74%	77%	93%	*	96%	*	84%	77%	84%	49%	83%	66%	75%	84%	-	70%	*	*
	CWD	51%	44%	<b>49%</b>	43%	52%	71%	-	-	-	*	47%	54%	49%	-	50%	47%	53%	-	38%	*	-
	CWOD	84%	79%	<b>83%</b>	79%	80%	94%	*	96%	*	86%	81%	87%	-	83%	68%	79%	86%	-	76%	-	*
	EL	61%	60%	<b>66%</b>	80%	64%	*	-	80%	-	*	64%	82%	50%	68%	66%	66%	65%	-	*	-	*
	Male	79%	74%	<b>75%</b>	67%	76%	89%	*	100%	*	80%	73%	78%	47%	79%	66%	75%	-	-	63%	*	*
	Female	81%	77%	<b>84%</b>	84%	78%	98%	*	93%	-	88%	81%	91%	53%	86%	65%	-	84%	-	79%	-	*

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>39%</b>	29%	36%	67%	44%	82%	40%	52%	34%	49%	14%	42%	20%	33%	45%	-	30%	17%	21%
	CWD	24%	18%	<b>14%</b>	10%	17%	22%	-	*	*	25%	14%	14%	14%	-	7%	14%	15%	-	13%	*	-
	CWOD	52%	47%	<b>42%</b>	32%	38%	70%	44%	83%	50%	54%	37%	53%	-	42%	22%	37%	48%	-	34%	*	21%
	EL	29%	29%	<b>20%</b>	30%	19%	35%	-	33%	-	20%	20%	20%	7%	22%	20%	16%	25%	-	0%	-	0%
	Male	47%	41%	<b>33%</b>	24%	31%	63%	50%	74%	38%	40%	30%	42%	14%	37%	16%	33%	-	-	28%	*	15%
	Female	52%	47%	<b>45%</b>	36%	42%	73%	33%	87%	*	63%	41%	58%	15%	48%	25%	-	45%	-	32%	*	27%
Reading	All Students	47%	42%	<b>37%</b>	26%	32%	69%	44%	81%	17%	52%	31%	51%	12%	40%	13%	31%	45%	-	24%	*	25%
	CWD	21%	15%	<b>12%</b>	8%	13%	32%	-	*	*	17%	11%	15%	12%	-	5%	12%	13%	-	6%	*	-
	CWOD	50%	45%	<b>40%</b>	29%	35%	72%	44%	83%	20%	54%	33%	55%	-	40%	14%	34%	48%	-	28%	*	25%
	EL	23%	24%	<b>13%</b>	18%	12%	23%	-	25%	-	*	14%	10%	5%	14%	13%	9%	19%	-	*	-	0%
	Male	43%	37%	<b>31%</b>	21%	25%	66%	50%	73%	*	40%	25%	44%	12%	34%	9%	31%	-	-	18%	*	25%
	Female	51%	47%	<b>45%</b>	34%	41%	74%	*	86%	*	63%	38%	62%	13%	48%	19%	-	45%	-	32%	*	25%
Mathematics	All Students	51%	45%	<b>34%</b>	27%	37%	47%	60%	60%	*	48%	36%	31%	16%	38%	30%	28%	44%	-	33%	*	*
	CWD	26%	21%	<b>16%</b>	13%	21%	0%	-	-	*	*	16%	17%	16%	-	13%	13%	23%	-	11%	*	-
	CWOD	54%	49%	<b>38%</b>	30%	40%	53%	60%	60%	*	52%	39%	34%	-	38%	32%	30%	46%	-	39%	*	*
	EL	37%	37%	<b>30%</b>	38%	29%	50%	-	*	-	*	29%	38%	13%	32%	30%	22%	40%	-	*	-	*
	Male	50%	44%	<b>28%</b>	19%	32%	38%	*	*	*	36%	28%	25%	13%	30%	22%	28%	-	-	28%	*	*
	Female	51%	47%	<b>44%</b>	39%	44%	60%	*	*	-	57%	46%	39%	23%	46%	40%	-	44%	-	40%	*	*
Science	All Students	53%	47%	<b>46%</b>	35%	44%	72%	*	84%	*	55%	42%	55%	16%	49%	28%	44%	47%	-	37%	*	*

	State	District	Campus	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
CWD	25%	20%	<b>16%</b>	13%	19%	14%	-	-	-	*	18%	11%	16%	-	5%	18%	13%	-	25%	*	-
CWOD	56%	50%	<b>49%</b>	39%	47%	76%	*	84%	*	55%	45%	61%	-	49%	31%	48%	50%	-	39%	-	*
EL	26%	25%	<b>28%</b>	60%	26%	*	-	40%	-	*	27%	35%	5%	31%	28%	27%	29%	-	*	-	*
Male	53%	46%	<b>44%</b>	35%	43%	67%	*	80%	*	40%	41%	50%	18%	48%	27%	44%	-	-	44%	*	*
Female	53%	48%	<b>47%</b>	35%	44%	78%	*	87%	-	69%	42%	63%	13%	50%	29%	-	47%	-	26%	-	*

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	19%	9%	5%	7%	20%	11%	36%	0%	16%	7%	14%	4%	9%	4%	7%	11%	-	7%	0%	0%
	Students																					
	CWD	8%	6%	4%	3%	4%	8%	-	*	*	0%	4%	3%	4%	-	1%	4%	2%	-	3%	*	-
	CWOD	25%	21%	9%	5%	7%	21%	11%	37%	0%	17%	7%	15%	-	9%	4%	7%	12%	-	7%	*	0%
	EL	11%	11%	4%	13%	3%	6%	-	17%	-	0%	3%	7%	1%	4%	4%	4%	4%	-	0%	-	0%
	Male	22%	18%	7%	4%	7%	15%	17%	13%	0%	6%	6%	9%	4%	7%	4%	7%	-	-	6%	*	0%
	Female	24%	21%	11%	5%	7%	28%	0%	54%	*	25%	7%	20%	2%	12%	4%	-	11%	-	7%	*	0%
Reading	All	20%	17%	5%	2%	3%	15%	11%	26%	0%	11%	3%	11%	5%	5%	1%	3%	8%	-	6%	*	0%
	Students																					
	CWD	7%	5%	5%	3%	5%	9%	-	*	*	0%	5%	4%	5%	-	0%	6%	3%	-	6%	*	-
	CWOD	22%	19%	5%	2%	3%	15%	11%	26%	0%	12%	3%	11%	-	5%	1%	3%	8%	-	6%	*	0%
	EL	8%	8%	1%	6%	0%	5%	-	8%	-	*	0%	3%	0%	1%	1%	0%	1%	-	*	-	0%
	Male	17%	14%	3%	2%	3%	9%	17%	8%	*	0%	2%	6%	6%	3%	0%	3%	-	-	5%	*	0%
	Female	23%	20%	8%	3%	4%	23%	*	41%	*	21%	4%	17%	3%	8%	1%	-	8%	-	8%	*	0%
Mathematics	All	26%	22%	11%	8%	12%	14%	20%	60%	*	22%	12%	9%	4%	13%	10%	8%	15%	-	8%	*	*
	Students																					
	CWD	11%	6%	4%	4%	4%	0%	-	-	*	*	4%	3%	4%	-	4%	4%	3%	-	0%	*	-
	CWOD	28%	24%	13%	9%	14%	16%	20%	60%	*	26%	13%	10%	-	13%	10%	9%	17%	-	10%	*	*
	EL	16%	16%	10%	25%	9%	0%	-	*	-	*	9%	14%	4%	10%	10%	9%	10%	-	*	-	*
	Male	25%	22%	8%	6%	11%	5%	*	*	*	7%	9%	6%	4%	9%	9%	8%	-	-	8%	*	*
	Female	26%	22%	15%	11%	14%	28%	*	*	-	36%	16%	13%	3%	17%	10%	-	15%	-	7%	*	*
Science	All	24%	20%	14%	8%	10%	37%	*	52%	*	23%	10%	24%	1%	16%	6%	14%	14%	-	7%	*	*
	Students																					
	CWD	8%	5%	1%	0%	0%	14%	-	-	-	*	1%	0%	1%	-	0%	1%	0%	-	0%	*	-
	CWOD	26%	22%	16%	9%	12%	39%	*	52%	*	24%	12%	27%	-	16%	7%	16%	16%	-	8%	-	*
	EL	7%	7%	6%	20%	5%	*	-	20%	-	*	6%	12%	0%	7%	6%	7%	6%	-	*	-	*
	Male	25%	21%	14%	9%	12%	36%	*	20%	*	20%	12%	19%	1%	16%	7%	14%	-	-	7%	*	*
	Female	23%	20%	14%	6%	8%	39%	*	73%	-	25%	8%	32%	0%	16%	6%	-	14%	-	5%	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	----------------------	----------------	-----	----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	61	61	72	*	58	*	72	62	51	63
CWD	51	50	45	86	-	*	-	-	50	51	42
CWOD	65	62	64	71	*	61	*	72	64	-	67
EL	63	*	62	50	-	*	-	*	63	42	63
Male	66	64	63	74	*	64	*	60	64	52	64
Female	62	57	60	70	*	54	*	81	61	47	62
<b>Mathematics</b>											
All Students	65	60	68	65	*	*	*	73	66	33	62
CWD	33	33	42	0	-	-	-	*	32	33	38
CWOD	69	64	71	73	*	*	*	86	70	-	66
EL	62	*	61	*	-	*	-	-	62	38	62
Male	55	49	58	54	*	*	*	*	56	29	52
Female	78	76	81	81	*	*	-	61	79	39	78

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	80.2%	77.5%	75.3%	89.5%	100.0%	94.4%	100.0%	76.2%	79.2%	53.6%	72.9%	75.0%	50.0%
CWD	53.6%	50.0%	69.2%	58.3%	-	0.0%	-	0.0%	63.9%	53.6%	87.5%	61.5%	-
CWOD	82.5%	81.1%	75.6%	92.4%	100.0%	100.0%	100.0%	80.0%	80.6%	-	71.6%	77.3%	50.0%
EL	72.9%	80.0%	68.4%	100.0%	-	100.0%	-	-	73.1%	87.5%	72.9%	91.7%	-
Male	74.6%	71.2%	67.7%	84.0%	100.0%	95.2%	100.0%	83.3%	71.6%	53.5%	63.5%	63.6%	0.0%
Female	86.9%	86.1%	83.3%	95.6%	100.0%	93.3%	-	66.7%	87.9%	53.8%	84.1%	86.4%	66.7%

\*\* 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
403	35	9%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' Indicates data reporting does not meet for Minimum Size.  
 '\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	37	30	34	56	48	70	41	47	33	16	23
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	52%	39%	51%	70%	*	69%	*	53%	46%	38%	31%

- '\*\*' 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	Y		Y		N	N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y		Y		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		Y		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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N				N	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N				N	N	N	N
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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N		Y			N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N		Y			N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		Y			N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		Y			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.

^^ 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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	96%	95%	97%	98%	89%	97%	90%	98%	96%	96%	94%	96%	97%	95%	97%	-
	CWD	94%	92%	96%	97%	-	*	*	83%	96%	89%	94%	-	97%	94%	93%	-
	CWOD	96%	95%	97%	98%	89%	97%	88%	99%	96%	98%	-	96%	97%	95%	98%	-
	EL	97%	100%	97%	100%	-	87%	-	100%	97%	100%	97%	97%	97%	96%	99%	-
	Male	95%	94%	95%	98%	83%	93%	100%	95%	95%	96%	94%	95%	96%	95%	-	-
	Female	97%	95%	99%	98%	100%	100%	*	100%	97%	97%	93%	98%	99%	-	97%	-
Reading	All Students	97%	95%	98%	98%	100%	97%	83%	97%	97%	97%	93%	97%	99%	96%	97%	-
	CWD	93%	90%	97%	96%	-	*	*	67%	96%	86%	93%	-	100%	93%	93%	-



			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	97%	96%	98%	98%	100%	97%	80%	100%	97%	98%	-	97%	98%	97%	98%	-
	EL	99%	100%	99%	100%	-	88%	-	*	98%	100%	100%	98%	99%	98%	99%	-
	Male	96%	95%	97%	98%	100%	93%	*	95%	96%	97%	93%	97%	98%	96%	-	-
	Female	97%	95%	99%	98%	*	100%	*	100%	98%	97%	93%	98%	99%	-	97%	-
Mathematics	All Students	94%	94%	94%	98%	80%	80%	*	96%	94%	95%	93%	95%	94%	93%	96%	-
	CWD	93%	93%	92%	100%	-	-	*	*	94%	90%	93%	-	92%	94%	92%	-
	CWOD	95%	94%	94%	98%	80%	80%	*	96%	94%	96%	-	95%	94%	93%	97%	-
	EL	94%	100%	94%	100%	-	*	-	*	93%	100%	92%	94%	94%	91%	98%	-
	Male	93%	94%	92%	98%	*	*	*	93%	93%	94%	94%	93%	91%	93%	-	-
	Female	96%	95%	97%	100%	*	*	-	100%	96%	96%	92%	97%	98%	-	96%	-
Science	All Students	96%	94%	97%	98%	*	100%	*	100%	95%	97%	96%	96%	97%	94%	98%	-
	CWD	96%	95%	98%	100%	-	-	-	*	97%	93%	96%	-	95%	96%	97%	-
	CWOD	96%	94%	96%	98%	*	100%	*	100%	95%	97%	-	96%	97%	94%	98%	-
	EL	97%	100%	96%	*	-	100%	-	*	96%	100%	95%	97%	97%	95%	99%	-
	Male	94%	93%	95%	97%	*	100%	*	100%	94%	96%	96%	94%	95%	94%	-	-
	Female	98%	95%	99%	100%	*	100%	-	100%	98%	98%	97%	98%	99%	-	98%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	4%	5%	3%	2%	11%	3%	10%	2%	4%	4%	6%	4%	3%	5%	3%	-
	CWD	6%	8%	4%	3%	-	*	*	17%	4%	11%	6%	-	3%	6%	7%	-
	CWOD	4%	5%	3%	2%	11%	3%	12%	1%	4%	2%	-	4%	3%	5%	2%	-
	EL	3%	0%	3%	0%	-	13%	-	0%	3%	0%	3%	3%	3%	4%	1%	-
	Male	5%	6%	5%	2%	17%	7%	0%	5%	5%	4%	6%	5%	4%	5%	-	-
	Female	3%	5%	1%	2%	0%	0%	*	0%	3%	3%	7%	2%	1%	-	3%	-
Reading	All Students	3%	5%	2%	2%	0%	3%	17%	3%	3%	3%	7%	3%	1%	4%	3%	-
	CWD	7%	10%	3%	4%	-	*	*	33%	4%	14%	7%	-	0%	7%	7%	-
	CWOD	3%	4%	2%	2%	0%	3%	20%	0%	3%	2%	-	3%	2%	3%	2%	-
	EL	1%	0%	1%	0%	-	12%	-	*	2%	0%	0%	2%	1%	2%	1%	-
	Male	4%	5%	3%	2%	0%	7%	*	5%	4%	3%	7%	3%	2%	4%	-	-
	Female	3%	5%	1%	2%	*	0%	*	0%	2%	3%	7%	2%	1%	-	3%	-
Mathematics	All Students	6%	6%	6%	2%	20%	20%	*	4%	6%	5%	7%	5%	6%	7%	4%	-
	CWD	7%	7%	8%	0%	-	-	*	*	6%	10%	7%	-	8%	6%	8%	-
	CWOD	5%	6%	6%	2%	20%	20%	*	4%	6%	4%	-	5%	6%	7%	3%	-
	EL	6%	0%	6%	0%	-	*	-	*	7%	0%	8%	6%	6%	9%	2%	-
	Male	7%	6%	8%	2%	*	*	*	7%	7%	6%	6%	7%	9%	7%	-	-
	Female	4%	5%	3%	0%	*	*	-	0%	4%	4%	8%	3%	2%	-	4%	-
Science	All Students	4%	6%	3%	2%	*	0%	*	0%	5%	3%	4%	4%	3%	6%	2%	-
	CWD	4%	5%	2%	0%	-	-	-	*	3%	7%	4%	-	5%	4%	3%	-

		African			American			Pacific	Two or	Econ	Non					
	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
CWOD	4%	6%	4%	2%	*	0%	*	0%	5%	3%	-	4%	3%	6%	2%	-
EL	3%	0%	4%	*	-	0%	-	*	4%	0%	5%	3%	3%	5%	1%	-
Male	6%	7%	5%	3%	*	0%	*	0%	6%	4%	4%	6%	5%	6%	-	-
Female	2%	5%	1%	0%	*	0%	-	0%	2%	2%	3%	2%	1%	-	2%	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	225	104	89	23	2	2	0	5	50		
	Female	137	71	47	17	0	0	0	2	20		
	Total	362	175	136	40	2	2	0	7	70		
Out-of-School Suspensions												
	Male	103	61	28	10	2	0	0	2	10		
	Female	72	43	25	2	0	0	0	2	13		
	Total	175	104	53	12	2	0	0	4	23		
Expulsions												
With Educational Services												
	Male	4	2	2	0	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	2	2	0	0	0	0	0	2		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

											Students with Disabilities (Section 504)	
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	
Out-of-School Suspensions	Male	51	38	8	5	0	0	0	0	8	11	
	Female	21	14	5	2	0	0	0	0	2	2	
	Total	72	52	13	7	0	0	0	0	10	13	
Expulsions	Male	38	34	4	0	0	0	0	0	4	7	
	Female	11	7	2	2	0	0	0	0	2	2	
	Total	49	41	6	2	0	0	0	0	6	9	
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	
<b>All Students</b>												
Chronic Absenteeism	Male	374	158	143	53	5	5	2	8	71	68	17
	Female	335	146	128	44	2	5	2	8	53	23	8
	Total	709	304	271	97	7	10	4	16	124	91	25

	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	17
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	4
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	10
Incidents of possession of a firearm or explosive device	0

	<b>Total</b>
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	4
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	308	50	107	107	2	32	2	8	8	2
	Female	394	77	116	158	0	35	0	8	29	2
	Total	702	127	223	265	2	67	2	16	37	4
International Baccalaureate Courses	Male	16	2	5	5	0	2	2	0	0	0
	Female	42	11	11	11	2	5	0	2	2	0
	Total	58	13	16	16	2	7	2	2	2	0
Dual Enrollment/Dual Credit Programs	Male	55	8	11	29	0	5	0	2	0	2
	Female	71	11	14	44	0	0	0	2	0	0
	Total	126	19	25	73	0	5	0	4	0	2

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	44.0	23.1%
Teachers Teaching with Emergency or Provisional Credentials	7.6	4.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	26.9	14.7%

**All School  
Number      Percent**

␣ Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	10	1%
English II	4,680	1%	40	1%	11	1%
Algebra I	5,122	1%	35	1%	10	1%
Biology	4,954	1%	33	1%	10	1%
All Grades All Subjects	101,751	1%	825	1%	41	1%
Reading	45,064	1%	367	1%	21	1%
Mathematics	40,350	1%	327	1%	10	1%
Science	16,337	1%	131	1%	10	1%

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

#### State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	46%	43%	36%	64%	*	59%	*	*	36%	22%	27%



# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** LARSON EL

**Campus ID:** 220901151

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non				Male	Female	Migrant	Homeless	Foster		
					Amer			Ind		Isl	More	Disadv	Econ								Care	Military	
											Races		Disadv										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3	Reading	All	75%	68%	58%	55%	50%	72%	-	*	-	33%	51%	70%	29%	65%	57%	51%	66%	-	46%	-	-
		Students																					
		CWD	49%	38%	29%	25%	*	*	-	*	-	*	20%	*	29%	-	-	33%	20%	-	*	-	-
		CWOD	79%	72%	65%	68%	55%	76%	-	*	-	40%	63%	68%	-	65%	57%	58%	73%	-	55%	-	-
		EL	69%	67%	57%	*	*	*	-	*	-	-	60%	*	-	57%	57%	*	*	-	-	-	-
		Male	73%	65%	51%	43%	40%	82%	-	*	-	*	39%	83%	33%	58%	*	51%	-	-	25%	-	-
		Female	78%	72%	66%	71%	57%	57%	-	*	-	*	70%	60%	20%	73%	*	-	66%	-	80%	-	-
Mathematics	All	78%	72%	53%	38%	58%	61%	-	*	-	100%	45%	67%	41%	56%	43%	49%	57%	-	62%	-	-	
	Students																						
	CWD	52%	44%	41%	25%	*	*	-	*	-	*	33%	*	41%	-	-	42%	40%	-	*	-	-	
	CWOD	81%	76%	56%	43%	55%	65%	-	*	-	100%	50%	64%	-	56%	43%	52%	60%	-	64%	-	-	
	EL	75%	75%	43%	*	*	*	-	*	-	-	40%	*	-	43%	43%	*	*	-	-	-	-	
	Male	78%	72%	49%	30%	60%	64%	-	*	-	*	39%	75%	42%	52%	*	49%	-	-	50%	-	-	
	Female	78%	72%	57%	47%	57%	57%	-	*	-	*	55%	60%	40%	60%	*	-	57%	-	80%	-	-	
Grade 4	Reading	All	74%	66%	63%	55%	62%	73%	-	*	-	100%	61%	68%	10%	71%	75%	63%	64%	-	80%	-	*
		Students																					
		CWD	44%	34%	10%	0%	-	*	-	-	-	*	13%	*	10%	-	-	0%	20%	-	*	-	*
		CWOD	78%	70%	71%	65%	62%	85%	-	*	-	*	70%	73%	-	71%	75%	73%	69%	-	89%	-	*
		EL	64%	64%	75%	*	*	-	-	*	-	*	67%	*	-	75%	75%	*	*	-	*	-	-
		Male	71%	63%	63%	47%	71%	80%	-	*	-	*	57%	75%	0%	73%	*	63%	-	-	80%	-	*
		Female	77%	70%	64%	60%	50%	70%	-	*	-	*	64%	63%	20%	69%	*	-	64%	-	80%	-	*
Mathematics	All	74%	67%	67%	57%	77%	73%	-	*	-	100%	65%	71%	10%	75%	88%	66%	68%	-	90%	-	*	
	Students																						
	CWD	46%	36%	10%	0%	-	*	-	-	-	*	13%	*	10%	-	-	0%	20%	-	*	-	*	
	CWOD	78%	71%	75%	68%	77%	85%	-	*	-	*	74%	77%	-	75%	88%	77%	74%	-	100%	-	*	
	EL	69%	69%	88%	*	*	-	-	*	-	*	83%	*	-	88%	88%	*	*	-	*	-	-	
	Male	74%	67%	66%	47%	86%	80%	-	*	-	*	61%	75%	0%	77%	*	66%	-	-	100%	-	*	
	Female	74%	68%	68%	64%	67%	70%	-	*	-	*	68%	69%	20%	74%	*	-	68%	-	80%	-	*	
Grade 5	Reading	All	86%	82%	81%	78%	86%	88%	-	*	*	*	77%	90%	40%	86%	80%	75%	85%	-	86%	-	*
		Students																					
		CWD	55%	48%	40%	*	*	60%	-	*	-	-	29%	*	40%	-	-	29%	*	-	-	-	-
		CWOD	89%	86%	86%	81%	89%	100%	-	*	*	*	84%	92%	-	86%	80%	86%	87%	-	86%	-	*
		EL	77%	76%	80%	-	80%	-	-	-	-	-	*	*	-	80%	80%	*	*	-	-	-	-
		Male	83%	78%	75%	72%	91%	67%	-	*	-	-	71%	83%	29%	86%	*	75%	-	-	*	-	-
		Female	88%	85%	85%	82%	82%	100%	-	*	*	*	82%	94%	*	87%	*	-	85%	-	*	-	*
Mathematics	All	89%	84%	70%	60%	82%	75%	-	*	*	*	65%	83%	20%	77%	100%	58%	78%	-	57%	-	*	
	Students																						
	CWD	68%	61%	20%	*	*	20%	-	*	-	-	14%	*	20%	-	-	14%	*	-	-	-	-	
	CWOD	92%	87%	77%	62%	85%	100%	-	*	*	*	71%	88%	-	77%	100%	69%	81%	-	57%	-	*	
	EL	85%	82%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-	-	-	-	
	Male	88%	83%	58%	56%	73%	50%	-	*	-	-	50%	75%	14%	69%	*	58%	-	-	*	-	-	
	Female	90%	85%	78%	64%	88%	90%	-	*	*	*	74%	88%	*	81%	*	-	78%	-	*	-	*	
Science	All	74%	65%	56%	50%	61%	63%	-	*	*	*	48%	72%	20%	60%	60%	47%	62%	-	43%	-	*	
	Students																						
	CWD	45%	43%	20%	*	*	20%	-	*	-	-	14%	*	20%	-	-	14%	*	-	-	-	-	

		State	District	Campus	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	CWOD	77%	68%	60%	51%	63%	82%	-	*	*	*	53%	77%	-	60%	60%	55%	63%	-	43%	-	*
	EL	60%	55%	60%	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	74%	65%	47%	44%	55%	50%	-	*	-	-	42%	58%	14%	55%	*	47%	-	-	*	-	-
	Female	73%	64%	62%	55%	65%	70%	-	*	*	*	53%	82%	*	63%	*	-	62%	-	*	-	*
Grade 6	Reading																					
	All Students	67%	68%	64%	53%	80%	80%	-	*	-	67%	53%	81%	29%	67%	78%	54%	73%	-	85%	-	*
	CWD	33%	32%	29%	*	*	*	-	-	-	*	17%	*	29%	-	-	40%	*	-	*	-	-
	CWOD	71%	72%	67%	54%	86%	88%	-	*	-	80%	59%	81%	-	67%	78%	56%	77%	-	83%	-	*
	EL	42%	49%	78%	-	86%	-	-	*	-	-	80%	*	-	78%	78%	*	80%	-	*	-	-
	Male	62%	64%	54%	33%	75%	71%	-	*	-	*	41%	73%	40%	56%	*	54%	-	-	83%	-	-
	Female	71%	72%	73%	68%	86%	*	-	*	-	*	64%	92%	*	77%	80%	-	73%	-	86%	-	*
Mathematics	All Students	80%	82%	64%	53%	87%	80%	-	*	-	50%	53%	81%	14%	69%	89%	59%	68%	-	69%	-	*
	CWD	50%	47%	14%	*	*	*	-	-	-	*	0%	*	14%	-	-	20%	*	-	*	-	-
	CWOD	83%	86%	69%	57%	93%	88%	-	*	-	60%	61%	81%	-	69%	89%	66%	71%	-	75%	-	*
	EL	67%	77%	89%	-	100%	-	-	*	-	-	80%	*	-	89%	89%	*	80%	-	*	-	-
	Male	78%	80%	59%	39%	88%	71%	-	*	-	*	45%	80%	20%	66%	*	59%	-	-	67%	-	-
	Female	81%	84%	68%	64%	86%	*	-	*	-	*	60%	83%	*	71%	80%	-	68%	-	71%	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3	Reading																					
	All Students	44%	37%	21%	15%	17%	28%	-	*	-	17%	17%	30%	12%	24%	29%	20%	23%	-	15%	-	-
	CWD	26%	19%	12%	0%	*	*	-	*	-	*	0%	*	12%	-	-	17%	0%	-	*	-	-
	CWOD	46%	39%	24%	21%	18%	29%	-	*	-	20%	24%	24%	-	24%	29%	21%	27%	-	18%	-	-
	EL	35%	34%	29%	*	*	*	-	*	-	-	20%	*	-	29%	29%	*	*	-	-	-	-
	Male	41%	34%	20%	17%	20%	18%	-	*	-	*	15%	33%	17%	21%	*	20%	-	-	13%	-	-
	Female	47%	39%	23%	12%	14%	43%	-	*	-	*	20%	27%	0%	27%	*	-	23%	-	20%	-	-
Mathematics	All Students	48%	39%	23%	13%	17%	33%	-	*	-	50%	13%	41%	12%	25%	14%	24%	20%	-	15%	-	-
	CWD	30%	21%	12%	0%	*	*	-	*	-	*	0%	*	12%	-	-	17%	0%	-	*	-	-
	CWOD	50%	42%	25%	18%	18%	35%	-	*	-	60%	18%	36%	-	25%	14%	27%	23%	-	18%	-	-
	EL	41%	41%	14%	*	*	*	-	*	-	-	20%	*	-	14%	14%	*	*	-	-	-	-
	Male	49%	41%	24%	13%	40%	27%	-	*	-	*	15%	50%	17%	27%	*	24%	-	-	25%	-	-
	Female	46%	38%	20%	12%	0%	43%	-	*	-	*	10%	33%	0%	23%	*	-	20%	-	0%	-	-
Grade 4	Reading																					
	All Students	43%	35%	39%	39%	8%	53%	-	*	-	60%	33%	50%	0%	45%	50%	40%	39%	-	40%	-	*
	CWD	24%	16%	0%	0%	-	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	*	-	*
	CWOD	46%	38%	45%	46%	8%	62%	-	*	-	*	40%	54%	-	45%	50%	47%	44%	-	44%	-	*
	EL	30%	30%	50%	*	*	-	-	*	-	*	33%	*	-	50%	50%	*	*	-	*	-	-
	Male	41%	33%	40%	32%	14%	80%	-	*	-	*	30%	58%	0%	47%	*	40%	-	-	60%	-	*
	Female	46%	38%	39%	44%	0%	40%	-	*	-	*	36%	44%	0%	44%	*	-	39%	-	20%	-	*
Mathematics	All Students	46%	39%	41%	32%	31%	60%	-	*	-	80%	35%	50%	10%	45%	38%	49%	34%	-	30%	-	*
	CWD	27%	21%	10%	0%	-	*	-	-	-	*	13%	*	10%	-	-	0%	20%	-	*	-	*
	CWOD	49%	41%	45%	38%	31%	69%	-	*	-	*	40%	54%	-	45%	38%	57%	36%	-	33%	-	*
	EL	39%	39%	38%	*	*	-	-	*	-	*	33%	*	-	38%	38%	*	*	-	*	-	-
	Male	48%	40%	49%	32%	57%	80%	-	*	-	*	35%	75%	0%	57%	*	49%	-	-	20%	-	*
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	34%	Amer	0%	50%	Ind	*	Isl	Races	Disadv	Econ	20%	36%	*	-	34%	-	40%	Care	*
		Female			32%			-		-	*	36%	31%				-				-	
Grade 5 Reading	All Students	53%	46%	48%	35%	61%	56%	-	*	*	*	39%	69%	30%	51%	40%	36%	56%	-	29%	-	*
	CWD	27%	23%	30%	*	*	40%	-	*	-	-	29%	*	30%	-	-	14%	*	-	-	-	-
	CWOD	56%	49%	51%	35%	63%	64%	-	*	*	*	40%	73%	-	51%	40%	41%	56%	-	29%	-	*
	EL	36%	35%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	50%	42%	36%	28%	45%	50%	-	*	-	-	29%	50%	14%	41%	*	36%	-	-	*	-	-
	Female	56%	51%	56%	41%	71%	60%	-	*	*	*	45%	82%	*	56%	*	-	56%	-	*	-	*
Mathematics	All Students	57%	47%	31%	18%	39%	44%	-	*	*	*	23%	48%	20%	32%	0%	22%	36%	-	29%	-	*
	CWD	31%	28%	20%	*	*	20%	-	*	-	-	14%	*	20%	-	-	14%	*	-	-	-	-
	CWOD	60%	49%	32%	16%	41%	55%	-	*	*	*	24%	50%	-	32%	0%	24%	37%	-	29%	-	*
	EL	46%	41%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	56%	47%	22%	22%	18%	33%	-	*	-	-	17%	33%	14%	24%	*	22%	-	-	*	-	-
	Female	57%	47%	36%	14%	53%	50%	-	*	*	*	26%	59%	*	37%	*	-	36%	-	*	-	*
Science	All Students	48%	38%	29%	15%	36%	38%	-	*	*	*	21%	45%	20%	30%	0%	11%	40%	-	14%	-	*
	CWD	27%	27%	20%	*	*	20%	-	*	-	-	14%	*	20%	-	-	14%	*	-	-	-	-
	CWOD	50%	39%	30%	14%	37%	45%	-	*	*	*	22%	46%	-	30%	0%	10%	40%	-	14%	-	*
	EL	31%	26%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	50%	40%	11%	6%	18%	17%	-	*	-	-	0%	33%	14%	10%	*	11%	-	-	*	-	-
	Female	45%	37%	40%	23%	47%	50%	-	*	*	*	34%	53%	*	40%	*	-	40%	-	*	-	*
Grade 6 Reading	All Students	36%	37%	28%	25%	40%	40%	-	*	-	0%	19%	44%	0%	31%	33%	24%	32%	-	23%	-	*
	CWD	19%	17%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	*	-	*	-	-
	CWOD	38%	40%	31%	27%	43%	50%	-	*	-	0%	22%	46%	-	31%	33%	28%	34%	-	25%	-	*
	EL	14%	17%	33%	-	43%	-	-	*	-	-	20%	*	-	33%	33%	*	20%	-	*	-	-
	Male	33%	33%	24%	22%	38%	14%	-	*	-	*	14%	40%	0%	28%	*	24%	-	-	17%	-	-
	Female	40%	42%	32%	27%	43%	*	-	*	-	*	24%	50%	*	34%	20%	-	32%	-	29%	-	*
Mathematics	All Students	46%	49%	34%	25%	47%	50%	-	*	-	17%	19%	59%	14%	36%	44%	38%	30%	-	23%	-	*
	CWD	23%	21%	14%	*	*	*	-	-	-	*	0%	*	14%	-	-	20%	*	-	*	-	-
	CWOD	48%	52%	36%	27%	50%	50%	-	*	-	20%	22%	58%	-	36%	44%	41%	31%	-	25%	-	*
	EL	27%	35%	44%	-	43%	-	-	*	-	-	40%	*	-	44%	44%	*	40%	-	*	-	-
	Male	45%	48%	38%	28%	50%	43%	-	*	-	*	23%	60%	20%	41%	*	38%	-	-	33%	-	-
	Female	46%	50%	30%	23%	43%	*	-	*	-	*	16%	58%	*	31%	40%	-	30%	-	14%	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	11%	5%	0%	22%	-	*	-	17%	6%	22%	6%	13%	29%	9%	14%	-	0%	-	-
	CWD	10%	7%	6%	0%	*	*	-	*	-	*	0%	*	6%	-	-	8%	0%	-	*	-	-
	CWOD	29%	23%	13%	7%	0%	24%	-	*	-	20%	8%	20%	-	13%	29%	9%	17%	-	0%	-	-
	EL	19%	20%	29%	*	*	*	-	*	-	-	20%	*	-	29%	29%	*	*	-	-	-	-
	Male	24%	19%	9%	9%	0%	9%	-	*	-	*	6%	17%	8%	9%	*	9%	-	-	0%	-	-
	Female	29%	24%	14%	0%	0%	43%	-	*	-	*	5%	27%	0%	17%	*	-	14%	-	0%	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	10%	8%	0%	17%	-	*	-	17%	9%	11%	6%	11%	14%	9%	11%	-	8%	-	-
	Students																					
	CWD	12%	8%	6%	0%	*	*	-	*	-	*	0%	*	6%	-	-	8%	0%	-	*	-	-
	CWOD	25%	19%	11%	11%	0%	18%	-	*	-	20%	13%	8%	-	11%	14%	9%	13%	-	9%	-	-
	EL	18%	20%	14%	*	*	*	-	*	-	-	20%	*	-	14%	14%	*	*	-	-	-	-
	Male	26%	20%	9%	9%	0%	9%	-	*	-	*	9%	8%	8%	9%	*	9%	-	-	13%	-	-
	Female	22%	16%	11%	6%	0%	29%	-	*	-	*	10%	13%	0%	13%	*	-	11%	-	0%	-	-
Grade 4																						
Reading	All	21%	17%	24%	18%	0%	47%	-	*	-	60%	18%	36%	0%	28%	13%	29%	20%	-	20%	-	*
	Students																					
	CWD	8%	4%	0%	0%	-	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	*	-	*
	CWOD	23%	18%	28%	22%	0%	54%	-	*	-	*	21%	38%	-	28%	13%	33%	23%	-	22%	-	*
	EL	12%	13%	13%	*	*	-	-	*	-	*	0%	*	-	13%	13%	*	*	-	*	-	-
	Male	20%	15%	29%	16%	0%	80%	-	*	-	*	13%	58%	0%	33%	*	29%	-	-	20%	-	*
	Female	23%	18%	20%	20%	0%	30%	-	*	-	*	21%	19%	0%	23%	*	-	20%	-	20%	-	*
Mathematics																						
	All	27%	22%	28%	23%	15%	33%	-	*	-	80%	24%	36%	10%	30%	38%	37%	20%	-	20%	-	*
	Students																					
	CWD	13%	7%	10%	0%	-	*	-	-	-	*	13%	*	10%	-	-	0%	20%	-	*	-	*
	CWOD	29%	23%	30%	27%	15%	38%	-	*	-	*	26%	38%	-	30%	38%	43%	21%	-	22%	-	*
	EL	20%	22%	38%	*	*	-	-	*	-	*	33%	*	-	38%	38%	*	*	-	*	-	-
	Male	29%	23%	37%	32%	29%	40%	-	*	-	*	26%	58%	0%	43%	*	37%	-	-	20%	-	*
	Female	25%	20%	20%	16%	0%	30%	-	*	-	*	21%	19%	20%	21%	*	-	20%	-	20%	-	*
Grade 5																						
Reading	All	29%	24%	27%	15%	36%	38%	-	*	*	*	23%	38%	10%	30%	20%	17%	35%	-	14%	-	*
	Students																					
	CWD	9%	8%	10%	*	*	20%	-	*	-	-	14%	*	10%	-	-	0%	*	-	-	-	-
	CWOD	31%	26%	30%	16%	37%	45%	-	*	*	*	24%	42%	-	30%	20%	21%	35%	-	14%	-	*
	EL	14%	13%	20%	-	20%	-	-	-	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	26%	21%	17%	11%	18%	33%	-	*	-	-	17%	17%	0%	21%	*	17%	-	-	*	-	-
	Female	31%	27%	35%	18%	47%	40%	-	*	*	*	26%	53%	*	35%	*	-	35%	-	*	-	*
Mathematics																						
	All	36%	27%	14%	3%	25%	25%	-	*	*	*	11%	21%	10%	15%	0%	8%	18%	-	0%	-	*
	Students																					
	CWD	14%	12%	10%	*	*	20%	-	*	-	-	14%	*	10%	-	-	0%	*	-	-	-	-
	CWOD	38%	28%	15%	3%	26%	27%	-	*	*	*	11%	23%	-	15%	0%	10%	17%	-	0%	-	*
	EL	24%	20%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	36%	28%	8%	0%	9%	33%	-	*	-	-	4%	17%	0%	10%	*	8%	-	-	*	-	-
	Female	35%	26%	18%	5%	35%	20%	-	*	*	*	16%	24%	*	17%	*	-	18%	-	*	-	*
Science																						
Reading	All	23%	17%	12%	3%	21%	13%	-	*	*	*	8%	21%	0%	14%	0%	6%	16%	-	0%	-	*
	Students																					
	CWD	11%	9%	0%	*	*	0%	-	*	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	25%	18%	14%	3%	22%	18%	-	*	*	*	9%	23%	-	14%	0%	7%	17%	-	0%	-	*
	EL	11%	9%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	25%	19%	6%	0%	9%	17%	-	*	-	-	0%	17%	0%	7%	*	6%	-	-	*	-	-
	Female	21%	15%	16%	5%	29%	10%	-	*	*	*	13%	24%	*	17%	*	-	16%	-	*	-	*
Grade 6																						
Reading	All	17%	18%	12%	10%	27%	10%	-	*	-	0%	9%	19%	0%	13%	11%	11%	14%	-	8%	-	*
	Students																					
	CWD	6%	5%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	*	-	*	-	-
	CWOD	18%	19%	13%	11%	29%	13%	-	*	-	0%	10%	19%	-	13%	11%	13%	14%	-	8%	-	*
	EL	4%	5%	11%	-	14%	-	-	*	-	-	0%	*	-	11%	11%	*	0%	-	*	-	-
	Male	14%	15%	11%	11%	25%	0%	-	*	-	*	9%	13%	0%	13%	*	11%	-	-	0%	-	-

		State	District	Campus	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
	Female	20%	22%	14%	9%	29%	*	-	*	-	*	8%	25%	*	14%	0%	-	14%	-	14%	-	*
Mathematics	All	20%	24%	18%	10%	27%	40%	-	*	-	0%	9%	33%	14%	18%	22%	22%	14%	-	0%	-	*
	Students																					
	CWD	9%	6%	14%	*	*	*	-	-	-	*	0%	*	14%	-	-	20%	*	-	*	-	-
	CWOD	22%	26%	18%	11%	29%	38%	-	*	-	0%	10%	31%	-	18%	22%	22%	14%	-	0%	-	*
	EL	8%	12%	22%	-	14%	-	-	*	-	-	0%	*	-	22%	22%	*	20%	-	*	-	-
	Male	20%	24%	22%	11%	38%	43%	-	*	-	*	9%	40%	20%	22%	*	22%	-	-	0%	-	-
	Female	20%	23%	14%	9%	14%	*	-	*	-	*	8%	25%	*	14%	20%	-	14%	-	0%	-	*

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	64%	55%	73%	73%	-	73%	50%	76%	58%	76%	26%	70%	75%	58%	70%	-	69%	-	64%
	Students																					
	CWD	46%	38%	26%	19%	14%	28%	-	57%	-	50%	19%	53%	26%	-	-	25%	27%	-	25%	-	*
	CWOD	81%	77%	70%	61%	76%	83%	-	78%	50%	81%	66%	78%	-	70%	75%	65%	74%	-	73%	-	78%
	EL	62%	63%	75%	67%	76%	*	-	60%	-	*	73%	79%	-	75%	75%	73%	77%	-	100%	-	-
	Male	74%	70%	58%	45%	73%	69%	-	62%	-	72%	49%	75%	25%	65%	73%	58%	-	-	58%	-	*
	Female	80%	76%	70%	64%	74%	77%	-	82%	50%	79%	66%	77%	27%	74%	77%	-	70%	-	81%	-	78%
Reading	All	73%	69%	67%	60%	74%	78%	-	77%	*	67%	62%	77%	27%	73%	72%	60%	73%	-	72%	-	80%
	Students																					
	CWD	39%	30%	27%	20%	*	40%	-	*	-	*	19%	63%	27%	-	-	28%	27%	-	*	-	*
	CWOD	78%	73%	73%	67%	77%	86%	-	80%	*	73%	70%	79%	-	73%	72%	68%	78%	-	77%	-	*
	EL	54%	55%	72%	*	72%	*	-	60%	-	*	70%	78%	-	72%	72%	73%	71%	-	*	-	-
	Male	69%	64%	60%	49%	74%	76%	-	67%	-	56%	51%	78%	28%	68%	73%	60%	-	-	61%	-	*
	Female	78%	74%	73%	70%	73%	80%	-	86%	*	78%	71%	77%	27%	78%	71%	-	73%	-	85%	-	*
Mathematics	All	81%	77%	64%	52%	78%	71%	-	77%	*	83%	57%	76%	25%	70%	79%	58%	69%	-	70%	-	60%
	Students																					
	CWD	53%	44%	25%	16%	*	20%	-	*	-	*	19%	50%	25%	-	-	24%	27%	-	*	-	*
	CWOD	84%	81%	70%	58%	80%	82%	-	80%	*	87%	65%	78%	-	70%	79%	65%	73%	-	74%	-	*
	EL	72%	74%	79%	*	83%	*	-	60%	-	*	75%	89%	-	79%	79%	80%	79%	-	*	-	-
	Male	79%	75%	58%	42%	77%	66%	-	67%	-	89%	48%	76%	24%	65%	80%	58%	-	-	61%	-	*
	Female	82%	79%	69%	60%	78%	77%	-	86%	*	78%	66%	75%	27%	73%	79%	-	69%	-	80%	-	*
Science	All	80%	75%	56%	50%	61%	63%	-	*	*	*	48%	72%	20%	60%	60%	47%	62%	-	43%	-	*
	Students																					
	CWD	51%	44%	20%	*	*	20%	-	*	-	-	14%	*	20%	-	-	14%	*	-	-	-	-
	CWOD	84%	79%	60%	51%	63%	82%	-	*	*	*	53%	77%	-	60%	60%	55%	63%	-	43%	-	*
	EL	61%	60%	60%	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	79%	74%	47%	44%	55%	50%	-	*	-	-	42%	58%	14%	55%	*	47%	-	-	*	-	-
	Female	81%	77%	62%	55%	65%	70%	-	*	*	*	53%	82%	*	63%	*	-	62%	-	*	-	*

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	33%	24%	37%	44%	-	57%	33%	41%	25%	49%	13%	36%	30%	29%	36%	-	24%	-	27%
	Students																					
	CWD	24%	18%	13%	6%	0%	20%	-	57%	-	17%	6%	42%	13%	-	-	12%	15%	-	0%	-	*
	CWOD	52%	47%	36%	27%	38%	50%	-	57%	33%	45%	28%	49%	-	36%	30%	33%	38%	-	26%	-	33%
	EL	29%	29%	30%	33%	24%	*	-	30%	-	*	25%	42%	-	30%	30%	33%	27%	-	33%	-	-
	Male	47%	41%	29%	22%	33%	36%	-	62%	-	33%	19%	48%	12%	33%	33%	29%	-	-	24%	-	*
	Female	52%	47%	36%	26%	40%	51%	-	53%	33%	47%	29%	49%	15%	38%	27%	-	36%	-	23%	-	33%

		State	District	Campus	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
Reading	All	47%	42%	35%	29%	38%	44%	-	62%	*	28%	28%	49%	11%	39%	38%	29%	40%	-	26%	-	40%
	Students																					
	CWD	21%	15%	11%	4%	*	20%	-	*	-	*	6%	38%	11%	-	-	10%	13%	-	*	-	*
	CWOD	50%	45%	39%	33%	40%	49%	-	60%	*	33%	32%	50%	-	39%	38%	34%	42%	-	28%	-	*
	EL	23%	24%	38%	*	33%	*	-	40%	-	*	30%	56%	-	38%	38%	40%	36%	-	*	-	-
	Male	43%	37%	29%	24%	32%	34%	-	67%	-	22%	22%	45%	10%	34%	40%	29%	-	-	26%	-	*
	Female	51%	47%	40%	33%	43%	53%	-	57%	*	33%	33%	52%	13%	42%	36%	-	40%	-	25%	-	*
Mathematics	All	51%	45%	32%	22%	35%	46%	-	54%	*	50%	23%	50%	14%	35%	28%	33%	31%	-	23%	-	20%
	Students																					
	CWD	26%	21%	14%	4%	*	20%	-	*	-	*	6%	50%	14%	-	-	14%	13%	-	*	-	*
	CWOD	54%	49%	35%	25%	37%	51%	-	50%	*	53%	26%	50%	-	35%	28%	37%	33%	-	26%	-	*
	EL	37%	37%	28%	*	22%	*	-	20%	-	*	25%	33%	-	28%	28%	33%	21%	-	*	-	-
	Male	50%	44%	33%	23%	39%	41%	-	67%	-	44%	22%	55%	14%	37%	33%	33%	-	-	26%	-	*
	Female	51%	47%	31%	21%	32%	50%	-	43%	*	56%	23%	45%	13%	33%	21%	-	31%	-	20%	-	*
Science	All	53%	47%	29%	15%	36%	38%	-	*	*	*	21%	45%	20%	30%	0%	11%	40%	-	14%	-	*
	Students																					
	CWD	25%	20%	20%	*	*	20%	-	*	-	-	14%	*	20%	-	-	14%	*	-	-	-	-
	CWOD	56%	50%	30%	14%	37%	45%	-	*	*	*	22%	46%	-	30%	0%	10%	40%	-	14%	-	*
	EL	26%	25%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	53%	46%	11%	6%	18%	17%	-	*	-	-	0%	33%	14%	10%	*	11%	-	-	*	-	-
	Female	53%	48%	40%	23%	47%	50%	-	*	*	*	34%	53%	*	40%	*	-	40%	-	*	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	17%	11%	20%	27%	-	37%	0%	27%	13%	26%	6%	19%	17%	16%	19%	-	8%	-	18%
	Students																					
	CWD	8%	6%	6%	0%	0%	12%	-	29%	-	17%	4%	16%	6%	-	-	5%	9%	-	0%	-	*
	CWOD	25%	21%	19%	12%	21%	30%	-	39%	0%	29%	15%	27%	-	19%	17%	18%	20%	-	8%	-	22%
	EL	11%	11%	17%	17%	10%	*	-	20%	-	*	11%	32%	-	17%	17%	18%	17%	-	0%	-	-
	Male	22%	18%	16%	11%	15%	25%	-	31%	-	22%	10%	27%	5%	18%	18%	16%	-	-	6%	-	*
	Female	24%	21%	19%	10%	24%	29%	-	41%	0%	32%	15%	26%	9%	20%	17%	-	19%	-	9%	-	22%
Reading	All	20%	17%	19%	12%	21%	31%	-	38%	*	28%	14%	29%	5%	21%	17%	16%	22%	-	9%	-	20%
	Students																					
	CWD	7%	5%	5%	0%	*	10%	-	*	-	*	3%	13%	5%	-	-	3%	7%	-	*	-	*
	CWOD	22%	19%	21%	14%	22%	35%	-	40%	*	33%	16%	30%	-	21%	17%	19%	24%	-	10%	-	*
	EL	8%	8%	17%	*	11%	*	-	20%	-	*	10%	33%	-	17%	17%	13%	21%	-	*	-	-
	Male	17%	14%	16%	12%	13%	24%	-	33%	-	22%	11%	25%	3%	19%	13%	16%	-	-	4%	-	*
	Female	23%	20%	22%	13%	27%	37%	-	43%	*	33%	17%	32%	7%	24%	21%	-	22%	-	15%	-	*
Mathematics	All	26%	22%	17%	11%	19%	27%	-	31%	*	28%	13%	25%	9%	19%	21%	18%	16%	-	7%	-	20%
	Students																					
	CWD	11%	6%	9%	0%	*	20%	-	*	-	*	6%	25%	9%	-	-	7%	13%	-	*	-	*
	CWOD	28%	24%	19%	13%	20%	29%	-	30%	*	27%	15%	25%	-	19%	21%	21%	17%	-	8%	-	*
	EL	16%	16%	21%	*	11%	*	-	20%	-	*	15%	33%	-	21%	21%	27%	14%	-	*	-	-
	Male	25%	22%	18%	13%	19%	28%	-	33%	-	22%	12%	31%	7%	21%	27%	18%	-	-	9%	-	*
	Female	26%	22%	16%	9%	19%	27%	-	29%	*	33%	14%	20%	13%	17%	14%	-	16%	-	5%	-	*
Science	All	24%	20%	12%	3%	21%	13%	-	*	*	*	8%	21%	0%	14%	0%	6%	16%	-	0%	-	*
	Students																					
	CWD	8%	5%	0%	*	*	0%	-	*	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	26%	22%	14%	3%	22%	18%	-	*	*	*	9%	23%	-	14%	0%	7%	17%	-	0%	-	*
	EL	7%	7%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	25%	21%	6%	0%	9%	17%	-	*	-	-	0%	17%	0%	7%	*	6%	-	-	*	-	-



	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	16%	5%	29%	10%	-	*	*	*	13%	24%	*	17%	*	-	16%	-	*	-	*	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	63	62	63	65	-	61	*	60	62	50	65
CWD	50	58	*	33	-	*	-	*	55	50	-
CWOD	64	63	64	75	-	56	*	63	64	-	65
EL	65	*	75	-	-	*	-	*	64	-	65
Male	56	59	50	56	-	*	-	*	56	53	67
Female	68	65	74	74	-	58	*	67	67	44	64
<b>Mathematics</b>											
All Students	65	55	68	79	-	61	*	80	61	52	80
CWD	52	27	*	78	-	*	-	*	53	52	-
CWOD	66	59	69	80	-	69	*	75	62	-	80
EL	80	*	79	-	-	*	-	*	75	-	80
Male	65	50	76	83	-	*	-	*	58	31	83
Female	65	59	62	76	-	58	*	83	63	89	77

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	52	16	31%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	38	30	43	48	-	56	28	48	32	15	41
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	N					N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'^' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card& program=perf rept.perfmast.sas&prgopt=2019%2... 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	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%	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%	-
Science	All Students	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	0%	-	*	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	0%	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%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	28	20	2	2	0	2	0	2	0		
	Female	12	8	2	2	0	0	0	0	0		
	Total	40	28	4	4	0	2	0	2	0		
<b>Out-of-School Suspensions</b>												
	Male	25	19	4	0	0	0	0	2	2		
	Female	8	4	2	0	0	0	0	2	2		
	Total	33	23	6	0	0	0	0	4	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	2	2	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	2	0	0	0	0	0	0	0		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	8	2	2	2	0	0	0	2	0		2
	Female	4	2	2	0	0	0	0	0	2		0
	Total	12	4	4	2	0	0	0	2	2		2
Out-of-School Suspensions	Male	18	10	2	4	0	0	0	2	0		2
	Female	4	4	0	0	0	0	0	0	0		0
	Total	22	14	2	4	0	0	0	2	0		2
Expulsions	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	47	23	11	11	0	2	0	0	5	8	2
	Female	55	26	17	8	0	2	0	2	2	5	0
	Total	102	49	28	19	0	4	0	2	7	13	2

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	1
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	18	11	5	2	0	0	0	0	5	0
	Female	14	5	5	2	0	2	0	0	2	0
	Total	32	16	10	4	0	2	0	0	7	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	2.0	5.4%
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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-



	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** LITTLE EL

**Campus ID:** 220901146

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	84%	78%	100%	90%	-	20%	-	64%	70%	93%	73%	86%	56%	84%	84%	-	*	-	*	
	Students																						
	CWD	49%	38%	73%	*	*	67%	-	-	-	*	57%	88%	73%	-	-	67%	83%	-	-	-	*	
	CWOD	79%	72%	86%	71%	100%	95%	-	20%	-	70%	73%	94%	-	86%	56%	88%	84%	-	*	-	-	
	EL	69%	67%	56%	*	*	*	-	20%	-	-	33%	*	-	56%	56%	*	60%	-	-	-	-	
	Male	73%	65%	84%	*	100%	88%	-	*	-	57%	71%	93%	67%	88%	*	84%	-	-	*	-	*	
	Female	78%	72%	84%	71%	100%	91%	-	*	-	*	65%	93%	83%	84%	60%	-	84%	-	-	-	-	
Mathematics	All	78%	72%	84%	67%	84%	92%	-	80%	-	64%	73%	91%	67%	87%	89%	80%	88%	-	*	-	*	
	Students																						
	CWD	52%	44%	67%	*	*	67%	-	-	-	*	43%	88%	67%	-	-	67%	67%	-	-	-	*	
	CWOD	81%	76%	87%	71%	88%	97%	-	80%	-	60%	80%	91%	-	87%	89%	83%	92%	-	*	-	-	
	EL	75%	75%	89%	*	*	*	-	80%	-	-	83%	*	-	89%	89%	*	100%	-	-	-	-	
	Male	78%	72%	80%	*	83%	88%	-	*	-	57%	67%	89%	67%	83%	*	80%	-	-	*	-	*	
	Female	78%	72%	88%	71%	86%	96%	-	*	-	*	76%	93%	67%	92%	100%	-	88%	-	-	-	-	
Grade 4 Reading	All	74%	66%	78%	53%	78%	79%	-	100%	-	100%	69%	84%	44%	85%	79%	74%	83%	-	*	-	-	
	Students																						
	CWD	44%	34%	44%	50%	60%	29%	-	-	-	-	45%	43%	44%	-	-	50%	33%	-	*	-	-	
	CWOD	78%	70%	85%	56%	82%	88%	-	100%	-	100%	77%	89%	-	85%	79%	80%	91%	-	*	-	-	
	EL	64%	64%	79%	-	*	*	-	100%	-	-	86%	71%	-	79%	79%	78%	80%	-	-	-	-	
	Male	71%	63%	74%	50%	76%	72%	-	100%	-	*	69%	79%	50%	80%	78%	74%	-	-	*	-	-	
	Female	77%	70%	83%	57%	80%	89%	-	*	-	*	64%	89%	33%	91%	80%	-	83%	-	*	-	-	
Mathematics	All	74%	67%	82%	67%	74%	85%	-	100%	-	100%	76%	85%	61%	86%	71%	82%	80%	-	*	-	-	
	Students																						
	CWD	46%	36%	61%	50%	60%	71%	-	-	-	-	45%	86%	61%	-	-	75%	33%	-	*	-	-	
	CWOD	78%	71%	86%	78%	77%	88%	-	100%	-	100%	87%	85%	-	86%	71%	84%	89%	-	*	-	-	
	EL	69%	69%	71%	-	*	*	-	100%	-	-	71%	71%	-	71%	71%	67%	80%	-	-	-	-	
	Male	74%	67%	82%	75%	71%	86%	-	100%	-	*	76%	88%	75%	84%	67%	82%	-	-	*	-	-	
	Female	74%	68%	80%	57%	80%	84%	-	*	-	*	71%	82%	33%	89%	80%	-	80%	-	*	-	-	
Grade 5 Reading	All	86%	82%	89%	81%	85%	93%	*	75%	-	80%	81%	92%	62%	94%	80%	89%	88%	-	*	-	*	
	Students																						
	CWD	55%	48%	62%	50%	*	60%	*	-	-	-	58%	67%	62%	-	*	58%	67%	-	*	-	-	
	CWOD	89%	86%	94%	100%	88%	98%	*	75%	-	80%	90%	96%	-	94%	78%	98%	91%	-	*	-	*	
	EL	77%	76%	80%	-	83%	-	-	*	-	-	67%	*	*	78%	80%	100%	60%	-	-	-	-	
	Male	83%	78%	89%	70%	80%	97%	-	100%	-	*	74%	97%	58%	98%	100%	89%	-	-	*	-	*	
	Female	88%	85%	88%	100%	90%	90%	*	*	-	*	88%	88%	67%	91%	60%	-	88%	-	-	-	-	
Mathematics	All	89%	84%	92%	88%	90%	93%	*	100%	-	80%	86%	95%	67%	97%	90%	93%	91%	-	*	-	*	
	Students																						
	CWD	68%	61%	67%	67%	*	70%	*	-	-	-	58%	78%	67%	-	*	67%	67%	-	*	-	-	
	CWOD	92%	87%	97%	100%	100%	97%	*	100%	-	80%	97%	97%	-	97%	100%	100%	95%	-	*	-	*	
	EL	85%	82%	90%	-	83%	-	-	*	-	-	83%	*	*	100%	90%	100%	80%	-	-	-	-	
	Male	88%	83%	93%	80%	90%	97%	-	100%	-	*	84%	97%	67%	100%	100%	93%	-	-	*	-	*	
	Female	90%	85%	91%	100%	90%	90%	*	*	-	*	88%	93%	67%	95%	80%	-	91%	-	-	-	-	
Science	All	74%	65%	79%	56%	75%	89%	*	71%	-	40%	63%	87%	38%	87%	70%	73%	83%	-	*	-	*	
	Students																						
	CWD	45%	43%	38%	17%	*	60%	*	-	-	-	25%	56%	38%	-	*	33%	44%	-	*	-	-	

		State	District	Campus	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	CWOD	77%	68%	<b>87%</b>	80%	88%	93%	*	71%	-	40%	77%	91%	-	87%	78%	84%	89%	-	*	-	*
	EL	60%	55%	<b>70%</b>	-	67%	-	*	*	-	-	50%	*	*	78%	70%	80%	60%	-	-	-	-
	Male	74%	65%	<b>73%</b>	40%	70%	90%	-	*	-	*	42%	89%	33%	84%	80%	73%	-	-	*	-	*
	Female	73%	64%	<b>83%</b>	83%	80%	88%	*	*	-	*	79%	86%	44%	89%	60%	-	83%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>78%</b>	58%	79%	87%	-	80%	-	*	68%	84%	42%	83%	67%	68%	92%	-	*	*	*
	CWD	33%	32%	<b>42%</b>	*	40%	50%	-	-	-	-	33%	*	42%	-	*	44%	*	-	*	-	-
	CWOD	71%	72%	<b>83%</b>	61%	89%	91%	-	80%	-	*	78%	85%	-	83%	80%	72%	96%	-	*	*	*
	EL	42%	49%	<b>67%</b>	-	*	*	-	*	-	-	80%	*	*	80%	67%	*	*	-	-	-	-
	Male	62%	64%	<b>68%</b>	36%	77%	78%	-	*	-	*	56%	76%	44%	72%	*	68%	-	-	*	*	*
	Female	71%	72%	<b>92%</b>	88%	82%	96%	-	*	-	-	88%	94%	*	96%	*	-	92%	-	*	-	*
Mathematics	All Students	80%	82%	<b>89%</b>	74%	88%	93%	-	100%	-	*	83%	93%	58%	93%	83%	85%	94%	-	*	*	*
	CWD	50%	47%	<b>58%</b>	*	60%	67%	-	-	-	-	44%	*	58%	-	*	67%	*	-	*	-	-
	CWOD	83%	86%	<b>93%</b>	78%	95%	96%	-	100%	-	*	94%	92%	-	93%	100%	89%	98%	-	*	*	*
	EL	67%	77%	<b>83%</b>	-	*	*	-	*	-	-	80%	*	*	100%	83%	*	*	-	-	-	-
	Male	78%	80%	<b>85%</b>	64%	92%	88%	-	*	-	*	80%	89%	67%	89%	*	85%	-	-	*	*	*
	Female	81%	84%	<b>94%</b>	88%	82%	100%	-	*	-	-	88%	97%	*	98%	*	-	94%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>57%</b>	44%	58%	67%	-	0%	-	45%	43%	65%	33%	61%	22%	51%	63%	-	*	-	*
	CWD	26%	19%	<b>33%</b>	*	*	33%	-	-	-	*	14%	50%	33%	-	-	22%	50%	-	-	-	*
	CWOD	46%	39%	<b>61%</b>	43%	63%	74%	-	0%	-	50%	50%	68%	-	61%	22%	58%	65%	-	*	-	-
	EL	35%	34%	<b>22%</b>	*	*	*	-	0%	-	-	33%	*	-	22%	22%	*	20%	-	-	-	-
	Male	41%	34%	<b>51%</b>	*	75%	56%	-	*	-	29%	33%	64%	22%	58%	*	51%	-	-	*	-	*
	Female	47%	39%	<b>63%</b>	57%	29%	78%	-	*	-	*	53%	67%	50%	65%	20%	-	63%	-	-	-	-
Mathematics	All Students	48%	39%	<b>48%</b>	44%	42%	56%	-	20%	-	36%	38%	55%	40%	49%	33%	47%	49%	-	*	-	*
	CWD	30%	21%	<b>40%</b>	*	*	44%	-	-	-	*	29%	50%	40%	-	-	33%	50%	-	-	-	*
	CWOD	50%	42%	<b>49%</b>	43%	50%	59%	-	20%	-	30%	40%	55%	-	49%	33%	50%	49%	-	*	-	-
	EL	41%	41%	<b>33%</b>	*	*	*	-	20%	-	-	33%	*	-	33%	33%	*	20%	-	-	-	-
	Male	49%	41%	<b>47%</b>	*	42%	60%	-	*	-	29%	29%	61%	33%	50%	*	47%	-	-	*	-	*
	Female	46%	38%	<b>49%</b>	57%	43%	52%	-	*	-	*	47%	48%	50%	49%	20%	-	49%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>44%</b>	27%	37%	48%	-	75%	-	40%	31%	52%	17%	49%	50%	39%	51%	-	*	-	-
	CWD	24%	16%	<b>17%</b>	17%	20%	14%	-	-	-	-	18%	14%	17%	-	-	17%	17%	-	*	-	-
	CWOD	46%	38%	<b>49%</b>	33%	41%	54%	-	75%	-	40%	35%	57%	-	49%	50%	44%	57%	-	*	-	-
	EL	30%	30%	<b>50%</b>	-	*	*	-	71%	-	-	43%	57%	-	50%	50%	44%	60%	-	-	-	-
	Male	41%	33%	<b>39%</b>	25%	29%	45%	-	60%	-	*	24%	52%	17%	44%	44%	39%	-	-	*	-	-
	Female	46%	38%	<b>51%</b>	29%	50%	53%	-	*	-	*	43%	54%	17%	57%	60%	-	51%	-	*	-	-
Mathematics	All Students	46%	39%	<b>60%</b>	20%	48%	71%	-	100%	-	80%	45%	70%	22%	68%	64%	56%	66%	-	*	-	-
	CWD	27%	21%	<b>22%</b>	0%	40%	29%	-	-	-	-	18%	29%	22%	-	-	33%	0%	-	*	-	-
	CWOD	49%	41%	<b>68%</b>	33%	50%	78%	-	100%	-	80%	55%	76%	-	68%	64%	62%	77%	-	*	-	-
	EL	39%	39%	<b>64%</b>	-	*	*	-	100%	-	-	57%	71%	-	64%	64%	56%	80%	-	-	-	-
	Male	48%	40%	<b>56%</b>	25%	35%	69%	-	100%	-	*	45%	67%	33%	62%	56%	56%	-	-	*	-	-
	Female																					

		State	District	Campus	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
		45%	38%	66%	14%	70%	74%	-	*	-	*	43%	75%	0%	77%	80%	-	66%	-	*	-	-
Grade 5 Reading	All	53%	46%	63%	50%	50%	72%	*	50%	-	60%	47%	72%	33%	69%	40%	57%	68%	-	*	-	*
	Students																					
	CWD	27%	23%	33%	17%	*	50%	*	-	-	-	25%	44%	33%	-	*	25%	44%	-	*	-	-
	CWOD	56%	49%	69%	70%	56%	75%	*	50%	-	60%	55%	76%	-	69%	44%	66%	72%	-	*	-	*
	EL	36%	35%	40%	-	50%	-	-	*	-	-	17%	*	*	44%	40%	40%	40%	-	-	-	-
	Male	50%	42%	57%	30%	40%	72%	-	60%	-	*	32%	70%	25%	66%	40%	57%	-	-	*	-	*
	Female	56%	51%	68%	83%	60%	71%	*	*	-	*	58%	74%	44%	72%	40%	-	68%	-	-	-	-
Mathematics	All	57%	47%	61%	44%	55%	69%	*	75%	-	20%	53%	66%	29%	68%	80%	59%	64%	-	*	-	*
	Students																					
	CWD	31%	28%	29%	17%	*	50%	*	-	-	-	17%	44%	29%	-	*	17%	44%	-	*	-	-
	CWOD	60%	49%	68%	60%	69%	72%	*	75%	-	20%	68%	69%	-	68%	89%	70%	67%	-	*	-	*
	EL	46%	41%	80%	-	67%	-	-	*	-	-	83%	*	*	89%	80%	100%	60%	-	-	-	-
	Male	56%	47%	59%	30%	60%	66%	-	80%	-	*	42%	68%	17%	70%	100%	59%	-	-	*	-	*
	Female	57%	47%	64%	67%	50%	71%	*	*	-	*	63%	64%	44%	67%	60%	-	64%	-	-	-	-
Science	All	48%	38%	57%	38%	50%	68%	*	43%	-	20%	42%	65%	33%	62%	40%	49%	64%	-	*	-	*
	Students																					
	CWD	27%	27%	33%	0%	*	60%	*	-	-	-	25%	44%	33%	-	*	25%	44%	-	*	-	-
	CWOD	50%	39%	62%	60%	56%	69%	*	43%	-	20%	48%	68%	-	62%	44%	56%	67%	-	*	-	*
	EL	31%	26%	40%	-	50%	-	-	*	-	-	33%	*	*	44%	40%	40%	40%	-	-	-	-
	Male	50%	40%	49%	10%	50%	66%	-	*	-	*	26%	61%	25%	56%	40%	49%	-	-	*	-	*
	Female	45%	37%	64%	83%	50%	69%	*	*	-	*	54%	69%	44%	67%	40%	-	64%	-	-	-	-
Grade 6 Reading	All	36%	37%	47%	26%	42%	58%	-	40%	-	*	34%	55%	17%	51%	17%	32%	67%	-	*	*	*
	Students																					
	CWD	19%	17%	17%	*	20%	17%	-	-	-	-	11%	*	17%	-	*	22%	*	-	*	-	-
	CWOD	38%	40%	51%	28%	47%	63%	-	40%	-	*	41%	56%	-	51%	20%	34%	71%	-	*	*	*
	EL	14%	17%	17%	-	*	*	-	*	-	-	20%	*	*	20%	17%	*	*	-	-	-	-
	Male	33%	33%	32%	18%	31%	41%	-	*	-	*	24%	38%	22%	34%	*	32%	-	-	*	*	*
	Female	40%	42%	67%	38%	55%	79%	-	*	-	-	50%	75%	*	71%	*	-	67%	-	*	-	*
Mathematics	All	46%	49%	61%	32%	50%	73%	-	100%	-	*	39%	74%	33%	64%	50%	58%	65%	-	*	*	*
	Students																					
	CWD	23%	21%	33%	*	20%	50%	-	-	-	-	22%	*	33%	-	*	44%	*	-	*	-	-
	CWOD	48%	52%	64%	33%	58%	76%	-	100%	-	*	44%	74%	-	64%	60%	60%	69%	-	*	*	*
	EL	27%	35%	50%	-	*	*	-	*	-	-	40%	*	*	60%	50%	*	*	-	-	-	-
	Male	45%	48%	58%	18%	62%	69%	-	*	-	*	44%	68%	44%	60%	*	58%	-	-	*	*	*
	Female	46%	50%	65%	50%	36%	79%	-	*	-	-	31%	81%	*	69%	*	-	65%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	29%	33%	32%	31%	-	0%	-	27%	19%	36%	20%	31%	22%	27%	33%	-	*	-	*
	Students																					
	CWD	10%	7%	20%	*	*	22%	-	-	-	*	0%	38%	20%	-	-	11%	33%	-	-	-	*
	CWOD	29%	23%	31%	43%	31%	33%	-	0%	-	30%	23%	36%	-	31%	22%	30%	32%	-	*	-	-
	EL	19%	20%	22%	*	*	*	-	0%	-	-	33%	*	-	22%	22%	*	20%	-	-	-	-
	Male	24%	19%	27%	*	42%	32%	-	*	-	0%	14%	36%	11%	30%	*	27%	-	-	*	-	*
	Female	29%	24%	33%	43%	14%	30%	-	*	-	*	24%	37%	33%	32%	20%	-	33%	-	-	-	-



		State	District	Campus	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
Mathematics	All	24%	18%	20%	33%	11%	21%	-	20%	-	18%	14%	24%	7%	22%	33%	20%	19%	-	*	-	*
	Students																					
	CWD	12%	8%	7%	*	*	11%	-	-	-	*	0%	13%	7%	-	-	0%	17%	-	-	-	*
	CWOD	25%	19%	22%	43%	13%	23%	-	20%	-	20%	17%	26%	-	22%	33%	25%	19%	-	*	-	-
	EL	18%	20%	33%	*	*	*	-	20%	-	-	33%	*	-	33%	33%	*	20%	-	-	-	-
	Male	26%	20%	20%	*	8%	28%	-	*	-	14%	10%	29%	0%	25%	*	20%	-	-	*	-	*
	Female	22%	16%	19%	43%	14%	13%	-	*	-	*	18%	19%	17%	19%	20%	-	19%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	26%	13%	19%	29%	-	50%	-	40%	19%	31%	6%	31%	36%	23%	32%	-	*	-	-
	Students																					
	CWD	8%	4%	6%	0%	20%	0%	-	-	-	-	9%	0%	6%	-	-	8%	0%	-	*	-	-
	CWOD	23%	18%	31%	22%	18%	34%	-	50%	-	40%	23%	35%	-	31%	36%	26%	37%	-	*	-	-
	EL	12%	13%	36%	-	*	*	-	57%	-	-	29%	43%	-	36%	36%	22%	60%	-	-	-	-
	Male	20%	15%	23%	25%	6%	28%	-	40%	-	*	17%	27%	8%	26%	22%	23%	-	-	*	-	-
	Female	23%	18%	32%	0%	40%	32%	-	*	-	*	21%	36%	0%	37%	60%	-	32%	-	*	-	-
Mathematics	All	27%	22%	37%	7%	15%	48%	-	88%	-	60%	26%	44%	6%	44%	50%	34%	41%	-	*	-	-
	Students																					
	CWD	13%	7%	6%	0%	0%	14%	-	-	-	-	9%	0%	6%	-	-	8%	0%	-	*	-	-
	CWOD	29%	23%	44%	11%	18%	54%	-	88%	-	60%	32%	50%	-	44%	50%	40%	49%	-	*	-	-
	EL	20%	22%	50%	-	*	*	-	86%	-	-	43%	57%	-	50%	50%	44%	60%	-	-	-	-
	Male	29%	23%	34%	13%	6%	48%	-	80%	-	*	24%	42%	8%	40%	44%	34%	-	-	*	-	-
	Female	25%	20%	41%	0%	30%	47%	-	*	-	*	29%	46%	0%	49%	60%	-	41%	-	*	-	-
Grade 5																						
Reading	All	29%	24%	39%	25%	30%	46%	*	25%	-	40%	26%	47%	5%	47%	10%	32%	45%	-	*	-	*
	Students																					
	CWD	9%	8%	5%	0%	*	10%	*	-	-	-	0%	11%	5%	-	*	0%	11%	-	*	-	-
	CWOD	31%	26%	47%	40%	38%	52%	*	25%	-	40%	35%	51%	-	47%	11%	41%	51%	-	*	-	*
	EL	14%	13%	10%	-	17%	-	-	*	-	-	0%	*	*	11%	10%	0%	20%	-	-	-	-
	Male	26%	21%	32%	20%	20%	45%	-	20%	-	*	16%	41%	0%	41%	0%	32%	-	-	*	-	*
	Female	31%	27%	45%	33%	40%	48%	*	*	-	*	33%	52%	11%	51%	20%	-	45%	-	-	-	-
Mathematics	All	36%	27%	39%	25%	25%	48%	*	38%	-	0%	19%	49%	10%	45%	30%	39%	38%	-	*	-	*
	Students																					
	CWD	14%	12%	10%	0%	*	20%	*	-	-	-	0%	22%	10%	-	*	0%	22%	-	*	-	-
	CWOD	38%	28%	45%	40%	31%	52%	*	38%	-	0%	26%	53%	-	45%	33%	50%	40%	-	*	-	*
	EL	24%	20%	30%	-	17%	-	-	*	-	-	17%	*	*	33%	30%	60%	0%	-	-	-	-
	Male	36%	28%	39%	20%	30%	48%	-	60%	-	*	21%	49%	0%	50%	60%	39%	-	-	*	-	*
	Female	35%	26%	38%	33%	20%	48%	*	*	-	*	17%	50%	22%	40%	0%	-	38%	-	-	-	-
Science	All	23%	17%	27%	13%	20%	37%	*	0%	-	20%	12%	36%	19%	29%	0%	25%	29%	-	*	-	*
	Students																					
	CWD	11%	9%	19%	0%	*	30%	*	-	-	-	17%	22%	19%	-	*	17%	22%	-	*	-	-
	CWOD	25%	18%	29%	20%	19%	38%	*	0%	-	20%	10%	38%	-	29%	0%	28%	30%	-	*	-	*
	EL	11%	9%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	19%	25%	10%	30%	34%	-	*	-	*	11%	33%	17%	28%	0%	25%	-	-	*	-	*
	Female	21%	15%	29%	17%	10%	38%	*	*	-	*	13%	38%	22%	30%	0%	-	29%	-	-	-	-
Grade 6																						
Reading	All	17%	18%	26%	16%	21%	33%	-	20%	-	*	15%	33%	17%	28%	0%	15%	42%	-	*	*	*
	Students																					
	CWD	6%	5%	17%	*	20%	17%	-	-	-	-	11%	*	17%	-	*	22%	*	-	*	-	-
	CWOD	18%	19%	28%	17%	21%	35%	-	20%	-	*	16%	33%	-	28%	0%	13%	44%	-	*	*	*
	EL	4%	5%	0%	-	*	*	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	14%	15%	15%	0%	15%	19%	-	*	-	*	12%	16%	22%	13%	*	15%	-	-	*	*	*

		State	District	Campus	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
	Female	20%	22%	42%	38%	27%	50%	-	*	-	-	19%	53%	*	44%	*	-	42%	-	*	-	*
Mathematics	All	20%	24%	25%	16%	13%	32%	-	40%	-	*	12%	32%	25%	24%	33%	23%	27%	-	*	*	*
	Students																					
	CWD	9%	6%	25%	*	20%	33%	-	-	-	-	11%	*	25%	-	*	33%	*	-	*	-	-
	CWOD	22%	26%	24%	17%	11%	31%	-	40%	-	*	13%	30%	-	24%	40%	21%	29%	-	*	*	*
	EL	8%	12%	33%	-	*	*	-	*	-	-	20%	*	*	40%	33%	*	*	-	-	-	-
	Male	20%	24%	23%	9%	23%	25%	-	*	-	*	16%	27%	33%	21%	*	23%	-	-	*	*	*
	Female	20%	23%	27%	25%	0%	39%	-	*	-	-	6%	38%	*	29%	*	-	27%	-	*	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	84%	69%	83%	89%	83%	83%	-	71%	75%	89%	57%	89%	76%	81%	87%	-	63%	*	92%
	Students																					
	CWD	46%	38%	57%	47%	58%	61%	*	-	-	*	46%	73%	57%	-	20%	58%	54%	-	33%	-	*
	CWOD	81%	77%	89%	77%	89%	94%	*	83%	-	71%	84%	91%	-	89%	80%	86%	92%	-	80%	*	90%
	EL	62%	63%	76%	*	72%	70%	-	80%	-	-	70%	85%	20%	80%	76%	79%	73%	-	-	-	-
	Male	74%	70%	81%	60%	82%	87%	-	87%	-	67%	69%	89%	58%	86%	79%	81%	-	-	63%	*	90%
	Female	80%	76%	87%	79%	85%	92%	83%	76%	-	76%	81%	90%	54%	92%	73%	-	87%	-	63%	-	*
Reading	All	73%	69%	82%	66%	84%	88%	*	73%	-	70%	72%	88%	56%	87%	72%	78%	87%	-	64%	*	100%
	Students																					
	CWD	39%	30%	56%	53%	65%	53%	*	-	-	*	49%	67%	56%	-	*	55%	58%	-	*	-	*
	CWOD	78%	73%	87%	70%	89%	93%	*	73%	-	73%	80%	91%	-	87%	73%	83%	91%	-	71%	*	*
	EL	54%	55%	72%	*	73%	80%	-	67%	-	-	67%	80%	*	73%	72%	76%	67%	-	-	-	-
	Male	69%	64%	78%	55%	83%	83%	-	82%	-	64%	67%	86%	55%	83%	76%	78%	-	-	57%	*	*
	Female	78%	74%	87%	79%	87%	92%	*	56%	-	78%	80%	91%	58%	91%	67%	-	87%	-	*	-	*
Mathematics	All	81%	77%	87%	75%	83%	91%	*	96%	-	78%	80%	91%	64%	91%	82%	85%	89%	-	64%	*	80%
	Students																					
	CWD	53%	44%	64%	53%	59%	69%	*	-	-	*	49%	85%	64%	-	*	69%	54%	-	*	-	*
	CWOD	84%	81%	91%	82%	89%	95%	*	96%	-	77%	90%	92%	-	91%	86%	89%	94%	-	86%	*	*
	EL	72%	74%	82%	*	73%	60%	-	94%	-	-	79%	87%	*	86%	82%	81%	83%	-	-	-	-
	Male	79%	75%	85%	71%	83%	90%	-	94%	-	79%	77%	91%	69%	89%	81%	85%	-	-	71%	*	*
	Female	82%	79%	89%	79%	84%	93%	*	100%	-	78%	84%	91%	54%	94%	83%	-	89%	-	*	-	*
Science	All	80%	75%	79%	56%	75%	89%	*	71%	-	40%	63%	87%	38%	87%	70%	73%	83%	-	*	-	*
	Students																					
	CWD	51%	44%	38%	17%	*	60%	*	-	-	-	25%	56%	38%	-	*	33%	44%	-	*	-	-
	CWOD	84%	79%	87%	80%	88%	93%	*	71%	-	40%	77%	91%	-	87%	78%	84%	89%	-	*	-	*
	EL	61%	60%	70%	-	67%	-	-	*	-	-	50%	*	*	78%	70%	80%	60%	-	-	-	-
	Male	79%	74%	73%	40%	70%	90%	-	*	-	*	42%	89%	33%	84%	80%	73%	-	-	*	-	*
	Female	81%	77%	83%	83%	80%	88%	*	*	-	*	79%	86%	44%	89%	60%	-	83%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	56%	35%	48%	65%	50%	59%	-	39%	41%	64%	29%	61%	47%	50%	62%	-	8%	*	67%
	Students																					
	CWD	24%	18%	29%	14%	21%	41%	*	-	-	*	20%	41%	29%	-	0%	26%	33%	-	0%	-	*
	CWOD	52%	47%	61%	43%	54%	69%	*	59%	-	39%	48%	67%	-	61%	49%	55%	66%	-	13%	*	80%
	EL	29%	29%	47%	*	39%	40%	-	53%	-	-	41%	56%	0%	49%	47%	51%	41%	-	-	-	-
	Male	47%	41%	50%	21%	46%	60%	-	61%	-	30%	33%	61%	26%	55%	51%	50%	-	-	6%	*	60%
	Female	52%	47%	62%	52%	50%	70%	50%	57%	-	52%	52%	68%	33%	66%	41%	-	62%	-	13%	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Reading	All	47%	42%	53%	36%	46%	62%	*	46%	-	43%	39%	62%	26%	58%	36%	44%	63%	-	9%	*	60%
	Students																					
	CWD	21%	15%	26%	20%	24%	31%	*	-	-	*	18%	37%	26%	-	*	21%	33%	-	*	-	*
	CWOD	50%	45%	58%	41%	51%	67%	*	46%	-	45%	45%	65%	-	58%	38%	49%	67%	-	14%	*	*
	EL	23%	24%	36%	*	40%	20%	-	33%	-	-	29%	47%	*	38%	36%	33%	39%	-	-	-	-
	Male	43%	37%	44%	23%	42%	53%	-	41%	-	29%	28%	56%	21%	49%	33%	44%	-	-	14%	*	*
	Female	51%	47%	63%	50%	50%	71%	*	56%	-	67%	54%	68%	33%	67%	39%	-	63%	-	*	-	*
Mathematics	All	51%	45%	58%	34%	49%	68%	*	77%	-	39%	44%	67%	30%	63%	59%	55%	61%	-	9%	*	60%
	Students																					
	CWD	26%	21%	30%	13%	18%	44%	*	-	-	*	21%	44%	30%	-	*	31%	29%	-	*	-	*
	CWOD	54%	49%	63%	41%	56%	72%	*	77%	-	36%	52%	69%	-	63%	62%	61%	66%	-	14%	*	*
	EL	37%	37%	59%	*	33%	60%	-	78%	-	-	54%	67%	*	62%	59%	71%	44%	-	-	-	-
	Male	50%	44%	55%	23%	48%	66%	-	82%	-	36%	40%	66%	31%	61%	71%	55%	-	-	0%	*	*
	Female	51%	47%	61%	46%	50%	70%	*	67%	-	44%	49%	67%	29%	66%	44%	-	61%	-	*	-	*
Science	All	53%	47%	57%	38%	50%	68%	*	43%	-	20%	42%	65%	33%	62%	40%	49%	64%	-	*	-	*
	Students																					
	CWD	25%	20%	33%	0%	*	60%	*	-	-	-	25%	44%	33%	-	*	25%	44%	-	*	-	-
	CWOD	56%	50%	62%	60%	56%	69%	*	43%	-	20%	48%	68%	-	62%	44%	56%	67%	-	*	-	*
	EL	26%	25%	40%	-	50%	-	-	*	-	-	33%	*	*	44%	40%	40%	40%	-	-	-	-
	Male	53%	46%	49%	10%	50%	66%	-	*	-	*	26%	61%	25%	56%	40%	49%	-	-	*	-	*
	Female	53%	48%	64%	83%	50%	69%	*	*	-	*	54%	69%	44%	67%	40%	-	64%	-	-	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	30%	19%	20%	37%	33%	34%	-	25%	18%	38%	12%	34%	26%	26%	34%	-	4%	*	42%
	Students																					
	CWD	8%	6%	12%	0%	13%	18%	*	-	-	*	7%	19%	12%	-	0%	10%	14%	-	0%	-	*
	CWOD	25%	21%	34%	26%	22%	40%	*	34%	-	27%	22%	40%	-	34%	28%	30%	37%	-	7%	*	50%
	EL	11%	11%	26%	*	11%	20%	-	38%	-	-	20%	35%	0%	28%	26%	30%	22%	-	-	-	-
	Male	22%	18%	26%	13%	18%	34%	-	37%	-	10%	16%	33%	10%	30%	30%	26%	-	-	0%	*	30%
	Female	24%	21%	34%	26%	22%	40%	33%	29%	-	48%	20%	42%	14%	37%	22%	-	34%	-	13%	-	*
Reading	All	20%	17%	31%	20%	24%	36%	*	27%	-	30%	20%	38%	11%	34%	21%	24%	39%	-	0%	*	40%
	Students																					
	CWD	7%	5%	11%	0%	18%	13%	*	-	-	*	5%	19%	11%	-	*	10%	13%	-	*	-	*
	CWOD	22%	19%	34%	27%	26%	40%	*	27%	-	32%	24%	40%	-	34%	22%	27%	43%	-	0%	*	*
	EL	8%	8%	21%	*	13%	20%	-	22%	-	-	17%	27%	*	22%	21%	14%	28%	-	-	-	-
	Male	17%	14%	24%	13%	19%	30%	-	24%	-	7%	15%	30%	10%	27%	14%	24%	-	-	0%	*	*
	Female	23%	20%	39%	29%	32%	42%	*	33%	-	67%	26%	46%	13%	43%	28%	-	39%	-	*	-	*
Mathematics	All	26%	22%	30%	19%	16%	38%	*	50%	-	22%	18%	38%	11%	34%	38%	29%	32%	-	9%	*	40%
	Students																					
	CWD	11%	6%	11%	0%	6%	19%	*	-	-	*	5%	19%	11%	-	*	10%	13%	-	*	-	*
	CWOD	28%	24%	34%	25%	18%	41%	*	50%	-	23%	22%	41%	-	34%	41%	34%	34%	-	14%	*	*
	EL	16%	16%	38%	*	13%	20%	-	61%	-	-	29%	53%	*	41%	38%	52%	22%	-	-	-	-
	Male	25%	22%	29%	13%	15%	37%	-	59%	-	14%	18%	37%	10%	34%	52%	29%	-	-	0%	*	*
	Female	26%	22%	32%	25%	16%	38%	*	33%	-	33%	17%	40%	13%	34%	22%	-	32%	-	*	-	*
Science	All	24%	20%	27%	13%	20%	37%	*	0%	-	20%	12%	36%	19%	29%	0%	25%	29%	-	*	-	*
	Students																					
	CWD	8%	5%	19%	0%	*	30%	*	-	-	-	17%	22%	19%	-	*	17%	22%	-	*	-	-
	CWOD	26%	22%	29%	20%	19%	38%	*	0%	-	20%	10%	38%	-	29%	0%	28%	30%	-	*	-	*
	EL	7%	7%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	21%	25%	10%	30%	34%	-	*	-	*	11%	33%	17%	28%	0%	25%	-	-	*	-	*

	State	District	Campus	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
Female	23%	20%	29%	17%	10%	38%	*	*	-	*	13%	38%	22%	30%	0%	-	29%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	58	59	68	*	63	-	63	60	49	65
CWD	49	54	63	37	*	-	-	-	50	49	*
CWOD	67	60	58	73	*	63	-	63	64	-	68
EL	65	-	63	*	-	64	-	-	58	*	65
Male	58	45	54	65	-	56	-	50	51	48	67
Female	71	76	66	70	*	*	-	80	72	50	64
<b>Mathematics</b>											
All Students	75	68	74	77	*	92	-	71	67	70	80
CWD	70	58	79	73	*	-	-	-	67	70	*
CWOD	76	72	73	78	*	92	-	71	67	-	80
EL	80	-	79	*	-	100	-	-	65	*	80
Male	74	61	71	77	-	88	-	79	63	66	71
Female	77	79	78	77	*	*	-	60	72	76	91

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	64	14	22%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	57	41	50	64	55	59	-	45	45	33	50
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	N					N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	N	Y					N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American			Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
All Subjects	All	100%	100%	100%	99%	100%	100%	-	100%	99%	100%	100%	100%	100%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	99%	100%	100%	-	100%	98%	100%	100%	99%	100%	-	99%	-
Reading	All	100%	100%	100%	99%	*	100%	-	100%	99%	100%	100%	99%	100%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	99%	*	100%	-	100%	98%	100%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	98%	*	100%	-	100%	97%	100%	100%	99%	100%	-	99%	-
Mathematics	All	100%	100%	100%	99%	*	100%	-	100%	99%	100%	100%	99%	100%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	99%	*	100%	-	100%	98%	100%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	98%	*	100%	-	100%	97%	100%	100%	99%	100%	-	99%	-
Science	All	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	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%	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	1%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%	1%	-
	Students																
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	1%	0%	0%	-	0%	2%	0%	0%	1%	0%	-	1%	-
Reading	All	0%	0%	0%	1%	*	0%	-	0%	1%	0%	0%	1%	0%	0%	1%	-
	Students																
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	*	0%	-	0%	2%	0%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	1%	0%	0%	2%	*	0%	-	0%	3%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	1%	*	0%	-	0%	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	*	0%	-	0%	2%	0%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	2%	*	0%	-	0%	3%	0%	0%	1%	0%	-	1%	-
Science	All Students	0%	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%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	38	8	8	20	0	0	0	2	2		
	Female	10	2	0	8	0	0	0	0	0		
	Total	48	10	8	28	0	0	0	2	2		
<b>Out-of-School Suspensions</b>												
	Male	6	2	0	4	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	2	0	4	0	0	0	0	0		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		



		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	2	2	8	0	0	0	0	2		5
	Female	2	0	0	2	0	0	0	0	0		2
	Total	14	2	2	10	0	0	0	0	2		7
Out-of-School Suspensions	Male	4	0	2	2	0	0	0	0	0		0
	Female	2	0	0	2	0	0	0	0	0		0
	Total	6	0	2	4	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	38	2	8	26	0	0	0	2	2	14	2
	Female	26	2	5	17	0	0	0	2	0	2	2
	Total	64	4	13	43	0	0	0	4	2	16	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	17	2	8	5	0	2	0	0	5	0
	Female	12	2	8	2	0	0	0	0	2	0
	Total	29	4	16	7	0	2	0	0	7	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	5.0	10.6%
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	1.5	3.3%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	3%
Mathematics	5,880	1%	45	1%	*	3%
Grade 4						
Reading	6,312	2%	55	1%	*	1%
Mathematics	6,311	2%	55	1%	*	1%
Grade 5						
Reading	6,133	1%	59	1%	*	2%
Mathematics	6,131	1%	59	1%	*	2%
Science	6,133	1%	59	1%	*	2%
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	14	1%
Reading	45,064	1%	367	1%	6	1%
Mathematics	40,350	1%	327	1%	6	1%
Science	16,337	1%	131	1%	*	2%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced		
			TX	US	TX	US	TX	US	TX	US	
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** MARTIN H S

**Campus ID:** 220901005

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	Races	Disadv	Econ								Care	
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All	66%	59%	76%	60%	80%	78%	*	93%	-	77%	70%	80%	23%	84%	45%	70%	83%	-	61%	-	60%
	Students																					
	CWD	27%	17%	23%	6%	39%	22%	-	*	-	*	18%	28%	23%	-	18%	17%	33%	-	0%	-	*
	CWOD	71%	65%	84%	70%	86%	86%	*	94%	-	79%	80%	86%	-	84%	51%	79%	89%	-	78%	-	64%
	EL	34%	35%	45%	*	52%	17%	-	50%	-	*	51%	35%	18%	51%	45%	47%	43%	-	*	-	*
	Male	60%	52%	70%	46%	79%	72%	*	90%	-	67%	64%	74%	17%	79%	47%	70%	-	-	67%	-	33%
	Female	73%	68%	83%	75%	82%	85%	*	95%	-	91%	77%	87%	33%	89%	43%	-	83%	-	50%	-	78%
English II	All	67%	62%	78%	67%	74%	81%	50%	94%	-	85%	70%	83%	17%	85%	49%	73%	84%	-	56%	*	55%
	Students																					
	CWD	27%	18%	17%	4%	3%	34%	*	*	-	*	7%	29%	17%	-	10%	16%	18%	-	0%	*	*
	CWOD	72%	67%	85%	77%	84%	86%	60%	96%	-	90%	81%	87%	-	85%	59%	81%	89%	-	82%	*	75%
	EL	30%	32%	49%	-	44%	45%	-	83%	-	-	42%	63%	10%	59%	49%	42%	61%	-	*	-	-
	Male	62%	55%	73%	62%	67%	78%	*	89%	-	80%	67%	78%	16%	81%	42%	73%	-	-	63%	*	40%
	Female	73%	69%	84%	74%	82%	85%	*	100%	-	89%	75%	88%	18%	89%	61%	-	84%	-	50%	*	67%
Algebra I	All	83%	80%	76%	68%	83%	75%	*	91%	-	75%	76%	76%	42%	84%	69%	71%	81%	-	50%	-	86%
	Students																					
	CWD	52%	43%	42%	36%	55%	38%	-	*	-	*	43%	42%	42%	-	42%	36%	52%	-	*	-	*
	CWOD	87%	85%	84%	78%	89%	84%	*	100%	-	76%	84%	84%	-	84%	76%	81%	87%	-	54%	-	83%
	EL	73%	73%	69%	*	75%	38%	-	*	-	*	69%	65%	42%	76%	69%	53%	81%	-	*	-	-
	Male	79%	76%	71%	63%	79%	71%	*	83%	-	67%	71%	71%	36%	81%	53%	71%	-	-	50%	-	*
	Female	88%	85%	81%	74%	88%	80%	*	100%	-	88%	81%	81%	52%	87%	81%	-	81%	-	50%	-	*
Biology	All	87%	84%	93%	84%	94%	94%	*	97%	-	96%	89%	94%	63%	96%	79%	90%	95%	-	94%	-	91%
	Students																					
	CWD	60%	51%	63%	62%	65%	59%	-	*	-	*	56%	68%	63%	-	63%	53%	77%	-	*	-	-
	CWOD	90%	88%	96%	88%	96%	98%	*	98%	-	95%	94%	97%	-	96%	80%	94%	97%	-	93%	-	91%
	EL	68%	69%	79%	*	84%	44%	-	83%	-	*	77%	76%	63%	80%	79%	73%	84%	-	*	-	*
	Male	84%	81%	90%	77%	93%	92%	*	93%	-	93%	87%	91%	53%	94%	73%	90%	-	-	100%	-	*
	Female	90%	88%	95%	91%	95%	96%	*	100%	-	100%	91%	97%	77%	97%	84%	-	95%	-	86%	-	86%
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All	48%	42%	63%	44%	63%	68%	*	87%	-	58%	51%	71%	10%	71%	17%	56%	72%	-	52%	-	53%
	Students																					
	CWD	15%	9%	10%	0%	24%	8%	-	*	-	*	6%	15%	10%	-	0%	8%	14%	-	0%	-	*
	CWOD	53%	46%	71%	52%	69%	76%	*	89%	-	61%	60%	77%	-	71%	20%	64%	78%	-	67%	-	57%
	EL	14%	14%	17%	*	18%	0%	-	25%	-	*	21%	9%	0%	20%	17%	14%	20%	-	*	-	*
	Male	42%	34%	56%	33%	60%	59%	*	83%	-	57%	44%	63%	8%	64%	14%	56%	-	-	53%	-	33%
	Female	56%	51%	72%	55%	68%	78%	*	90%	-	55%	59%	79%	14%	78%	20%	-	72%	-	50%	-	67%
English II	All	48%	45%	63%	45%	52%	71%	50%	92%	-	61%	49%	71%	7%	69%	31%	57%	70%	-	38%	*	36%
	Students																					
	CWD	16%	9%	7%	4%	0%	14%	*	*	-	*	0%	14%	7%	-	0%	4%	11%	-	0%	*	*
	CWOD	52%	49%	69%	51%	59%	77%	60%	95%	-	67%	57%	76%	-	69%	38%	65%	75%	-	55%	*	50%
	EL	11%	15%	31%	-	22%	27%	-	83%	-	-	18%	56%	0%	38%	31%	19%	50%	-	*	-	-
	Male	42%	38%	57%	44%	41%	66%	*	86%	-	53%	46%	64%	4%	65%	19%	57%	-	-	50%	*	20%
	Female	55%	53%	70%	45%	64%	77%	*	100%	-	67%	53%	79%	11%	75%	50%	-	70%	-	25%	*	50%
Algebra I	All	59%	56%	48%	30%	49%	53%	*	91%	-	50%	47%	49%	14%	56%	40%	43%	54%	-	38%	-	57%
	Students																					

		State	District	Campus	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
	CWD	24%	17%	<b>14%</b>	3%	24%	14%	-	*	-	*	16%	12%	14%	-	17%	10%	20%	-	*	-	*
	CWOD	63%	61%	<b>56%</b>	39%	54%	63%	*	100%	-	53%	55%	57%	-	56%	47%	52%	61%	-	38%	-	67%
	EL	40%	41%	<b>40%</b>	*	44%	13%	-	*	-	*	48%	24%	17%	47%	40%	37%	42%	-	*	-	-
	Male	53%	50%	<b>43%</b>	27%	44%	48%	*	83%	-	42%	42%	43%	10%	52%	37%	43%	-	-	40%	-	*
	Female	65%	62%	<b>54%</b>	35%	55%	60%	*	100%	-	63%	53%	56%	20%	61%	42%	-	54%	-	33%	-	*
Biology	All	60%	56%	<b>74%</b>	53%	70%	80%	*	95%	-	67%	66%	79%	18%	80%	30%	72%	76%	-	59%	-	45%
	Students																					
	CWD	24%	15%	<b>18%</b>	10%	18%	22%	-	*	-	*	15%	20%	18%	-	0%	17%	19%	-	*	-	-
	CWOD	64%	62%	<b>80%</b>	60%	74%	86%	*	97%	-	71%	72%	84%	-	80%	35%	79%	80%	-	67%	-	45%
	EL	24%	28%	<b>30%</b>	*	26%	11%	-	67%	-	*	32%	24%	0%	35%	30%	27%	32%	-	*	-	*
	Male	58%	52%	<b>72%</b>	45%	71%	79%	*	93%	-	67%	62%	78%	17%	79%	27%	72%	-	-	70%	-	*
	Female	62%	61%	<b>76%</b>	61%	68%	81%	*	97%	-	67%	70%	79%	19%	80%	32%	-	76%	-	43%	-	43%

**STAAR Percent at Masters Grade Level**

## End of Course

English I	All	10%	9%	<b>22%</b>	9%	16%	27%	*	52%	-	26%	13%	28%	1%	25%	3%	16%	30%	-	13%	-	20%
	Students																					
	CWD	3%	2%	<b>1%</b>	0%	6%	0%	-	*	-	*	0%	3%	1%	-	0%	1%	2%	-	0%	-	*
	CWOD	11%	10%	<b>25%</b>	11%	17%	30%	*	53%	-	29%	15%	31%	-	25%	4%	18%	33%	-	17%	-	21%
	EL	1%	1%	<b>3%</b>	*	0%	0%	-	13%	-	*	2%	4%	0%	4%	3%	0%	7%	-	*	-	*
	Male	7%	6%	<b>16%</b>	1%	13%	19%	*	38%	-	29%	5%	22%	1%	18%	0%	16%	-	-	7%	-	17%
	Female	14%	13%	<b>30%</b>	17%	19%	34%	*	62%	-	18%	22%	34%	2%	33%	7%	-	30%	-	25%	-	22%
English II	All	8%	7%	<b>14%</b>	8%	8%	16%	0%	39%	-	15%	8%	18%	2%	16%	0%	9%	20%	-	6%	*	18%
	Students																					
	CWD	4%	2%	<b>2%</b>	0%	0%	5%	*	*	-	*	0%	4%	2%	-	0%	3%	0%	-	0%	*	*
	CWOD	8%	7%	<b>16%</b>	9%	9%	17%	0%	40%	-	17%	10%	19%	-	16%	0%	10%	22%	-	9%	*	25%
	EL	0%	0%	<b>0%</b>	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	6%	4%	<b>9%</b>	8%	4%	10%	*	27%	-	7%	7%	11%	3%	10%	0%	9%	-	-	0%	*	20%
	Female	10%	9%	<b>20%</b>	8%	12%	23%	*	55%	-	22%	10%	25%	0%	22%	0%	-	20%	-	13%	*	17%
Algebra I	All	36%	33%	<b>26%</b>	16%	22%	31%	*	73%	-	25%	24%	27%	4%	31%	9%	22%	31%	-	19%	-	29%
	Students																					
	CWD	9%	5%	<b>4%</b>	0%	7%	5%	-	*	-	*	5%	3%	4%	-	0%	4%	4%	-	*	-	*
	CWOD	39%	37%	<b>31%</b>	21%	25%	37%	*	80%	-	29%	30%	33%	-	31%	12%	28%	36%	-	23%	-	33%
	EL	19%	18%	<b>9%</b>	*	0%	13%	-	*	-	*	7%	12%	0%	12%	9%	5%	12%	-	*	-	-
	Male	31%	28%	<b>22%</b>	13%	22%	26%	*	50%	-	17%	20%	24%	4%	28%	5%	22%	-	-	30%	-	*
	Female	40%	38%	<b>31%</b>	21%	22%	36%	*	100%	-	38%	31%	31%	4%	36%	12%	-	31%	-	0%	-	*
Biology	All	24%	22%	<b>36%</b>	19%	31%	42%	*	61%	-	25%	27%	42%	1%	40%	2%	37%	36%	-	18%	-	36%
	Students																					
	CWD	6%	2%	<b>1%</b>	0%	0%	3%	-	*	-	*	0%	2%	1%	-	0%	0%	3%	-	*	-	-
	CWOD	26%	25%	<b>40%</b>	23%	33%	46%	*	62%	-	29%	31%	45%	-	40%	3%	41%	39%	-	20%	-	36%
	EL	4%	4%	<b>2%</b>	*	0%	0%	-	17%	-	*	3%	0%	0%	3%	2%	5%	0%	-	*	-	*
	Male	24%	21%	<b>37%</b>	15%	36%	42%	*	70%	-	20%	26%	43%	0%	41%	5%	37%	-	-	10%	-	*
	Female	25%	24%	<b>36%</b>	23%	24%	43%	*	53%	-	33%	28%	40%	3%	39%	0%	-	36%	-	29%	-	29%

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All	77%	73%	<b>81%</b>	69%	82%	82%	75%	94%	-	83%	75%	84%	34%	87%	59%	76%	86%	-	65%	*	70%
	Students																					
	CWD	46%	38%	<b>34%</b>	25%	38%	36%	*	0%	-	67%	28%	40%	34%	-	33%	28%	44%	-	20%	*	20%
	CWOD	81%	77%	<b>87%</b>	78%	89%	89%	80%	96%	-	85%	84%	89%	-	87%	65%	84%	91%	-	77%	*	77%

		State	District	Campus	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
	EL	62%	63%	<b>59%</b>	*	63%	35%	-	73%	-	*	59%	59%	33%	65%	59%	52%	67%	-	*	-	*
	Male	74%	70%	<b>76%</b>	61%	79%	78%	83%	90%	-	76%	71%	79%	28%	84%	52%	76%	-	-	70%	-	58%
	Female	80%	76%	<b>86%</b>	78%	86%	87%	70%	98%	-	93%	81%	89%	44%	91%	67%	-	86%	-	59%	*	80%
Reading	All Students	73%	69%	<b>77%</b>	64%	78%	80%	60%	93%	-	81%	70%	81%	20%	84%	47%	72%	83%	-	59%	*	58%
	CWD	39%	30%	<b>20%</b>	5%	22%	27%	*	*	-	50%	13%	28%	20%	-	14%	17%	27%	-	0%	*	*
	CWOD	78%	73%	<b>84%</b>	74%	85%	86%	67%	95%	-	84%	80%	86%	-	84%	54%	80%	89%	-	79%	*	68%
	EL	54%	55%	<b>47%</b>	*	49%	30%	-	64%	-	*	47%	46%	14%	54%	47%	45%	50%	-	*	-	*
	Male	69%	64%	<b>72%</b>	54%	74%	75%	*	89%	-	72%	65%	76%	17%	80%	45%	72%	-	-	65%	*	36%
	Female	78%	74%	<b>83%</b>	74%	82%	85%	50%	97%	-	93%	76%	88%	27%	89%	50%	-	83%	-	50%	*	73%
Mathematics	All Students	81%	77%	<b>76%</b>	68%	83%	75%	*	91%	-	75%	76%	76%	42%	84%	69%	71%	81%	-	50%	-	86%
	CWD	53%	44%	<b>42%</b>	36%	55%	38%	-	*	-	*	43%	42%	42%	-	42%	36%	52%	-	*	-	*
	CWOD	84%	81%	<b>84%</b>	78%	89%	84%	*	100%	-	76%	84%	84%	-	84%	76%	81%	87%	-	54%	-	83%
	EL	72%	74%	<b>69%</b>	*	75%	38%	-	*	-	*	69%	65%	42%	76%	69%	53%	81%	-	*	-	-
	Male	79%	75%	<b>71%</b>	63%	79%	71%	*	83%	-	67%	71%	71%	36%	81%	53%	71%	-	-	50%	-	*
	Female	82%	79%	<b>81%</b>	74%	88%	80%	*	100%	-	88%	81%	81%	52%	87%	81%	-	81%	-	50%	-	*
Science	All Students	80%	75%	<b>93%</b>	84%	94%	94%	*	97%	-	96%	89%	94%	63%	96%	79%	90%	95%	-	94%	-	91%
	CWD	51%	44%	<b>63%</b>	62%	65%	59%	-	*	-	*	56%	68%	63%	-	63%	53%	77%	-	*	-	-
	CWOD	84%	79%	<b>96%</b>	88%	96%	98%	*	98%	-	95%	94%	97%	-	96%	80%	94%	97%	-	93%	-	91%
	EL	61%	60%	<b>79%</b>	*	84%	44%	-	83%	-	*	77%	76%	63%	80%	79%	73%	84%	-	*	-	*
	Male	79%	74%	<b>90%</b>	77%	93%	92%	*	93%	-	93%	87%	91%	53%	94%	73%	90%	-	-	100%	-	*
	Female	81%	77%	<b>95%</b>	91%	95%	96%	*	100%	-	100%	91%	97%	77%	97%	84%	-	95%	-	86%	-	86%

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>63%</b>	43%	59%	69%	75%	91%	-	59%	53%	69%	12%	70%	28%	58%	69%	-	47%	*	48%
	CWD	24%	18%	<b>12%</b>	4%	17%	13%	*	0%	-	25%	8%	15%	12%	-	5%	9%	16%	-	7%	*	0%
	CWOD	52%	47%	<b>70%</b>	51%	65%	77%	80%	93%	-	64%	61%	75%	-	70%	33%	66%	75%	-	58%	*	54%
	EL	29%	29%	<b>28%</b>	*	27%	13%	-	59%	-	*	29%	27%	5%	33%	28%	22%	34%	-	*	-	*
	Male	47%	41%	<b>58%</b>	37%	55%	64%	83%	87%	-	56%	48%	64%	9%	66%	22%	58%	-	-	53%	*	32%
	Female	52%	47%	<b>69%</b>	50%	64%	76%	70%	96%	-	64%	59%	75%	16%	75%	34%	-	69%	-	38%	*	60%
Reading	All Students	47%	42%	<b>63%</b>	44%	58%	69%	60%	90%	-	59%	50%	71%	9%	70%	23%	57%	71%	-	46%	*	46%
	CWD	21%	15%	<b>9%</b>	2%	13%	10%	*	*	-	17%	3%	15%	9%	-	0%	6%	13%	-	0%	*	*
	CWOD	50%	45%	<b>70%</b>	52%	64%	76%	67%	92%	-	64%	59%	76%	-	70%	28%	64%	76%	-	62%	*	55%
	EL	23%	24%	<b>23%</b>	*	20%	13%	-	50%	-	*	20%	28%	0%	28%	23%	16%	31%	-	*	-	*
	Male	43%	37%	<b>57%</b>	39%	52%	62%	*	85%	-	56%	45%	64%	6%	64%	16%	57%	-	-	52%	*	27%
	Female	51%	47%	<b>71%</b>	51%	66%	77%	50%	95%	-	64%	56%	79%	13%	76%	31%	-	71%	-	38%	*	60%
Mathematics	All Students	51%	45%	<b>48%</b>	30%	49%	53%	*	91%	-	50%	47%	49%	14%	56%	40%	43%	54%	-	38%	-	57%
	CWD	26%	21%	<b>14%</b>	3%	24%	14%	-	*	-	*	16%	12%	14%	-	17%	10%	20%	-	*	-	*
	CWOD	54%	49%	<b>56%</b>	39%	54%	63%	*	100%	-	53%	55%	57%	-	56%	47%	52%	61%	-	38%	-	67%
	EL	37%	37%	<b>40%</b>	*	44%	13%	-	*	-	*	48%	24%	17%	47%	40%	37%	42%	-	*	-	-
	Male	50%	44%	<b>43%</b>	27%	44%	48%	*	83%	-	42%	42%	43%	10%	52%	37%	43%	-	-	40%	-	*
	Female	51%	47%	<b>54%</b>	35%	55%	60%	*	100%	-	63%	53%	56%	20%	61%	42%	-	54%	-	33%	-	*
Science	All Students	53%	47%	<b>74%</b>	53%	70%	80%	*	95%	-	67%	66%	79%	18%	80%	30%	72%	76%	-	59%	-	45%

	State	District	Campus	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
CWD	25%	20%	18%	10%	18%	22%	-	*	-	*	15%	20%	18%	-	0%	17%	19%	-	*	-	-
CWOD	56%	50%	80%	60%	74%	86%	*	97%	-	71%	72%	84%	-	80%	35%	79%	80%	-	67%	-	45%
EL	26%	25%	30%	*	26%	11%	-	67%	-	*	32%	24%	0%	35%	30%	27%	32%	-	*	-	*
Male	53%	46%	72%	45%	71%	79%	*	93%	-	67%	62%	78%	17%	79%	27%	72%	-	-	70%	-	*
Female	53%	48%	76%	61%	68%	81%	*	97%	-	67%	70%	79%	19%	80%	32%	-	76%	-	43%	-	43%

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	24%	12%	18%	28%	38%	51%	-	22%	17%	28%	2%	27%	3%	20%	29%	-	14%	*	25%
	Students																					
	CWD	8%	6%	2%	0%	4%	3%	*	0%	-	0%	1%	3%	2%	-	0%	2%	2%	-	0%	*	0%
	CWOD	25%	21%	27%	15%	20%	31%	40%	52%	-	25%	20%	31%	-	27%	4%	23%	32%	-	18%	*	28%
	EL	11%	11%	3%	*	0%	3%	-	18%	-	*	3%	4%	0%	4%	3%	2%	5%	-	*	-	*
	Male	22%	18%	20%	8%	18%	23%	17%	42%	-	19%	13%	24%	2%	23%	2%	20%	-	-	12%	*	21%
	Female	24%	21%	29%	17%	19%	34%	50%	59%	-	27%	22%	33%	2%	32%	5%	-	29%	-	17%	*	28%
Reading	All	20%	17%	19%	9%	12%	22%	20%	45%	-	20%	11%	23%	2%	21%	2%	13%	25%	-	10%	*	19%
	Students																					
	CWD	7%	5%	2%	0%	3%	2%	*	*	-	0%	0%	3%	2%	-	0%	2%	1%	-	0%	*	*
	CWOD	22%	19%	21%	10%	13%	24%	22%	46%	-	22%	12%	25%	-	21%	2%	14%	28%	-	14%	*	23%
	EL	8%	8%	2%	*	0%	0%	-	7%	-	*	1%	3%	0%	2%	2%	0%	4%	-	*	-	*
	Male	17%	14%	13%	5%	9%	15%	*	32%	-	19%	6%	17%	2%	14%	0%	13%	-	-	4%	*	18%
	Female	23%	20%	25%	13%	16%	29%	33%	59%	-	21%	17%	30%	1%	28%	4%	-	25%	-	19%	*	20%
Mathematics	All	26%	22%	26%	16%	22%	31%	*	73%	-	25%	24%	27%	4%	31%	9%	22%	31%	-	19%	-	29%
	Students																					
	CWD	11%	6%	4%	0%	7%	5%	-	*	-	*	5%	3%	4%	-	0%	4%	4%	-	*	-	*
	CWOD	28%	24%	31%	21%	25%	37%	*	80%	-	29%	30%	33%	-	31%	12%	28%	36%	-	23%	-	33%
	EL	16%	16%	9%	*	0%	13%	-	*	-	*	7%	12%	0%	12%	9%	5%	12%	-	*	-	-
	Male	25%	22%	22%	13%	22%	26%	*	50%	-	17%	20%	24%	4%	28%	5%	22%	-	-	30%	-	*
	Female	26%	22%	31%	21%	22%	36%	*	100%	-	38%	31%	31%	4%	36%	12%	-	31%	-	0%	-	*
Science	All	24%	20%	36%	19%	31%	42%	*	61%	-	25%	27%	42%	1%	40%	2%	37%	36%	-	18%	-	36%
	Students																					
	CWD	8%	5%	1%	0%	0%	3%	-	*	-	*	0%	2%	1%	-	0%	0%	3%	-	*	-	-
	CWOD	26%	22%	40%	23%	33%	46%	*	62%	-	29%	31%	45%	-	40%	3%	41%	39%	-	20%	-	36%
	EL	7%	7%	2%	*	0%	0%	-	17%	-	*	3%	0%	0%	3%	2%	5%	0%	-	*	-	*
	Male	25%	21%	37%	15%	36%	42%	*	70%	-	20%	26%	43%	0%	41%	5%	37%	-	-	10%	-	*
	Female	23%	20%	36%	23%	24%	43%	*	53%	-	33%	28%	40%	3%	39%	0%	-	36%	-	29%	-	29%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	----------------------	----------------	-----	----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	71	70	74	70	*	81	-	62	68	46	66
CWD	46	44	31	61	-	*	-	*	33	46	17
CWOD	73	73	78	70	*	82	-	67	72	-	82
EL	66	-	61	*	-	*	-	-	58	17	66
Male	69	70	69	67	*	77	-	58	66	38	50
Female	74	70	78	72	*	86	-	64	70	60	90
<b>Mathematics</b>											
All Students	71	64	74	70	*	90	-	77	71	41	68
CWD	41	34	63	36	-	*	-	*	47	41	50
CWOD	76	71	75	76	*	100	-	83	76	-	72
EL	68	*	75	30	-	*	-	*	68	50	68
Male	65	55	70	66	*	80	-	69	68	35	69
Female	76	73	78	75	*	100	-	86	74	52	68

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	96.4%	97.1%	95.9%	95.8%	100.0%	100.0%	100.0%	96.2%	92.3%	79.6%	85.7%	87.1%	-
CWD	79.6%	71.4%	90.0%	75.0%	-	100.0%	-	100.0%	70.6%	79.6%	66.7%	33.3%	-
CWOD	97.5%	99.0%	96.4%	97.2%	100.0%	100.0%	100.0%	95.7%	94.4%	-	88.0%	92.9%	-
EL	85.7%	100.0%	81.8%	66.7%	100.0%	100.0%	-	-	82.4%	66.7%	85.7%	0.0%	-
Male	94.2%	94.2%	94.1%	93.5%	100.0%	100.0%	-	92.3%	88.2%	74.2%	81.3%	85.7%	-
Female	98.5%	100.0%	97.5%	98.2%	100.0%	100.0%	100.0%	100.0%	96.1%	88.9%	91.7%	88.2%	-

\*\* 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
107	30	28%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' 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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	41	53	60	63	79	-	55	48	16	30
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	70%	46%	65%	75%	70%	86%	*	68%	55%	83%	24%

- '\*\*' 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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y		Y	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		Y		N	Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	Y	N		Y		N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		Y		N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y	N					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	Y	N		Y		Y	N	N	
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	Y	N		Y		Y	N	N	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	Y	N		Y		Y	N	N	
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	Y	N		Y		Y	N	N	

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	99%	99%	99%	100%	100%	-	99%	99%	99%	98%	99%	99%	99%	99%	-
	CWD	98%	100%	96%	97%	*	100%	-	100%	97%	98%	98%	-	96%	98%	97%	-
	CWOD	99%	99%	99%	99%	100%	100%	-	99%	99%	100%	-	99%	99%	100%	99%	-
	EL	99%	100%	98%	100%	-	100%	-	*	99%	98%	96%	99%	99%	98%	99%	-
	Male	99%	99%	99%	100%	100%	100%	-	100%	99%	100%	98%	100%	98%	99%	-	-
	Female	99%	98%	99%	98%	100%	100%	-	98%	98%	99%	97%	99%	99%	-	99%	-
Reading	All Students	99%	99%	99%	99%	100%	100%	-	98%	99%	99%	98%	99%	100%	100%	99%	-
	CWD	98%	100%	97%	96%	*	*	-	100%	97%	98%	98%	-	100%	99%	95%	-

		Participation Rate							Two or More Races		Economic Disadvantage		Non-Economic Disadvantage		Demographics		
		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	99%	99%	100%	99%	100%	100%	-	98%	99%	99%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	-	-
	Female	99%	99%	99%	98%	100%	100%	-	97%	98%	99%	95%	99%	100%	-	99%	-
Mathematics	All Students	99%	98%	98%	99%	*	100%	-	100%	97%	99%	98%	99%	98%	99%	99%	-
	CWD	98%	100%	93%	98%	-	*	-	*	97%	98%	98%	-	92%	96%	100%	-
	CWOD	99%	97%	99%	99%	*	100%	-	100%	98%	100%	-	99%	100%	99%	98%	-
	EL	98%	*	97%	100%	-	*	-	*	100%	94%	92%	100%	98%	95%	100%	-
	Male	99%	99%	97%	99%	*	100%	-	100%	97%	99%	96%	99%	95%	99%	-	-
	Female	99%	97%	100%	99%	*	100%	-	100%	98%	99%	100%	98%	100%	-	99%	-
Science	All Students	99%	99%	99%	99%	*	100%	-	100%	98%	100%	98%	99%	96%	99%	99%	-
	CWD	98%	100%	94%	97%	-	*	-	*	97%	98%	98%	-	88%	96%	100%	-
	CWOD	99%	98%	99%	99%	*	100%	-	100%	98%	100%	-	99%	98%	99%	99%	-
	EL	96%	*	94%	100%	-	100%	-	*	97%	94%	88%	98%	96%	96%	96%	-
	Male	99%	99%	98%	100%	*	100%	-	100%	98%	100%	96%	99%	96%	99%	-	-
	Female	99%	99%	99%	99%	*	100%	-	100%	98%	100%	100%	99%	96%	-	99%	-
Non-Participation Rate																	
All Subjects	All Students	1%	1%	1%	1%	0%	0%	-	1%	1%	1%	2%	1%	1%	1%	1%	-
	CWD	2%	0%	4%	3%	*	0%	-	0%	3%	2%	2%	-	4%	2%	3%	-
	CWOD	1%	1%	1%	1%	0%	0%	-	1%	1%	0%	-	1%	1%	0%	1%	-
	EL	1%	0%	2%	0%	-	0%	-	*	1%	2%	4%	1%	1%	2%	1%	-
	Male	1%	1%	1%	0%	0%	0%	-	0%	1%	0%	2%	0%	2%	1%	-	-
	Female	1%	2%	1%	2%	0%	0%	-	2%	2%	1%	3%	1%	1%	-	1%	-
Reading	All Students	1%	1%	1%	1%	0%	0%	-	2%	1%	1%	2%	1%	0%	0%	1%	-
	CWD	2%	0%	3%	4%	*	*	-	0%	3%	2%	2%	-	0%	1%	5%	-
	CWOD	1%	1%	0%	1%	0%	0%	-	2%	1%	1%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	-	-
	Female	1%	1%	1%	2%	0%	0%	-	3%	2%	1%	5%	1%	0%	-	1%	-
Mathematics	All Students	1%	2%	2%	1%	*	0%	-	0%	3%	1%	2%	1%	2%	1%	1%	-
	CWD	2%	0%	7%	2%	-	*	-	*	3%	2%	2%	-	8%	4%	0%	-
	CWOD	1%	3%	1%	1%	*	0%	-	0%	2%	0%	-	1%	0%	1%	2%	-
	EL	2%	*	3%	0%	-	*	-	*	0%	6%	8%	0%	2%	5%	0%	-
	Male	1%	1%	3%	1%	*	0%	-	0%	3%	1%	4%	1%	5%	1%	-	-
	Female	1%	3%	0%	1%	*	0%	-	0%	2%	1%	0%	2%	0%	-	1%	-
Science	All Students	1%	1%	1%	1%	*	0%	-	0%	2%	0%	2%	1%	4%	1%	1%	-
	CWD	2%	0%	6%	3%	-	*	-	*	3%	2%	2%	-	12%	4%	0%	-



		African			American		Pacific	Two or	Econ	Non						
	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
CWOD	1%	2%	1%	1%	*	0%	-	0%	2%	0%	-	1%	2%	1%	1%	-
EL	4%	*	6%	0%	-	0%	-	*	3%	6%	12%	2%	4%	4%	4%	-
Male	1%	1%	2%	0%	*	0%	-	0%	2%	0%	4%	1%	4%	1%	-	-
Female	1%	1%	1%	1%	*	0%	-	0%	2%	0%	0%	1%	4%	-	1%	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	138	38	38	50	2	2	0	8	11		
	Female	72	17	20	29	2	0	2	2	2		
	Total	210	55	58	79	4	2	2	10	13		
Out-of-School Suspensions												
	Male	47	25	8	10	0	2	0	2	2		
	Female	14	10	2	2	0	0	0	0	0		
	Total	61	35	10	12	0	2	0	2	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

	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	1
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	1
Incidents of possession of a firearm or explosive device	0

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	474	29	65	293	2	77	0	8	8	5
	Female	522	47	86	296	2	71	0	20	2	2
	Total	996	76	151	589	4	148	0	28	10	7
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	138	8	17	95	2	14	0	2	0	2
	Female	177	17	23	113	0	17	2	5	0	0
	Total	315	25	40	208	2	31	2	7	0	2

\*\*- Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### Low Poverty

	All School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	19.8	9.4%
Teachers Teaching with Emergency or Provisional Credentials	4.8	2.4%

Teacher Who Are Not Teaching in the Subject or Field for Which  
the Teacher is Certified or Licensed

**All School**  
**Number**      **Percent**  
19.1          9.4%

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	*	0%
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	*	0%
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	*	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'' Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

**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)

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
In-State Public Institutions	57%	51%	52%	56%	*	76%	-	76%	54%	37%	57%

'\*\*'     Indicates results are masked due to small numbers to protect student confidentiality.  
'-'     Indicates there are no students in the group.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** MCNUTT EL

**Campus ID:** 220901165

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status



e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All	75%	68%	68%	69%	65%	*	*	82%	-	*	69%	60%	38%	73%	66%	56%	79%	-	*	-	*
	Students																					
	CWD	49%	38%	38%	*	0%	-	-	*	-	*	40%	*	38%	-	17%	30%	*	-	*	-	-
	CWOD	79%	72%	73%	68%	80%	*	*	80%	-	*	75%	67%	-	73%	77%	66%	80%	-	-	-	*
	EL	69%	67%	66%	*	55%	-	*	80%	-	-	62%	83%	17%	77%	66%	63%	69%	-	-	-	-
	Male	73%	65%	56%	57%	46%	*	*	83%	-	*	56%	57%	30%	66%	63%	56%	-	-	*	-	*
	Female	78%	72%	79%	83%	78%	*	-	80%	-	*	83%	63%	*	80%	69%	-	79%	-	-	-	-
Mathematics	All	78%	72%	65%	58%	65%	*	*	82%	-	*	66%	60%	46%	69%	66%	54%	76%	-	*	-	*
	Students																					
	CWD	52%	44%	46%	*	17%	-	-	*	-	*	50%	*	46%	-	17%	40%	*	-	*	-	-
	CWOD	81%	76%	69%	55%	76%	*	*	80%	-	*	69%	67%	-	69%	77%	59%	77%	-	-	-	*
	EL	75%	75%	66%	*	60%	-	*	80%	-	-	65%	67%	17%	77%	66%	63%	69%	-	-	-	-
	Male	78%	72%	54%	43%	54%	*	*	83%	-	*	56%	43%	40%	59%	63%	54%	-	-	*	-	*
	Female	78%	72%	76%	75%	72%	*	-	80%	-	*	77%	75%	*	77%	69%	-	76%	-	-	-	-
Grade 4																						
Reading	All	74%	66%	68%	60%	64%	86%	*	100%	-	*	68%	67%	17%	72%	78%	66%	70%	-	*	-	*
	Students																					
	CWD	44%	34%	17%	*	*	*	-	-	-	-	*	*	17%	-	-	20%	*	-	-	-	*
	CWOD	78%	70%	72%	64%	68%	100%	*	100%	-	*	71%	73%	-	72%	78%	71%	72%	-	*	-	*
	EL	64%	64%	78%	-	71%	-	*	100%	-	-	79%	*	-	78%	78%	80%	76%	-	-	-	-
	Male	71%	63%	66%	56%	65%	*	*	100%	-	*	67%	64%	20%	71%	80%	66%	-	-	-	-	*
	Female	77%	70%	70%	64%	64%	*	-	100%	-	-	70%	71%	*	72%	76%	-	70%	-	*	-	*
Mathematics	All	74%	67%	67%	57%	67%	86%	*	100%	-	*	68%	61%	50%	68%	78%	70%	64%	-	*	-	*
	Students																					
	CWD	46%	36%	50%	*	*	*	-	-	-	-	*	*	50%	-	-	60%	*	-	-	-	*
	CWOD	78%	71%	68%	57%	70%	80%	*	100%	-	*	71%	53%	-	68%	78%	71%	65%	-	*	-	*
	EL	69%	69%	78%	-	71%	-	*	100%	-	-	79%	*	-	78%	78%	85%	71%	-	-	-	-
	Male	74%	67%	70%	56%	76%	*	*	100%	-	*	69%	73%	60%	71%	85%	70%	-	-	-	-	*
	Female	74%	68%	64%	57%	59%	*	-	100%	-	-	68%	43%	*	65%	71%	-	64%	-	*	-	*
Grade 5																						
Reading	All	86%	82%	82%	74%	87%	75%	*	100%	-	*	80%	88%	18%	89%	86%	75%	91%	-	*	-	*
	Students																					
	CWD	55%	48%	18%	29%	*	*	-	-	-	-	13%	*	18%	-	*	13%	*	-	-	-	-
	CWOD	89%	86%	89%	83%	90%	100%	*	100%	-	*	87%	95%	-	89%	91%	84%	94%	-	*	-	*
	EL	77%	76%	86%	-	84%	*	-	*	-	-	84%	*	*	91%	86%	89%	82%	-	*	-	*
	Male	83%	78%	75%	62%	85%	80%	*	*	-	*	76%	67%	13%	84%	89%	75%	-	-	*	-	-
	Female	88%	85%	91%	94%	88%	*	*	100%	-	-	87%	100%	*	94%	82%	-	91%	-	*	-	*
Mathematics	All	89%	84%	84%	77%	90%	75%	*	100%	-	*	88%	71%	27%	90%	89%	84%	85%	-	*	-	*
	Students																					
	CWD	68%	61%	27%	43%	*	*	-	-	-	-	25%	*	27%	-	*	25%	*	-	-	-	-
	CWOD	92%	87%	90%	83%	94%	100%	*	100%	-	*	94%	76%	-	90%	94%	93%	88%	-	*	-	*
	EL	85%	82%	89%	-	88%	*	-	*	-	-	87%	*	*	94%	89%	94%	82%	-	*	-	*
	Male	88%	83%	84%	72%	96%	80%	*	*	-	*	87%	67%	25%	93%	94%	84%	-	-	*	-	-
	Female	90%	85%	85%	83%	85%	*	*	100%	-	-	89%	73%	*	88%	82%	-	85%	-	*	-	*
Science																						
Reading	All	74%	65%	62%	45%	67%	86%	*	100%	-	*	65%	50%	10%	67%	74%	54%	71%	-	*	-	*
	Students																					
	CWD	45%	43%	10%	14%	*	*	-	-	-	-	14%	*	10%	-	*	0%	*	-	-	-	-

		2018-19 Federal Report Card																					
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Disadv										
Grade 6	CWOD	77%	68%	67%	50%	70%	100%	*	100%	-	*	69%	57%	-	67%	79%	62%	72%	-	*	-	*	
	EL	60%	55%	74%	-	72%	*	-	*	-	-	71%	*	*	79%	74%	72%	76%	-	*	-	*	
	Male	74%	65%	54%	38%	62%	80%	*	*	-	*	56%	44%	0%	62%	72%	54%	-	-	*	-	-	
	Female	73%	64%	71%	56%	73%	*	*	100%	-	-	78%	53%	*	72%	76%	-	71%	-	*	-	*	
	All	67%	68%	72%	61%	72%	83%	-	92%	-	*	73%	71%	33%	75%	59%	63%	80%	-	-	-	*	
	Students																						
	CWD	33%	32%	33%	*	*	*	-	-	-	-	20%	*	33%	-	*	*	*	-	-	-	-	
Reading	CWOD	71%	72%	75%	63%	77%	80%	-	92%	-	*	76%	70%	-	75%	65%	65%	83%	-	-	-	*	
	EL	42%	49%	59%	-	58%	-	-	*	-	-	60%	*	*	65%	59%	54%	64%	-	-	-	-	
	Male	62%	64%	63%	42%	63%	*	-	89%	-	*	64%	60%	*	65%	54%	63%	-	-	-	-	-	
	Female	71%	72%	80%	74%	79%	*	-	*	-	*	80%	79%	*	83%	64%	-	80%	-	-	-	*	
	All	80%	82%	87%	84%	87%	83%	-	100%	-	*	87%	88%	67%	88%	85%	80%	93%	-	-	-	*	
	Students																						
	CWD	50%	47%	67%	*	*	*	-	-	-	-	60%	*	67%	-	*	*	*	-	-	-	-	
Mathematics	CWOD	83%	86%	88%	87%	88%	80%	-	100%	-	*	89%	87%	-	88%	87%	81%	94%	-	-	-	*	
	EL	67%	77%	85%	-	83%	-	-	*	-	-	84%	*	*	87%	85%	85%	86%	-	-	-	-	
	Male	78%	80%	80%	67%	84%	*	-	100%	-	*	81%	80%	*	81%	85%	80%	-	-	-	-	-	
	Female	81%	84%	93%	95%	89%	*	-	*	-	*	93%	93%	*	94%	86%	-	93%	-	-	-	*	
	All	44%	37%	40%	46%	26%	*	*	64%	-	*	39%	47%	31%	42%	38%	28%	53%	-	*	-	*	
	Students																						
	CWD	26%	19%	31%	*	0%	-	-	*	-	*	30%	*	31%	-	17%	20%	*	-	*	-	-	
Grade 3	CWOD	46%	39%	42%	41%	32%	*	*	60%	-	*	40%	50%	-	42%	42%	31%	51%	-	-	-	*	
	EL	35%	34%	38%	*	25%	-	*	60%	-	-	35%	50%	17%	42%	38%	31%	44%	-	-	-	-	
	Male	41%	34%	28%	36%	8%	*	*	50%	-	*	25%	43%	20%	31%	31%	28%	-	-	*	-	*	
	Female	47%	39%	53%	58%	39%	*	-	80%	-	*	53%	50%	*	51%	44%	-	53%	-	-	-	-	
	All	48%	39%	31%	31%	26%	*	*	36%	-	*	29%	40%	23%	33%	31%	26%	37%	-	*	-	*	
	Students																						
	CWD	30%	21%	23%	*	0%	-	-	*	-	*	20%	*	23%	-	0%	20%	*	-	*	-	-	
Mathematics	CWOD	50%	42%	33%	27%	32%	*	*	40%	-	*	31%	42%	-	33%	38%	28%	37%	-	-	-	*	
	EL	41%	41%	31%	*	30%	-	*	30%	-	-	27%	50%	0%	38%	31%	31%	31%	-	-	-	-	
	Male	49%	41%	26%	29%	15%	*	*	33%	-	*	25%	29%	20%	28%	31%	26%	-	-	*	-	*	
	Female	46%	38%	37%	33%	33%	*	-	40%	-	*	33%	50%	*	37%	31%	-	37%	-	-	-	-	
	All	43%	35%	41%	27%	41%	57%	*	70%	-	*	41%	39%	17%	42%	54%	45%	36%	-	*	-	*	
	Students																						
	CWD	24%	16%	17%	*	*	*	-	-	-	-	*	*	17%	-	-	20%	*	-	-	-	*	
Grade 4	CWOD	46%	38%	42%	29%	43%	60%	*	70%	-	*	43%	40%	-	42%	54%	48%	37%	-	*	-	*	
	EL	30%	30%	54%	-	46%	-	*	70%	-	-	52%	*	-	54%	54%	70%	35%	-	-	-	-	
	Male	41%	33%	45%	25%	65%	*	*	60%	-	*	47%	36%	20%	48%	70%	45%	-	-	-	-	*	
	Female	46%	38%	36%	29%	23%	*	-	80%	-	-	35%	43%	*	37%	35%	-	36%	-	*	-	*	
	All	46%	39%	46%	47%	41%	29%	*	90%	-	*	49%	33%	33%	47%	57%	47%	45%	-	*	-	*	
	Students																						
	CWD	27%	21%	33%	*	*	*	-	-	-	-	*	*	33%	-	-	40%	*	-	-	-	*	
Mathematics	CWOD	49%	41%	47%	46%	43%	20%	*	90%	-	*	51%	27%	-	47%	57%	48%	47%	-	*	-	*	
	EL	39%	39%	57%	-	46%	-	*	90%	-	-	58%	*	-	57%	57%	60%	53%	-	-	-	-	
	Male	48%	40%	47%	38%	53%	-	*	80%	-	*	50%	36%	40%	48%	60%	47%	-	-	-	-	*	
	Female																						

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	45%	57%	32%	*	-	100%	-	-	49%	29%	*	47%	53%	-	45%	-	*	-	*
Grade 5 Reading	All	53%	46%	46%	40%	42%	63%	*	100%	-	*	43%	54%	9%	50%	46%	33%	60%	-	*	-	*
	Students																					
	CWD	27%	23%	9%	14%	*	*	-	-	-	-	13%	*	9%	-	*	0%	*	-	-	-	-
	CWOD	56%	49%	50%	45%	44%	83%	*	100%	-	*	46%	62%	-	50%	48%	38%	62%	-	*	-	*
	EL	36%	35%	46%	-	44%	*	-	*	-	-	39%	*	*	48%	46%	39%	53%	-	*	-	*
	Male	50%	42%	33%	28%	35%	60%	*	*	-	*	31%	44%	0%	38%	39%	33%	-	-	*	-	-
	Female	56%	51%	60%	61%	50%	*	*	100%	-	-	61%	60%	*	62%	53%	-	60%	-	*	-	*
Mathematics	All	57%	47%	50%	40%	52%	63%	*	83%	-	*	49%	54%	9%	54%	57%	46%	55%	-	*	-	*
	Students																					
	CWD	31%	28%	9%	14%	*	*	-	-	-	-	13%	*	9%	-	*	0%	*	-	-	-	-
	CWOD	60%	49%	54%	45%	54%	83%	*	83%	-	*	52%	62%	-	54%	61%	53%	56%	-	*	-	*
	EL	46%	41%	57%	-	56%	*	-	*	-	-	55%	*	*	61%	57%	56%	59%	-	*	-	*
	Male	56%	47%	46%	38%	50%	60%	*	*	-	*	46%	44%	0%	53%	56%	46%	-	-	*	-	-
	Female	57%	47%	55%	44%	54%	*	*	80%	-	-	53%	60%	*	56%	59%	-	55%	-	*	-	*
Science	All	48%	38%	33%	13%	40%	71%	*	67%	-	*	33%	33%	10%	35%	43%	33%	33%	-	*	-	*
	Students																					
	CWD	27%	27%	10%	14%	*	*	-	-	-	-	14%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	50%	39%	35%	13%	42%	83%	*	67%	-	*	35%	38%	-	35%	45%	38%	32%	-	*	-	*
	EL	31%	26%	43%	-	41%	*	-	*	-	-	42%	*	*	45%	43%	50%	35%	-	*	-	*
	Male	50%	40%	33%	14%	42%	80%	*	*	-	*	31%	44%	0%	38%	50%	33%	-	-	*	-	-
	Female	45%	37%	33%	11%	38%	*	*	60%	-	-	35%	27%	*	32%	35%	-	33%	-	*	-	*
Grade 6 Reading	All	36%	37%	42%	39%	40%	50%	-	62%	-	*	40%	46%	33%	42%	26%	30%	51%	-	-	-	*
	Students																					
	CWD	19%	17%	33%	*	*	*	-	-	-	-	20%	*	33%	-	*	*	*	-	-	-	-
	CWOD	38%	40%	42%	40%	42%	40%	-	62%	-	*	42%	43%	-	42%	26%	30%	52%	-	-	-	*
	EL	14%	17%	26%	-	29%	-	-	*	-	-	24%	*	*	26%	26%	23%	29%	-	-	-	-
	Male	33%	33%	30%	8%	26%	*	-	67%	-	*	33%	20%	*	30%	23%	30%	-	-	-	-	-
	Female	40%	42%	51%	58%	50%	*	-	*	-	*	46%	64%	*	52%	29%	-	51%	-	-	-	*
Mathematics	All	46%	49%	54%	39%	57%	50%	-	77%	-	*	55%	54%	33%	56%	41%	43%	64%	-	-	-	*
	Students																					
	CWD	23%	21%	33%	*	*	*	-	-	-	-	20%	*	33%	-	*	*	*	-	-	-	-
	CWOD	48%	52%	56%	40%	60%	40%	-	77%	-	*	57%	52%	-	56%	43%	44%	65%	-	-	-	*
	EL	27%	35%	41%	-	42%	-	-	*	-	-	44%	*	*	43%	41%	38%	43%	-	-	-	-
	Male	45%	48%	43%	8%	53%	*	-	67%	-	*	47%	30%	*	44%	38%	43%	-	-	-	-	-
	Female	46%	50%	64%	58%	61%	*	-	*	-	*	61%	71%	*	65%	43%	-	64%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	18%	27%	13%	*	*	18%	-	*	18%	20%	8%	20%	13%	10%	26%	-	*	-	*
	Students																					
	CWD	10%	7%	8%	*	0%	-	-	*	-	*	10%	*	8%	-	0%	10%	*	-	*	-	-
	CWOD	29%	23%	20%	27%	16%	*	*	20%	-	*	19%	25%	-	20%	15%	10%	29%	-	-	-	*
	EL	19%	20%	13%	*	15%	-	*	10%	-	-	12%	17%	0%	15%	13%	6%	19%	-	-	-	-
	Male	24%	19%	10%	21%	0%	*	*	17%	-	*	13%	0%	10%	10%	6%	10%	-	-	*	-	*
	Female	29%	24%	26%	33%	22%	*	-	20%	-	*	23%	38%	*	29%	19%	-	26%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	8%	Amer	3%	*	*	9%	-	*	10%	0%	8%	8%	3%	10%	5%	-	*	-	*
Mathematics	All																					
	Students																					
	CWD	12%	8%	8%	*	0%	-	-	*	-	*	10%	*	8%	-	0%	10%	*	-	*	-	-
	CWOD	25%	19%	8%	14%	4%	*	*	10%	-	*	10%	0%	-	8%	4%	10%	6%	-	-	-	*
	EL	18%	20%	3%	*	0%	-	*	10%	-	*	4%	0%	0%	4%	3%	6%	0%	-	-	-	-
	Male	26%	20%	10%	14%	0%	*	*	17%	-	*	13%	0%	10%	10%	6%	10%	-	-	*	-	*
	Female	22%	16%	5%	8%	6%	*	-	0%	-	*	7%	0%	*	6%	0%	-	5%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	16%	13%	10%	0%	*	60%	-	*	16%	17%	0%	18%	27%	15%	18%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	*
	CWOD	23%	18%	18%	14%	11%	0%	*	60%	-	*	17%	20%	-	18%	27%	17%	19%	-	*	-	*
	EL	12%	13%	27%	-	13%	-	*	60%	-	-	24%	*	-	27%	27%	30%	24%	-	-	-	-
	Male	20%	15%	15%	0%	18%	*	*	60%	-	*	14%	18%	0%	17%	30%	15%	-	-	-	-	*
	Female	23%	18%	18%	29%	5%	*	-	60%	-	-	19%	14%	*	19%	24%	-	18%	-	*	-	*
Mathematics																						
All	Students																					
	CWD	13%	7%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	*
	CWOD	29%	23%	29%	25%	27%	20%	*	60%	-	*	30%	27%	-	29%	35%	31%	28%	-	*	-	*
	EL	20%	22%	35%	-	25%	-	*	60%	-	-	33%	*	-	35%	35%	40%	29%	-	-	-	-
	Male	29%	23%	28%	13%	35%	*	*	60%	-	*	31%	18%	0%	31%	40%	28%	-	-	-	-	*
	Female	25%	20%	27%	36%	18%	*	-	60%	-	-	27%	29%	*	28%	29%	-	27%	-	*	-	*
Grade 5																						
Reading	All	29%	24%	28%	26%	23%	25%	*	83%	-	*	27%	29%	0%	30%	26%	17%	40%	-	*	-	*
	Students																					
	CWD	9%	8%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	26%	30%	30%	24%	33%	*	83%	-	*	30%	33%	-	30%	27%	20%	42%	-	*	-	*
	EL	14%	13%	26%	-	22%	*	-	*	-	-	19%	*	*	27%	26%	22%	29%	-	*	-	*
	Male	26%	21%	17%	17%	19%	0%	*	*	-	*	17%	22%	0%	20%	22%	17%	-	-	*	-	-
	Female	31%	27%	40%	39%	27%	*	*	80%	-	-	42%	33%	*	42%	29%	-	40%	-	*	-	*
Mathematics																						
All	Students																					
	CWD	14%	12%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	38%	28%	21%	10%	20%	67%	*	50%	-	*	18%	33%	-	21%	21%	18%	24%	-	*	-	*
	EL	24%	20%	20%	-	19%	*	-	*	-	-	16%	*	*	21%	20%	22%	18%	-	*	-	*
	Male	36%	28%	16%	7%	19%	40%	*	*	-	*	11%	44%	0%	18%	22%	16%	-	-	*	-	-
	Female	35%	26%	23%	11%	19%	*	*	40%	-	-	24%	20%	*	24%	18%	-	23%	-	*	-	*
Science																						
All	Students																					
	CWD	11%	9%	10%	14%	*	*	-	-	-	-	14%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	25%	18%	11%	3%	16%	33%	*	17%	-	*	11%	14%	-	11%	18%	18%	4%	-	*	-	*
	EL	11%	9%	17%	-	19%	*	-	*	-	-	16%	*	*	18%	17%	28%	6%	-	*	-	*
	Male	25%	19%	16%	3%	27%	20%	*	*	-	*	13%	33%	0%	18%	28%	16%	-	-	*	-	-
	Female	21%	15%	6%	6%	4%	*	*	0%	-	-	8%	0%	*	4%	6%	-	6%	-	*	-	*
Grade 6																						
Reading	All	17%	18%	13%	13%	11%	0%	-	31%	-	*	14%	8%	0%	14%	0%	9%	16%	-	-	-	*
	Students																					
	CWD	6%	5%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	18%	19%	14%	13%	12%	0%	-	31%	-	*	15%	9%	-	14%	0%	9%	17%	-	-	-	*
	EL	4%	5%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	14%	15%	9%	0%	5%	*	-	33%	-	*	11%	0%	*	9%	0%	9%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	16%	21%	14%	*	-	*	-	*	17%	14%	*	17%	0%	-	16%	-	-	-	*
Mathematics	All	20%	24%	20%	10%	17%	0%	-	62%	-	*	18%	25%	0%	21%	15%	22%	18%	-	-	-	*
	Students																					
	CWD	9%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	26%	21%	10%	19%	0%	-	62%	-	*	19%	26%	-	21%	17%	23%	19%	-	-	-	*
	EL	8%	12%	15%	-	13%	-	-	*	-	-	16%	*	*	17%	15%	15%	14%	-	-	-	-
	Male	20%	24%	22%	0%	21%	*	-	67%	-	*	25%	10%	*	23%	15%	22%	-	-	-	-	-
	Female	20%	23%	18%	16%	14%	*	-	*	-	*	12%	36%	*	19%	14%	-	18%	-	-	-	*

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	73%	65%	75%	79%	86%	94%	-	61%	75%	69%	33%	78%	76%	68%	79%	-	94%	-	79%
	Students																					
	CWD	46%	38%	33%	37%	17%	45%	-	*	-	*	29%	43%	33%	-	23%	28%	45%	-	*	-	*
	CWOD	81%	77%	78%	69%	80%	87%	86%	94%	-	63%	79%	73%	-	78%	81%	74%	81%	-	93%	-	83%
	EL	62%	63%	76%	*	73%	*	75%	90%	-	-	75%	83%	23%	81%	76%	77%	75%	-	*	-	*
	Male	74%	70%	68%	56%	73%	77%	82%	93%	-	47%	69%	63%	28%	74%	77%	68%	-	-	91%	-	*
	Female	80%	76%	79%	76%	77%	82%	*	95%	-	100%	81%	75%	45%	81%	75%	-	79%	-	100%	-	90%
Reading	All	73%	69%	73%	67%	73%	76%	83%	93%	-	64%	73%	73%	28%	78%	73%	66%	81%	-	100%	-	83%
	Students																					
	CWD	39%	30%	28%	36%	7%	40%	-	*	-	*	23%	40%	28%	-	17%	23%	40%	-	*	-	*
	CWOD	78%	73%	78%	71%	79%	85%	83%	92%	-	67%	78%	77%	-	78%	79%	73%	83%	-	100%	-	100%
	EL	54%	55%	73%	*	69%	*	*	88%	-	-	72%	81%	17%	79%	73%	73%	73%	-	*	-	*
	Male	69%	64%	66%	56%	68%	73%	80%	90%	-	50%	67%	62%	23%	73%	73%	66%	-	-	*	-	*
	Female	78%	74%	81%	79%	78%	80%	*	95%	-	*	80%	82%	40%	83%	73%	-	81%	-	*	-	*
Mathematics	All	81%	77%	77%	70%	79%	80%	83%	95%	-	55%	79%	72%	44%	81%	79%	74%	81%	-	100%	-	83%
	Students																					
	CWD	53%	44%	44%	50%	29%	60%	-	*	-	*	38%	60%	44%	-	33%	42%	50%	-	*	-	*
	CWOD	84%	81%	81%	73%	84%	85%	83%	95%	-	56%	82%	73%	-	81%	84%	79%	82%	-	100%	-	80%
	EL	72%	74%	79%	*	77%	*	*	92%	-	-	79%	81%	33%	84%	79%	82%	77%	-	*	-	*
	Male	79%	75%	74%	62%	81%	80%	80%	95%	-	38%	75%	68%	42%	79%	82%	74%	-	-	*	-	*
	Female	82%	79%	81%	79%	78%	80%	*	95%	-	*	82%	75%	50%	82%	77%	-	81%	-	*	-	*
Science	All	80%	75%	62%	45%	67%	86%	*	100%	-	*	65%	50%	10%	67%	74%	54%	71%	-	*	-	*
	Students																					
	CWD	51%	44%	10%	14%	*	*	-	-	-	-	14%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	84%	79%	67%	50%	70%	100%	*	100%	-	*	69%	57%	-	67%	79%	62%	72%	-	*	-	*
	EL	61%	60%	74%	-	72%	*	-	*	-	-	71%	*	*	79%	74%	72%	76%	-	*	-	*
	Male	79%	74%	54%	38%	62%	80%	*	*	-	*	56%	44%	0%	62%	72%	54%	-	-	*	-	-
	Female	81%	77%	71%	56%	73%	*	*	100%	-	-	78%	53%	*	72%	76%	-	71%	-	*	-	*

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	43%	35%	42%	53%	71%	70%	-	26%	42%	45%	21%	45%	44%	37%	49%	-	38%	-	50%
	Students																					
	CWD	24%	18%	21%	26%	7%	36%	-	*	-	*	17%	30%	21%	-	12%	15%	36%	-	*	-	*
	CWOD	52%	47%	45%	36%	45%	57%	71%	70%	-	26%	45%	47%	-	45%	48%	41%	50%	-	36%	-	50%
	EL	29%	29%	44%	*	41%	*	63%	58%	-	-	43%	58%	12%	48%	44%	46%	43%	-	*	-	*
	Male	47%	41%	37%	26%	40%	51%	64%	63%	-	12%	38%	36%	15%	41%	46%	37%	-	-	27%	-	*
	Female	52%	47%	49%	46%	43%	55%	*	77%	-	67%	48%	52%	36%	50%	43%	-	49%	-	60%	-	60%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	47%	42%	<b>42%</b>	38%	38%	56%	67%	70%	-	9%	41%	47%	22%	44%	42%	34%	51%	-	33%	-	50%
	CWD	21%	15%	<b>22%</b>	29%	7%	40%	-	*	-	*	19%	30%	22%	-	17%	15%	40%	-	*	-	*
	CWOD	50%	45%	<b>44%</b>	39%	41%	60%	67%	69%	-	11%	43%	49%	-	44%	45%	37%	51%	-	40%	-	60%
	EL	23%	24%	<b>42%</b>	*	37%	*	60%	60%	-	-	38%	69%	17%	45%	42%	43%	41%	-	*	-	*
	Male	43%	37%	<b>34%</b>	25%	35%	47%	60%	62%	-	0%	34%	35%	15%	37%	43%	34%	-	-	*	-	*
	Female	51%	47%	<b>51%</b>	52%	41%	70%	*	79%	-	*	49%	57%	40%	51%	41%	-	51%	-	*	-	*
Mathematics	All Students	51%	45%	<b>46%</b>	40%	46%	44%	67%	70%	-	45%	46%	47%	22%	49%	47%	42%	52%	-	50%	-	67%
	CWD	26%	21%	<b>22%</b>	29%	7%	40%	-	*	-	*	15%	40%	22%	-	8%	19%	30%	-	*	-	*
	CWOD	54%	49%	<b>49%</b>	41%	50%	45%	67%	72%	-	44%	49%	48%	-	49%	51%	45%	53%	-	40%	-	60%
	EL	37%	37%	<b>47%</b>	*	45%	*	*	56%	-	-	47%	50%	8%	51%	47%	48%	47%	-	*	-	*
	Male	50%	44%	<b>42%</b>	31%	45%	47%	60%	62%	-	25%	43%	35%	19%	45%	48%	42%	-	-	*	-	*
	Female	51%	47%	<b>52%</b>	49%	47%	40%	*	79%	-	*	50%	57%	30%	53%	47%	-	52%	-	*	-	*
Science	All Students	53%	47%	<b>33%</b>	13%	40%	71%	*	67%	-	*	33%	33%	10%	35%	43%	33%	33%	-	*	-	*
	CWD	25%	20%	<b>10%</b>	14%	*	*	-	-	-	-	14%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	56%	50%	<b>35%</b>	13%	42%	83%	*	67%	-	*	35%	38%	-	35%	45%	38%	32%	-	*	-	*
	EL	26%	25%	<b>43%</b>	-	41%	*	-	*	-	-	42%	*	*	45%	43%	50%	35%	-	*	-	*
	Male	53%	46%	<b>33%</b>	14%	42%	80%	*	*	-	*	31%	44%	0%	38%	50%	33%	-	-	*	-	-
	Female	53%	48%	<b>33%</b>	11%	38%	*	*	60%	-	-	35%	27%	*	32%	35%	-	33%	-	*	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	<b>18%</b>	15%	16%	16%	29%	42%	-	13%	18%	19%	4%	20%	18%	16%	20%	-	13%	-	21%
	CWD	8%	6%	<b>4%</b>	6%	0%	0%	-	*	-	*	5%	0%	4%	-	0%	3%	5%	-	*	-	*
	CWOD	25%	21%	<b>20%</b>	16%	17%	20%	29%	43%	-	11%	19%	21%	-	20%	20%	18%	21%	-	7%	-	25%
	EL	11%	11%	<b>18%</b>	*	15%	*	25%	33%	-	-	16%	31%	0%	20%	18%	20%	16%	-	*	-	*
	Male	22%	18%	<b>16%</b>	9%	18%	11%	18%	47%	-	6%	16%	17%	3%	18%	20%	16%	-	-	9%	-	*
	Female	24%	21%	<b>20%</b>	22%	14%	23%	*	37%	-	33%	20%	20%	5%	21%	16%	-	20%	-	20%	-	30%
Reading	All Students	20%	17%	<b>19%</b>	20%	15%	8%	33%	43%	-	9%	19%	19%	3%	21%	18%	13%	25%	-	0%	-	33%
	CWD	7%	5%	<b>3%</b>	7%	0%	0%	-	*	-	*	4%	0%	3%	-	0%	4%	0%	-	*	-	*
	CWOD	22%	19%	<b>21%</b>	22%	16%	10%	33%	44%	-	11%	21%	21%	-	21%	19%	15%	27%	-	0%	-	40%
	EL	8%	8%	<b>18%</b>	*	13%	*	*	36%	-	-	15%	38%	0%	19%	18%	16%	19%	-	*	-	*
	Male	17%	14%	<b>13%</b>	11%	12%	0%	20%	38%	-	0%	14%	11%	4%	15%	16%	13%	-	-	*	-	*
	Female	23%	20%	<b>25%</b>	30%	17%	20%	*	47%	-	*	25%	25%	0%	27%	19%	-	25%	-	*	-	*
Mathematics	All Students	26%	22%	<b>19%</b>	13%	17%	20%	33%	45%	-	18%	18%	21%	3%	21%	19%	19%	19%	-	33%	-	17%
	CWD	11%	6%	<b>3%</b>	0%	0%	0%	-	*	-	*	4%	0%	3%	-	0%	4%	0%	-	*	-	*
	CWOD	28%	24%	<b>21%</b>	14%	19%	25%	33%	46%	-	11%	20%	24%	-	21%	21%	21%	20%	-	20%	-	20%
	EL	16%	16%	<b>19%</b>	*	15%	*	*	32%	-	-	18%	25%	0%	21%	19%	22%	16%	-	*	-	*
	Male	25%	22%	<b>19%</b>	8%	20%	20%	20%	52%	-	13%	19%	19%	4%	21%	22%	19%	-	-	*	-	*
	Female	26%	22%	<b>19%</b>	17%	15%	20%	*	37%	-	*	18%	23%	0%	20%	16%	-	19%	-	*	-	*
Science	All Students	24%	20%	<b>11%</b>	4%	15%	29%	*	17%	-	*	11%	13%	10%	11%	17%	16%	6%	-	*	-	*
	CWD	8%	5%	<b>10%</b>	14%	*	*	-	-	-	-	14%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	26%	22%	<b>11%</b>	3%	16%	33%	*	17%	-	*	11%	14%	-	11%	18%	18%	4%	-	*	-	*
	EL	7%	7%	<b>17%</b>	-	19%	*	-	*	-	-	16%	*	*	18%	17%	28%	6%	-	*	-	*
	Male	25%	21%	<b>16%</b>	3%	27%	20%	*	*	-	*	13%	33%	0%	18%	28%	16%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	6%	6%	4%	*	*	0%	-	-	8%	0%	*	4%	6%	-	6%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	61	58	61	50	60	83	-	43	62	35	66
CWD	35	11	50	*	-	-	-	-	33	35	50
CWOD	63	63	61	47	60	83	-	43	64	-	67
EL	66	-	62	*	*	87	-	-	66	50	66
Male	57	53	64	33	*	70	-	40	60	21	66
Female	65	64	57	79	*	96	-	*	64	67	66
<b>Mathematics</b>											
All Students	68	63	66	68	80	88	-	71	67	68	65
CWD	68	67	63	*	-	-	-	-	60	68	50
CWOD	68	63	66	66	80	88	-	71	67	-	66
EL	65	-	59	*	*	87	-	-	64	50	65
Male	66	57	66	67	*	93	-	60	63	68	69
Female	70	70	66	71	*	82	-	*	71	67	61

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	231	53	23%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	45	38	44	49	62	69	-	33	45	19	46
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y			N			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N			N			N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N			N			N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N			N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y			N			Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N			N			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N			N			N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N			N			N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	36%
Target Met	Y
Interim Goals (2023-2027)	38%
Target Met	Y
Interim Goals (2028-2032)	40%
Target Met	Y
Long-Term Goals	40%
Target Met	Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%20](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%20) 12/17

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	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%	0%	-
	Students																
	CWD	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%	0%	-
	Male	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	0%	-	-	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.9	12.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	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 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%	45	1%	*	3%
Mathematics	5,880	1%	45	1%	*	3%
Grade 4						
Reading	6,312	2%	55	1%	*	3%
Mathematics	6,311	2%	55	1%	*	3%
Grade 5						
Reading	6,133	1%	59	1%	*	1%
Mathematics	6,131	1%	59	1%	*	1%
Science	6,133	1%	59	1%	*	1%
Grade 6						
Reading	6,038	1%	50	1%	*	2%
Mathematics	6,036	1%	50	1%	*	2%
Grade 7						
Reading	5,616	1%	44	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	17	2%
Reading	45,064	1%	367	1%	8	2%
Mathematics	40,350	1%	327	1%	8	2%
Science	16,337	1%	131	1%	*	1%

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	English Language Learners	61	65	39	35	12	10	2	1
		Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%

Grade	Subject	Student Group	Rate
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\* Indicates reporting standards not met.  
'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.



# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** MILLER EL

**Campus ID:** 220901135

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All Students	75%	68%	68%	45%	76%	74%	-	83%	-	80%	59%	91%	40%	74%	57%	66%	70%	-	*	*	*	
	CWD	49%	38%	40%	33%	*	60%	-	-	-	-	20%	80%	40%	-	*	55%	*	-	-	-	-	
	CWOD	79%	72%	74%	50%	86%	78%	-	83%	-	80%	67%	94%	-	74%	67%	70%	78%	-	*	*	*	
	EL	69%	67%	57%	-	50%	*	-	80%	-	-	40%	*	*	67%	57%	33%	75%	-	*	-	-	
	Male	73%	65%	66%	50%	69%	77%	-	-	-	*	58%	100%	55%	70%	33%	66%	-	-	*	*	-	
	Female	78%	72%	70%	40%	83%	70%	-	83%	-	*	60%	87%	*	78%	75%	-	70%	-	*	-	*	
Mathematics	All Students	78%	72%	77%	59%	84%	74%	-	100%	-	100%	74%	83%	40%	85%	79%	80%	73%	-	*	*	*	
	CWD	52%	44%	40%	50%	*	40%	-	-	-	-	30%	60%	40%	-	*	55%	*	-	-	-	-	
	CWOD	81%	76%	85%	63%	95%	83%	-	100%	-	100%	83%	89%	-	85%	92%	90%	81%	-	*	*	*	
	EL	75%	75%	79%	-	63%	*	-	100%	-	-	70%	*	*	92%	79%	50%	100%	-	*	-	-	
	Male	78%	72%	80%	75%	77%	85%	-	-	-	*	79%	88%	55%	90%	50%	80%	-	-	*	*	-	
	Female	78%	72%	73%	40%	92%	60%	-	100%	-	*	68%	80%	*	81%	100%	-	73%	-	*	-	*	
Grade 4 Reading	All Students	74%	66%	76%	67%	79%	82%	-	*	-	*	70%	86%	53%	80%	63%	74%	78%	-	*	-	*	
	CWD	44%	34%	53%	17%	*	100%	-	*	-	-	33%	75%	53%	-	*	54%	*	-	-	-	-	
	CWOD	78%	70%	80%	78%	88%	78%	-	*	-	*	75%	88%	-	80%	80%	80%	80%	-	*	-	*	
	EL	64%	64%	63%	-	60%	*	-	*	-	-	67%	*	*	80%	63%	*	*	-	-	-	-	
	Male	71%	63%	74%	59%	71%	85%	-	*	-	*	70%	81%	54%	80%	*	74%	-	-	-	-	*	
	Female	77%	70%	78%	75%	87%	79%	-	*	-	*	70%	90%	*	80%	*	-	78%	-	*	-	-	
Mathematics	All Students	74%	67%	60%	55%	52%	67%	-	*	-	*	56%	67%	35%	65%	63%	65%	56%	-	*	-	*	
	CWD	46%	36%	35%	17%	*	57%	-	*	-	-	22%	50%	35%	-	*	38%	*	-	-	-	-	
	CWOD	78%	71%	65%	63%	58%	69%	-	*	-	*	61%	71%	-	65%	80%	73%	58%	-	*	-	*	
	EL	69%	69%	63%	-	40%	*	-	*	-	-	67%	*	*	80%	63%	*	*	-	-	-	-	
	Male	74%	67%	65%	59%	43%	80%	-	*	-	*	64%	67%	38%	73%	*	65%	-	-	-	-	*	
	Female	74%	68%	56%	50%	60%	53%	-	*	-	*	48%	67%	*	58%	*	-	56%	-	*	-	-	
Grade 5 Reading	All Students	86%	82%	77%	58%	77%	96%	-	*	-	*	79%	74%	47%	84%	67%	69%	85%	-	*	-	*	
	CWD	55%	48%	47%	17%	50%	*	-	-	-	-	55%	33%	47%	-	-	43%	50%	-	-	-	-	
	CWOD	89%	86%	84%	70%	86%	96%	-	*	-	*	85%	82%	-	84%	67%	74%	94%	-	*	-	*	
	EL	77%	76%	67%	-	75%	*	-	*	-	-	75%	*	*	67%	67%	50%	*	-	-	-	-	
	Male	83%	78%	69%	50%	64%	93%	-	*	-	*	74%	61%	43%	74%	50%	69%	-	-	*	-	*	
	Female	88%	85%	85%	64%	88%	100%	-	*	-	*	84%	86%	50%	94%	*	-	85%	-	*	-	-	
Mathematics	All Students	89%	84%	77%	60%	77%	89%	-	*	-	*	75%	79%	41%	85%	75%	75%	78%	-	*	-	*	
	CWD	68%	61%	41%	17%	38%	*	-	-	-	-	36%	50%	41%	-	-	43%	40%	-	-	-	-	
	CWOD	92%	87%	85%	74%	91%	88%	-	*	-	*	85%	84%	-	85%	75%	81%	89%	-	*	-	*	
	EL	85%	82%	75%	-	88%	*	-	*	-	-	75%	*	-	75%	75%	63%	*	-	-	-	-	
	Male	88%	83%	75%	50%	79%	87%	-	*	-	*	78%	67%	43%	81%	63%	75%	-	-	*	-	*	
	Female	90%	85%	78%	64%	75%	92%	-	*	-	*	72%	86%	40%	89%	*	-	78%	-	*	-	-	
Science	All Students	74%	65%	64%	48%	63%	82%	-	*	-	*	63%	66%	41%	70%	50%	59%	70%	-	*	-	*	
	CWD	45%	43%	41%	17%	38%	*	-	-	-	-	45%	33%	41%	-	-	43%	40%	-	-	-	-	

		State	District	Campus	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 6 Reading	CWOD	77%	68%	70%	58%	73%	80%	-	*	-	*	68%	72%	-	70%	50%	62%	78%	-	*	-	*
	EL	60%	55%	50%	-	63%	*	-	*	-	-	50%	*	-	50%	50%	25%	*	-	-	-	-
	Male	74%	65%	59%	45%	50%	87%	-	*	-	*	59%	59%	43%	62%	25%	59%	-	-	*	-	*
	Female	73%	64%	70%	50%	75%	77%	-	*	-	*	68%	71%	40%	78%	*	-	70%	-	*	-	-
	All Students	67%	68%	71%	60%	78%	72%	*	89%	-	*	60%	89%	25%	80%	60%	63%	78%	-	*	*	-
	CWD	33%	32%	25%	*	*	38%	-	*	-	*	8%	*	25%	-	*	40%	0%	-	-	*	-
	CWOD	71%	72%	80%	68%	90%	80%	*	88%	-	*	72%	91%	-	80%	63%	68%	89%	-	*	*	-
	EL	42%	49%	60%	-	*	*	-	*	-	-	33%	*	*	63%	60%	80%	40%	-	-	-	-
	Male	62%	64%	63%	40%	70%	56%	*	*	-	*	48%	80%	40%	68%	80%	63%	-	-	-	-	-
	Female	71%	72%	78%	73%	85%	87%	-	80%	-	*	69%	100%	0%	89%	40%	-	78%	-	*	*	-
Mathematics	All Students	80%	82%	77%	68%	70%	85%	*	89%	-	*	68%	92%	38%	85%	60%	75%	78%	-	*	*	-
	CWD	50%	47%	38%	*	*	63%	-	*	-	*	17%	*	38%	-	*	60%	0%	-	-	*	-
	CWOD	83%	86%	85%	77%	80%	92%	*	88%	-	*	81%	91%	-	85%	63%	79%	89%	-	*	*	-
	EL	67%	77%	60%	-	*	*	-	*	-	-	50%	*	*	63%	60%	60%	60%	-	-	-	-
	Male	78%	80%	75%	80%	50%	78%	*	*	-	*	67%	85%	60%	79%	60%	75%	-	-	-	-	-
	Female	81%	84%	78%	60%	85%	93%	-	80%	-	*	69%	100%	0%	89%	60%	-	78%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3 Reading	All Students	44%	37%	41%	23%	48%	52%	-	50%	-	20%	31%	65%	13%	47%	50%	37%	45%	-	*	*	*
	CWD	26%	19%	13%	0%	*	20%	-	-	-	-	10%	20%	13%	-	*	18%	*	-	-	-	-
	CWOD	46%	39%	47%	31%	52%	61%	-	50%	-	20%	35%	78%	-	47%	58%	43%	50%	-	*	*	*
	EL	35%	34%	50%	-	50%	*	-	60%	-	-	40%	*	*	58%	50%	33%	63%	-	*	-	-
	Male	41%	34%	37%	25%	46%	46%	-	-	-	*	30%	63%	18%	43%	33%	37%	-	-	*	*	-
	Female	47%	39%	45%	20%	50%	60%	-	50%	-	*	32%	67%	*	50%	63%	-	45%	-	*	-	*
Mathematics	All Students	48%	39%	48%	27%	60%	48%	-	67%	-	60%	41%	65%	20%	55%	64%	49%	48%	-	*	*	*
	CWD	30%	21%	20%	17%	*	20%	-	-	-	-	10%	40%	20%	-	*	27%	*	-	-	-	-
	CWOD	50%	42%	55%	31%	67%	56%	-	67%	-	60%	48%	72%	-	55%	75%	57%	53%	-	*	*	*
	EL	41%	41%	64%	-	50%	*	-	80%	-	-	50%	*	*	75%	64%	50%	75%	-	*	-	-
	Male	49%	41%	49%	33%	54%	54%	-	-	-	*	45%	63%	27%	57%	50%	49%	-	-	*	*	-
	Female	46%	38%	48%	20%	67%	40%	-	67%	-	*	36%	67%	*	53%	75%	-	48%	-	*	-	*
Grade 4 Reading	All Students	43%	35%	46%	33%	62%	46%	-	*	-	*	44%	50%	0%	55%	38%	44%	48%	-	*	-	*
	CWD	24%	16%	0%	0%	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	38%	55%	41%	69%	56%	-	*	-	*	51%	62%	-	55%	60%	59%	52%	-	*	-	*
	EL	30%	30%	38%	-	40%	*	-	*	-	-	50%	*	*	60%	38%	*	*	-	-	-	-
	Male	41%	33%	44%	29%	57%	50%	-	*	-	*	45%	43%	0%	59%	*	44%	-	-	-	-	*
	Female	46%	38%	48%	38%	67%	42%	-	*	-	*	42%	57%	*	52%	*	-	48%	-	*	-	-
Mathematics	All Students	46%	39%	25%	18%	10%	36%	-	*	-	*	12%	45%	12%	27%	25%	30%	20%	-	*	-	*
	CWD	27%	21%	12%	0%	*	14%	-	*	-	-	11%	13%	12%	-	*	15%	*	-	-	-	-
	CWOD	49%	41%	27%	22%	12%	41%	-	*	-	*	12%	53%	-	27%	20%	34%	22%	-	*	-	*
	EL	39%	39%	25%	-	0%	*	-	*	-	-	17%	*	*	20%	25%	*	*	-	-	-	-
	Male	48%	40%	30%	18%	7%	50%	-	*	-	*	18%	48%	15%	34%	*	30%	-	-	-	-	*

		State	District	Campus	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
		45%	38%	20%	19%	13%	21%	-	*	-	*	6%	43%	*	22%	*	-	20%	-	*	-	-
Grade 5 Reading	All Students	53%	46%	48%	27%	47%	68%	-	*	-	*	42%	56%	29%	53%	42%	40%	57%	-	*	-	*
	CWD	27%	23%	29%	17%	25%	*	-	-	-	-	27%	33%	29%	-	-	43%	20%	-	-	-	-
	CWOD	56%	49%	53%	30%	55%	68%	-	*	-	*	46%	61%	-	53%	42%	39%	67%	-	*	-	*
	EL	36%	35%	42%	-	50%	*	-	*	-	-	50%	*	-	42%	42%	25%	*	-	-	-	-
	Male	50%	42%	40%	0%	43%	73%	-	*	-	*	30%	56%	43%	39%	25%	40%	-	-	*	-	*
	Female	56%	51%	57%	50%	50%	62%	-	*	-	*	56%	57%	20%	67%	*	-	57%	-	*	-	-
Mathematics	All Students	57%	47%	31%	24%	23%	43%	-	*	-	*	27%	37%	18%	34%	8%	32%	30%	-	*	-	*
	CWD	31%	28%	18%	0%	13%	*	-	-	-	-	18%	17%	18%	-	-	29%	10%	-	-	-	-
	CWOD	60%	49%	34%	32%	27%	40%	-	*	-	*	29%	41%	-	34%	8%	32%	36%	-	*	-	*
	EL	46%	41%	8%	-	0%	*	-	*	-	-	13%	*	-	8%	8%	13%	*	-	-	-	-
	Male	56%	47%	32%	17%	29%	47%	-	*	-	*	33%	28%	29%	32%	13%	32%	-	-	*	-	*
	Female	57%	47%	30%	29%	19%	38%	-	*	-	*	20%	43%	10%	36%	*	-	30%	-	*	-	-
Science	All Students	48%	38%	41%	16%	37%	71%	-	*	-	*	35%	50%	24%	45%	25%	48%	35%	-	*	-	*
	CWD	27%	27%	24%	0%	25%	*	-	-	-	-	18%	33%	24%	-	-	43%	10%	-	-	-	-
	CWOD	50%	39%	45%	21%	41%	72%	-	*	-	*	39%	53%	-	45%	25%	49%	42%	-	*	-	*
	EL	31%	26%	25%	-	25%	*	-	*	-	-	38%	*	-	25%	25%	25%	*	-	-	-	-
	Male	50%	40%	48%	9%	43%	87%	-	*	-	*	41%	59%	43%	49%	25%	48%	-	-	*	-	*
	Female	45%	37%	35%	21%	31%	54%	-	*	-	*	28%	43%	10%	42%	*	-	35%	-	*	-	-
Grade 6 Reading	All Students	36%	37%	43%	44%	30%	44%	*	56%	-	*	38%	50%	19%	47%	10%	37%	47%	-	*	*	-
	CWD	19%	17%	19%	*	*	25%	-	*	-	*	0%	*	19%	-	*	30%	0%	-	-	*	-
	CWOD	38%	40%	47%	50%	35%	48%	*	50%	-	*	47%	47%	-	47%	0%	38%	53%	-	*	*	-
	EL	14%	17%	10%	-	*	*	-	*	-	-	0%	*	-	0%	10%	20%	0%	-	-	-	-
	Male	33%	33%	37%	30%	30%	28%	*	*	-	*	26%	50%	30%	38%	20%	37%	-	-	-	-	-
	Female	40%	42%	47%	53%	31%	60%	-	40%	-	*	46%	50%	0%	53%	0%	-	47%	-	*	*	-
Mathematics	All Students	46%	49%	54%	40%	57%	55%	*	78%	-	*	41%	75%	25%	59%	60%	52%	55%	-	*	*	-
	CWD	23%	21%	25%	*	*	38%	-	*	-	*	8%	*	25%	-	*	40%	0%	-	-	*	-
	CWOD	48%	52%	59%	45%	65%	60%	*	75%	-	*	49%	75%	-	59%	63%	56%	62%	-	*	*	-
	EL	27%	35%	60%	-	*	*	-	*	-	-	50%	*	*	63%	60%	60%	60%	-	-	-	-
	Male	45%	48%	52%	60%	40%	44%	*	*	-	*	46%	60%	40%	56%	60%	52%	-	-	-	-	-
	Female	46%	50%	55%	27%	69%	67%	-	80%	-	*	37%	94%	0%	62%	60%	-	55%	-	*	*	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	23%	9%	28%	35%	-	17%	-	20%	21%	30%	7%	27%	21%	27%	20%	-	*	*	*
	CWD	10%	7%	7%	0%	*	0%	-	-	-	-	10%	0%	7%	-	*	9%	*	-	-	-	-
	CWOD	29%	23%	27%	13%	29%	44%	-	17%	-	20%	23%	39%	-	27%	25%	33%	22%	-	*	*	*
	EL	19%	20%	21%	-	25%	*	-	20%	-	-	20%	*	*	25%	21%	17%	25%	-	*	-	-
	Male	24%	19%	27%	17%	31%	38%	-	-	-	*	24%	38%	9%	33%	17%	27%	-	-	*	*	-
	Female	29%	24%	20%	0%	25%	30%	-	17%	-	*	16%	27%	*	22%	25%	-	20%	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	21%	18%	24%	17%	-	50%	-	0%	14%	39%	13%	23%	36%	22%	20%	-	*	*	*
Mathematics	All																					
	Students																					
	CWD	12%	8%	13%	17%	*	20%	-	-	-	-	0%	40%	13%	-	*	18%	*	-	-	-	-
	CWOD	25%	19%	23%	19%	29%	17%	-	50%	-	0%	17%	39%	-	23%	42%	23%	22%	-	*	*	*
	EL	18%	20%	36%	-	25%	*	-	60%	-	-	20%	*	*	42%	36%	17%	50%	-	*	*	-
	Male	26%	20%	22%	25%	15%	31%	-	-	-	*	15%	50%	18%	23%	17%	22%	-	-	*	*	-
	Female	22%	16%	20%	10%	33%	0%	-	50%	-	*	12%	33%	*	22%	50%	-	20%	-	*	-	*
Grade 4	Reading																					
	All	21%	17%	24%	18%	24%	28%	-	*	-	*	23%	26%	0%	29%	25%	22%	26%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	0%	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	18%	29%	22%	27%	34%	-	*	-	*	26%	32%	-	29%	40%	29%	28%	-	*	-	*
	EL	12%	13%	25%	-	20%	*	-	*	-	-	33%	*	*	40%	25%	*	*	-	-	-	-
	Male	20%	15%	22%	12%	29%	30%	-	*	-	*	18%	29%	0%	29%	*	22%	-	-	-	-	*
	Female	23%	18%	26%	25%	20%	26%	-	*	-	*	27%	24%	*	28%	*	-	26%	-	*	-	-
Mathematics	All	27%	22%	12%	6%	3%	21%	-	*	-	*	6%	21%	6%	13%	25%	17%	7%	-	*	-	*
	Students																					
	CWD	13%	7%	6%	0%	*	0%	-	*	-	-	0%	13%	6%	-	*	8%	*	-	-	-	-
	CWOD	29%	23%	13%	7%	4%	25%	-	*	-	*	7%	24%	-	13%	20%	20%	8%	-	*	-	*
	EL	20%	22%	25%	-	0%	*	-	*	-	-	17%	*	*	20%	25%	*	*	-	-	-	-
	Male	29%	23%	17%	6%	7%	25%	-	*	-	*	12%	24%	8%	20%	*	17%	-	-	-	-	*
	Female	25%	20%	7%	6%	0%	16%	-	*	-	*	0%	19%	*	8%	*	-	7%	-	*	-	-
Grade 5	Reading																					
	All	29%	24%	26%	12%	20%	43%	-	*	-	*	21%	33%	6%	31%	8%	27%	26%	-	*	-	*
	Students																					
	CWD	9%	8%	6%	0%	0%	*	-	-	-	-	9%	0%	6%	-	-	14%	0%	-	-	-	-
	CWOD	31%	26%	31%	15%	27%	44%	-	*	-	*	24%	39%	-	31%	8%	29%	33%	-	*	-	*
	EL	14%	13%	8%	-	0%	*	-	*	-	-	13%	*	-	8%	8%	13%	*	-	-	-	-
	Male	26%	21%	27%	0%	21%	53%	-	*	-	*	22%	33%	14%	29%	13%	27%	-	-	*	-	*
	Female	31%	27%	26%	21%	19%	31%	-	*	-	*	20%	33%	0%	33%	*	-	26%	-	*	-	-
Mathematics	All	36%	27%	19%	8%	10%	36%	-	*	-	*	13%	26%	12%	21%	8%	20%	17%	-	*	-	*
	Students																					
	CWD	14%	12%	12%	0%	0%	*	-	-	-	-	9%	17%	12%	-	-	14%	10%	-	-	-	-
	CWOD	38%	28%	21%	11%	14%	32%	-	*	-	*	15%	28%	-	21%	8%	22%	19%	-	*	-	*
	EL	24%	20%	8%	-	0%	*	-	*	-	-	13%	*	-	8%	8%	13%	*	-	-	-	-
	Male	36%	28%	20%	0%	14%	40%	-	*	-	*	15%	28%	14%	22%	13%	20%	-	-	*	-	*
	Female	35%	26%	17%	14%	6%	31%	-	*	-	*	12%	24%	10%	19%	*	-	17%	-	*	-	-
Science	All	23%	17%	26%	8%	20%	46%	-	*	-	*	21%	32%	6%	30%	8%	32%	20%	-	*	-	*
	Students																					
	CWD	11%	9%	6%	0%	0%	*	-	-	-	-	9%	0%	6%	-	-	14%	0%	-	-	-	-
	CWOD	25%	18%	30%	11%	27%	48%	-	*	-	*	24%	38%	-	30%	8%	35%	25%	-	*	-	*
	EL	11%	9%	8%	-	0%	*	-	*	-	-	13%	*	-	8%	8%	13%	*	-	-	-	-
	Male	25%	19%	32%	0%	21%	67%	-	*	-	*	26%	41%	14%	35%	13%	32%	-	-	*	-	*
	Female	21%	15%	20%	14%	19%	23%	-	*	-	*	16%	24%	0%	25%	*	-	20%	-	*	-	-
Grade 6	Reading																					
	All	17%	18%	17%	24%	17%	6%	*	44%	-	*	14%	22%	13%	18%	10%	16%	18%	-	*	*	-
	Students																					
	CWD	6%	5%	13%	*	*	13%	-	*	-	*	0%	*	13%	-	*	20%	0%	-	-	*	-
	CWOD	18%	19%	18%	27%	20%	4%	*	38%	-	*	17%	19%	-	18%	0%	15%	20%	-	*	*	-
	EL	4%	5%	10%	-	*	*	-	*	-	-	0%	*	*	0%	10%	20%	0%	-	-	-	-
	Male	14%	15%	16%	10%	10%	11%	*	*	-	*	9%	25%	20%	15%	20%	16%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	18%	33%	23%	0%	-	20%	-	*	17%	19%	0%	20%	0%	-	18%	-	*	*	-
Mathematics	All	20%	24%	19%	12%	22%	12%	*	67%	-	*	14%	28%	13%	20%	20%	18%	20%	-	*	*	-
	Students																					
	CWD	9%	6%	13%	*	*	13%	-	*	-	*	0%	*	13%	-	*	20%	0%	-	-	*	-
	CWOD	22%	26%	20%	14%	25%	12%	*	63%	-	*	17%	25%	-	20%	13%	18%	22%	-	*	*	-
	EL	8%	12%	20%	-	*	*	-	*	-	-	0%	*	*	13%	20%	20%	20%	-	-	-	-
	Male	20%	24%	18%	10%	20%	11%	*	*	-	*	13%	25%	20%	18%	20%	18%	-	-	-	-	-
	Female	20%	23%	20%	13%	23%	13%	-	60%	-	*	14%	31%	0%	22%	20%	-	20%	-	*	*	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	72%	58%	73%	80%	*	88%	-	70%	67%	80%	40%	78%	64%	70%	74%	-	79%	67%	100%
	Students																					
	CWD	46%	38%	40%	21%	27%	69%	-	*	-	*	30%	60%	40%	-	29%	49%	28%	-	-	*	-
	CWOD	81%	77%	78%	68%	83%	82%	*	87%	-	74%	75%	84%	-	78%	70%	75%	81%	-	79%	*	100%
	EL	62%	63%	64%	-	62%	58%	-	74%	-	-	59%	75%	29%	70%	64%	50%	80%	-	*	-	-
	Male	74%	70%	70%	57%	64%	81%	*	89%	-	69%	67%	75%	49%	75%	50%	70%	-	-	60%	*	100%
	Female	80%	76%	74%	59%	80%	79%	-	88%	-	71%	67%	84%	28%	81%	80%	-	74%	-	84%	*	*
Reading	All	73%	69%	73%	58%	78%	81%	*	83%	-	67%	67%	84%	42%	80%	61%	68%	78%	-	91%	*	*
	Students																					
	CWD	39%	30%	42%	19%	28%	73%	-	*	-	*	29%	65%	42%	-	29%	50%	29%	-	-	*	-
	CWOD	78%	73%	80%	68%	88%	83%	*	81%	-	71%	75%	88%	-	80%	68%	73%	85%	-	91%	*	*
	EL	54%	55%	61%	-	64%	50%	-	64%	-	-	53%	79%	29%	68%	61%	52%	71%	-	*	-	-
	Male	69%	64%	68%	51%	69%	78%	*	88%	-	71%	63%	78%	50%	73%	52%	68%	-	-	*	*	*
	Female	78%	74%	78%	65%	86%	84%	-	80%	-	63%	70%	90%	29%	85%	71%	-	78%	-	100%	*	*
Mathematics	All	81%	77%	72%	60%	70%	78%	*	96%	-	80%	68%	79%	38%	79%	70%	73%	71%	-	64%	*	*
	Students																					
	CWD	53%	44%	38%	24%	22%	61%	-	*	-	*	26%	61%	38%	-	29%	49%	21%	-	-	*	-
	CWOD	84%	81%	79%	69%	80%	82%	*	95%	-	86%	77%	83%	-	79%	78%	80%	78%	-	64%	*	*
	EL	72%	74%	70%	-	60%	75%	-	91%	-	-	67%	79%	29%	78%	70%	57%	86%	-	*	-	-
	Male	79%	75%	73%	66%	63%	82%	*	100%	-	86%	72%	76%	49%	80%	57%	73%	-	-	*	*	*
	Female	82%	79%	71%	55%	77%	74%	-	93%	-	75%	64%	82%	21%	78%	86%	-	71%	-	67%	*	*
Science	All	80%	75%	64%	48%	63%	82%	-	*	-	*	63%	66%	41%	70%	50%	59%	70%	-	*	-	*
	Students																					
	CWD	51%	44%	41%	17%	38%	*	-	-	-	-	45%	33%	41%	-	-	43%	40%	-	-	-	-
	CWOD	84%	79%	70%	58%	73%	80%	-	*	-	*	68%	72%	-	70%	50%	62%	78%	-	*	-	*
	EL	61%	60%	50%	-	63%	*	-	*	-	-	50%	*	-	50%	50%	25%	*	-	-	-	-
	Male	79%	74%	59%	45%	50%	87%	-	*	-	*	59%	59%	43%	62%	25%	59%	-	-	*	-	*
	Female	81%	77%	70%	50%	75%	77%	-	*	-	*	68%	71%	40%	78%	*	-	70%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	42%	28%	41%	51%	*	64%	-	33%	34%	54%	18%	47%	37%	41%	43%	-	50%	50%	56%
	Students																					
	CWD	24%	18%	18%	4%	16%	29%	-	*	-	*	12%	29%	18%	-	21%	25%	7%	-	-	*	-
	CWOD	52%	47%	47%	34%	47%	55%	*	63%	-	35%	39%	58%	-	47%	40%	45%	48%	-	50%	*	56%
	EL	29%	29%	37%	-	29%	47%	-	48%	-	-	35%	41%	21%	40%	37%	31%	43%	-	*	-	-
	Male	47%	41%	41%	24%	39%	53%	*	67%	-	25%	35%	51%	25%	45%	31%	41%	-	-	40%	*	60%
	Female	52%	47%	43%	31%	43%	48%	-	63%	-	41%	34%	56%	7%	48%	43%	-	43%	-	53%	*	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	45%	32%	48%	52%	*	57%	-	33%	39%	54%	16%	51%	36%	40%	49%	-	73%	*	*
Reading	All Students																					
	CWD	21%	15%	16%	5%	17%	23%	-	*	-	*	10%	26%	16%	-	14%	20%	8%	-	-	*	-
	CWOD	50%	45%	51%	39%	54%	58%	*	57%	-	36%	45%	60%	-	51%	41%	45%	55%	-	73%	*	*
	EL	23%	24%	36%	-	40%	25%	-	36%	-	-	37%	36%	14%	41%	36%	26%	48%	-	*	-	-
	Male	43%	37%	40%	22%	45%	49%	*	63%	-	14%	34%	51%	20%	45%	26%	40%	-	-	*	*	*
	Female	51%	47%	49%	42%	50%	54%	-	53%	-	50%	44%	58%	8%	55%	48%	-	49%	-	78%	*	*
Mathematics	All Students	51%	45%	39%	27%	36%	45%	*	74%	-	40%	30%	54%	18%	43%	41%	40%	38%	-	27%	*	*
	CWD	26%	21%	18%	5%	11%	30%	-	*	-	*	12%	30%	18%	-	29%	27%	4%	-	-	*	-
	CWOD	54%	49%	43%	32%	40%	48%	*	71%	-	43%	34%	59%	-	43%	43%	44%	43%	-	27%	*	*
	EL	37%	37%	41%	-	20%	75%	-	64%	-	-	33%	57%	29%	43%	41%	39%	43%	-	*	-	-
	Male	50%	44%	40%	30%	31%	48%	*	75%	-	43%	35%	48%	27%	44%	39%	40%	-	-	*	*	*
	Female	51%	47%	38%	24%	39%	40%	-	73%	-	38%	25%	59%	4%	43%	43%	-	38%	-	22%	*	*
Science	All Students	53%	47%	41%	16%	37%	71%	-	*	-	*	35%	50%	24%	45%	25%	48%	35%	-	*	-	*
	CWD	25%	20%	24%	0%	25%	*	-	-	-	-	18%	33%	24%	-	-	43%	10%	-	-	-	-
	CWOD	56%	50%	45%	21%	41%	72%	-	*	-	*	39%	53%	-	45%	25%	49%	42%	-	*	-	*
	EL	26%	25%	25%	-	25%	*	-	*	-	-	38%	*	-	25%	25%	25%	*	-	-	-	-
	Male	53%	46%	48%	9%	43%	87%	-	*	-	*	41%	59%	43%	49%	25%	48%	-	-	*	-	*
	Female	53%	48%	35%	21%	31%	54%	-	*	-	*	28%	43%	10%	42%	*	-	35%	-	*	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	21%	13%	18%	26%	*	46%	-	9%	16%	28%	8%	23%	18%	22%	19%	-	25%	17%	22%
	Students																					
	CWD	8%	6%	8%	2%	2%	15%	-	*	-	*	4%	15%	8%	-	21%	13%	2%	-	-	*	-
	CWOD	25%	21%	23%	15%	22%	29%	*	43%	-	10%	19%	31%	-	23%	17%	25%	22%	-	25%	*	22%
	EL	11%	11%	18%	-	9%	26%	-	35%	-	-	15%	25%	21%	17%	18%	19%	17%	-	*	-	-
	Male	22%	18%	22%	9%	19%	33%	*	61%	-	0%	17%	31%	13%	25%	19%	22%	-	-	20%	*	20%
Reading	All	20%	17%	23%	16%	22%	27%	*	35%	-	20%	20%	28%	6%	26%	16%	23%	23%	-	45%	*	*
	Students																					
	CWD	7%	5%	6%	0%	6%	9%	-	*	-	*	5%	9%	6%	-	14%	10%	0%	-	-	*	-
	CWOD	22%	19%	26%	20%	26%	31%	*	33%	-	21%	23%	32%	-	26%	16%	27%	26%	-	45%	*	*
	EL	8%	8%	16%	-	12%	25%	-	18%	-	-	17%	14%	14%	16%	16%	17%	14%	-	*	-	-
	Male	17%	14%	23%	10%	24%	32%	*	50%	-	0%	19%	30%	10%	27%	17%	23%	-	-	*	*	*
Mathematics	All	26%	22%	17%	10%	14%	21%	*	57%	-	0%	11%	27%	11%	19%	23%	19%	16%	-	9%	*	*
	Students																					
	CWD	11%	6%	11%	5%	0%	17%	-	*	-	*	2%	26%	11%	-	29%	15%	4%	-	-	*	-
	CWOD	28%	24%	19%	12%	17%	22%	*	52%	-	0%	13%	28%	-	19%	22%	20%	17%	-	9%	*	*
	EL	16%	16%	23%	-	8%	25%	-	55%	-	-	13%	43%	29%	22%	23%	22%	24%	-	*	-	-
	Male	25%	22%	19%	10%	14%	26%	*	75%	-	0%	14%	29%	15%	20%	22%	19%	-	-	*	*	*
Science	All	24%	20%	26%	8%	20%	46%	-	*	-	*	21%	32%	6%	30%	8%	32%	20%	-	*	-	*
	Students																					
	CWD	8%	5%	6%	0%	0%	*	-	-	-	-	9%	0%	6%	-	-	14%	0%	-	-	-	-
	CWOD	26%	22%	30%	11%	27%	48%	-	*	-	*	24%	38%	-	30%	8%	35%	25%	-	*	-	*
	EL	7%	7%	8%	-	0%	*	-	*	-	-	13%	*	-	8%	8%	13%	*	-	-	-	-
	Male	25%	21%	32%	0%	21%	67%	-	*	-	*	26%	41%	14%	35%	13%	32%	-	-	*	-	*



	State	District	Campus	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
Female	23%	20%	20%	14%	19%	23%	-	*	-	*	16%	24%	0%	25%	*	-	20%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	66	68	59	*	91	-	56	60	56	59
CWD	56	54	57	50	-	*	-	*	45	56	40
CWOD	67	68	70	61	*	89	-	50	63	-	63
EL	59	-	53	42	-	100	-	-	55	40	59
Male	58	47	69	55	*	93	-	*	59	60	57
Female	70	80	66	63	-	89	-	60	60	50	62
<b>Mathematics</b>											
All Students	62	65	53	66	*	81	-	61	61	65	48
CWD	65	64	61	69	-	*	-	*	58	65	40
CWOD	61	65	51	65	*	79	-	69	62	-	50
EL	48	-	29	83	-	70	-	-	43	40	48
Male	64	67	47	69	*	100	-	*	65	67	53
Female	60	63	57	62	-	67	-	30	58	63	42

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	69	18	26%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	45	33	44	52	*	66	-	37	39	22	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y	N					N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African		American		Pacific	Two or	Econ	Non								
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																		
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	-	
	CWD	99%	100%	100%	98%	-	*	-	*	99%	100%	99%	-	100%	99%	100%	-	
	CWOD	100%	99%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	99%	100%	99%	*	100%	-	100%	100%	99%	99%	100%	100%	100%	-	-	
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	100%	98%	100%	100%	99%	100%	-	
	CWD	98%	100%	100%	96%	-	*	-	*	98%	100%	98%	-	100%	98%	100%	-	
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	99%	100%	100%	98%	*	100%	-	100%	99%	100%	98%	100%	100%	99%	-	-	
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	99%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	99%	100%	-	
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	99%	100%	100%	*	100%	-	100%	100%	99%	-	100%	100%	99%	100%	-	
	EL	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	99%	98%	100%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-	
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	-	100%	100%	-	
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	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%	-
Non-Participation Rate																		
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	-	
	CWD	1%	0%	0%	2%	-	*	-	*	1%	0%	1%	-	0%	1%	0%	-	
	CWOD	0%	1%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	1%	0%	1%	*	0%	-	0%	0%	1%	1%	0%	0%	0%	-	-	
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	0%	2%	0%	0%	1%	0%	-	
	CWD	2%	0%	0%	4%	-	*	-	*	2%	0%	2%	-	0%	2%	0%	-	
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	1%	0%	0%	2%	*	0%	-	0%	1%	0%	2%	0%	0%	1%	-	-	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	1%	0%	0%	*	0%	-	0%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	-	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	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%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	49	20	8	17	0	2	0	2	5		
	Female	9	5	2	2	0	0	0	0	0		
	Total	58	25	10	19	0	2	0	2	5		
<b>Out-of-School Suspensions</b>												
	Male	11	5	2	4	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	11	5	2	4	0	0	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	20	5	2	11	0	0	0	2	2		8
	Female	4	2	0	2	0	0	0	0	0		2
	Total	24	7	2	13	0	0	0	2	2		10
Out-of-School Suspensions	Male	8	2	2	4	0	0	0	0	2		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	8	2	2	4	0	0	0	0	2		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	23	8	5	8	0	0	0	2	0	5	5
	Female	35	8	8	17	0	2	0	0	2	2	2
	Total	58	16	13	25	0	2	0	2	2	7	7

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	28	5	5	14	0	2	0	2	5	2
	Female	16	5	5	2	0	2	0	2	5	2
	Total	44	10	10	16	0	4	0	4	10	4
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	6.0	12.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.7	3.8%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	*	1%
Mathematics	6,131	1%	59	1%	*	1%
Science	6,133	1%	59	1%	*	1%
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-



	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	*	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	*	1%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** MOORE EL

**Campus ID:** 220901144

**District Name:** ARLINGTON 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate<sup>^</sup></b>												
	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%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
STAAR Percent at Approaches Grade Level or Above																								
Grade 3	Reading	All Students	75%	68%	87%	88%	90%	88%	-	*	-	*	83%	91%	82%	89%	100%	86%	88%	-	*	-	*	
		CWD	49%	38%	82%	*	78%	90%	-	-	-	*	63%	93%	82%	-	*	82%	82%	-	*	-	-	
		CWOD	79%	72%	89%	87%	95%	88%	-	*	-	*	86%	91%	-	89%	*	88%	89%	-	*	-	*	
		EL	69%	67%	100%	-	*	*	-	*	-	-	*	*	*	*	100%	*	*	-	-	-	-	
		Male	73%	65%	86%	86%	93%	82%	-	*	-	*	84%	88%	82%	88%	*	86%	-	-	*	-	-	
		Female	78%	72%	88%	89%	88%	93%	-	-	-	*	81%	94%	82%	89%	*	-	88%	-	*	-	*	
		Mathematics	All Students	78%	72%	72%	63%	63%	81%	-	*	-	*	63%	81%	45%	79%	67%	76%	69%	-	*	-	*
	CWD	52%	44%	45%	*	33%	60%	-	-	-	*	38%	50%	45%	-	*	55%	36%	-	*	-	-		
	CWOD	81%	76%	79%	67%	76%	85%	-	*	-	*	68%	91%	-	79%	*	83%	77%	-	*	-	*		
	EL	75%	75%	67%	-	*	*	-	*	-	-	*	*	*	*	67%	*	*	-	-	-	-		
	Male	78%	72%	76%	57%	71%	82%	-	*	-	*	72%	81%	55%	83%	*	76%	-	-	*	-	-		
	Female	78%	72%	69%	67%	56%	80%	-	-	-	*	56%	81%	36%	77%	*	-	69%	-	*	-	*		
	Grade 4	Reading	All Students	74%	66%	82%	65%	85%	90%	-	80%	*	67%	75%	89%	44%	88%	90%	84%	80%	-	*	-	*
			CWD	44%	34%	44%	*	50%	50%	-	-	-	*	43%	44%	44%	-	*	71%	22%	-	*	-	-
CWOD			78%	70%	88%	71%	93%	95%	-	80%	*	*	79%	96%	-	88%	100%	85%	90%	-	*	-	*	
EL			64%	64%	90%	-	*	*	-	*	-	-	86%	*	*	100%	90%	*	83%	-	-	-	*	
Male			71%	63%	84%	64%	82%	100%	-	*	-	80%	74%	96%	71%	85%	*	84%	-	-	*	-	*	
Female			77%	70%	80%	67%	88%	81%	-	*	*	*	75%	83%	22%	90%	83%	-	80%	-	*	-	-	
Mathematics			All Students	74%	67%	80%	69%	82%	84%	-	80%	*	83%	75%	86%	38%	87%	90%	84%	77%	-	*	-	*
CWD		46%	36%	38%	*	50%	33%	-	-	-	*	43%	33%	38%	-	*	71%	11%	-	*	-	-		
CWOD		78%	71%	87%	75%	89%	91%	-	80%	*	*	79%	94%	-	87%	100%	85%	88%	-	*	-	*		
EL		69%	69%	90%	-	*	*	-	*	-	-	86%	*	*	100%	90%	*	83%	-	-	-	*		
Male		74%	67%	84%	64%	82%	96%	-	*	-	100%	74%	96%	71%	85%	*	84%	-	-	*	-	*		
Female		74%	68%	77%	75%	82%	73%	-	*	*	*	75%	78%	11%	88%	83%	-	77%	-	*	-	-		
Grade 5		Reading	All Students	86%	82%	88%	68%	86%	96%	*	71%	-	83%	80%	92%	68%	92%	71%	88%	88%	-	*	-	-
			CWD	55%	48%	68%	60%	67%	79%	*	*	-	*	56%	83%	68%	-	*	80%	38%	-	-	-	-
	CWOD		89%	86%	92%	70%	90%	100%	-	83%	-	100%	90%	93%	-	92%	83%	90%	94%	-	*	-	-	
	EL		77%	76%	71%	-	*	*	-	*	-	-	*	*	*	83%	71%	*	*	-	-	-	-	
	Male		83%	78%	88%	71%	81%	98%	-	*	-	*	82%	90%	80%	90%	*	88%	-	-	*	-	-	
	Female		88%	85%	88%	63%	90%	94%	*	*	-	*	78%	93%	38%	94%	*	-	88%	-	*	-	-	
	Mathematics		All Students	89%	84%	89%	76%	97%	93%	*	71%	-	67%	85%	92%	68%	94%	86%	90%	89%	-	*	-	-
	CWD	68%	61%	68%	40%	83%	79%	*	*	-	*	63%	75%	68%	-	*	70%	63%	-	-	-	-		
	CWOD	92%	87%	94%	85%	100%	97%	-	83%	-	80%	95%	94%	-	94%	83%	97%	92%	-	*	-	-		
	EL	85%	82%	86%	-	*	*	-	*	-	-	*	*	*	83%	86%	*	*	-	-	-	-		
	Male	88%	83%	90%	76%	94%	95%	-	*	-	*	86%	92%	70%	97%	*	90%	-	-	*	-	-		
	Female	90%	85%	89%	75%	100%	91%	*	*	-	*	85%	91%	63%	92%	*	-	89%	-	*	-	-		
	Science	All Students	74%	65%	73%	24%	78%	84%	*	86%	-	67%	62%	79%	57%	76%	71%	70%	75%	-	*	*	-	
		CWD	45%	43%	57%	20%	50%	71%	*	*	-	*	44%	75%	57%	-	*	70%	25%	-	-	-	-	

		State	District	Campus	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	CWOD	77%	68%	<b>76%</b>	25%	84%	87%	-	83%	-	80%	69%	79%	-	76%	83%	70%	82%	-	*	-	-
	EL	60%	55%	<b>71%</b>	-	*	*	-	*	-	-	*	*	*	83%	71%	*	*	-	-	-	-
	Male	74%	65%	<b>70%</b>	12%	88%	85%	-	*	-	*	61%	75%	70%	70%	*	70%	-	-	*	-	-
	Female	73%	64%	<b>75%</b>	50%	71%	83%	*	*	-	*	63%	83%	25%	82%	*	-	75%	-	*	*	-
Grade 6	Reading																					
	All Students	67%	68%	<b>80%</b>	60%	80%	85%	-	80%	-	100%	77%	83%	47%	85%	33%	77%	83%	-	*	-	-
	CWD	33%	32%	<b>47%</b>	40%	63%	*	-	-	-	-	56%	38%	47%	-	*	57%	40%	-	*	-	-
	CWOD	71%	72%	<b>85%</b>	67%	85%	88%	-	80%	-	100%	81%	88%	*	85%	*	80%	89%	-	*	-	-
	EL	42%	49%	<b>33%</b>	*	*	*	-	*	-	-	33%	-	*	*	33%	*	*	-	-	-	-
	Male	62%	64%	<b>77%</b>	63%	74%	80%	-	*	-	*	67%	84%	57%	80%	*	77%	-	-	*	-	-
Mathematics	All Students	80%	82%	<b>89%</b>	70%	88%	93%	-	100%	-	100%	87%	90%	47%	95%	67%	86%	91%	-	*	-	-
	CWD	50%	47%	<b>47%</b>	20%	75%	*	-	-	-	-	44%	50%	47%	-	*	43%	50%	-	*	-	-
	CWOD	83%	86%	<b>95%</b>	87%	92%	97%	-	100%	-	100%	96%	94%	-	95%	*	92%	97%	-	*	-	-
	EL	67%	77%	<b>67%</b>	*	*	*	-	*	-	-	67%	-	*	*	67%	*	*	-	-	-	-
	Male	78%	80%	<b>86%</b>	63%	83%	93%	-	*	-	*	83%	89%	43%	92%	*	86%	-	-	*	-	-
	Female	81%	84%	<b>91%</b>	75%	94%	93%	-	*	-	*	91%	91%	50%	97%	*	-	91%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>42%</b>	31%	23%	53%	-	*	-	*	27%	56%	27%	46%	33%	33%	50%	-	*	-	*
	CWD	26%	19%	<b>27%</b>	*	22%	30%	-	-	-	*	13%	36%	27%	-	*	36%	18%	-	*	-	-
	CWOD	46%	39%	<b>46%</b>	33%	24%	58%	-	*	-	*	30%	63%	-	46%	*	33%	57%	-	*	-	*
	EL	35%	34%	<b>33%</b>	-	*	*	-	*	-	-	*	*	*	*	33%	*	*	-	-	-	-
	Male	41%	34%	<b>33%</b>	14%	14%	43%	-	*	-	*	16%	50%	36%	33%	*	33%	-	-	*	-	-
Mathematics	All Students	48%	39%	<b>40%</b>	44%	27%	45%	-	*	-	*	38%	42%	23%	45%	67%	43%	38%	-	*	-	*
	CWD	30%	21%	<b>23%</b>	*	0%	40%	-	-	-	*	13%	29%	23%	-	*	36%	9%	-	*	-	-
	CWOD	50%	42%	<b>45%</b>	47%	38%	46%	-	*	-	*	43%	47%	-	45%	*	45%	45%	-	*	-	*
	EL	41%	41%	<b>67%</b>	-	*	*	-	*	-	-	*	*	*	*	67%	*	*	-	-	-	-
	Male	49%	41%	<b>43%</b>	29%	36%	46%	-	*	-	*	40%	46%	36%	45%	*	43%	-	-	*	-	-
	Female	46%	38%	<b>38%</b>	56%	19%	43%	-	-	-	*	37%	39%	9%	45%	*	-	38%	-	*	-	*
Grade 4	Reading																					
	All Students	43%	35%	<b>57%</b>	46%	56%	62%	-	60%	*	67%	44%	70%	19%	63%	40%	61%	53%	-	*	-	*
	CWD	24%	16%	<b>19%</b>	*	17%	17%	-	-	-	*	14%	22%	19%	-	*	43%	0%	-	*	-	-
	CWOD	46%	38%	<b>63%</b>	50%	64%	68%	-	60%	*	*	48%	78%	-	63%	44%	64%	63%	-	*	-	*
	EL	30%	30%	<b>40%</b>	-	*	*	-	*	-	-	29%	*	*	44%	40%	*	50%	-	-	-	*
	Male	41%	33%	<b>61%</b>	50%	47%	75%	-	*	-	80%	43%	85%	43%	64%	*	61%	-	-	*	-	*
Mathematics	All Students	46%	39%	<b>61%</b>	46%	56%	68%	-	80%	*	67%	54%	67%	25%	66%	60%	71%	50%	-	*	-	*
	CWD	27%	21%	<b>25%</b>	*	33%	17%	-	-	-	*	29%	22%	25%	-	*	57%	0%	-	*	-	-
	CWOD	49%	41%	<b>66%</b>	50%	61%	75%	-	80%	*	*	58%	74%	-	66%	67%	73%	59%	-	*	-	*
	EL	39%	39%	<b>60%</b>	-	*	*	-	*	-	-	57%	*	*	67%	60%	*	67%	-	-	-	*
	Male	48%	40%	<b>71%</b>	50%	59%	92%	-	*	-	80%	57%	89%	57%	73%	*	71%	-	-	*	-	*
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	50%	Amer	53%	46%	Ind	*	*	Races	Disadv	Econ	0%	59%	67%	-	50%	-	*	-	-
Grade 5 Reading	All	53%	46%	49%	24%	49%	58%	*	57%	-	33%	40%	54%	32%	52%	43%	39%	60%	-	*	-	-
	Students																					
	CWD	27%	23%	32%	0%	17%	57%	*	*	-	*	19%	50%	32%	-	*	40%	13%	-	-	-	-
	CWOD	56%	49%	52%	30%	55%	58%	-	67%	-	40%	49%	54%	-	52%	50%	38%	66%	-	*	-	-
	EL	36%	35%	43%	-	*	*	-	*	-	-	*	*	*	50%	43%	*	*	-	-	-	-
	Male	50%	42%	39%	18%	38%	46%	-	*	-	*	32%	42%	40%	38%	*	39%	-	-	*	-	-
	Female	56%	51%	60%	38%	57%	71%	*	*	-	*	48%	67%	13%	66%	*	-	60%	-	*	-	-
Mathematics	All	57%	47%	50%	36%	46%	61%	*	43%	-	17%	36%	58%	29%	55%	29%	46%	54%	-	*	-	-
	Students																					
	CWD	31%	28%	29%	0%	33%	43%	*	*	-	*	19%	42%	29%	-	*	35%	13%	-	-	-	-
	CWOD	60%	49%	55%	45%	48%	65%	-	50%	-	20%	44%	60%	-	55%	33%	50%	59%	-	*	-	-
	EL	46%	41%	29%	-	*	*	-	*	-	-	*	*	*	33%	29%	*	*	-	-	-	-
	Male	56%	47%	46%	29%	56%	51%	-	*	-	*	39%	50%	35%	50%	*	46%	-	-	*	-	-
	Female	57%	47%	54%	50%	38%	71%	*	*	-	*	33%	67%	13%	59%	*	-	54%	-	*	-	-
Science	All	48%	38%	46%	12%	43%	58%	*	71%	-	33%	33%	54%	39%	48%	29%	48%	45%	-	*	*	-
	Students																					
	CWD	27%	27%	39%	20%	33%	50%	*	*	-	*	31%	50%	39%	-	*	50%	13%	-	-	-	-
	CWOD	50%	39%	48%	10%	45%	60%	-	67%	-	40%	33%	55%	-	48%	33%	47%	49%	-	*	*	-
	EL	31%	26%	29%	-	*	*	-	*	-	-	*	*	*	33%	29%	*	*	-	-	-	-
	Male	50%	40%	48%	6%	56%	56%	-	*	-	*	39%	52%	50%	47%	*	48%	-	-	*	-	-
	Female	45%	37%	45%	25%	33%	61%	*	*	-	*	26%	57%	13%	49%	*	-	45%	-	*	*	-
Grade 6 Reading	All	36%	37%	59%	30%	66%	65%	-	40%	-	60%	46%	68%	24%	64%	33%	56%	62%	-	*	-	-
	Students																					
	CWD	19%	17%	24%	20%	38%	*	-	-	-	-	22%	25%	24%	-	*	43%	10%	-	*	-	-
	CWOD	38%	40%	64%	33%	74%	69%	-	40%	-	60%	51%	73%	-	64%	*	57%	70%	-	*	-	-
	EL	14%	17%	33%	*	*	*	-	*	-	-	33%	-	*	*	33%	*	*	-	-	-	-
	Male	33%	33%	56%	25%	63%	60%	-	*	-	*	38%	68%	43%	57%	*	56%	-	-	*	-	-
	Female	40%	42%	62%	33%	69%	69%	-	*	-	*	53%	68%	10%	70%	*	-	62%	-	*	-	-
Mathematics	All	46%	49%	59%	35%	68%	62%	-	40%	-	60%	51%	64%	24%	64%	33%	58%	59%	-	*	-	-
	Students																					
	CWD	23%	21%	24%	20%	38%	*	-	-	-	-	22%	25%	24%	-	*	29%	20%	-	*	-	-
	CWOD	48%	52%	64%	40%	77%	66%	-	40%	-	60%	57%	68%	-	64%	*	62%	65%	-	*	-	-
	EL	27%	35%	33%	*	*	*	-	*	-	-	33%	-	*	*	33%	*	*	-	-	-	-
	Male	45%	48%	58%	38%	61%	62%	-	*	-	*	48%	64%	29%	62%	*	58%	-	-	*	-	-
	Female	46%	50%	59%	33%	75%	62%	-	*	-	*	53%	64%	20%	65%	*	-	59%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	28%	19%	13%	38%	-	*	-	*	17%	39%	14%	32%	33%	22%	34%	-	*	-	*
	Students																					
	CWD	10%	7%	14%	*	11%	20%	-	-	-	*	0%	21%	14%	-	*	9%	18%	-	*	-	-
	CWOD	29%	23%	32%	20%	14%	42%	-	*	-	*	20%	44%	-	32%	*	25%	38%	-	*	-	*
	EL	19%	20%	33%	-	*	*	-	*	-	-	*	*	*	*	33%	*	*	-	-	-	-
	Male	24%	19%	22%	14%	7%	29%	-	*	-	*	12%	31%	9%	25%	*	22%	-	-	*	-	-
	Female	29%	24%	34%	22%	19%	47%	-	-	-	*	22%	45%	18%	38%	*	-	34%	-	*	-	*



		State	District	Campus	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
Mathematics	All Students	24%	18%	19%	13%	0%	28%	-	*	-	*	13%	25%	18%	20%	17%	22%	17%	-	*	-	*
	CWD	12%	8%	18%	*	0%	30%	-	-	-	*	13%	21%	18%	-	*	27%	9%	-	*	-	-
	CWOD	25%	19%	20%	13%	0%	27%	-	*	-	*	14%	26%	-	20%	*	20%	19%	-	*	-	*
	EL	18%	20%	17%	-	*	*	-	*	-	-	*	*	*	*	17%	*	*	-	-	-	-
	Male	26%	20%	22%	14%	0%	29%	-	*	-	*	16%	27%	27%	20%	*	22%	-	-	*	-	-
	Female	22%	16%	17%	11%	0%	27%	-	-	-	*	11%	23%	9%	19%	*	-	17%	-	*	-	*
Grade 4 Reading	All Students	21%	17%	30%	27%	29%	32%	-	0%	*	33%	27%	32%	6%	33%	10%	26%	33%	-	*	-	*
	CWD	8%	4%	6%	*	0%	17%	-	-	-	*	14%	0%	6%	-	*	14%	0%	-	*	-	-
	CWOD	23%	18%	33%	29%	36%	34%	-	0%	*	*	29%	37%	-	33%	11%	27%	39%	-	*	-	*
	EL	12%	13%	10%	-	*	*	-	*	-	-	14%	*	*	11%	10%	*	17%	-	-	-	*
	Male	20%	15%	26%	21%	12%	38%	-	*	-	40%	26%	26%	14%	27%	*	26%	-	-	*	-	*
	Female	23%	18%	33%	33%	47%	27%	-	*	*	*	29%	36%	0%	39%	17%	-	33%	-	*	-	-
Mathematics	All Students	27%	22%	34%	31%	24%	42%	-	40%	*	50%	27%	41%	6%	39%	30%	40%	28%	-	*	-	*
	CWD	13%	7%	6%	*	0%	17%	-	-	-	*	14%	0%	6%	-	*	14%	0%	-	*	-	-
	CWOD	29%	23%	39%	33%	29%	45%	-	40%	*	*	29%	48%	-	39%	33%	44%	33%	-	*	-	*
	EL	20%	22%	30%	-	*	*	-	*	-	-	29%	*	*	33%	30%	*	33%	-	-	-	*
	Male	29%	23%	40%	36%	18%	54%	-	*	-	60%	29%	56%	14%	44%	*	40%	-	-	*	-	*
	Female	25%	20%	28%	25%	29%	31%	-	*	*	*	25%	31%	0%	33%	33%	-	28%	-	*	-	-
Grade 5 Reading	All Students	29%	24%	29%	12%	30%	33%	*	57%	-	17%	16%	36%	4%	35%	14%	16%	43%	-	*	-	-
	CWD	9%	8%	4%	0%	0%	7%	*	*	-	*	0%	8%	4%	-	*	0%	13%	-	-	-	-
	CWOD	31%	26%	35%	15%	35%	39%	-	67%	-	20%	23%	40%	-	35%	17%	22%	47%	-	*	-	-
	EL	14%	13%	14%	-	*	*	-	*	-	-	*	*	*	17%	14%	*	*	-	-	-	-
	Male	26%	21%	16%	0%	25%	15%	-	*	-	*	4%	23%	0%	22%	*	16%	-	-	*	-	-
	Female	31%	27%	43%	38%	33%	54%	*	*	-	*	30%	51%	13%	47%	*	-	43%	-	*	-	-
Mathematics	All Students	36%	27%	25%	4%	30%	29%	*	43%	-	17%	15%	31%	11%	28%	14%	19%	32%	-	*	-	-
	CWD	14%	12%	11%	0%	33%	7%	*	*	-	*	13%	8%	11%	-	*	15%	0%	-	-	-	-
	CWOD	38%	28%	28%	5%	29%	34%	-	50%	-	20%	15%	34%	-	28%	17%	20%	36%	-	*	-	-
	EL	24%	20%	14%	-	*	*	-	*	-	-	*	*	*	17%	14%	*	*	-	-	-	-
	Male	36%	28%	19%	0%	38%	17%	-	*	-	*	14%	21%	15%	20%	*	19%	-	-	*	-	-
	Female	35%	26%	32%	13%	24%	43%	*	*	-	*	15%	42%	0%	36%	*	-	32%	-	*	-	-
Science	All Students	23%	17%	23%	4%	24%	29%	*	29%	-	17%	11%	30%	11%	26%	0%	18%	29%	-	*	*	-
	CWD	11%	9%	11%	20%	17%	7%	*	*	-	*	6%	17%	11%	-	*	10%	13%	-	-	-	-
	CWOD	25%	18%	26%	0%	26%	33%	-	33%	-	20%	13%	31%	-	26%	0%	20%	31%	-	*	*	-
	EL	11%	9%	0%	-	*	*	-	*	-	-	*	*	*	0%	0%	*	*	-	-	-	-
	Male	25%	19%	18%	6%	31%	17%	-	*	-	*	14%	19%	10%	20%	*	18%	-	-	*	-	-
	Female	21%	15%	29%	0%	19%	42%	*	*	-	*	7%	41%	13%	31%	*	-	29%	-	*	*	-
Grade 6 Reading	All Students	17%	18%	26%	10%	23%	32%	-	40%	-	20%	20%	31%	0%	30%	0%	21%	30%	-	*	-	-
	CWD	6%	5%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	18%	19%	30%	13%	30%	34%	-	40%	-	20%	23%	34%	-	30%	*	24%	35%	-	*	-	-
	EL	4%	5%	0%	*	*	*	-	*	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	14%	15%	21%	13%	26%	20%	-	*	-	*	17%	24%	0%	24%	*	21%	-	-	*	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	30%	8%	19%	40%	-	*	-	*	22%	36%	0%	35%	*	-	30%	-	*	-	-
Mathematics	All	20%	24%	31%	5%	35%	35%	-	40%	-	40%	22%	38%	0%	36%	0%	29%	33%	-	*	-	-
	Students																					
	CWD	9%	6%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	22%	26%	36%	7%	46%	37%	-	40%	-	40%	26%	42%	-	36%	*	33%	38%	-	*	-	-
	EL	8%	12%	0%	*	*	*	-	*	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	20%	24%	29%	13%	33%	31%	-	*	-	*	22%	33%	0%	33%	*	29%	-	-	*	-	-
	Female	20%	23%	33%	0%	38%	38%	-	*	-	*	22%	41%	0%	38%	*	-	33%	-	*	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	82%	64%	84%	89%	*	81%	*	75%	76%	87%	57%	87%	77%	82%	82%	-	63%	*	*
	Students																					
	CWD	46%	38%	57%	32%	61%	66%	*	*	-	36%	51%	63%	57%	-	38%	69%	42%	-	33%	-	-
	CWOD	81%	77%	87%	70%	90%	92%	-	85%	*	86%	82%	91%	-	87%	87%	86%	89%	-	72%	*	*
	EL	62%	63%	77%	*	74%	82%	-	78%	-	-	77%	76%	38%	87%	77%	83%	71%	-	-	-	*
	Male	74%	70%	82%	60%	83%	90%	-	79%	-	92%	76%	87%	69%	86%	83%	82%	-	-	62%	-	*
	Female	80%	76%	82%	69%	84%	87%	*	83%	*	57%	77%	86%	42%	89%	71%	-	82%	-	64%	*	*
Reading	All	73%	69%	84%	69%	85%	90%	*	78%	*	76%	78%	89%	63%	88%	76%	84%	85%	-	73%	-	*
	Students																					
	CWD	39%	30%	63%	46%	66%	71%	*	*	-	40%	55%	70%	63%	-	50%	76%	47%	-	*	-	-
	CWOD	78%	73%	88%	73%	91%	93%	-	82%	*	88%	84%	92%	-	88%	83%	86%	91%	-	75%	-	*
	EL	54%	55%	76%	*	73%	80%	-	75%	-	-	70%	89%	50%	83%	76%	77%	75%	-	-	-	*
	Male	69%	64%	84%	70%	82%	90%	-	75%	-	91%	77%	89%	76%	86%	77%	84%	-	-	83%	-	*
	Female	78%	74%	85%	68%	89%	89%	*	80%	*	60%	80%	88%	47%	91%	75%	-	85%	-	60%	-	*
Mathematics	All	81%	77%	84%	70%	84%	89%	*	83%	*	76%	78%	88%	52%	90%	79%	85%	82%	-	55%	-	*
	Students																					
	CWD	53%	44%	52%	23%	59%	59%	*	*	-	40%	50%	53%	52%	-	33%	62%	39%	-	*	-	-
	CWOD	84%	81%	90%	78%	91%	93%	-	88%	*	88%	84%	94%	-	90%	91%	90%	89%	-	75%	-	*
	EL	72%	74%	79%	*	73%	80%	-	88%	-	-	85%	67%	33%	91%	79%	92%	69%	-	-	-	*
	Male	79%	75%	85%	67%	83%	92%	-	75%	-	100%	78%	90%	62%	90%	92%	85%	-	-	50%	-	*
	Female	82%	79%	82%	73%	84%	86%	*	90%	*	50%	77%	86%	39%	89%	69%	-	82%	-	60%	-	*
Science	All	80%	75%	73%	24%	78%	84%	*	86%	-	67%	62%	79%	57%	76%	71%	70%	75%	-	*	*	-
	Students																					
	CWD	51%	44%	57%	20%	50%	71%	*	*	-	*	44%	75%	57%	-	*	70%	25%	-	-	-	-
	CWOD	84%	79%	76%	25%	84%	87%	-	83%	-	80%	69%	79%	-	76%	83%	70%	82%	-	*	*	-
	EL	61%	60%	71%	-	*	*	-	*	-	-	*	*	*	83%	71%	*	*	-	-	-	-
	Male	79%	74%	70%	12%	88%	85%	-	*	-	*	61%	75%	70%	70%	*	70%	-	-	*	-	-
	Female	81%	77%	75%	50%	71%	83%	*	*	-	*	63%	83%	25%	82%	*	-	75%	-	*	*	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	52%	34%	49%	59%	*	58%	*	48%	41%	59%	28%	56%	42%	50%	53%	-	8%	*	*
	Students																					
	CWD	24%	18%	28%	10%	25%	37%	*	*	-	36%	21%	35%	28%	-	23%	41%	11%	-	0%	-	-
	CWOD	52%	47%	56%	38%	55%	63%	-	60%	*	51%	46%	63%	-	56%	46%	53%	60%	-	11%	*	*
	EL	29%	29%	42%	*	32%	36%	-	61%	-	-	39%	48%	23%	46%	42%	43%	40%	-	-	-	*
	Male	47%	41%	50%	28%	49%	57%	-	63%	-	64%	40%	58%	41%	53%	43%	50%	-	-	0%	-	*
	Female	52%	47%	53%	40%	48%	61%	*	54%	*	30%	43%	60%	11%	60%	40%	-	53%	-	18%	*	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	52%	33%	49%	60%	*	56%	*	52%	40%	61%	27%	57%	38%	47%	57%	-	18%	-	*
Reading	All Students																					
	CWD	21%	15%	27%	8%	24%	35%	*	*	-	40%	18%	35%	27%	-	33%	40%	11%	-	*	-	-
	CWOD	50%	45%	57%	38%	56%	64%	-	59%	*	56%	45%	66%	-	57%	39%	49%	64%	-	25%	-	*
	EL	23%	24%	38%	*	33%	0%	-	63%	-	-	25%	67%	33%	39%	38%	23%	50%	-	-	-	*
	Male	43%	37%	47%	28%	42%	54%	-	63%	-	64%	33%	58%	40%	49%	23%	47%	-	-	0%	-	*
	Female	51%	47%	57%	39%	56%	65%	*	50%	*	40%	46%	64%	11%	64%	50%	-	57%	-	40%	-	*
Mathematics	All Students	51%	45%	53%	40%	50%	59%	*	56%	*	48%	45%	58%	25%	58%	48%	54%	51%	-	0%	-	*
	CWD	26%	21%	25%	8%	24%	32%	*	*	-	40%	20%	30%	25%	-	17%	38%	11%	-	*	-	-
	CWOD	54%	49%	58%	46%	57%	63%	-	59%	*	50%	51%	63%	-	58%	57%	58%	58%	-	0%	-	*
	EL	37%	37%	48%	*	40%	60%	-	63%	-	-	55%	33%	17%	57%	48%	62%	38%	-	-	-	*
	Male	50%	44%	54%	37%	54%	61%	-	50%	-	64%	47%	60%	38%	58%	62%	54%	-	-	0%	-	*
	Female	51%	47%	51%	44%	46%	57%	*	60%	*	30%	44%	56%	11%	58%	38%	-	51%	-	0%	-	*
Science	All Students	53%	47%	46%	12%	43%	58%	*	71%	-	33%	33%	54%	39%	48%	29%	48%	45%	-	*	*	-
	CWD	25%	20%	39%	20%	33%	50%	*	*	-	*	31%	50%	39%	-	*	50%	13%	-	-	-	-
	CWOD	56%	50%	48%	10%	45%	60%	-	67%	-	40%	33%	55%	-	48%	33%	47%	49%	-	*	*	-
	EL	26%	25%	29%	-	*	*	-	*	-	-	*	*	*	33%	29%	*	*	-	-	-	-
	Male	53%	46%	48%	6%	56%	56%	-	*	-	*	39%	52%	50%	47%	*	48%	-	-	*	-	-
	Female	53%	48%	45%	25%	33%	61%	*	*	-	*	26%	57%	13%	49%	*	-	45%	-	*	*	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	27%	14%	24%	33%	*	40%	*	29%	19%	33%	8%	31%	14%	23%	31%	-	4%	*	*
	Students																					
	CWD	8%	6%	8%	3%	6%	12%	*	*	-	9%	6%	10%	8%	-	8%	10%	6%	-	0%	-	-
	CWOD	25%	21%	31%	16%	28%	36%	-	43%	*	35%	22%	37%	-	31%	15%	26%	36%	-	6%	*	*
	EL	11%	11%	14%	*	12%	0%	-	28%	-	-	9%	24%	8%	15%	14%	17%	11%	-	-	-	*
	Male	22%	18%	23%	12%	22%	26%	-	42%	-	36%	18%	27%	10%	26%	17%	23%	-	-	0%	-	*
Reading	All	20%	17%	28%	17%	24%	34%	*	39%	*	24%	20%	34%	6%	32%	14%	21%	35%	-	9%	-	*
	Students																					
	CWD	7%	5%	6%	0%	3%	12%	*	*	-	0%	3%	9%	6%	-	17%	4%	8%	-	*	-	-
	CWOD	22%	19%	32%	20%	30%	37%	-	41%	*	31%	24%	38%	-	32%	13%	24%	40%	-	13%	-	*
	EL	8%	8%	14%	*	13%	0%	-	25%	-	-	5%	33%	17%	13%	14%	15%	13%	-	-	-	*
	Male	17%	14%	21%	11%	18%	24%	-	50%	-	27%	15%	25%	4%	24%	15%	21%	-	-	0%	-	*
Mathematics	All	26%	22%	28%	14%	23%	33%	*	44%	*	38%	19%	34%	10%	31%	17%	27%	28%	-	0%	-	*
	Students																					
	CWD	11%	6%	10%	0%	7%	15%	*	*	-	20%	10%	9%	10%	-	0%	16%	3%	-	*	-	-
	CWOD	28%	24%	31%	16%	27%	36%	-	47%	*	44%	22%	38%	-	31%	22%	29%	32%	-	0%	-	*
	EL	16%	16%	17%	*	13%	0%	-	38%	-	-	15%	22%	0%	22%	17%	23%	13%	-	-	-	*
	Male	25%	22%	27%	15%	23%	30%	-	50%	-	45%	21%	32%	16%	29%	23%	27%	-	-	0%	-	*
Science	All	24%	20%	23%	4%	24%	29%	*	29%	-	17%	11%	30%	11%	26%	0%	18%	29%	-	*	*	-
	Students																					
	CWD	8%	5%	11%	20%	17%	7%	*	*	-	*	6%	17%	11%	-	*	10%	13%	-	-	-	-
	CWOD	26%	22%	26%	0%	26%	33%	-	33%	-	20%	13%	31%	-	26%	0%	20%	31%	-	*	*	-
	EL	7%	7%	0%	-	*	*	-	*	-	-	*	*	*	0%	0%	*	*	-	-	-	-
	Male	25%	21%	18%	6%	31%	17%	-	*	-	*	14%	19%	10%	20%	*	18%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	29%	0%	19%	42%	*	*	-	*	7%	41%	13%	31%	*	-	29%	-	*	*	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	56	68	70	*	57	*	68	64	57	73
CWD	57	36	60	65	*	*	-	*	68	57	*
CWOD	69	60	70	71	-	62	*	71	63	-	72
EL	73	*	77	*	-	50	-	-	68	*	73
Male	66	51	63	72	-	67	-	75	59	64	85
Female	68	63	74	68	*	50	*	57	69	48	63
<b>Mathematics</b>											
All Students	70	67	71	71	*	71	*	74	68	64	66
CWD	64	59	65	63	*	*	-	*	67	64	*
CWOD	72	69	73	72	-	77	*	68	68	-	69
EL	66	*	59	*	-	67	-	-	68	*	66
Male	72	71	69	76	-	67	-	70	68	74	75
Female	68	63	74	66	*	75	*	79	67	52	58

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	54	17	31%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	54	37	52	60	*	60	*	51	45	31	44
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	N					N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	36%
Target Met	Y
Interim Goals (2023-2027)	38%
Target Met	Y
Interim Goals (2028-2032)	40%
Target Met	Y
Long-Term Goals	40%
Target Met	Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card& program=perf rept.perfmast.sas&prgopt=2019%2... 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	-	0%	*	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	2%	1%	-	0%	-	0%	1%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	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%	*	*	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	14	2	5	5	0	0	0	2	2		
	Female	4	2	0	0	0	0	0	2	0		
	Total	18	4	5	5	0	0	0	4	2		
Out-of-School Suspensions												
	Male	8	2	2	4	0	0	0	0	0		
	Female	4	2	2	0	0	0	0	0	0		
	Total	12	4	4	4	0	0	0	0	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		



		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	2	2	8	0	0	0	0	0		2
	Female	4	2	2	0	0	0	0	0	2		0
	Total	16	4	4	8	0	0	0	0	2		2
Out-of-School Suspensions	Male	12	2	0	10	0	0	0	0	0		2
	Female	2	0	0	2	0	0	0	0	0		0
	Total	14	2	0	12	0	0	0	0	0		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	28	2	8	14	0	2	0	2	2	11	2
	Female	33	5	5	23	0	0	0	0	2	5	2
	Total	61	7	13	37	0	2	0	2	4	16	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	20	2	8	8	0	0	0	2	5	2
	Female	20	5	5	8	0	2	0	0	2	0
	Total	40	7	13	16	0	2	0	2	7	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	10.0	18.8%
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	1.8	3.5%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	1%
Mathematics	5,880	1%	45	1%	*	1%
Grade 4						
Reading	6,312	2%	55	1%	*	2%
Mathematics	6,311	2%	55	1%	*	2%
Grade 5						
Reading	6,133	1%	59	1%	*	3%
Mathematics	6,131	1%	59	1%	*	3%
Science	6,133	1%	59	1%	*	3%
Grade 6						
Reading	6,038	1%	50	1%	*	2%
Mathematics	6,036	1%	50	1%	*	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	26	2%
Reading	45,064	1%	367	1%	11	2%
Mathematics	40,350	1%	327	1%	11	2%
Science	16,337	1%	131	1%	*	3%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** MORTON EL

**Campus ID:** 220901131

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3	Reading	All	75%	68%	69%	76%	70%	*	-	20%	-	-	68%	80%	20%	74%	66%	68%	72%	-	*	-	-
		Students																					
		CWD	49%	38%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
		CWOD	79%	72%	74%	81%	76%	*	-	20%	-	-	73%	80%	-	74%	69%	71%	78%	-	*	-	-
		EL	69%	67%	66%	*	69%	*	-	20%	-	-	65%	*	*	69%	66%	59%	74%	-	*	-	-
		Male	73%	65%	68%	75%	65%	*	-	*	-	-	65%	*	*	71%	59%	68%	-	-	-	-	-
		Female	78%	72%	72%	80%	76%	-	-	*	-	-	74%	*	*	78%	74%	-	72%	-	*	-	-
Mathematics	All	78%	72%	87%	88%	92%	*	-	40%	-	-	88%	80%	60%	89%	85%	86%	88%	-	*	-	-	
	Students																						
	CWD	52%	44%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-	
	CWOD	81%	76%	89%	88%	97%	*	-	40%	-	-	90%	80%	-	89%	90%	88%	91%	-	*	-	-	
	EL	75%	75%	85%	*	91%	*	-	40%	-	-	85%	*	*	90%	85%	82%	89%	-	*	-	-	
	Male	78%	72%	86%	92%	90%	*	-	*	-	-	85%	*	*	88%	82%	86%	-	-	-	-	-	
	Female	78%	72%	88%	80%	94%	-	-	*	-	-	91%	*	*	91%	89%	-	88%	-	*	-	-	
Grade 4	Reading	All	74%	66%	44%	22%	45%	20%	-	*	-	*	42%	60%	18%	49%	50%	41%	47%	-	*	*	-
		Students																					
		CWD	44%	34%	18%	*	20%	-	-	-	-	-	20%	*	18%	-	33%	17%	20%	-	-	*	-
		CWOD	78%	70%	49%	25%	53%	20%	-	*	-	*	47%	*	-	49%	53%	46%	52%	-	*	-	-
		EL	64%	64%	50%	*	53%	*	-	*	-	-	51%	*	33%	53%	50%	53%	47%	-	*	-	-
		Male	71%	63%	41%	20%	43%	*	-	*	-	*	40%	*	17%	46%	53%	41%	-	-	-	*	-
		Female	77%	70%	47%	*	48%	*	-	*	-	-	44%	*	20%	52%	47%	-	47%	-	*	-	-
Mathematics	All	74%	67%	53%	22%	59%	20%	-	*	-	*	53%	60%	27%	59%	58%	56%	50%	-	*	*	-	
	Students																						
	CWD	46%	36%	27%	*	30%	-	-	-	-	-	30%	*	27%	-	33%	50%	0%	-	-	*	-	
	CWOD	78%	71%	59%	25%	68%	20%	-	*	-	*	57%	*	-	59%	63%	58%	60%	-	*	-	-	
	EL	69%	69%	58%	*	63%	*	-	*	-	-	60%	*	33%	63%	58%	65%	53%	-	*	-	-	
	Male	74%	67%	56%	40%	62%	*	-	*	-	*	57%	*	50%	58%	65%	56%	-	-	-	*	-	
	Female	74%	68%	50%	*	57%	*	-	*	-	-	48%	*	0%	60%	53%	-	50%	-	*	-	-	
Grade 5	Reading	All	86%	82%	74%	67%	76%	86%	-	67%	-	-	73%	79%	43%	77%	70%	69%	79%	-	*	*	-
		Students																					
		CWD	55%	48%	43%	*	40%	-	-	-	-	-	43%	-	43%	-	*	*	*	-	*	*	-
		CWOD	89%	86%	77%	69%	80%	86%	-	67%	-	-	77%	79%	-	77%	73%	69%	84%	-	-	-	-
		EL	77%	76%	70%	*	72%	*	-	60%	-	-	71%	67%	*	73%	70%	71%	70%	-	-	-	-
		Male	83%	78%	69%	70%	65%	*	-	*	-	-	67%	83%	*	69%	71%	69%	-	-	*	*	-
		Female	88%	85%	79%	63%	85%	*	-	*	-	-	79%	75%	*	84%	70%	-	79%	-	-	-	-
Mathematics	All	89%	84%	69%	56%	78%	43%	-	67%	-	-	72%	57%	86%	68%	72%	64%	74%	-	*	*	-	
	Students																						
	CWD	68%	61%	86%	*	80%	-	-	-	-	-	86%	-	86%	-	*	*	*	-	*	*	-	
	CWOD	92%	87%	68%	50%	78%	43%	-	67%	-	-	70%	57%	-	68%	73%	61%	74%	-	-	-	-	
	EL	85%	82%	72%	*	78%	*	-	60%	-	-	73%	67%	*	73%	72%	71%	74%	-	-	-	-	
	Male	88%	83%	64%	50%	78%	*	-	*	-	-	70%	33%	*	61%	71%	64%	-	-	*	*	-	
	Female	90%	85%	74%	63%	78%	*	-	*	-	-	74%	75%	*	74%	74%	-	74%	-	-	-	-	
Science	All	74%	65%	37%	17%	44%	29%	-	50%	-	-	37%	36%	43%	36%	40%	36%	38%	-	*	*	-	
	Students																						
	CWD	45%	43%	43%	*	40%	-	-	-	-	-	43%	-	43%	-	*	*	*	-	*	*	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	77%	68%	36%	13%	44%	29%	-	50%	-	-	37%	36%	-	36%	41%	33%	39%	-	-	-	-
	EL	60%	55%	40%	*	42%	*	-	40%	-	-	41%	33%	*	41%	40%	38%	43%	-	-	-	-
	Male	74%	65%	36%	20%	43%	*	-	*	-	-	39%	17%	*	33%	38%	36%	-	-	*	*	-
	Female	73%	64%	38%	13%	44%	*	-	*	-	-	35%	50%	*	39%	43%	-	38%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	59%	62%	54%	*	-	100%	-	*	59%	64%	0%	64%	49%	50%	76%	-	*	-	*
	CWD	33%	32%	0%	*	*	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	71%	72%	64%	68%	58%	*	-	100%	-	-	63%	70%	-	64%	53%	56%	78%	-	*	-	*
	EL	42%	49%	49%	-	48%	-	-	*	-	*	52%	20%	*	53%	49%	38%	72%	-	-	-	*
	Male	62%	64%	50%	64%	40%	*	-	*	-	*	49%	56%	0%	56%	38%	50%	-	-	*	-	*
	Female	71%	72%	76%	57%	78%	-	-	*	-	-	74%	*	*	78%	72%	-	76%	-	-	-	-
Mathematics	All Students	80%	82%	74%	81%	68%	*	-	100%	-	*	74%	73%	29%	78%	65%	68%	85%	-	*	-	*
	CWD	50%	47%	29%	*	*	-	-	-	-	*	33%	*	29%	-	*	33%	*	-	-	-	-
	CWOD	83%	86%	78%	84%	73%	*	-	100%	-	-	78%	80%	-	78%	69%	72%	88%	-	*	-	*
	EL	67%	77%	65%	-	63%	-	-	*	-	*	68%	40%	*	69%	65%	62%	72%	-	-	-	*
	Male	78%	80%	68%	71%	63%	*	-	*	-	*	69%	67%	33%	72%	62%	68%	-	-	*	-	*
	Female	81%	84%	85%	100%	78%	-	-	*	-	-	84%	*	*	88%	72%	-	85%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3	Reading																					
	All Students	44%	37%	39%	47%	43%	*	-	0%	-	-	39%	40%	0%	42%	37%	32%	48%	-	*	-	-
	CWD	26%	19%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	46%	39%	42%	50%	48%	*	-	0%	-	-	42%	40%	-	42%	38%	35%	52%	-	*	-	-
	EL	35%	34%	37%	*	44%	*	-	0%	-	-	35%	*	*	38%	37%	27%	47%	-	*	-	-
	Male	41%	34%	32%	42%	35%	*	-	*	-	-	29%	*	*	35%	27%	32%	-	-	-	-	-
	Female	47%	39%	48%	60%	53%	-	-	*	-	-	52%	*	*	52%	47%	-	48%	-	*	-	-
Mathematics	All Students	48%	39%	45%	35%	54%	*	-	0%	-	-	47%	20%	0%	49%	49%	35%	60%	-	*	-	-
	CWD	30%	21%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	49%	38%	61%	*	-	0%	-	-	52%	20%	-	49%	51%	38%	65%	-	*	-	-
	EL	41%	41%	49%	*	56%	*	-	0%	-	-	48%	*	*	51%	49%	36%	63%	-	*	-	-
	Male	49%	41%	35%	25%	40%	*	-	*	-	-	35%	*	*	38%	36%	35%	-	-	-	-	-
	Female	46%	38%	60%	60%	71%	-	-	*	-	-	65%	*	*	65%	63%	-	60%	-	*	-	-
Grade 4	Reading																					
	All Students	43%	35%	16%	11%	16%	0%	-	*	-	*	16%	20%	9%	18%	17%	19%	13%	-	*	*	-
	CWD	24%	16%	9%	*	10%	-	-	-	-	-	10%	*	9%	-	17%	17%	0%	-	-	*	-
	CWOD	46%	38%	18%	13%	18%	0%	-	*	-	*	17%	*	-	18%	17%	19%	16%	-	*	-	-
	EL	30%	30%	17%	*	19%	*	-	*	-	-	17%	*	17%	17%	17%	24%	11%	-	*	-	-
	Male	41%	33%	19%	20%	19%	*	-	*	-	*	20%	*	17%	19%	24%	19%	-	-	-	*	-
	Female	46%	38%	13%	*	13%	*	-	*	-	-	11%	*	0%	16%	11%	-	13%	-	*	-	-
Mathematics	All Students	46%	39%	24%	11%	27%	0%	-	*	-	*	25%	20%	9%	27%	28%	28%	20%	-	*	*	-
	CWD	27%	21%	9%	*	10%	-	-	-	-	-	10%	*	9%	-	17%	17%	0%	-	-	*	-
	CWOD	49%	41%	27%	13%	32%	0%	-	*	-	*	28%	*	-	27%	30%	31%	24%	-	*	-	-
	EL	39%	39%	28%	*	31%	*	-	*	-	-	29%	*	17%	30%	28%	35%	21%	-	*	-	-
	Male	48%	40%	28%	20%	33%	*	-	*	-	*	30%	*	17%	31%	35%	28%	-	-	-	*	-

		State	District	Campus	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
		45%	38%	20%	*	22%	*	-	*	-	-	19%	*	0%	24%	21%	-	20%	-	*	-	-
Grade 5 Reading	All Students	53%	46%	28%	11%	36%	14%	-	33%	-	-	28%	29%	14%	30%	28%	26%	31%	-	*	*	-
	CWD	27%	23%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	*	*	-
	CWOD	56%	49%	30%	13%	38%	14%	-	33%	-	-	30%	29%	-	30%	30%	28%	32%	-	-	-	-
	EL	36%	35%	28%	*	33%	*	-	20%	-	-	27%	33%	*	30%	28%	29%	26%	-	-	-	-
	Male	50%	42%	26%	10%	39%	*	-	*	-	-	27%	17%	*	28%	29%	26%	-	-	*	*	-
	Female	56%	51%	31%	13%	33%	*	-	*	-	-	29%	38%	*	32%	26%	-	31%	-	-	-	-
Mathematics	All Students	57%	47%	27%	0%	34%	29%	-	50%	-	-	27%	29%	29%	27%	30%	26%	29%	-	*	*	-
	CWD	31%	28%	29%	*	40%	-	-	-	-	-	29%	-	29%	-	*	*	*	-	*	*	-
	CWOD	60%	49%	27%	0%	33%	29%	-	50%	-	-	27%	29%	-	27%	30%	25%	29%	-	-	-	-
	EL	46%	41%	30%	*	31%	*	-	40%	-	-	32%	17%	*	30%	30%	33%	26%	-	-	-	-
	Male	56%	47%	26%	0%	39%	*	-	*	-	-	27%	17%	*	25%	33%	26%	-	-	*	*	-
	Female	57%	47%	29%	0%	30%	*	-	*	-	-	26%	38%	*	29%	26%	-	29%	-	-	-	-
Science	All Students	48%	38%	12%	6%	18%	0%	-	0%	-	-	12%	14%	29%	11%	9%	13%	12%	-	*	*	-
	CWD	27%	27%	29%	*	40%	-	-	-	-	-	29%	-	29%	-	*	*	*	-	*	*	-
	CWOD	50%	39%	11%	6%	16%	0%	-	0%	-	-	10%	14%	-	11%	7%	11%	11%	-	-	-	-
	EL	31%	26%	9%	*	11%	*	-	0%	-	-	10%	0%	*	7%	9%	17%	0%	-	-	-	-
	Male	50%	40%	13%	0%	22%	*	-	*	-	-	15%	0%	*	11%	17%	13%	-	-	*	*	-
	Female	45%	37%	12%	13%	15%	*	-	*	-	-	9%	25%	*	11%	0%	-	12%	-	-	-	-
Grade 6 Reading	All Students	36%	37%	26%	19%	25%	*	-	60%	-	*	27%	18%	0%	28%	20%	20%	36%	-	*	-	*
	CWD	19%	17%	0%	*	*	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	38%	40%	28%	21%	27%	*	-	60%	-	-	29%	20%	-	28%	22%	22%	38%	-	*	-	*
	EL	14%	17%	20%	-	19%	-	-	*	-	*	22%	0%	*	22%	20%	16%	28%	-	-	-	*
	Male	33%	33%	20%	14%	20%	*	-	*	-	*	22%	11%	0%	22%	16%	20%	-	-	*	-	*
	Female	40%	42%	36%	29%	35%	-	-	*	-	-	35%	*	*	38%	28%	-	36%	-	-	-	-
Mathematics	All Students	46%	49%	46%	52%	40%	*	-	80%	-	*	44%	64%	14%	49%	38%	43%	52%	-	*	-	*
	CWD	23%	21%	14%	*	*	-	-	-	-	*	17%	*	14%	-	*	17%	*	-	-	-	-
	CWOD	48%	52%	49%	58%	42%	*	-	80%	-	-	46%	70%	-	49%	39%	46%	53%	-	*	-	*
	EL	27%	35%	38%	-	35%	-	-	*	-	*	40%	20%	*	39%	38%	38%	39%	-	-	-	*
	Male	45%	48%	43%	50%	38%	*	-	*	-	*	41%	56%	17%	46%	38%	43%	-	-	*	-	*
	Female	46%	50%	52%	57%	43%	-	-	*	-	-	48%	*	*	53%	39%	-	52%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	23%	29%	24%	*	-	0%	-	-	25%	0%	0%	25%	20%	16%	32%	-	*	-	-
	CWD	10%	7%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	25%	31%	27%	*	-	0%	-	-	27%	0%	-	25%	21%	18%	35%	-	*	-	-
	EL	19%	20%	20%	*	25%	*	-	0%	-	-	20%	*	*	21%	20%	9%	32%	-	*	-	-
	Male	24%	19%	16%	25%	15%	*	-	*	-	-	18%	*	*	18%	9%	16%	-	-	-	-	-
	Female	29%	24%	32%	40%	35%	-	-	*	-	-	35%	*	*	35%	32%	-	32%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	24%	18%	30%	*	-	0%	-	-	25%	20%	0%	26%	27%	27%	20%	-	*	-	-
Mathematics	All																					
	Students																					
	CWD	12%	8%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	25%	19%	26%	19%	33%	*	-	0%	-	-	27%	20%	-	26%	28%	29%	22%	-	*	-	-
	EL	18%	20%	27%	*	31%	*	-	0%	-	-	25%	*	*	28%	27%	32%	21%	-	*	-	-
	Male	26%	20%	27%	17%	35%	*	-	*	-	-	26%	*	*	29%	32%	27%	-	-	-	-	-
	Female	22%	16%	20%	20%	24%	-	-	*	-	-	22%	*	*	22%	21%	-	20%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	10%	0%	9%	0%	-	*	-	*	9%	20%	0%	12%	8%	9%	10%	-	*	*	-
	Students																					
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	*	-
	CWOD	23%	18%	12%	0%	12%	0%	-	*	-	*	11%	*	-	12%	10%	12%	12%	-	*	-	-
	EL	12%	13%	8%	*	9%	*	-	*	-	-	9%	*	0%	10%	8%	12%	5%	-	*	-	-
	Male	20%	15%	9%	0%	10%	*	-	*	-	*	10%	*	0%	12%	12%	9%	-	-	*	-	-
	Female	23%	18%	10%	*	9%	*	-	*	-	-	7%	*	0%	12%	5%	-	10%	-	*	-	-
Mathematics	All	27%	22%	16%	11%	16%	0%	-	*	-	*	16%	20%	0%	20%	14%	22%	10%	-	*	*	-
	Students																					
	CWD	13%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	*	-
	CWOD	29%	23%	20%	13%	21%	0%	-	*	-	*	19%	*	-	20%	17%	27%	12%	-	*	-	-
	EL	20%	22%	14%	*	16%	*	-	*	-	-	14%	*	0%	17%	14%	24%	5%	-	*	-	-
	Male	29%	23%	22%	20%	24%	*	-	*	-	*	23%	*	0%	27%	24%	22%	-	-	*	-	-
	Female	25%	20%	10%	*	9%	*	-	*	-	-	7%	*	0%	12%	5%	-	10%	-	*	-	-
Grade 5																						
Reading	All	29%	24%	12%	6%	16%	0%	-	17%	-	-	12%	14%	0%	14%	11%	15%	10%	-	*	*	-
	Students																					
	CWD	9%	8%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	*	-
	CWOD	31%	26%	14%	6%	18%	0%	-	17%	-	-	13%	14%	-	14%	11%	17%	11%	-	-	-	-
	EL	14%	13%	11%	*	11%	*	-	20%	-	-	10%	17%	*	11%	11%	17%	4%	-	-	-	-
	Male	26%	21%	15%	10%	22%	*	-	*	-	-	18%	0%	*	17%	17%	15%	-	-	*	-	-
	Female	31%	27%	10%	0%	11%	*	-	*	-	-	6%	25%	*	11%	4%	-	10%	-	-	-	-
Mathematics	All	36%	27%	14%	0%	20%	0%	-	17%	-	-	15%	7%	14%	14%	19%	15%	12%	-	*	*	-
	Students																					
	CWD	14%	12%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	*	*	-
	CWOD	38%	28%	14%	0%	20%	0%	-	17%	-	-	15%	7%	-	14%	20%	17%	11%	-	-	-	-
	EL	24%	20%	19%	*	22%	*	-	20%	-	-	22%	0%	*	20%	19%	25%	13%	-	-	-	-
	Male	36%	28%	15%	0%	26%	*	-	*	-	-	18%	0%	*	17%	25%	15%	-	-	*	-	-
	Female	35%	26%	12%	0%	15%	*	-	*	-	-	12%	13%	*	11%	13%	-	12%	-	-	-	-
Science	All	23%	17%	1%	0%	2%	0%	-	0%	-	-	1%	0%	0%	1%	2%	3%	0%	-	*	*	-
	Students																					
	CWD	11%	9%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	*	-
	CWOD	25%	18%	1%	0%	2%	0%	-	0%	-	-	2%	0%	-	1%	2%	3%	0%	-	-	-	-
	EL	11%	9%	2%	*	3%	*	-	0%	-	-	2%	0%	*	2%	2%	4%	0%	-	-	-	-
	Male	25%	19%	3%	0%	4%	*	-	*	-	-	3%	0%	*	3%	4%	3%	-	-	*	*	-
	Female	21%	15%	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 6																						
Reading	All	17%	18%	12%	19%	11%	*	-	0%	-	*	11%	18%	0%	13%	7%	8%	18%	-	*	-	*
	Students																					
	CWD	6%	5%	0%	*	*	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	18%	19%	13%	21%	12%	*	-	0%	-	-	12%	20%	-	13%	8%	9%	19%	-	*	-	*
	EL	4%	5%	7%	-	8%	-	-	*	-	*	8%	0%	*	8%	7%	5%	11%	-	-	-	*
	Male	14%	15%	8%	14%	8%	*	-	*	-	*	8%	11%	0%	9%	5%	8%	-	-	*	-	*

		State	District	Campus	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
	Female	20%	22%	18%	29%	17%	-	-	*	-	-	16%	*	*	19%	11%	-	18%	-	-	-	-
Mathematics	All Students	20%	24%	23%	43%	14%	*	-	40%	-	*	20%	45%	0%	24%	5%	20%	27%	-	*	-	*
	CWD	9%	6%	0%	*	*	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	26%	24%	47%	15%	*	-	40%	-	-	21%	50%	-	24%	6%	22%	28%	-	*	-	*
	EL	8%	12%	5%	-	6%	-	-	*	-	*	6%	0%	*	6%	5%	5%	6%	-	-	-	*
	Male	20%	24%	20%	43%	13%	*	-	*	-	*	18%	33%	0%	22%	5%	20%	-	-	*	-	*
	Female	20%	23%	27%	43%	17%	-	-	*	-	-	23%	*	*	28%	6%	-	27%	-	-	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	63%	59%	64%	58%	-	68%	-	50%	63%	63%	34%	66%	62%	60%	67%	-	91%	29%	*
	Students																					
	CWD	46%	38%	34%	43%	31%	-	-	-	-	*	37%	*	34%	-	27%	41%	25%	-	*	29%	-
	CWOD	81%	77%	66%	60%	69%	58%	-	68%	-	*	66%	66%	-	66%	65%	62%	71%	-	88%	-	*
	EL	62%	63%	62%	47%	63%	59%	-	55%	-	*	63%	47%	27%	65%	62%	58%	66%	-	*	-	*
	Male	74%	70%	60%	61%	59%	67%	-	50%	-	*	60%	59%	41%	62%	58%	60%	-	-	86%	29%	*
	Female	80%	76%	67%	55%	70%	38%	-	81%	-	-	67%	68%	25%	71%	66%	-	67%	-	*	-	-
Reading	All	73%	69%	62%	62%	61%	72%	-	68%	-	*	61%	71%	20%	67%	59%	57%	69%	-	80%	*	*
	Students																					
	CWD	39%	30%	20%	17%	22%	-	-	-	-	*	21%	*	20%	-	20%	22%	17%	-	*	*	-
	CWOD	78%	73%	67%	66%	66%	72%	-	68%	-	*	66%	76%	-	67%	62%	61%	75%	-	*	-	*
	EL	54%	55%	59%	67%	59%	57%	-	54%	-	*	60%	46%	20%	62%	59%	53%	66%	-	*	-	*
	Male	69%	64%	57%	63%	51%	77%	-	63%	-	*	55%	70%	22%	61%	53%	57%	-	-	*	*	*
	Female	78%	74%	69%	58%	72%	60%	-	73%	-	-	69%	73%	17%	75%	66%	-	69%	-	*	-	-
Mathematics	All	81%	77%	71%	68%	73%	56%	-	74%	-	*	72%	66%	47%	74%	70%	69%	74%	-	100%	*	*
	Students																					
	CWD	53%	44%	47%	67%	39%	-	-	-	-	*	50%	*	47%	-	33%	56%	33%	-	*	*	-
	CWOD	84%	81%	74%	68%	78%	56%	-	74%	-	*	74%	70%	-	74%	74%	71%	78%	-	*	-	*
	EL	72%	74%	70%	50%	72%	57%	-	62%	-	*	72%	54%	33%	74%	70%	69%	72%	-	*	-	*
	Male	79%	75%	69%	68%	71%	62%	-	50%	-	*	70%	60%	56%	71%	69%	69%	-	-	*	*	*
	Female	82%	79%	74%	67%	76%	40%	-	91%	-	-	74%	73%	33%	78%	72%	-	74%	-	*	-	-
Science	All	80%	75%	37%	17%	44%	29%	-	50%	-	-	37%	36%	43%	36%	40%	36%	38%	-	*	*	-
	Students																					
	CWD	51%	44%	43%	*	40%	-	-	-	-	-	43%	-	43%	-	*	*	*	-	*	*	-
	CWOD	84%	79%	36%	13%	44%	29%	-	50%	-	-	37%	36%	-	36%	41%	33%	39%	-	-	-	-
	EL	61%	60%	40%	*	42%	*	-	40%	-	-	41%	33%	*	41%	40%	38%	43%	-	-	-	-
	Male	79%	74%	36%	20%	43%	*	-	*	-	-	39%	17%	*	33%	38%	36%	-	-	*	*	-
	Female	81%	77%	38%	13%	44%	*	-	*	-	-	35%	50%	*	39%	43%	-	38%	-	-	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	29%	23%	32%	19%	-	36%	-	17%	30%	29%	12%	31%	28%	27%	32%	-	18%	0%	*
	Students																					
	CWD	24%	18%	12%	0%	14%	-	-	-	-	*	13%	*	12%	-	15%	13%	11%	-	*	0%	-
	CWOD	52%	47%	31%	25%	34%	19%	-	36%	-	*	32%	30%	-	31%	29%	29%	34%	-	25%	-	*
	EL	29%	29%	28%	7%	30%	18%	-	19%	-	*	29%	19%	15%	29%	28%	28%	28%	-	*	-	*
	Male	47%	41%	27%	22%	31%	20%	-	22%	-	*	28%	24%	13%	29%	28%	27%	-	-	0%	0%	*
	Female	52%	47%	32%	25%	33%	15%	-	46%	-	-	31%	34%	11%	34%	28%	-	32%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	27%	23%	29%	11%	-	37%	-	*	27%	26%	7%	29%	25%	24%	32%	-	20%	*	*
Reading	All																					
	Students																					
	CWD	21%	15%	7%	0%	9%	-	-	-	-	*	7%	*	7%	-	7%	6%	8%	-	*	*	-
	CWOD	50%	45%	29%	25%	32%	11%	-	37%	-	*	30%	27%	-	29%	27%	26%	34%	-	*	-	*
	EL	23%	24%	25%	17%	28%	0%	-	15%	-	*	25%	23%	7%	27%	25%	23%	28%	-	*	-	*
	Male	43%	37%	24%	22%	27%	8%	-	25%	-	*	24%	20%	6%	26%	23%	24%	-	-	*	*	*
	Female	51%	47%	32%	25%	32%	20%	-	45%	-	-	31%	33%	8%	34%	28%	-	32%	-	*	-	-
Mathematics	All	51%	45%	36%	28%	38%	33%	-	47%	-	*	36%	37%	13%	39%	36%	35%	38%	-	20%	*	*
	Students																					
	CWD	26%	21%	13%	0%	13%	-	-	-	-	*	14%	*	13%	-	20%	17%	8%	-	*	*	-
	CWOD	54%	49%	39%	31%	42%	33%	-	47%	-	*	39%	39%	-	39%	38%	37%	42%	-	*	-	*
	EL	37%	37%	36%	0%	38%	43%	-	31%	-	*	37%	23%	20%	38%	36%	36%	37%	-	*	-	*
	Male	50%	44%	35%	27%	38%	38%	-	25%	-	*	34%	35%	17%	37%	36%	35%	-	-	*	*	*
	Female	51%	47%	38%	29%	39%	20%	-	64%	-	-	38%	40%	8%	42%	37%	-	38%	-	*	-	-
Science	All	53%	47%	12%	6%	18%	0%	-	0%	-	-	12%	14%	29%	11%	9%	13%	12%	-	*	*	-
	Students																					
	CWD	25%	20%	29%	*	40%	-	-	-	-	-	29%	-	29%	-	*	*	*	-	*	*	-
	CWOD	56%	50%	11%	6%	16%	0%	-	0%	-	-	10%	14%	-	11%	7%	11%	11%	-	-	-	-
	EL	26%	25%	9%	*	11%	*	-	0%	-	-	10%	0%	*	7%	9%	17%	0%	-	-	-	-
	Male	53%	46%	13%	0%	22%	*	-	*	-	-	15%	0%	*	11%	17%	13%	-	-	*	*	-
	Female	53%	48%	12%	13%	15%	*	-	*	-	-	9%	25%	*	11%	0%	-	12%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	15%	16%	15%	5%	-	18%	-	0%	15%	15%	1%	16%	12%	15%	14%	-	9%	0%	*
	Students																					
	CWD	8%	6%	1%	0%	2%	-	-	-	-	*	2%	*	1%	-	0%	0%	4%	-	*	0%	-
	CWOD	25%	21%	16%	17%	17%	5%	-	18%	-	*	16%	16%	-	16%	13%	17%	15%	-	13%	-	*
	EL	11%	11%	12%	0%	14%	6%	-	6%	-	*	13%	6%	0%	13%	12%	13%	10%	-	*	-	*
	Male	22%	18%	15%	16%	16%	7%	-	11%	-	*	16%	11%	0%	17%	13%	15%	-	-	0%	0%	*
	Female	24%	21%	14%	14%	14%	0%	-	23%	-	-	13%	21%	4%	15%	10%	-	14%	-	*	-	-
Reading	All	20%	17%	14%	15%	14%	0%	-	16%	-	*	14%	14%	0%	15%	11%	12%	16%	-	20%	*	*
	Students																					
	CWD	7%	5%	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	*	-
	CWOD	22%	19%	15%	17%	16%	0%	-	16%	-	*	15%	15%	-	15%	12%	13%	18%	-	*	-	*
	EL	8%	8%	11%	0%	13%	0%	-	8%	-	*	11%	8%	0%	12%	11%	10%	13%	-	*	-	*
	Male	17%	14%	12%	15%	13%	0%	-	13%	-	*	13%	5%	0%	13%	10%	12%	-	-	*	*	*
	Female	23%	20%	16%	17%	17%	0%	-	18%	-	-	15%	27%	0%	18%	13%	-	16%	-	*	-	-
Mathematics	All	26%	22%	19%	20%	19%	11%	-	26%	-	*	19%	23%	3%	21%	16%	21%	17%	-	0%	*	*
	Students																					
	CWD	11%	6%	3%	0%	4%	-	-	-	-	*	4%	*	3%	-	0%	0%	8%	-	*	*	-
	CWOD	28%	24%	21%	22%	21%	11%	-	26%	-	*	20%	24%	-	21%	17%	23%	18%	-	*	-	*
	EL	16%	16%	16%	0%	17%	14%	-	8%	-	*	16%	8%	0%	17%	16%	19%	11%	-	*	-	*
	Male	25%	22%	21%	22%	22%	15%	-	13%	-	*	21%	20%	0%	23%	19%	21%	-	-	*	*	*
	Female	26%	22%	17%	17%	16%	0%	-	36%	-	-	16%	27%	8%	18%	11%	-	17%	-	*	-	-
Science	All	24%	20%	1%	0%	2%	0%	-	0%	-	-	1%	0%	0%	1%	2%	3%	0%	-	*	*	-
	Students																					
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	*	-
	CWOD	26%	22%	1%	0%	2%	0%	-	0%	-	-	2%	0%	-	1%	2%	3%	0%	-	-	-	-
	EL	7%	7%	2%	*	3%	*	-	0%	-	-	2%	0%	*	2%	2%	4%	0%	-	-	-	-
	Male	25%	21%	3%	0%	4%	*	-	*	-	-	3%	0%	*	3%	4%	3%	-	-	*	*	-

	State	District	Campus	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
Female	23%	20%	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	58	56	55	62	-	92	-	*	58	60	59
CWD	60	70	54	-	-	-	-	*	60	60	78
CWOD	58	54	55	62	-	92	-	*	57	-	58
EL	59	*	56	70	-	83	-	*	59	78	59
Male	50	56	44	50	-	100	-	*	50	50	52
Female	67	56	67	80	-	86	-	-	67	79	69
<b>Mathematics</b>											
All Students	64	65	63	50	-	79	-	*	62	65	63
CWD	65	50	68	-	-	-	-	*	64	65	79
CWOD	64	68	63	50	-	79	-	*	62	-	61
EL	63	*	64	40	-	67	-	*	61	79	63
Male	62	62	62	56	-	60	-	*	60	54	58
Female	67	72	65	40	-	93	-	-	64	80	68

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
**	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
	301	50	17%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	33	37	27	-	41	-	*	36	16	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African		American			Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	100%	-	67%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	-	100%	-	*	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	-	100%	-	*	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	-	100%	-	*	99%	100%	100%	99%	100%	-	99%	-
Science	All Students	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	*	*	*	-
	CWOD	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%	-	-
	Female	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	33%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	0%	-	0%	-	*	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	1%	0%	0%	0%	-	0%	-	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	0%	-	0%	-	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	17	8	5	2	0	2	0	0	5		
	Female	14	8	2	2	0	0	0	2	2		
	Total	31	16	7	4	0	2	0	2	7		
<b>Out-of-School Suspensions</b>												
	Male	25	10	13	0	0	2	0	0	13		
	Female	12	10	2	0	0	0	0	0	4		
	Total	37	20	15	0	0	2	0	0	17		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	9	5	2	0	0	0	0	2	2		2
	Female	2	2	0	0	0	0	0	0	0		2
	Total	11	7	2	0	0	0	0	2	2		4
Out-of-School Suspensions	Male	10	4	4	0	0	0	0	2	2		4
	Female	4	2	2	0	0	0	0	0	2		0
	Total	14	6	6	0	0	0	0	2	4		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	34	14	14	2	0	2	0	2	14	2	2
	Female	52	14	29	5	0	2	0	2	29	5	2
	Total	86	28	43	7	0	4	0	4	43	7	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	50	8	38	2	0	0	0	2	32	2
	Female	50	5	41	2	0	2	0	0	38	2
	Total	100	13	79	4	0	2	0	2	70	4
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.9	9.9%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	2.1%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**



<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** NEWCOMER CENTER

**Campus ID:** 220901008

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 7																							
Reading	All	74%	70%	2%	*	0%	*	-	*	-	*	4%	0%	-	2%	3%	0%	5%	-	0%	-	*	
	Students																						
	CWD	37%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	78%	75%	2%	*	0%	*	-	*	-	*	4%	0%	-	2%	3%	0%	5%	-	0%	-	*	
	EL	49%	51%	3%	*	0%	*	-	*	-	*	4%	0%	-	3%	3%	0%	5%	-	0%	-	*	
	Male	70%	66%	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	*	
Female	79%	75%	5%	-	0%	-	-	-	*	-	*	8%	0%	-	5%	5%	-	5%	-	*	-	-	
Mathematics	All	73%	71%	34%	*	29%	*	-	*	-	*	52%	11%	-	34%	36%	24%	45%	-	43%	-	*	
	Students																						
	CWD	43%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	77%	76%	34%	*	29%	*	-	*	-	*	52%	11%	-	34%	36%	24%	45%	-	43%	-	*	
	EL	57%	59%	36%	*	31%	*	-	*	-	*	52%	13%	-	36%	36%	26%	45%	-	43%	-	*	
	Male	72%	70%	24%	*	24%	*	-	*	-	-	40%	9%	-	24%	26%	24%	-	-	*	-	*	
Female	75%	72%	45%	-	35%	-	-	-	*	-	*	62%	14%	-	45%	45%	-	45%	-	*	-	-	
Grade 8																							
Reading	All	84%	82%	25%	*	19%	*	-	80%	-	-	29%	14%	-	25%	27%	19%	33%	-	*	-	-	
	Students																						
	CWD	47%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	88%	87%	25%	*	19%	*	-	80%	-	-	29%	14%	-	25%	27%	19%	33%	-	*	-	-	
	EL	62%	64%	27%	*	21%	*	-	80%	-	-	29%	18%	-	27%	27%	20%	35%	-	*	-	-	
	Male	81%	78%	19%	*	10%	*	-	*	-	-	18%	20%	-	19%	20%	19%	-	-	*	-	-	
Female	88%	87%	33%	*	31%	*	-	*	-	-	41%	*	-	33%	35%	-	33%	-	-	-	-	-	
Mathematics	All	87%	83%	54%	*	44%	*	-	100%	-	-	65%	29%	-	54%	58%	52%	57%	-	*	-	-	
	Students																						
	CWD	58%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	90%	88%	54%	*	44%	*	-	100%	-	-	65%	29%	-	54%	58%	52%	57%	-	*	-	-	
	EL	77%	79%	58%	*	47%	*	-	100%	-	-	65%	36%	-	58%	58%	56%	60%	-	*	-	-	
	Male	84%	80%	52%	*	35%	*	-	*	-	-	65%	30%	-	52%	56%	52%	-	-	*	-	-	
Female	89%	87%	57%	*	56%	*	-	*	-	-	65%	*	-	57%	60%	-	57%	-	-	-	-	-	
Science	All	79%	76%	28%	*	23%	*	-	80%	-	-	33%	15%	-	28%	30%	31%	25%	-	*	-	-	
	Students																						
	CWD	46%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	83%	80%	28%	*	23%	*	-	80%	-	-	33%	15%	-	28%	30%	31%	25%	-	*	-	-	
	EL	55%	58%	30%	*	24%	*	-	80%	-	-	33%	18%	-	30%	30%	33%	25%	-	*	-	-	
	Male	78%	74%	31%	*	26%	*	-	*	-	-	38%	20%	-	31%	33%	31%	-	-	*	-	-	
Female	81%	79%	25%	*	19%	-	-	-	*	-	29%	*	-	25%	25%	-	25%	-	-	-	-	-	
End of Course																							
English I	All	66%	59%	6%	0%	4%	0%	-	21%	-	*	6%	0%	*	6%	6%	4%	7%	-	0%	-	*	
	Students																						
	CWD	27%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	71%	65%	6%	0%	4%	0%	-	21%	-	*	6%	0%	-	6%	6%	4%	7%	-	0%	-	*	
	EL	34%	35%	6%	0%	4%	0%	-	21%	-	*	6%	0%	*	6%	6%	4%	7%	-	0%	-	*	
	Male	60%	52%	4%	*	2%	*	-	29%	-	*	5%	0%	*	4%	4%	4%	-	-	0%	-	*	
Female	73%	68%	7%	*	7%	*	-	14%	-	*	8%	*	-	7%	7%	-	7%	-	*	-	-	-	
English II	All	67%	62%	3%	*	4%	-	-	-	-	-	4%	*	-	3%	3%	0%	9%	-	*	-	-	
	Students																						
	CWD	27%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

												Two or	Non											
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster			
					*			Ind		Isl	Races	Disadv	Disadv								Care	Military		
Algebra I	CWOD	72%	67%	3%	*	4%	-	-	-	-	-	4%	*	-	3%	3%	0%	9%	-	*	-	-		
	EL	30%	32%	3%	*	4%	-	-	-	-	-	4%	*	-	3%	3%	0%	9%	-	*	-	-		
	Male	62%	55%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	*	-	-		
	Female	73%	69%	9%	*	10%	-	-	-	-	-	9%	-	-	9%	9%	-	9%	-	-	-	-		
	All	83%	80%	76%	*	72%	67%	-	100%	-	-	77%	71%	-	76%	76%	68%	88%	-	80%	-	-		
	Students																							
	CWOD	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	87%	85%	76%	*	72%	67%	-	100%	-	-	77%	71%	-	76%	76%	68%	88%	-	80%	-	-		
	Male	73%	73%	76%	*	72%	67%	-	100%	-	-	77%	71%	-	76%	76%	68%	88%	-	80%	-	-		
	Female	79%	76%	68%	*	62%	*	-	100%	-	-	69%	60%	-	68%	68%	68%	-	-	*	-	-		
Biology	All	88%	85%	88%	-	83%	*	-	100%	-	-	87%	*	-	88%	88%	-	88%	-	*	-	-		
	Students																							
	CWOD	87%	84%	69%	*	74%	*	-	-	-	*	64%	100%	-	69%	69%	50%	94%	-	*	-	-		
	CWOD	60%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	90%	88%	69%	*	74%	*	-	-	-	*	64%	100%	-	69%	69%	50%	94%	-	*	-	-		
	Male	68%	69%	69%	*	74%	*	-	-	-	*	64%	100%	-	69%	69%	50%	94%	-	*	-	-		
	Female	84%	81%	50%	*	55%	*	-	-	-	*	40%	*	-	50%	50%	50%	-	-	*	-	-		

**STAAR Percent at Meets Grade Level or Above****Grade 7**

Reading	All	48%	43%	<b>0%</b>	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	Students																					
	CWOD	21%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	46%	<b>0%</b>	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	EL	19%	21%	<b>0%</b>	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	Male	44%	39%	<b>0%</b>	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	*
	Female	52%	48%	<b>0%</b>	-	0%	-	-	*	-	*	0%	0%	-	0%	0%	-	0%	-	*	-	-
Mathematics	All	41%	41%	<b>12%</b>	*	6%	*	-	*	-	*	13%	11%	-	12%	13%	14%	10%	-	14%	-	*
	Students																					
	CWOD	22%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	44%	<b>12%</b>	*	6%	*	-	*	-	*	13%	11%	-	12%	13%	14%	10%	-	14%	-	*
	EL	22%	25%	<b>13%</b>	*	6%	*	-	*	-	*	13%	13%	-	13%	13%	16%	10%	-	14%	-	*
	Male	41%	40%	<b>14%</b>	*	12%	*	-	*	-	-	20%	9%	-	14%	16%	14%	-	-	*	-	*
	Female	42%	41%	<b>10%</b>	-	0%	-	-	*	-	*	8%	14%	-	10%	10%	-	10%	-	*	-	-
Grade 8																						
Reading	All	53%	50%	<b>4%</b>	*	6%	*	-	0%	-	-	6%	0%	-	4%	4%	0%	10%	-	*	-	-
	Students																					
	CWOD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	53%	<b>4%</b>	*	6%	*	-	0%	-	-	6%	0%	-	4%	4%	0%	10%	-	*	-	-
	EL	19%	23%	<b>4%</b>	*	6%	*	-	0%	-	-	6%	0%	-	4%	4%	0%	10%	-	*	-	-
	Male	49%	46%	<b>0%</b>	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	-
	Female	58%	54%	<b>10%</b>	*	13%	*	-	*	-	-	12%	*	-	10%	10%	-	10%	-	-	-	-
Mathematics	All	55%	44%	<b>19%</b>	*	14%	*	-	80%	-	-	24%	7%	-	19%	20%	22%	14%	-	*	-	-
	Students																					
	CWOD	27%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	47%	<b>19%</b>	*	14%	*	-	80%	-	-	24%	7%	-	19%	20%	22%	14%	-	*	-	-
	EL	36%	32%	<b>20%</b>	*	15%	*	-	80%	-	-	24%	9%	-	20%	20%	24%	15%	-	*	-	-
	Male	52%	42%	<b>22%</b>	*	15%	*	-	*	-	-	29%	10%	-	22%	24%	22%	-	-	*	-	-
	Female	59%	46%	<b>14%</b>	*	13%	*	-	*	-	-	18%	*	-	14%	15%	-	14%	-	-	-	-

		State	District	Campus	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
Science	All Students	50%	45%	11%	*	3%	*	-	60%	-	-	12%	8%	-	11%	11%	8%	15%	-	*	-	-
	CWD	23%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	53%	48%	11%	*	3%	*	-	60%	-	-	12%	8%	-	11%	11%	8%	15%	-	*	-	-
	EL	20%	22%	11%	*	3%	*	-	60%	-	-	12%	9%	-	11%	11%	8%	15%	-	*	-	-
	Male	50%	45%	8%	*	0%	*	-	*	-	-	6%	10%	-	8%	8%	8%	-	-	*	-	-
	Female	50%	45%	15%	*	6%	-	-	*	-	-	18%	*	-	15%	15%	-	15%	-	-	-	-
End of Course																						
English I	All Students	48%	42%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-	0%	-	*
	CWD	15%	9%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	53%	46%	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	EL	14%	14%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-	0%	-	*
	Male	42%	34%	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-	0%	-	*
	Female	56%	51%	0%	*	0%	*	-	0%	-	*	0%	*	-	0%	0%	-	0%	-	*	-	-
English II	All Students	48%	45%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	CWD	16%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	52%	49%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	11%	15%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	42%	38%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	*	-	-
	Female	55%	53%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	59%	56%	32%	*	21%	33%	-	82%	-	-	32%	29%	-	32%	32%	30%	34%	-	20%	-	-
	CWD	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	61%	32%	*	21%	33%	-	82%	-	-	32%	29%	-	32%	32%	30%	34%	-	20%	-	-
	EL	40%	41%	32%	*	21%	33%	-	82%	-	-	32%	29%	-	32%	32%	30%	34%	-	20%	-	-
	Male	53%	50%	30%	*	17%	*	-	83%	-	-	31%	20%	-	30%	30%	30%	-	-	*	-	-
	Female	65%	62%	34%	-	25%	*	-	80%	-	-	33%	*	-	34%	34%	-	34%	-	*	-	-
Biology	All Students	60%	56%	21%	*	21%	*	-	-	-	*	25%	0%	-	21%	21%	17%	28%	-	*	-	-
	CWD	24%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	62%	21%	*	21%	*	-	-	-	*	25%	0%	-	21%	21%	17%	28%	-	*	-	-
	EL	24%	28%	21%	*	21%	*	-	-	-	*	25%	0%	-	21%	21%	17%	28%	-	*	-	-
	Male	58%	52%	17%	*	15%	*	-	-	-	*	20%	*	-	17%	17%	17%	-	-	*	-	-
	Female	62%	61%	28%	-	28%	-	-	-	-	-	31%	*	-	28%	28%	-	28%	-	*	-	-

## STAAR Percent at Masters Grade Level

Grade 7																						
Reading	All Students	29%	24%	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	CWD	9%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	26%	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	EL	8%	7%	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	Male	25%	21%	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	*
	Female	32%	28%	0%	-	0%	-	-	*	-	*	0%	0%	-	0%	0%	-	0%	-	*	-	-
Mathematics	All Students	16%	17%	5%	*	0%	*	-	*	-	*	4%	6%	-	5%	5%	0%	10%	-	0%	-	*
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	
					Amer			Ind		Isl	Races	Disadv	Disadv								Care	Military
Grade 8 Reading	CWOD	17%	18%	5%	*	0%	*	-	*	-	*	4%	6%	-	5%	5%	0%	10%	-	0%	-	*
	EL	6%	7%	5%	*	0%	*	-	*	-	*	4%	6%	-	5%	5%	0%	10%	-	0%	-	*
	Male	16%	16%	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	*
	Female	16%	18%	10%	-	0%	-	-	*	-	*	8%	14%	-	10%	10%	-	10%	-	*	-	-
	All Students	27%	25%	0%	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	CWOD	7%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	30%	27%	0%	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
Mathematics	Male	5%	6%	0%	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Female	24%	21%	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	-
	All Students	31%	28%	0%	*	0%	*	-	*	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-
	CWOD	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	18%	9%	2%	*	3%	*	-	0%	-	-	3%	0%	-	2%	2%	0%	5%	-	*	-	-
	Male	6%	4%	2%	*	3%	*	-	0%	-	-	3%	0%	-	2%	2%	0%	5%	-	*	-	-
	Female	16%	8%	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	-
Science	Female	17%	8%	5%	*	6%	*	-	*	-	-	6%	*	-	5%	5%	-	5%	-	-	-	-
	All Students	25%	22%	0%	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	CWOD	10%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	26%	24%	0%	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Male	5%	6%	0%	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Female	25%	23%	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	-
	Female	24%	21%	0%	*	0%	-	-	*	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-
End of Course English I	All Students	10%	9%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-	0%	-	*
	CWOD	3%	2%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	EL	11%	10%	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	Male	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-	0%	-	*
	Female	7%	6%	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-	0%	-	*
	Female	14%	13%	0%	*	0%	*	-	0%	-	*	0%	*	-	0%	0%	-	0%	-	*	-	-
	English II	All Students	8%	7%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-
CWOD		4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EL		8%	7%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
Male		0%	0%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
Female		6%	4%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	*	-	-
Female		10%	9%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	0%	-	0%	-	-	-	-
Algebra I		All Students	36%	33%	15%	*	8%	0%	-	64%	-	-	17%	0%	-	15%	15%	15%	16%	-	0%	-
	CWOD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	39%	37%	15%	*	8%	0%	-	64%	-	-	17%	0%	-	15%	15%	15%	16%	-	0%	-	-
	Male	19%	18%	15%	*	8%	0%	-	64%	-	-	17%	0%	-	15%	15%	15%	16%	-	0%	-	-
	Female	31%	28%	15%	*	7%	*	-	67%	-	-	17%	0%	-	15%	15%	15%	-	-	*	-	-
	Female	40%	38%	16%	-	8%	*	-	60%	-	-	17%	*	-	16%	16%	-	16%	-	*	-	-
	Biology	All Students	24%	22%	2%	*	0%	*	-	-	-	*	3%	0%	-	2%	2%	4%	0%	-	*	-

		State	District	Campus	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
	CWD	6%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	25%	2%	*	0%	*	-	-	-	*	3%	0%	-	2%	2%	4%	0%	-	*	-	-
	EL	4%	4%	2%	*	0%	*	-	-	-	*	3%	0%	-	2%	2%	4%	0%	-	*	-	-
	Male	24%	21%	4%	*	0%	*	-	-	-	*	5%	*	-	4%	4%	4%	-	-	*	-	-
	Female	25%	24%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	-	0%	-	*	-	-

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All	77%	73%	32%	25%	29%	27%	-	63%	-	60%	35%	20%	*	32%	33%	27%	39%	-	25%	-	*
	Students																					
	CWD	46%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	81%	77%	32%	25%	29%	27%	-	63%	-	60%	35%	20%	-	32%	33%	27%	39%	-	25%	-	*
	EL	62%	63%	33%	25%	29%	29%	-	63%	-	60%	35%	23%	*	33%	33%	28%	39%	-	25%	-	*
	Male	74%	70%	27%	20%	22%	21%	-	69%	-	*	29%	21%	*	27%	28%	27%	-	-	25%	-	*
	Female	80%	76%	39%	33%	36%	43%	-	55%	-	*	42%	18%	-	39%	39%	-	39%	-	25%	-	-
Reading	All	73%	69%	9%	8%	6%	0%	-	30%	-	*	10%	4%	*	9%	9%	6%	12%	-	0%	-	*
	Students																					
	CWD	39%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	78%	73%	9%	8%	6%	0%	-	30%	-	*	10%	4%	-	9%	9%	6%	12%	-	0%	-	*
	EL	54%	55%	9%	8%	6%	0%	-	30%	-	*	10%	5%	*	9%	9%	6%	12%	-	0%	-	*
	Male	69%	64%	6%	0%	3%	0%	-	42%	-	*	6%	6%	*	6%	6%	6%	-	-	0%	-	*
	Female	78%	74%	12%	20%	11%	*	-	18%	-	*	14%	0%	-	12%	12%	-	12%	-	0%	-	-
Mathematics	All	81%	77%	59%	67%	52%	64%	-	95%	-	*	69%	28%	-	59%	61%	52%	67%	-	62%	-	*
	Students																					
	CWD	53%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	84%	81%	59%	67%	52%	64%	-	95%	-	*	69%	28%	-	59%	61%	52%	67%	-	62%	-	*
	EL	72%	74%	61%	67%	54%	70%	-	95%	-	*	69%	32%	-	61%	61%	55%	68%	-	62%	-	*
	Male	79%	75%	52%	*	44%	57%	-	91%	-	-	63%	27%	-	52%	55%	52%	-	-	63%	-	*
	Female	82%	79%	67%	*	61%	*	-	100%	-	*	75%	31%	-	67%	68%	-	67%	-	60%	-	-
Science	All	80%	75%	48%	20%	49%	*	-	80%	-	*	49%	42%	-	48%	49%	40%	58%	-	*	-	-
	Students																					
	CWD	51%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	84%	79%	48%	20%	49%	*	-	80%	-	*	49%	42%	-	48%	49%	40%	58%	-	*	-	-
	EL	61%	60%	49%	20%	51%	*	-	80%	-	*	49%	47%	-	49%	49%	42%	58%	-	*	-	-
	Male	79%	74%	40%	*	41%	*	-	*	-	*	39%	43%	-	40%	42%	40%	-	-	*	-	-
	Female	81%	77%	58%	*	59%	-	-	*	-	-	61%	40%	-	58%	58%	-	58%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All	49%	44%	11%	8%	7%	8%	-	38%	-	40%	12%	6%	*	11%	11%	10%	12%	-	6%	-	*
	Students																					
	CWD	24%	18%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	52%	47%	11%	8%	7%	8%	-	38%	-	40%	12%	6%	-	11%	11%	10%	12%	-	6%	-	*
	EL	29%	29%	11%	8%	8%	8%	-	38%	-	40%	12%	7%	*	11%	11%	10%	12%	-	6%	-	*
	Male	47%	41%	10%	7%	6%	5%	-	42%	-	*	11%	6%	*	10%	10%	10%	-	-	10%	-	*
	Female	52%	47%	12%	11%	9%	14%	-	32%	-	*	13%	6%	-	12%	12%	-	12%	-	0%	-	-
Reading	All	47%	42%	1%	0%	1%	0%	-	0%	-	*	1%	0%	*	1%	1%	0%	2%	-	0%	-	*
	Students																					
	CWD	21%	15%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	50%	45%	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	1%	0%	2%	-	0%	-	*



		State	District	Campus	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
Mathematics	EL	23%	24%	1%	0%	1%	0%	-	0%	-	*	1%	0%	*	1%	1%	0%	2%	-	0%	-	*
	Male	43%	37%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-	0%	-	*
	Female	51%	47%	2%	0%	2%	*	-	0%	-	*	2%	0%	-	2%	2%	-	2%	-	0%	-	-
	All Students	51%	45%	23%	17%	15%	18%	-	75%	-	*	26%	13%	-	23%	24%	24%	22%	-	15%	-	*
	CWD	26%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	54%	49%	23%	17%	15%	18%	-	75%	-	*	26%	13%	-	23%	24%	24%	22%	-	15%	-	*
	EL	37%	37%	24%	17%	15%	20%	-	75%	-	*	26%	15%	-	24%	24%	25%	22%	-	15%	-	*
	Male	50%	44%	24%	*	15%	14%	-	82%	-	-	29%	12%	-	24%	25%	24%	-	-	25%	-	*
	Female	51%	47%	22%	*	14%	*	-	67%	-	*	23%	15%	-	22%	22%	-	22%	-	0%	-	-
Science	All Students	53%	47%	16%	20%	12%	*	-	60%	-	*	19%	5%	-	16%	16%	12%	21%	-	*	-	-
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	56%	50%	16%	20%	12%	*	-	60%	-	*	19%	5%	-	16%	16%	12%	21%	-	*	-	-
	EL	26%	25%	16%	20%	13%	*	-	60%	-	*	19%	6%	-	16%	16%	13%	21%	-	*	-	-
	Male	53%	46%	12%	*	8%	*	-	*	-	*	14%	7%	-	12%	13%	12%	-	-	*	-	-
	Female	53%	48%	21%	*	18%	-	-	*	-	-	24%	0%	-	21%	21%	-	21%	-	*	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	3%	0%	1%	0%	-	17%	-	40%	4%	1%	*	3%	3%	3%	4%	-	0%	-	*
	Students																					
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	25%	21%	3%	0%	1%	0%	-	17%	-	40%	4%	1%	-	3%	3%	3%	4%	-	0%	-	*
	EL	11%	11%	3%	0%	1%	0%	-	17%	-	40%	4%	1%	*	3%	3%	3%	4%	-	0%	-	*
	Male	22%	18%	3%	0%	1%	0%	-	15%	-	*	3%	0%	*	3%	3%	3%	-	-	0%	-	*
	Female	24%	21%	4%	0%	2%	0%	-	18%	-	*	4%	3%	-	4%	4%	-	4%	-	0%	-	-
Reading	All	20%	17%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-	0%	-	*
	Students																					
	CWD	7%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	22%	19%	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	*
	EL	8%	8%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-	0%	-	*
	Male	17%	14%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-	0%	-	*
	Female	23%	20%	0%	0%	0%	*	-	0%	-	*	0%	0%	-	0%	0%	-	0%	-	0%	-	-
Mathematics	All	26%	22%	9%	0%	4%	0%	-	40%	-	*	11%	3%	-	9%	9%	7%	11%	-	0%	-	*
	Students																					
	CWD	11%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	28%	24%	9%	0%	4%	0%	-	40%	-	*	11%	3%	-	9%	9%	7%	11%	-	0%	-	*
	EL	16%	16%	9%	0%	4%	0%	-	40%	-	*	11%	3%	-	9%	9%	7%	11%	-	0%	-	*
	Male	25%	22%	7%	*	3%	0%	-	36%	-	-	10%	0%	-	7%	7%	7%	-	-	0%	-	*
	Female	26%	22%	11%	*	5%	*	-	44%	-	*	12%	8%	-	11%	11%	-	11%	-	0%	-	-
Science	All	24%	20%	1%	0%	0%	*	-	0%	-	*	1%	0%	-	1%	1%	2%	0%	-	*	-	-
	Students																					
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	22%	1%	0%	0%	*	-	0%	-	*	1%	0%	-	1%	1%	2%	0%	-	*	-	-
	EL	7%	7%	1%	0%	0%	*	-	0%	-	*	1%	0%	-	1%	1%	2%	0%	-	*	-	-
	Male	25%	21%	2%	*	0%	*	-	*	-	*	3%	0%	-	2%	2%	2%	-	-	*	-	-
	Female	23%	20%	0%	*	0%	-	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Ind	Asian	Pac	Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
**	Indicates results are masked due to small numbers to protect student confidentiality.																						
!'	Indicates zero observations reported for this group.																						

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	*	74	*	-	*	-	-	73	-	76
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	76	*	74	*	-	*	-	-	73	-	76
EL	76	*	74	*	-	*	-	-	73	-	76
Male	78	*	79	*	-	*	-	-	74	-	78
Female	73	*	68	-	-	*	-	-	73	-	73
<b>Mathematics</b>											
All Students	89	*	87	*	-	92	-	-	92	-	89
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	89	*	87	*	-	92	-	-	92	-	89
EL	89	*	87	*	-	92	-	-	92	-	89
Male	91	*	83	*	-	100	-	-	96	-	91
Female	88	*	89	-	-	*	-	-	88	-	88

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	228	5	2%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	15	11	12	12	-	39	-	47	17	*	16
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Y		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non						
		Campus	American			Indian		Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
All Subjects	All	100%	100%	100%	100%	-	100%	-	100%	100%	100%	*	100%	100%	99%	100%	-
	Students																
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	100%	100%	100%	*	100%	100%	99%	100%	-
	Male	99%	100%	99%	100%	-	100%	-	*	99%	100%	*	99%	99%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Students																
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	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%	-
Mathematics	All	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	99%	99%	100%	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	99%	99%	100%	-
	EL	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	99%	99%	100%	-
	Male	99%	*	99%	100%	-	100%	-	-	98%	100%	-	99%	99%	99%	-	-
	Female	100%	*	100%	*	-	100%	-	*	100%	100%	-	100%	100%	-	100%	-
Science	All	99%	100%	99%	*	-	100%	-	*	99%	100%	-	99%	99%	98%	100%	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	99%	100%	99%	*	-	100%	-	*	99%	100%	-	99%	99%	98%	100%	-
	EL	99%	100%	99%	*	-	100%	-	*	99%	100%	-	99%	99%	98%	100%	-
	Male	98%	*	98%	*	-	*	-	*	97%	100%	-	98%	98%	98%	-	-
	Female	100%	*	100%	-	-	*	-	-	100%	100%	-	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	-	0%	-	0%	0%	0%	*	0%	0%	1%	0%	-
	Students																
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	0%	0%	0%	*	0%	0%	1%	0%	-
	Male	1%	0%	1%	0%	-	0%	-	*	1%	0%	*	1%	1%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Students																
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	*	-	0%	-	*	0%	0%	-	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	1%	1%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	1%	1%	0%	-
	EL	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	1%	1%	0%	-
	Male	1%	*	1%	0%	-	0%	-	-	2%	0%	-	1%	1%	1%	-	-
	Female	0%	*	0%	*	-	0%	-	*	0%	0%	-	0%	0%	-	0%	-
Science	All Students	1%	0%	1%	*	-	0%	-	*	1%	0%	-	1%	1%	2%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	1%	0%	1%	*	-	0%	-	*	1%	0%	-	1%	1%	2%	0%	-
	EL	1%	0%	1%	*	-	0%	-	*	1%	0%	-	1%	1%	2%	0%	-
	Male	2%	*	2%	*	-	*	-	*	3%	0%	-	2%	2%	2%	-	-
	Female	0%	*	0%	-	-	*	-	-	0%	0%	-	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	28	0	23	5	0	0	0	0	26		
	Female	8	0	8	0	0	0	0	0	8		
	Total	36	0	31	5	0	0	0	0	34		
Out-of-School Suspensions												
	Male	15	0	13	2	0	0	0	0	16		
	Female	4	0	4	0	0	0	0	0	4		
	Total	19	0	17	2	0	0	0	0	20		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	8	0	8	0	0	0	0	0	8	0	0
	Female	11	0	11	0	0	0	0	0	11	0	0
	Total	19	0	19	0	0	0	0	0	19	0	0

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and



percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	16.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.7%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-') Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** NICHOLS J H

**Campus ID:** 220901053

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
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	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 7																							
Reading	All	74%	70%	68%	62%	73%	81%	*	83%	-	80%	70%	62%	49%	72%	63%	67%	70%	-	60%	-	*	
	Students																						
	CWD	37%	31%	49%	41%	54%	60%	-	-	-	*	51%	44%	49%	-	33%	50%	48%	-	60%	-	-	
	CWOD	78%	75%	72%	66%	77%	89%	*	83%	-	88%	74%	66%	-	72%	67%	72%	73%	-	60%	-	*	
	EL	49%	51%	63%	*	63%	*	*	*	-	-	64%	*	33%	67%	63%	67%	59%	-	*	-	-	
	Male	70%	66%	67%	58%	74%	78%	*	*	-	*	69%	60%	50%	72%	67%	67%	-	-	53%	-	*	
Female	79%	75%	70%	66%	71%	86%	-	*	-	83%	71%	64%	48%	73%	59%	-	70%	-	65%	-	-		
Mathematics	All	73%	71%	63%	57%	70%	71%	*	40%	-	70%	66%	55%	41%	68%	65%	67%	59%	-	46%	-	*	
	Students																						
	CWD	43%	31%	41%	33%	46%	50%	-	-	-	*	47%	25%	41%	-	44%	45%	35%	-	20%	-	-	
	CWOD	77%	76%	68%	61%	76%	80%	*	40%	-	75%	69%	61%	-	68%	68%	73%	63%	-	50%	-	*	
	EL	57%	59%	65%	*	70%	*	*	*	-	-	65%	*	44%	68%	65%	76%	53%	-	*	-	-	
	Male	72%	70%	67%	58%	76%	76%	*	*	-	*	69%	58%	45%	73%	76%	67%	-	-	40%	-	*	
Female	75%	72%	59%	56%	64%	64%	-	*	-	67%	62%	51%	35%	63%	53%	-	59%	-	50%	-	-		
Grade 8																							
Reading	All	84%	82%	81%	78%	81%	93%	*	100%	-	85%	81%	80%	48%	85%	77%	76%	86%	-	62%	-	*	
	Students																						
	CWD	47%	37%	48%	35%	58%	*	-	-	-	*	44%	60%	48%	-	56%	41%	60%	-	14%	-	-	
	CWOD	88%	87%	85%	82%	85%	96%	*	100%	-	100%	86%	83%	-	85%	81%	81%	89%	-	77%	-	*	
	EL	62%	64%	77%	*	75%	*	-	*	-	-	75%	100%	56%	81%	77%	65%	91%	-	-	-	-	
	Male	81%	78%	76%	75%	71%	88%	-	*	-	80%	74%	82%	41%	81%	65%	76%	-	-	29%	-	-	
Female	88%	87%	86%	80%	93%	91%	*	*	-	88%	89%	78%	60%	89%	91%	-	86%	-	93%	-	*		
Mathematics	All	87%	83%	74%	70%	78%	85%	*	*	-	75%	76%	68%	46%	79%	81%	70%	80%	-	67%	-	*	
	Students																						
	CWD	58%	47%	46%	38%	50%	*	-	-	-	*	41%	67%	46%	-	67%	38%	60%	-	29%	-	-	
	CWOD	90%	88%	79%	74%	84%	84%	*	*	-	*	82%	68%	-	79%	84%	76%	82%	-	80%	-	*	
	EL	77%	79%	81%	*	81%	*	-	*	-	-	81%	83%	67%	84%	81%	76%	86%	-	-	-	-	
	Male	84%	80%	70%	68%	71%	83%	-	*	-	*	70%	69%	38%	76%	76%	70%	-	-	36%	-	-	
Female	89%	87%	80%	73%	87%	88%	*	-	-	83%	84%	66%	60%	82%	86%	-	80%	-	100%	-	*		
Science	All	79%	76%	73%	67%	79%	87%	*	83%	-	69%	74%	70%	53%	76%	71%	69%	77%	-	62%	-	*	
	Students																						
	CWD	46%	37%	53%	47%	53%	*	-	-	-	*	47%	70%	53%	-	56%	46%	64%	-	14%	-	-	
	CWOD	83%	80%	76%	69%	83%	86%	*	83%	-	78%	78%	70%	-	76%	74%	74%	78%	-	77%	-	*	
	EL	55%	58%	71%	*	69%	*	-	*	-	-	71%	75%	56%	74%	71%	67%	76%	-	-	-	-	
	Male	78%	74%	69%	60%	75%	86%	-	*	-	80%	67%	78%	46%	74%	67%	69%	-	-	36%	-	-	
Female	81%	79%	77%	73%	82%	80%	*	*	-	63%	81%	63%	64%	78%	76%	-	77%	-	87%	-	*		
End of Course																							
Algebra I	All	83%	80%	92%	96%	88%	100%	-	100%	-	80%	93%	90%	*	92%	93%	87%	97%	-	*	-	*	
	Students																						
	CWD	52%	43%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	87%	85%	92%	96%	88%	100%	-	100%	-	80%	93%	89%	-	92%	93%	86%	97%	-	*	-	*	
	EL	73%	73%	93%	-	92%	-	-	*	-	-	92%	*	-	93%	93%	89%	100%	-	-	-	-	
	Male	79%	76%	87%	89%	83%	100%	-	*	-	*	90%	80%	*	86%	89%	87%	-	-	-	-	-	
Female	88%	85%	97%	100%	94%	*	-	*	-	*	97%	100%	-	97%	100%	-	97%	-	*	-	*		
Biology	All	87%	84%	100%	*	100%	*	-	*	-	-	100%	*	-	100%	*	100%	*	-	-	-	-	
	Students																						
CWD	60%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

		State	District	Campus	Afr *	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD		90%	88%	<b>100%</b>	*	100%	*	-	*	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
EL		68%	69%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
Male		84%	81%	<b>100%</b>	*	100%	*	-	*	-	-	100%	*	-	100%	*	100%	-	-	-	-	-
Female		90%	88%	*	*	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

**STAAR Percent at Meets Grade Level or Above****Grade 7**

Reading	All	48%	43%	<b>38%</b>	33%	41%	57%	*	50%	-	30%	37%	41%	33%	39%	29%	36%	40%	-	31%	-	*
	Students																					
	CWD	21%	17%	<b>33%</b>	30%	42%	30%	-	-	-	*	34%	31%	33%	-	11%	35%	30%	-	20%	-	-
	CWOD	51%	46%	<b>39%</b>	33%	41%	67%	*	50%	-	38%	38%	43%	-	39%	31%	37%	41%	-	33%	-	*
	EL	19%	21%	<b>29%</b>	*	31%	*	*	*	-	-	30%	*	11%	31%	29%	33%	24%	-	*	-	-
	Male	44%	39%	<b>36%</b>	23%	47%	61%	*	*	-	*	37%	36%	35%	37%	33%	36%	-	-	20%	-	*
	Female	52%	48%	<b>40%</b>	41%	34%	50%	-	*	-	50%	37%	47%	30%	41%	24%	-	40%	-	40%	-	-

Mathematics	All	41%	41%	<b>28%</b>	20%	36%	46%	*	20%	-	30%	30%	23%	29%	28%	32%	28%	28%	-	14%	-	*
	Students																					
	CWD	22%	17%	<b>29%</b>	30%	25%	30%	-	-	-	*	32%	19%	29%	-	11%	28%	30%	-	20%	-	-
	CWOD	44%	44%	<b>28%</b>	19%	39%	52%	*	20%	-	25%	29%	24%	-	28%	35%	28%	28%	-	13%	-	*
	EL	22%	25%	<b>32%</b>	*	32%	*	*	*	-	-	31%	*	11%	35%	32%	37%	26%	-	*	-	-
	Male	41%	40%	<b>28%</b>	18%	32%	52%	*	*	-	*	28%	28%	28%	28%	37%	28%	-	-	0%	-	*
	Female	42%	41%	<b>28%</b>	22%	41%	36%	-	*	-	17%	31%	19%	30%	28%	26%	-	28%	-	25%	-	-

**Grade 8**

Reading	All	53%	50%	<b>44%</b>	34%	53%	56%	*	33%	-	54%	44%	41%	38%	44%	34%	44%	43%	-	38%	-	*
	Students																					
	CWD	22%	18%	<b>38%</b>	24%	53%	*	-	-	-	*	34%	50%	38%	-	44%	41%	33%	-	14%	-	-
	CWOD	57%	53%	<b>44%</b>	35%	53%	56%	*	33%	-	67%	46%	39%	-	44%	32%	44%	44%	-	45%	-	*
	EL	19%	23%	<b>34%</b>	*	33%	*	-	*	-	-	30%	63%	44%	32%	34%	27%	41%	-	-	-	-
	Male	49%	46%	<b>44%</b>	31%	53%	59%	-	*	-	80%	43%	47%	41%	44%	27%	44%	-	-	7%	-	-
	Female	58%	54%	<b>43%</b>	37%	52%	45%	*	*	-	38%	46%	34%	33%	44%	41%	-	43%	-	67%	-	*

Mathematics	All	55%	44%	<b>28%</b>	27%	31%	25%	*	*	-	13%	26%	35%	27%	28%	28%	27%	29%	-	33%	-	*
	Students																					
	CWD	27%	19%	<b>27%</b>	19%	35%	*	-	-	-	*	25%	33%	27%	-	44%	31%	20%	-	14%	-	-
	CWOD	59%	47%	<b>28%</b>	28%	31%	26%	*	*	-	*	26%	36%	-	28%	24%	26%	30%	-	40%	-	*
	EL	36%	32%	<b>28%</b>	*	23%	*	-	*	-	-	23%	67%	44%	24%	28%	28%	28%	-	-	-	-
	Male	52%	42%	<b>27%</b>	25%	29%	25%	-	*	-	*	24%	36%	31%	26%	28%	27%	-	-	14%	-	-
	Female	59%	46%	<b>29%</b>	29%	34%	25%	*	-	-	0%	28%	34%	20%	30%	28%	-	29%	-	54%	-	*

Science	All	50%	45%	<b>43%</b>	35%	52%	48%	*	50%	-	46%	43%	43%	38%	44%	39%	40%	46%	-	34%	-	*
	Students																					
	CWD	23%	18%	<b>38%</b>	27%	47%	*	-	-	-	*	33%	50%	38%	-	44%	38%	36%	-	14%	-	-
	CWOD	53%	48%	<b>44%</b>	36%	53%	48%	*	50%	-	56%	44%	41%	-	44%	38%	40%	47%	-	41%	-	*
	EL	20%	22%	<b>39%</b>	*	40%	*	-	*	-	-	35%	63%	44%	38%	39%	33%	44%	-	-	-	-
	Male	50%	45%	<b>40%</b>	35%	46%	36%	-	*	-	60%	39%	45%	38%	40%	33%	40%	-	-	14%	-	-
	Female	50%	45%	<b>46%</b>	35%	57%	60%	*	*	-	38%	48%	40%	36%	47%	44%	-	46%	-	53%	-	*

**End of Course**

Algebra I	All	59%	56%	<b>71%</b>	79%	65%	70%	-	100%	-	40%	71%	70%	*	70%	64%	72%	69%	-	*	-	*
	Students																					
	CWD	24%	17%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	63%	61%	<b>70%</b>	78%	65%	67%	-	100%	-	40%	70%	68%	-	70%	64%	70%	69%	-	*	-	*
	EL	40%	41%	<b>64%</b>	-	58%	-	-	*	-	-	58%	*	-	64%	64%	67%	60%	-	-	-	-
	Male	53%	50%	<b>72%</b>	67%	67%	86%	-	*	-	*	72%	70%	*	70%	67%	72%	-	-	-	-	-



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	65%	62%	69%	87%	63%	*	-	*	-	*	69%	70%	-	69%	60%	-	69%	-	*	-	*
Biology	All	60%	56%	100%	*	100%	*	-	*	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	Students																					
	CWD	24%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	62%	100%	*	100%	*	-	*	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	EL	24%	28%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	58%	52%	100%	*	100%	*	-	*	-	-	100%	*	-	100%	*	100%	-	-	-	-	-
	Female	62%	61%	*	*	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

## STAAR Percent at Masters Grade Level

## Grade 7

Reading	All	29%	24%	18%	13%	17%	41%	*	17%	-	20%	16%	21%	8%	19%	12%	16%	19%	-	9%	-	*
	Students																					
	CWD	9%	8%	8%	7%	8%	10%	-	-	-	*	9%	6%	8%	-	11%	10%	4%	-	0%	-	-
	CWOD	31%	26%	19%	14%	19%	52%	*	17%	-	25%	18%	24%	-	19%	13%	17%	21%	-	10%	-	*
	EL	8%	7%	12%	*	13%	*	*	*	-	-	13%	*	11%	13%	12%	13%	12%	-	*	-	-
	Male	25%	21%	16%	9%	14%	48%	*	*	-	*	16%	16%	10%	17%	13%	16%	-	-	0%	-	*
	Female	32%	28%	19%	17%	20%	29%	-	*	-	33%	17%	27%	4%	21%	12%	-	19%	-	15%	-	-
Mathematics	All	16%	17%	5%	4%	6%	9%	*	0%	-	10%	5%	7%	0%	6%	8%	4%	6%	-	0%	-	*
	Students																					
	CWD	7%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	17%	18%	6%	5%	7%	12%	*	0%	-	13%	6%	9%	-	6%	10%	5%	7%	-	0%	-	*
	EL	6%	7%	8%	*	8%	*	*	*	-	-	7%	*	0%	10%	8%	11%	6%	-	*	-	-
	Male	16%	16%	4%	1%	6%	5%	*	*	-	*	4%	5%	0%	5%	11%	4%	-	-	0%	-	*
	Female	16%	18%	6%	6%	5%	14%	-	*	-	0%	5%	9%	0%	7%	6%	-	6%	-	0%	-	-

## Grade 8

Reading	All	27%	25%	15%	12%	15%	33%	*	17%	-	23%	14%	19%	12%	16%	11%	13%	17%	-	7%	-	*
	Students																					
	CWD	7%	6%	12%	6%	16%	*	-	-	-	*	6%	30%	12%	-	11%	15%	7%	-	0%	-	-
	CWOD	30%	27%	16%	12%	15%	32%	*	17%	-	33%	15%	17%	-	16%	11%	13%	18%	-	9%	-	*
	EL	5%	6%	11%	*	11%	*	-	*	-	-	11%	13%	11%	11%	11%	5%	18%	-	-	-	-
	Male	24%	21%	13%	8%	12%	35%	-	*	-	40%	10%	22%	15%	13%	5%	13%	-	-	0%	-	-
	Female	31%	28%	17%	16%	19%	27%	*	*	-	13%	18%	15%	7%	18%	18%	-	17%	-	13%	-	*
Mathematics	All	17%	8%	3%	1%	5%	15%	*	*	-	0%	2%	9%	2%	3%	5%	3%	3%	-	4%	-	*
	Students																					
	CWD	9%	4%	2%	0%	5%	*	-	-	-	*	3%	0%	2%	-	11%	4%	0%	-	0%	-	-
	CWOD	18%	9%	3%	1%	5%	16%	*	*	-	*	1%	10%	-	3%	4%	3%	4%	-	5%	-	*
	EL	6%	4%	5%	*	6%	*	-	*	-	-	4%	17%	11%	4%	5%	3%	7%	-	-	-	-
	Male	16%	8%	3%	0%	5%	17%	-	*	-	*	1%	11%	4%	3%	3%	3%	-	-	0%	-	-
	Female	17%	8%	3%	1%	6%	13%	*	-	-	0%	3%	6%	0%	4%	7%	-	3%	-	8%	-	*
Science	All	25%	22%	17%	12%	22%	26%	*	17%	-	15%	16%	19%	20%	16%	11%	16%	17%	-	21%	-	*
	Students																					
	CWD	10%	5%	20%	20%	21%	*	-	-	-	*	20%	20%	20%	-	11%	19%	21%	-	14%	-	-
	CWOD	26%	24%	16%	11%	22%	24%	*	17%	-	22%	16%	19%	-	16%	11%	16%	17%	-	23%	-	*
	EL	5%	6%	11%	*	11%	*	-	*	-	-	8%	38%	11%	11%	11%	14%	9%	-	-	-	-
	Male	25%	23%	16%	12%	22%	21%	-	*	-	20%	14%	25%	19%	16%	14%	16%	-	-	7%	-	-
	Female	24%	21%	17%	12%	22%	30%	*	*	-	13%	19%	13%	21%	17%	9%	-	17%	-	33%	-	*

End of Course

		State	District	Campus	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
Algebra I	All	36%	33%	41%	42%	38%	50%	-	60%	-	20%	38%	50%	*	39%	36%	46%	36%	-	*	-	*
	Students																					
	CWD	9%	5%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	39%	37%	39%	39%	38%	44%	-	60%	-	20%	37%	47%	-	39%	36%	43%	36%	-	*	-	*
	EL	19%	18%	36%	-	33%	-	-	*	-	-	25%	*	-	36%	36%	22%	60%	-	-	-	-
	Male	31%	28%	46%	44%	39%	71%	-	*	-	*	41%	60%	*	43%	22%	46%	-	-	-	-	-
	Female	40%	38%	36%	40%	38%	*	-	*	-	*	34%	40%	-	36%	60%	-	36%	-	*	-	*
Biology	All	24%	22%	69%	*	50%	*	-	*	-	-	56%	*	-	69%	*	70%	*	-	-	-	-
	Students																					
	CWD	6%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	25%	69%	*	50%	*	-	*	-	-	56%	*	-	69%	*	70%	*	-	-	-	-
	EL	4%	4%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	24%	21%	70%	*	40%	*	-	*	-	-	50%	*	-	70%	*	70%	-	-	-	-	-
	Female	25%	24%	*	*	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	73%	67%	77%	84%	67%	81%	-	76%	74%	68%	47%	77%	72%	71%	75%	-	59%	-	86%
	Students																					
	CWD	46%	38%	47%	39%	52%	62%	-	-	-	50%	47%	50%	47%	-	51%	45%	51%	-	26%	-	-
	CWOD	81%	77%	77%	71%	82%	89%	67%	81%	-	86%	78%	71%	-	77%	75%	76%	78%	-	67%	-	86%
	EL	62%	63%	72%	75%	72%	89%	*	60%	-	-	71%	81%	51%	75%	72%	71%	74%	-	*	-	-
	Male	74%	70%	71%	64%	74%	85%	67%	76%	-	74%	71%	70%	45%	76%	71%	71%	-	-	39%	-	*
	Female	80%	76%	75%	70%	81%	83%	*	90%	-	78%	78%	66%	51%	78%	74%	-	75%	-	76%	-	100%
Reading	All	73%	69%	75%	70%	77%	86%	*	92%	-	83%	76%	71%	49%	79%	70%	71%	78%	-	61%	-	80%
	Students																					
	CWD	39%	30%	49%	39%	56%	58%	-	-	-	50%	48%	50%	49%	-	44%	46%	53%	-	33%	-	-
	CWOD	78%	73%	79%	74%	81%	92%	*	92%	-	94%	80%	75%	-	79%	74%	77%	81%	-	67%	-	80%
	EL	54%	55%	70%	67%	69%	*	*	83%	-	-	69%	83%	44%	74%	70%	66%	75%	-	*	-	-
	Male	69%	64%	71%	67%	72%	85%	*	88%	-	78%	71%	71%	46%	77%	66%	71%	-	-	41%	-	*
	Female	78%	74%	78%	72%	83%	88%	*	*	-	86%	80%	71%	53%	81%	75%	-	78%	-	77%	-	*
Mathematics	All	81%	77%	71%	65%	76%	80%	*	67%	-	74%	73%	64%	44%	75%	74%	70%	71%	-	56%	-	80%
	Students																					
	CWD	53%	44%	44%	36%	48%	58%	-	-	-	50%	45%	42%	44%	-	56%	44%	45%	-	25%	-	-
	CWOD	84%	81%	75%	69%	81%	85%	*	67%	-	82%	77%	68%	-	75%	77%	76%	74%	-	63%	-	80%
	EL	72%	74%	74%	67%	76%	*	*	33%	-	-	73%	83%	56%	77%	74%	78%	71%	-	*	-	-
	Male	79%	75%	70%	64%	75%	83%	*	63%	-	67%	72%	65%	44%	76%	78%	70%	-	-	38%	-	*
	Female	82%	79%	71%	66%	77%	76%	*	*	-	79%	74%	62%	45%	74%	71%	-	71%	-	71%	-	*
Science	All	80%	75%	74%	67%	80%	88%	*	86%	-	69%	75%	71%	53%	77%	72%	71%	77%	-	62%	-	*
	Students																					
	CWD	51%	44%	53%	47%	53%	*	-	-	-	*	47%	70%	53%	-	56%	46%	64%	-	14%	-	-
	CWOD	84%	79%	77%	69%	84%	88%	*	86%	-	78%	78%	72%	-	77%	74%	75%	79%	-	77%	-	*
	EL	61%	60%	72%	*	70%	*	-	*	-	-	71%	75%	56%	74%	72%	68%	76%	-	-	-	-
	Male	79%	74%	71%	61%	77%	88%	-	80%	-	80%	69%	80%	46%	75%	68%	71%	-	-	36%	-	-
	Female	81%	77%	77%	74%	83%	80%	*	*	-	63%	82%	63%	64%	79%	76%	-	77%	-	87%	-	*

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	38%	31%	45%	51%	22%	48%	-	37%	38%	39%	33%	39%	34%	37%	39%	-	30%	-	57%
	Students																					

		State	District	Campus	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
	CWD	24%	18%	<b>33%</b>	27%	40%	35%	-	-	-	25%	32%	35%	33%	-	31%	35%	30%	-	16%	-	-
	CWOD	52%	47%	<b>39%</b>	32%	46%	54%	22%	48%	-	42%	39%	39%	-	39%	34%	38%	40%	-	33%	-	57%
	EL	29%	29%	<b>34%</b>	44%	33%	22%	*	27%	-	-	31%	56%	31%	34%	34%	34%	34%	-	*	-	-
	Male	47%	41%	<b>37%</b>	27%	44%	55%	33%	38%	-	52%	36%	41%	35%	38%	34%	37%	-	-	11%	-	*
	Female	52%	47%	<b>39%</b>	35%	46%	44%	*	70%	-	28%	40%	36%	30%	40%	34%	-	39%	-	46%	-	67%
Reading	All Students	47%	42%	<b>41%</b>	33%	47%	56%	*	42%	-	43%	41%	41%	35%	42%	31%	40%	41%	-	34%	-	80%
	CWD	21%	15%	<b>35%</b>	27%	47%	33%	-	-	-	17%	34%	38%	35%	-	28%	37%	32%	-	17%	-	-
	CWOD	50%	45%	<b>42%</b>	34%	47%	62%	*	42%	-	53%	42%	41%	-	42%	32%	41%	42%	-	38%	-	80%
	EL	23%	24%	<b>31%</b>	33%	32%	*	*	17%	-	-	30%	42%	28%	32%	31%	30%	32%	-	*	-	-
	Male	43%	37%	<b>40%</b>	27%	50%	62%	*	38%	-	44%	40%	41%	37%	41%	30%	40%	-	-	14%	-	*
	Female	51%	47%	<b>41%</b>	39%	44%	48%	*	*	-	43%	41%	41%	32%	42%	32%	-	41%	-	51%	-	*
Mathematics	All Students	51%	45%	<b>32%</b>	27%	38%	43%	*	50%	-	26%	32%	33%	29%	33%	33%	32%	33%	-	23%	-	40%
	CWD	26%	21%	<b>29%</b>	27%	30%	33%	-	-	-	33%	30%	27%	29%	-	28%	31%	26%	-	17%	-	-
	CWOD	54%	49%	<b>33%</b>	27%	39%	45%	*	50%	-	24%	32%	34%	-	33%	34%	32%	34%	-	25%	-	40%
	EL	37%	37%	<b>33%</b>	67%	31%	*	*	33%	-	-	30%	67%	28%	34%	33%	37%	29%	-	*	-	-
	Male	50%	44%	<b>32%</b>	24%	35%	50%	*	38%	-	56%	31%	36%	31%	32%	37%	32%	-	-	7%	-	*
	Female	51%	47%	<b>33%</b>	30%	41%	32%	*	*	-	7%	34%	31%	26%	34%	29%	-	33%	-	37%	-	*
Science	All Students	53%	47%	<b>45%</b>	36%	54%	54%	*	57%	-	46%	45%	45%	38%	46%	39%	43%	47%	-	34%	-	*
	CWD	25%	20%	<b>38%</b>	27%	47%	*	-	-	-	*	33%	50%	38%	-	44%	38%	36%	-	14%	-	-
	CWOD	56%	50%	<b>46%</b>	37%	55%	54%	*	57%	-	56%	46%	45%	-	46%	39%	44%	48%	-	41%	-	*
	EL	26%	25%	<b>39%</b>	*	41%	*	-	*	-	-	37%	63%	44%	39%	39%	35%	44%	-	-	-	-
	Male	53%	46%	<b>43%</b>	36%	50%	47%	-	40%	-	60%	41%	50%	38%	44%	35%	43%	-	-	14%	-	-
	Female	53%	48%	<b>47%</b>	36%	58%	60%	*	*	-	38%	49%	40%	36%	48%	44%	-	47%	-	53%	-	*

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All Students	23%	19%	<b>14%</b>	10%	15%	29%	22%	23%	-	15%	12%	18%	8%	14%	11%	13%	14%	-	8%	-	14%
	CWD	8%	6%	<b>8%</b>	7%	9%	15%	-	-	-	0%	7%	11%	8%	-	9%	10%	6%	-	3%	-	-
	CWOD	25%	21%	<b>14%</b>	10%	16%	31%	22%	23%	-	21%	13%	19%	-	14%	11%	13%	15%	-	10%	-	14%
	EL	11%	11%	<b>11%</b>	6%	11%	0%	*	13%	-	-	9%	25%	9%	11%	11%	10%	12%	-	*	-	-
	Male	22%	18%	<b>13%</b>	7%	14%	33%	33%	19%	-	22%	11%	19%	10%	13%	10%	13%	-	-	1%	-	*
	Female	24%	21%	<b>14%</b>	12%	16%	22%	*	30%	-	11%	14%	16%	6%	15%	12%	-	14%	-	14%	-	17%
Reading	All Students	20%	17%	<b>16%</b>	13%	16%	38%	*	17%	-	22%	15%	20%	10%	17%	12%	15%	18%	-	8%	-	20%
	CWD	7%	5%	<b>10%</b>	7%	12%	17%	-	-	-	0%	8%	15%	10%	-	11%	12%	5%	-	0%	-	-
	CWOD	22%	19%	<b>17%</b>	13%	17%	42%	*	17%	-	29%	17%	21%	-	17%	12%	15%	20%	-	10%	-	20%
	EL	8%	8%	<b>12%</b>	17%	12%	*	*	0%	-	-	12%	8%	11%	12%	12%	9%	15%	-	*	-	-
	Male	17%	14%	<b>15%</b>	8%	13%	44%	*	25%	-	22%	13%	19%	12%	15%	9%	15%	-	-	0%	-	*
	Female	23%	20%	<b>18%</b>	16%	20%	28%	*	*	-	21%	17%	21%	5%	20%	15%	-	18%	-	14%	-	*
Mathematics	All Students	26%	22%	<b>8%</b>	5%	9%	17%	*	25%	-	9%	7%	13%	3%	9%	10%	8%	8%	-	3%	-	0%
	CWD	11%	6%	<b>3%</b>	2%	2%	8%	-	-	-	0%	3%	4%	3%	-	6%	4%	0%	-	0%	-	-
	CWOD	28%	24%	<b>9%</b>	5%	11%	19%	*	25%	-	12%	8%	14%	-	9%	10%	9%	9%	-	4%	-	0%
	EL	16%	16%	<b>10%</b>	0%	9%	*	*	17%	-	-	8%	33%	6%	10%	10%	9%	10%	-	*	-	-
	Male	25%	22%	<b>8%</b>	3%	10%	20%	*	13%	-	22%	6%	13%	4%	9%	9%	8%	-	-	0%	-	*
	Female	26%	22%	<b>8%</b>	7%	9%	12%	*	*	-	0%	7%	12%	0%	9%	10%	-	8%	-	6%	-	*

Science	All Students	State 24%	District 20%	Campus 19%	Afr Amer 13%	Hispanic 23%	White 35%	Amer Ind *	Asian 29%	Pac Isl -	Two or More Races 15%	Econ Disadv 18%	Non Econ Disadv 23%	CWD 20%	CWOD 19%	EL 11%	Male 19%	Female 18%	Migrant -	Homeless 21%	Foster Care -	Military *
	CWD	8%	5%	20%	20%	21%	*	-	-	-	*	20%	20%	20%	-	11%	19%	21%	-	14%	-	-
	CWOD	26%	22%	19%	12%	23%	33%	*	29%	-	22%	17%	23%	-	19%	11%	19%	18%	-	23%	-	*
	EL	7%	7%	11%	*	11%	*	-	*	-	-	8%	38%	11%	11%	11%	14%	9%	-	-	-	-
	Male	25%	21%	19%	13%	23%	35%	-	20%	-	20%	15%	32%	19%	19%	14%	19%	-	-	7%	-	-
	Female	23%	20%	18%	13%	23%	30%	*	*	-	13%	20%	13%	21%	18%	9%	-	18%	-	33%	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	74	76	80	*	100	-	82	77	71	80
CWD	71	57	83	78	-	-	-	*	71	71	91
CWOD	77	76	75	81	*	100	-	86	78	-	78
EL	80	100	78	*	*	*	-	-	81	91	80
Male	75	72	76	81	*	100	-	67	76	73	80
Female	77	75	76	80	-	*	-	91	79	69	80
<b>Mathematics</b>											
All Students	66	68	65	68	*	44	-	62	67	55	69
CWD	55	57	49	78	-	-	-	*	55	55	50
CWOD	68	70	68	66	*	44	-	61	69	-	71
EL	69	100	69	*	*	*	-	-	68	50	69
Male	65	67	62	71	*	42	-	67	66	55	68
Female	68	70	68	62	-	*	-	59	68	56	70

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL <sup>^</sup>	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
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
143	25	17%

'^' Indicates data reporting does not meet for Minimum Size.

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	42	36	46	55	37	51	-	43	41	29	39
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	N					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y	N					N	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children

without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	98%	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%	98%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	98%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	98%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	98%	*	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%	98%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	98%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	99%	100%	93%	*	100%	-	100%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	99%	100%	92%	*	100%	-	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	94%	-	100%	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	99%	100%	90%	*	*	-	100%	99%	100%	100%	99%	100%	-	99%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	2%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	2%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	2%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	2%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	2%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	2%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-

			African		American		Pacific	Two or	Econ	Non							
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	EL	0%	0%	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	2%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
	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%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
Science	Male	0%	1%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
	All Students	1%	1%	0%	7%	*	0%	-	0%	1%	0%	0%	1%	0%	1%	1%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	0%	8%	*	0%	-	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	6%	-	0%	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	1%	0%	10%	*	*	-	0%	1%	0%	0%	1%	0%	-	1%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students with
		students	American			Alaska		Islander	More		with	Disabilities
						Native			Races		Disabilities	(Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	102	68	23	5	0	2	2	2	11		
	Female	65	41	20	2	0	0	0	2	5		
	Total	167	109	43	7	0	2	2	4	16		
Out-of-School Suspensions												
	Male	100	70	13	7	2	4	0	4	7		
	Female	40	25	13	0	0	0	0	2	2		
	Total	140	95	26	7	2	4	0	6	9		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		



											Students with Disabilities (Section 504)
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Under Zero Tolerance Policies	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	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	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
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	
	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	
<b>Students With Disabilities</b>											
In-School Suspensions											
Out-of-School Suspensions	Male	27	17	8	2	0	0	0	0	2	8
	Female	9	5	2	2	0	0	0	0	2	2
	Total	36	22	10	4	0	0	0	0	4	10
Expulsions	Male	17	13	4	0	0	0	0	0	2	4
	Female	9	7	2	0	0	0	0	0	2	0
	Total	26	20	6	0	0	0	0	0	4	4
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
School-Related Arrests											
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
	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
<b>All Students</b>											
Chronic Absenteeism											
	Male	46	17	14	8	0	2	0	5	5	5
	Female	49	14	23	8	0	2	0	2	8	14
	Total	95	31	37	16	0	4	0	7	13	19

	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	1
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	17.9	28.3%
Teachers Teaching with Emergency or Provisional Credentials	3.9	6.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.5	7.6%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	18	5%
Mathematics	5,616	2%	44	1%	18	5%
Grade 8						
Reading	5,251	1%	39	1%	12	3%
Mathematics	5,254	2%	39	1%	12	4%
Science	5,250	1%	39	1%	12	3%
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	72	4%
Reading	45,064	1%	367	1%	30	4%
Mathematics	40,350	1%	327	1%	30	4%
Science	16,337	1%	131	1%	12	3%

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-') Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** OUSLEY J H

**Campus ID:** 220901055

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 7																						
Reading	All Students	74%	70%	79%	76%	77%	81%	*	91%	-	92%	78%	82%	29%	83%	67%	75%	85%	-	50%	*	100%
	CWD	37%	31%	29%	39%	21%	0%	-	*	-	-	34%	11%	29%	-	25%	29%	29%	-	*	*	-
	CWOD	78%	75%	83%	80%	81%	89%	*	91%	-	92%	82%	87%	-	83%	72%	79%	88%	-	50%	*	100%
	EL	49%	51%	67%	*	67%	63%	-	68%	-	-	65%	79%	25%	72%	67%	65%	71%	-	-	-	-
	Male	70%	66%	75%	72%	72%	76%	*	86%	-	80%	74%	77%	29%	79%	65%	75%	-	-	33%	*	*
	Female	79%	75%	85%	80%	82%	91%	*	96%	-	100%	83%	89%	29%	88%	71%	-	85%	-	*	-	*
Mathematics	All Students	73%	71%	80%	73%	82%	85%	*	93%	-	83%	79%	82%	29%	85%	83%	80%	81%	-	75%	*	100%
	CWD	43%	31%	29%	28%	29%	20%	-	*	-	-	28%	33%	29%	-	50%	33%	21%	-	*	*	-
	CWOD	77%	76%	85%	78%	86%	92%	*	93%	-	83%	84%	86%	-	85%	86%	84%	85%	-	83%	*	100%
	EL	57%	59%	83%	*	79%	88%	-	94%	-	-	81%	93%	50%	86%	83%	85%	79%	-	-	-	-
	Male	72%	70%	80%	71%	82%	85%	*	96%	-	80%	80%	78%	33%	84%	85%	80%	-	-	67%	*	*
	Female	75%	72%	81%	76%	82%	86%	*	89%	-	86%	78%	88%	21%	85%	79%	-	81%	-	*	-	*
Grade 8																						
Reading	All Students	84%	82%	90%	88%	91%	84%	*	98%	*	100%	90%	92%	45%	93%	81%	87%	94%	-	57%	*	80%
	CWD	47%	37%	45%	50%	43%	25%	-	*	-	*	48%	38%	45%	-	20%	48%	33%	-	*	*	*
	CWOD	88%	87%	93%	91%	93%	94%	*	100%	*	100%	93%	96%	-	93%	86%	91%	96%	-	80%	*	*
	EL	62%	64%	81%	88%	82%	73%	-	86%	-	-	82%	78%	20%	86%	81%	76%	90%	-	-	-	-
	Male	81%	78%	87%	85%	88%	82%	-	96%	*	100%	87%	87%	48%	91%	76%	87%	-	-	*	*	*
	Female	88%	87%	94%	91%	96%	88%	*	100%	*	*	93%	97%	33%	96%	90%	-	94%	-	60%	-	*
Mathematics	All Students	87%	83%	86%	86%	85%	80%	*	100%	*	88%	86%	88%	47%	90%	85%	82%	92%	-	80%	*	80%
	CWD	58%	47%	47%	64%	29%	25%	-	*	-	*	55%	25%	47%	-	60%	48%	40%	-	*	*	*
	CWOD	90%	88%	90%	88%	88%	94%	*	100%	*	100%	89%	95%	-	90%	87%	87%	94%	-	*	-	*
	EL	77%	79%	85%	100%	80%	88%	-	100%	-	-	84%	89%	60%	87%	85%	80%	92%	-	-	-	-
	Male	84%	80%	82%	78%	84%	80%	-	100%	-	83%	81%	85%	48%	87%	80%	82%	-	-	*	*	*
	Female	89%	87%	92%	96%	87%	80%	*	100%	*	*	92%	90%	40%	94%	92%	-	92%	-	*	-	*
Science	All Students	79%	76%	81%	77%	80%	78%	*	100%	*	70%	79%	87%	31%	85%	66%	78%	86%	-	71%	*	80%
	CWD	46%	37%	31%	25%	29%	25%	-	*	-	*	29%	38%	31%	-	*	33%	17%	-	*	*	*
	CWOD	83%	80%	85%	81%	82%	87%	*	100%	*	75%	83%	91%	-	85%	67%	82%	88%	-	80%	*	*
	EL	55%	58%	66%	100%	57%	64%	-	100%	-	-	65%	78%	*	67%	66%	60%	76%	-	-	-	-
	Male	78%	74%	78%	71%	79%	75%	-	100%	*	75%	76%	86%	33%	82%	60%	78%	-	-	*	*	*
	Female	81%	79%	86%	86%	83%	83%	*	100%	*	*	85%	89%	17%	88%	76%	-	86%	-	80%	-	*
End of Course																						
Algebra I	All Students	83%	80%	100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-	*	*	-
	CWD	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	87%	85%	100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-	*	*	-
	EL	73%	73%	100%	*	*	*	-	*	-	-	100%	-	-	100%	100%	100%	100%	-	-	-	-
	Male	79%	76%	100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	-	-	-	*	-
	Female	88%	85%	100%	100%	100%	100%	-	100%	-	-	100%	100%	-	100%	100%	-	100%	-	*	-	-
Biology	All Students	87%	84%	100%	100%	100%	*	-	100%	-	*	100%	100%	*	100%	*	100%	100%	-	-	-	-
	CWD	60%	51%	*	-	-	-	-	*	-	-	*	-	*	-	*	*	-	-	-	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD		90%	88%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
EL		68%	69%	*	-	-	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
Male		84%	81%	100%	*	*	*	-	100%	-	*	100%	100%	*	100%	*	100%	-	-	-	-	-
Female		90%	88%	100%	100%	*	*	-	100%	-	-	100%	100%	-	100%	*	-	100%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above****Grade 7**

Reading	All	48%	43%	53%	45%	55%	59%	*	68%	-	58%	51%	58%	13%	57%	42%	50%	57%	-	25%	*	80%
	Students																					
	CWD	21%	17%	13%	11%	14%	0%	-	*	-	-	17%	0%	13%	-	25%	21%	0%	-	*	*	-
	CWOD	51%	46%	57%	48%	58%	65%	*	67%	-	58%	54%	62%	-	57%	43%	53%	60%	-	33%	*	80%
	EL	19%	21%	42%	*	38%	63%	-	47%	-	-	43%	36%	25%	43%	42%	41%	43%	-	-	-	-
	Male	44%	39%	50%	40%	51%	62%	*	70%	-	40%	50%	51%	21%	53%	41%	50%	-	-	17%	*	*
	Female	52%	48%	57%	50%	60%	55%	*	64%	-	71%	53%	68%	0%	60%	43%	-	57%	-	*	-	*
Mathematics	All	41%	41%	48%	38%	52%	41%	*	77%	-	58%	44%	57%	13%	51%	45%	47%	49%	-	38%	*	60%
	Students																					
	CWD	22%	17%	13%	6%	21%	20%	-	*	-	-	10%	22%	13%	-	25%	21%	0%	-	*	*	-
	CWOD	44%	44%	51%	42%	54%	43%	*	79%	-	58%	47%	60%	-	51%	48%	49%	52%	-	50%	*	60%
	EL	22%	25%	45%	*	39%	38%	-	67%	-	-	39%	79%	25%	48%	45%	44%	47%	-	-	-	-
	Male	41%	40%	47%	36%	49%	45%	*	80%	-	60%	45%	51%	21%	49%	44%	47%	-	-	33%	*	*
	Female	42%	41%	49%	41%	54%	33%	*	74%	-	57%	43%	64%	0%	52%	47%	-	49%	-	*	-	*

**Grade 8**

Reading	All	53%	50%	55%	46%	51%	56%	*	90%	*	67%	52%	66%	6%	58%	25%	50%	62%	-	43%	*	20%
	Students																					
	CWD	22%	18%	6%	0%	0%	0%	-	*	-	*	9%	0%	6%	-	20%	8%	0%	-	*	*	*
	CWOD	57%	53%	58%	49%	53%	65%	*	91%	*	70%	54%	71%	-	58%	26%	54%	64%	-	60%	*	*
	EL	19%	23%	25%	38%	20%	27%	-	43%	-	-	26%	22%	20%	26%	25%	24%	28%	-	-	-	-
	Male	49%	46%	50%	36%	49%	55%	-	92%	*	70%	48%	57%	8%	54%	24%	50%	-	-	*	*	*
	Female	58%	54%	62%	59%	55%	58%	*	89%	*	*	57%	73%	0%	64%	28%	-	62%	-	40%	-	*
Mathematics	All	55%	44%	54%	51%	45%	55%	*	91%	*	75%	51%	63%	13%	58%	35%	51%	57%	-	60%	*	20%
	Students																					
	CWD	27%	19%	13%	9%	14%	13%	-	*	-	*	14%	13%	13%	-	40%	16%	0%	-	*	*	*
	CWOD	59%	47%	58%	55%	47%	66%	*	94%	*	100%	54%	69%	-	58%	34%	57%	59%	-	-	-	*
	EL	36%	32%	35%	83%	24%	25%	-	71%	-	-	33%	44%	40%	34%	35%	34%	36%	-	-	-	-
	Male	52%	42%	51%	47%	47%	52%	-	92%	-	67%	48%	63%	16%	57%	34%	51%	-	-	*	*	*
	Female	59%	46%	57%	57%	42%	60%	*	90%	*	*	54%	64%	0%	59%	36%	-	57%	-	*	-	*
Science	All	50%	45%	53%	39%	50%	58%	*	95%	*	50%	51%	59%	3%	56%	32%	51%	54%	-	43%	*	20%
	Students																					
	CWD	23%	18%	3%	0%	14%	0%	-	*	-	*	0%	13%	3%	-	*	4%	0%	-	*	*	*
	CWOD	53%	48%	56%	42%	51%	67%	*	96%	*	63%	54%	62%	-	56%	34%	56%	56%	-	60%	*	*
	EL	20%	22%	32%	38%	27%	36%	-	67%	-	-	31%	44%	*	34%	32%	29%	38%	-	-	-	-
	Male	50%	45%	51%	34%	51%	58%	-	96%	*	63%	49%	61%	4%	56%	29%	51%	-	-	*	*	*
	Female	50%	45%	54%	46%	48%	58%	*	93%	*	*	53%	57%	0%	56%	38%	-	54%	-	40%	-	*

**End of Course**

Algebra I	All	59%	56%	95%	93%	94%	91%	-	100%	*	*	94%	98%	-	95%	100%	94%	96%	-	*	*	-
	Students																					
	CWD	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	61%	95%	93%	94%	91%	-	100%	*	*	94%	98%	-	95%	100%	94%	96%	-	*	*	-
	EL	40%	41%	100%	*	*	*	-	*	-	-	100%	-	-	100%	100%	100%	100%	-	-	-	-
	Male	53%	50%	94%	90%	93%	92%	-	100%	*	*	94%	96%	-	94%	100%	94%	-	-	-	*	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	65%	62%	96%	95%	97%	90%	-	100%	-	-	95%	100%	-	96%	100%	-	96%	-	*	-	-
Biology	All	60%	56%	100%	100%	100%	*	-	100%	-	*	100%	100%	*	100%	*	100%	100%	-	-	-	-
	Students																					
	CWD	24%	15%	*	-	-	-	-	*	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	64%	62%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	24%	28%	*	-	-	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	58%	52%	100%	*	*	*	-	100%	-	*	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	62%	61%	100%	100%	*	*	-	100%	-	-	100%	100%	-	100%	*	-	100%	-	-	-	-

## STAAR Percent at Masters Grade Level

## Grade 7

Reading	All	29%	24%	31%	27%	32%	34%	*	42%	-	33%	27%	43%	8%	33%	15%	29%	34%	-	13%	*	80%
	Students																					
	CWD	9%	8%	8%	11%	7%	0%	-	*	-	-	10%	0%	8%	-	0%	13%	0%	-	*	*	-
	CWOD	31%	26%	33%	28%	34%	37%	*	42%	-	33%	28%	46%	-	33%	16%	31%	36%	-	17%	*	80%
	EL	8%	7%	15%	*	13%	25%	-	16%	-	-	15%	14%	0%	16%	15%	13%	17%	-	-	-	-
	Male	25%	21%	29%	21%	32%	35%	*	41%	-	20%	26%	37%	13%	31%	13%	29%	-	-	0%	*	*
	Female	32%	28%	34%	33%	32%	32%	*	43%	-	43%	28%	51%	0%	36%	17%	-	34%	-	*	-	*
Mathematics	All	16%	17%	15%	14%	14%	13%	*	30%	-	8%	14%	17%	3%	16%	10%	14%	17%	-	13%	*	0%
	Students																					
	CWD	7%	3%	3%	0%	7%	0%	-	*	-	-	3%	0%	3%	-	0%	4%	0%	-	*	*	-
	CWOD	17%	18%	16%	16%	15%	14%	*	30%	-	8%	16%	18%	-	16%	11%	15%	18%	-	17%	*	0%
	EL	6%	7%	10%	*	5%	13%	-	28%	-	-	7%	29%	0%	11%	10%	9%	12%	-	-	-	-
	Male	16%	16%	14%	13%	11%	12%	*	32%	-	20%	13%	17%	4%	15%	9%	14%	-	-	0%	*	*
	Female	16%	18%	17%	16%	17%	14%	*	26%	-	0%	16%	17%	0%	18%	12%	-	17%	-	*	-	*

## Grade 8

Reading	All	27%	25%	31%	22%	27%	26%	*	73%	*	50%	29%	38%	0%	33%	11%	28%	34%	-	29%	*	0%
	Students																					
	CWD	7%	6%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	*	*	*
	CWOD	30%	27%	33%	23%	28%	31%	*	75%	*	60%	31%	41%	-	33%	11%	31%	35%	-	40%	*	*
	EL	5%	6%	11%	38%	6%	0%	-	29%	-	-	9%	22%	0%	11%	11%	9%	14%	-	-	-	-
	Male	24%	21%	28%	18%	26%	21%	-	75%	*	60%	27%	36%	0%	31%	9%	28%	-	-	*	*	*
	Female	31%	28%	34%	26%	28%	33%	*	71%	*	*	32%	41%	0%	35%	14%	-	34%	-	20%	-	*
Mathematics	All	17%	8%	16%	11%	8%	18%	*	67%	*	25%	15%	21%	3%	18%	9%	16%	17%	-	20%	*	0%
	Students																					
	CWD	9%	4%	3%	0%	0%	0%	-	*	-	*	5%	0%	3%	-	20%	4%	0%	-	*	*	*
	CWOD	18%	9%	18%	12%	8%	22%	*	68%	*	33%	16%	23%	-	18%	8%	18%	17%	-	*	-	*
	EL	6%	4%	9%	0%	4%	13%	-	43%	-	-	9%	11%	20%	8%	9%	12%	4%	-	-	-	-
	Male	16%	8%	16%	9%	11%	24%	-	67%	-	33%	15%	23%	4%	18%	12%	16%	-	-	*	*	*
	Female	17%	8%	17%	14%	4%	7%	*	67%	*	*	16%	19%	0%	17%	4%	-	17%	-	*	-	*
Science	All	25%	22%	28%	18%	24%	28%	*	71%	*	40%	27%	34%	3%	30%	14%	29%	28%	-	14%	*	0%
	Students																					
	CWD	10%	5%	3%	0%	14%	0%	-	*	-	*	0%	13%	3%	-	*	4%	0%	-	*	*	*
	CWOD	26%	24%	30%	20%	24%	33%	*	72%	*	50%	28%	36%	-	30%	14%	31%	29%	-	20%	*	*
	EL	5%	6%	14%	25%	8%	18%	-	33%	-	-	11%	33%	*	14%	14%	11%	17%	-	-	-	-
	Male	25%	23%	29%	15%	26%	31%	-	75%	*	50%	27%	34%	4%	31%	11%	29%	-	-	*	*	*
	Female	24%	21%	28%	23%	21%	25%	*	67%	*	*	26%	34%	0%	29%	17%	-	28%	-	20%	-	*

End of Course

		State	District	Campus	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
Algebra I	All Students	36%	33%	<b>74%</b>	69%	64%	64%	-	100%	*	*	72%	80%	-	74%	90%	72%	76%	-	*	*	-
	CWD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	37%	<b>74%</b>	69%	64%	64%	-	100%	*	*	72%	80%	-	74%	90%	72%	76%	-	*	*	-
	EL	19%	18%	<b>90%</b>	*	*	*	-	*	-	-	90%	-	-	90%	90%	100%	80%	-	-	-	-
	Male	31%	28%	<b>72%</b>	71%	59%	67%	-	100%	*	*	70%	78%	-	72%	100%	72%	-	-	-	*	-
	Female	40%	38%	<b>76%</b>	67%	71%	60%	-	100%	-	-	74%	82%	-	76%	80%	-	76%	-	*	-	-
Biology	All Students	24%	22%	<b>93%</b>	90%	100%	*	-	91%	-	*	96%	88%	*	93%	*	94%	92%	-	-	-	-
	CWD	6%	2%	*	-	-	-	-	*	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	26%	25%	<b>93%</b>	90%	100%	*	-	90%	-	*	96%	88%	-	93%	*	94%	92%	-	-	-	-
	EL	4%	4%	*	-	-	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	24%	21%	<b>94%</b>	*	*	*	-	88%	-	*	100%	88%	*	94%	*	94%	-	-	-	-	-
	Female	25%	24%	<b>92%</b>	86%	*	*	-	93%	-	-	94%	89%	-	92%	*	-	92%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All Students	77%	73%	<b>85%</b>	81%	84%	83%	100%	97%	100%	88%	84%	87%	36%	88%	77%	82%	88%	-	69%	70%	88%
	CWD	46%	38%	<b>36%</b>	40%	29%	21%	-	88%	-	67%	38%	29%	36%	-	42%	39%	27%	-	44%	40%	*
	CWOD	81%	77%	<b>88%</b>	84%	87%	92%	100%	97%	100%	91%	87%	91%	-	88%	80%	86%	91%	-	74%	100%	91%
	EL	62%	63%	<b>77%</b>	96%	73%	76%	-	87%	-	-	76%	84%	42%	80%	77%	74%	82%	-	-	-	-
	Male	74%	70%	<b>82%</b>	76%	82%	81%	*	96%	*	88%	82%	83%	39%	86%	74%	82%	-	-	50%	70%	90%
	Female	80%	76%	<b>88%</b>	86%	87%	87%	100%	98%	*	90%	87%	92%	27%	91%	82%	-	88%	-	83%	-	87%
Reading	All Students	73%	69%	<b>85%</b>	82%	84%	83%	*	94%	*	96%	84%	87%	36%	88%	74%	81%	89%	-	53%	*	90%
	CWD	39%	30%	<b>36%</b>	43%	29%	15%	-	*	-	*	40%	24%	36%	-	23%	39%	30%	-	*	*	*
	CWOD	78%	73%	<b>88%</b>	85%	87%	91%	*	95%	*	95%	87%	91%	-	88%	78%	85%	92%	-	64%	*	89%
	EL	54%	55%	<b>74%</b>	89%	74%	68%	-	73%	-	-	73%	78%	23%	78%	74%	70%	80%	-	-	-	-
	Male	69%	64%	<b>81%</b>	78%	80%	79%	*	90%	*	93%	81%	81%	39%	85%	70%	81%	-	-	38%	*	*
	Female	78%	74%	<b>89%</b>	85%	88%	89%	*	98%	*	100%	87%	93%	30%	92%	80%	-	89%	-	71%	-	100%
Mathematics	All Students	81%	77%	<b>86%</b>	81%	86%	86%	*	98%	*	88%	85%	87%	37%	90%	85%	84%	88%	-	79%	*	90%
	CWD	53%	44%	<b>37%</b>	41%	29%	23%	-	*	-	*	39%	29%	37%	-	54%	41%	26%	-	*	*	*
	CWOD	84%	81%	<b>90%</b>	84%	90%	94%	*	98%	*	91%	89%	91%	-	90%	87%	89%	91%	-	82%	*	89%
	EL	72%	74%	<b>85%</b>	100%	80%	89%	-	96%	-	-	84%	91%	54%	87%	85%	84%	86%	-	-	-	-
	Male	79%	75%	<b>84%</b>	77%	86%	86%	*	98%	*	87%	85%	83%	41%	89%	84%	84%	-	-	63%	*	*
	Female	82%	79%	<b>88%</b>	86%	87%	87%	*	97%	*	89%	86%	91%	26%	91%	86%	-	88%	-	100%	-	83%
Science	All Students	80%	75%	<b>83%</b>	78%	81%	79%	*	100%	*	75%	81%	89%	33%	86%	67%	79%	88%	-	71%	*	80%
	CWD	51%	44%	<b>33%</b>	25%	29%	25%	-	*	-	*	32%	38%	33%	-	60%	36%	17%	-	*	*	*
	CWOD	84%	79%	<b>86%</b>	82%	83%	87%	*	100%	*	80%	84%	92%	-	86%	68%	83%	89%	-	80%	*	*
	EL	61%	60%	<b>67%</b>	100%	57%	64%	-	100%	-	-	66%	78%	60%	68%	67%	61%	77%	-	-	-	-
	Male	79%	74%	<b>79%</b>	72%	79%	76%	-	100%	*	80%	77%	88%	36%	83%	61%	79%	-	-	*	*	*
	Female	81%	77%	<b>88%</b>	88%	83%	84%	*	100%	*	*	87%	90%	17%	89%	77%	-	88%	-	80%	-	*

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>56%</b>	46%	55%	57%	22%	87%	67%	65%	54%	64%	11%	60%	38%	54%	60%	-	40%	40%	40%
--------------	--------------	-----	-----	------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	-----	-----	-----

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	Races	Disadv	Econ								Care	
	CWD	24%	18%	<b>11%</b>	6%	14%	6%	-	50%	-	17%	11%	10%	11%	-	26%	15%	0%	-	0%	0%	*
	CWOD	52%	47%	<b>60%</b>	50%	57%	64%	22%	88%	67%	70%	57%	68%	-	60%	39%	58%	62%	-	52%	80%	45%
	EL	29%	29%	<b>38%</b>	54%	32%	41%	-	60%	-	-	37%	47%	26%	39%	38%	37%	41%	-	-	-	-
	Male	47%	41%	<b>54%</b>	41%	53%	58%	*	87%	*	68%	52%	59%	15%	58%	37%	54%	-	-	33%	40%	20%
	Female	52%	47%	<b>60%</b>	53%	56%	56%	40%	86%	*	60%	56%	70%	0%	62%	41%	-	60%	-	44%	-	53%
Reading	All	47%	42%	<b>54%</b>	45%	53%	58%	*	78%	*	63%	51%	62%	10%	57%	34%	50%	59%	-	33%	*	50%
	Students																					
	CWD	21%	15%	<b>10%</b>	7%	10%	0%	-	*	-	*	13%	0%	10%	-	23%	14%	0%	-	*	*	*
	CWOD	50%	45%	<b>57%</b>	49%	56%	65%	*	79%	*	64%	54%	66%	-	57%	35%	54%	62%	-	45%	*	56%
	EL	23%	24%	<b>34%</b>	33%	30%	42%	-	46%	-	-	35%	30%	23%	35%	34%	33%	36%	-	-	-	-
	Male	43%	37%	<b>50%</b>	38%	50%	59%	*	79%	*	60%	49%	53%	14%	54%	33%	50%	-	-	25%	*	*
	Female	51%	47%	<b>59%</b>	54%	58%	57%	*	78%	*	67%	55%	71%	0%	62%	36%	-	59%	-	43%	-	67%
Mathematics	All	51%	45%	<b>59%</b>	50%	58%	55%	*	90%	*	71%	56%	67%	13%	62%	45%	57%	61%	-	43%	*	40%
	Students																					
	CWD	26%	21%	<b>13%</b>	7%	19%	15%	-	*	-	*	12%	18%	13%	-	31%	18%	0%	-	*	*	*
	CWOD	54%	49%	<b>62%</b>	53%	60%	60%	*	91%	*	77%	59%	70%	-	62%	46%	61%	63%	-	55%	*	44%
	EL	37%	37%	<b>45%</b>	89%	35%	42%	-	69%	-	-	41%	65%	31%	46%	45%	43%	47%	-	-	-	-
	Male	50%	44%	<b>57%</b>	46%	57%	56%	*	90%	*	73%	56%	62%	18%	61%	43%	57%	-	-	38%	*	*
	Female	51%	47%	<b>61%</b>	54%	58%	54%	*	89%	*	67%	56%	72%	0%	63%	47%	-	61%	-	50%	-	50%
Science	All	53%	47%	<b>56%</b>	43%	51%	60%	*	96%	*	58%	54%	64%	7%	59%	34%	54%	59%	-	43%	*	20%
	Students																					
	CWD	25%	20%	<b>7%</b>	0%	14%	0%	-	*	-	*	5%	13%	7%	-	20%	8%	0%	-	*	*	*
	CWOD	56%	50%	<b>59%</b>	46%	53%	69%	*	97%	*	70%	57%	67%	-	59%	35%	58%	61%	-	60%	*	*
	EL	26%	25%	<b>34%</b>	38%	27%	36%	-	75%	-	-	33%	44%	20%	35%	34%	30%	40%	-	-	-	-
	Male	53%	46%	<b>54%</b>	36%	52%	59%	-	97%	*	70%	51%	66%	8%	58%	30%	54%	-	-	*	*	*
	Female	53%	48%	<b>59%</b>	51%	50%	60%	*	95%	*	*	58%	63%	0%	61%	40%	-	59%	-	40%	-	*

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	19%	<b>30%</b>	22%	26%	28%	11%	65%	0%	37%	28%	37%	4%	32%	14%	28%	32%	-	17%	30%	16%
	Students																					
	CWD	8%	6%	<b>4%</b>	3%	6%	0%	-	25%	-	0%	5%	2%	4%	-	6%	6%	0%	-	0%	0%	*
	CWOD	25%	21%	<b>32%</b>	24%	27%	32%	11%	66%	0%	41%	29%	39%	-	32%	15%	31%	33%	-	22%	60%	18%
	EL	11%	11%	<b>14%</b>	27%	9%	16%	-	30%	-	-	13%	22%	6%	15%	14%	13%	16%	-	-	-	-
	Male	22%	18%	<b>28%</b>	19%	25%	28%	*	64%	*	48%	26%	34%	6%	31%	13%	28%	-	-	6%	30%	10%
	Female	24%	21%	<b>32%</b>	26%	26%	27%	20%	66%	*	15%	29%	39%	0%	33%	16%	-	32%	-	28%	-	20%
Reading	All	20%	17%	<b>31%</b>	24%	29%	30%	*	56%	*	42%	28%	41%	4%	33%	13%	29%	34%	-	20%	*	40%
	Students																					
	CWD	7%	5%	<b>4%</b>	7%	5%	0%	-	*	-	*	6%	0%	4%	-	0%	6%	0%	-	*	*	*
	CWOD	22%	19%	<b>33%</b>	26%	31%	34%	*	58%	*	45%	29%	44%	-	33%	14%	31%	36%	-	27%	*	44%
	EL	8%	8%	<b>13%</b>	33%	10%	11%	-	19%	-	-	12%	17%	0%	14%	13%	11%	16%	-	-	-	-
	Male	17%	14%	<b>29%</b>	20%	29%	29%	*	54%	*	47%	26%	37%	6%	31%	11%	29%	-	-	13%	*	*
	Female	23%	20%	<b>34%</b>	29%	30%	33%	*	59%	*	33%	29%	46%	0%	36%	16%	-	34%	-	29%	-	50%
Mathematics	All	26%	22%	<b>27%</b>	20%	22%	24%	*	66%	*	25%	25%	30%	3%	29%	15%	26%	28%	-	14%	*	0%
	Students																					
	CWD	11%	6%	<b>3%</b>	0%	5%	0%	-	*	-	*	4%	0%	3%	-	8%	4%	0%	-	*	*	*
	CWOD	28%	24%	<b>29%</b>	22%	23%	27%	-	67%	*	27%	27%	32%	-	29%	15%	28%	29%	-	18%	*	0%
	EL	16%	16%	<b>15%</b>	22%	8%	21%	*	35%	-	-	13%	22%	8%	15%	15%	15%	14%	-	-	-	-
	Male	25%	22%	<b>26%</b>	18%	21%	26%	*	66%	*	40%	25%	29%	4%	28%	15%	26%	-	-	0%	*	*
	Female	26%	22%	<b>28%</b>	22%	23%	22%	*	67%	*	0%	26%	32%	0%	29%	14%	-	28%	-	33%	-	0%

Science	All Students	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	20%	34%	23%	26%	31%	Ind	76%	Isl	Races	Disadv	Econ	7%	35%	16%	32%	35%	-	14%	*	0%
	CWD	8%	5%	7%	0%	14%	0%	-	*	-	*	5%	13%	7%	-	20%	8%	0%	-	*	*	*
	CWOD	26%	22%	35%	24%	27%	35%	*	77%	*	60%	33%	43%	-	35%	15%	35%	36%	-	20%	*	*
	EL	7%	7%	16%	25%	8%	18%	-	50%	-	-	13%	33%	20%	15%	16%	13%	20%	-	-	-	-
	Male	25%	21%	32%	18%	28%	32%	-	78%	*	60%	30%	41%	8%	35%	13%	32%	-	-	*	*	*
	Female	23%	20%	35%	29%	24%	28%	*	75%	*	*	33%	41%	0%	36%	20%	-	35%	-	20%	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	75	77	82	*	87	*	87	79	69	76
CWD	69	71	65	70	-	*	-	*	73	69	70
CWOD	79	76	78	83	*	87	*	86	79	-	77
EL	76	72	73	78	-	88	-	-	76	70	76
Male	79	77	75	81	*	89	*	93	81	69	76
Female	79	73	80	83	*	84	*	78	76	68	77
<b>Mathematics</b>											
All Students	69	65	69	67	*	87	*	70	70	49	71
CWD	49	38	58	55	-	*	-	*	43	49	61
CWOD	71	68	70	69	*	88	*	68	72	-	72
EL	71	89	67	69	-	85	-	-	70	61	71
Male	68	62	69	64	*	85	*	81	69	55	68
Female	71	69	69	73	*	89	*	56	71	37	76

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
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
165	35	21%

'^' Indicates data reporting does not meet for Minimum Size.

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	57	50	55	56	44	83	56	63	55	17	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		Y			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	N		Y			Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N		Y			Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	N		Y			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	Y	N		Y			Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children



without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	-
	CWD	98%	96%	100%	100%	-	100%	-	100%	98%	100%	98%	-	100%	98%	98%	-
	CWOD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	100%	98%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	98%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	97%	100%	100%	-	*	-	*	98%	100%	99%	-	100%	98%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	*	100%	100%	100%	98%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	97%	100%	100%	-	*	-	*	98%	100%	99%	-	100%	98%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	*	100%	100%	100%	98%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	99%	100%	100%	*	100%	*	100%	99%	100%	97%	100%	100%	100%	100%	-
	CWD	97%	92%	100%	100%	-	*	-	*	96%	100%	97%	-	100%	100%	83%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	*	100%	*	*	99%	100%	83%	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	-
	CWD	2%	4%	0%	0%	-	0%	-	0%	2%	0%	2%	-	0%	2%	2%	-
	CWOD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	2%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	2%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	3%	0%	0%	-	*	-	*	2%	0%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	*	0%	0%	0%	2%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	3%	0%	0%	-	*	-	*	2%	0%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
Science	Male	0%	1%	0%	0%	*	0%	*	0%	0%	0%	2%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
	All Students	0%	1%	0%	0%	*	0%	*	0%	1%	0%	3%	0%	0%	0%	0%	-
	CWD	3%	8%	0%	0%	-	*	-	*	4%	0%	3%	-	0%	0%	17%	-
	CWOD	0%	0%	1%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	*	0%	*	*	1%	0%	17%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students with
		students	American			Alaska		Islander	More		with	Disabilities
						Native			Races		Disabilities	(Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	138	53	53	23	0	5	2	2	17		
	Female	94	44	29	17	0	2	0	2	5		
	Total	232	97	82	40	0	7	2	4	22		
Out-of-School Suspensions												
	Male	68	25	22	13	0	2	2	4	4		
	Female	47	25	10	10	0	0	0	2	4		
	Total	115	50	32	23	0	2	2	6	8		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		

											Students with Disabilities (Section 504)
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Under Zero Tolerance Policies	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	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	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
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	
	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	
<b>Students With Disabilities</b>											
In-School Suspensions											
Out-of-School Suspensions	Male	49	20	14	11	0	2	0	2	8	17
	Female	12	5	2	5	0	0	0	0	2	5
	Total	61	25	16	16	0	2	0	2	10	22
Expulsions	Male	30	16	7	7	0	0	0	0	2	10
	Female	10	4	4	2	0	0	0	0	4	4
	Total	40	20	11	9	0	0	0	0	6	14
With Educational Services	Male	2	2	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	2	2	0	0	0	0	0	0	0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
School-Related Arrests											
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
	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
<b>All Students</b>											
Chronic Absenteeism											
	Male	52	8	29	11	0	0	2	2	5	5
	Female	32	5	14	11	0	2	0	0	2	5
	Total	84	13	43	22	0	2	2	2	7	13

	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	1
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	15.0	20.8%
Teachers Teaching with Emergency or Provisional Credentials	2.0	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.4	10.9%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.



**Texas Education Agency**  
**2018-19 Federal Report Card for Texas Public Schools**

**Campus Name:** PATRICK EL

**Campus ID: 220901162**

District Name: ARLINGTON 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);

[illegible]

<sup>a</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)  
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status  
c. Graduation Rate: Federal Graduation Status  
d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	75%	68%	63%	50%	75%	*	-	*	-	*	62%	67%	44%	65%	77%	64%	61%	-	*	-	-	
	CWD	49%	38%	44%	40%	*	-	-	-	-	-	44%	-	44%	-	*	*	40%	-	*	-	-	
	CWOD	79%	72%	65%	52%	78%	*	-	*	-	*	65%	67%	-	65%	80%	66%	64%	-	*	-	-	
	EL	69%	67%	77%	*	81%	*	-	*	-	-	78%	*	*	80%	77%	74%	81%	-	*	-	-	
	Male	73%	65%	64%	50%	78%	*	-	*	-	*	65%	63%	*	66%	74%	64%	-	-	-	-	-	
	Female	78%	72%	61%	50%	71%	*	-	-	-	*	59%	71%	40%	64%	81%	-	61%	-	*	-	-	
Mathematics	All Students	78%	72%	78%	67%	86%	*	-	*	-	*	80%	67%	56%	80%	90%	78%	77%	-	*	-	-	
	CWD	52%	44%	56%	40%	*	-	-	-	-	-	56%	-	56%	-	*	*	40%	-	*	-	-	
	CWOD	81%	76%	80%	71%	88%	*	-	*	-	*	83%	67%	-	80%	91%	78%	82%	-	*	-	-	
	EL	75%	75%	90%	*	91%	*	-	*	-	-	92%	*	*	91%	90%	91%	88%	-	*	-	-	
	Male	78%	72%	78%	56%	96%	*	-	*	-	*	78%	75%	*	78%	91%	78%	-	-	-	-	-	
	Female	78%	72%	77%	75%	76%	*	-	-	-	*	81%	57%	40%	82%	88%	-	77%	-	*	-	-	
Grade 4																							
Reading	All Students	74%	66%	63%	49%	70%	*	*	*	-	*	64%	56%	38%	65%	72%	56%	74%	-	*	*	-	
	CWD	44%	34%	38%	*	20%	-	*	-	-	-	33%	*	38%	-	*	40%	*	-	-	-	-	
	CWOD	78%	70%	65%	48%	76%	*	-	*	-	*	66%	57%	-	65%	74%	57%	78%	-	*	*	-	
	EL	64%	64%	72%	*	76%	*	-	*	-	-	73%	60%	*	74%	72%	61%	93%	-	-	-	-	
	Male	71%	63%	56%	42%	64%	*	*	-	-	*	55%	58%	40%	57%	61%	56%	-	-	*	-	-	
	Female	77%	70%	74%	64%	81%	*	-	*	-	-	77%	*	*	78%	93%	-	74%	-	-	*	-	
Mathematics	All Students	74%	67%	69%	54%	76%	*	*	*	-	*	70%	63%	38%	72%	78%	66%	74%	-	*	*	-	
	CWD	46%	36%	38%	*	20%	-	*	-	-	-	33%	*	38%	-	*	40%	*	-	-	-	-	
	CWOD	78%	71%	72%	55%	82%	*	-	*	-	*	73%	64%	-	72%	81%	68%	78%	-	*	*	-	
	EL	69%	69%	78%	*	84%	*	-	*	-	-	83%	40%	*	81%	78%	71%	93%	-	-	-	-	
	Male	74%	67%	66%	46%	79%	*	*	-	-	*	67%	58%	40%	68%	71%	66%	-	-	*	-	-	
	Female	74%	68%	74%	73%	71%	*	-	*	-	-	74%	*	*	78%	93%	-	74%	-	-	*	-	
Grade 5																							
Reading	All Students	86%	82%	62%	71%	57%	*	-	*	*	*	62%	63%	20%	65%	61%	56%	67%	-	*	*	-	
	CWD	55%	48%	20%	*	*	*	-	-	-	*	20%	-	20%	-	-	20%	-	-	-	*	-	-
	CWOD	89%	86%	65%	70%	59%	*	-	*	*	*	65%	63%	-	65%	61%	62%	67%	-	*	*	-	
	EL	77%	76%	61%	-	61%	-	-	-	-	-	60%	*	-	61%	61%	50%	68%	-	*	-	-	
	Male	83%	78%	56%	73%	48%	*	-	-	-	*	57%	*	20%	62%	50%	56%	-	-	*	-	-	
	Female	88%	85%	67%	69%	64%	*	-	*	-	*	68%	67%	-	67%	68%	-	67%	-	-	*	-	
Mathematics	All Students	89%	84%	76%	81%	76%	*	-	*	*	*	78%	63%	40%	79%	87%	67%	85%	-	*	*	-	
	CWD	68%	61%	40%	*	*	*	-	-	-	*	40%	-	40%	-	-	40%	-	-	-	*	-	-
	CWOD	92%	87%	79%	80%	77%	*	-	*	*	*	81%	63%	-	79%	87%	71%	85%	-	*	*	-	
	EL	85%	82%	87%	-	87%	-	-	-	-	-	87%	*	-	87%	87%	83%	89%	-	*	-	-	
	Male	88%	83%	67%	73%	71%	*	-	-	-	*	68%	*	40%	71%	83%	67%	-	-	*	-	-	
	Female	90%	85%	85%	88%	80%	*	-	*	-	*	88%	67%	-	85%	89%	-	85%	-	-	*	-	
Science	All Students	74%	65%	31%	42%	22%	*	-	*	*	*	32%	14%	20%	32%	30%	33%	30%	-	*	*	-	
	CWD	45%	43%	20%	*	*	*	-	-	-	*	20%	-	20%	-	-	20%	-	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	
					Amer			Ind		Isl	More	Disadv	Econ								Care	Military
Grade 6	CWOD	77%	68%	32%	40%	23%	*	-	*	*	*	33%	14%	-	32%	30%	34%	30%	-	*	*	-
	EL	60%	55%	30%	-	30%	-	-	-	-	-	31%	*	-	30%	30%	33%	28%	-	*	-	-
	Male	74%	65%	33%	50%	24%	*	-	-	*	*	34%	*	20%	34%	33%	33%	-	-	*	-	-
	Female	73%	64%	30%	33%	21%	*	-	*	-	*	31%	20%	-	30%	28%	-	30%	-	-	*	-
	All	67%	68%	56%	54%	56%	57%	-	*	-	-	56%	55%	50%	57%	46%	57%	55%	-	67%	-	*
	Students																					
	CWD	33%	32%	50%	38%	40%	*	-	*	-	-	47%	*	50%	-	*	46%	*	-	-	-	*
Mathematics	CWOD	71%	72%	57%	58%	58%	40%	-	-	-	-	58%	50%	-	57%	47%	61%	54%	-	67%	-	*
	EL	42%	49%	46%	-	49%	*	-	-	-	-	47%	*	*	47%	46%	45%	47%	-	*	-	*
	Male	62%	64%	57%	53%	59%	*	-	-	-	-	56%	*	46%	61%	45%	57%	-	-	*	-	*
	Female	71%	72%	55%	55%	54%	*	-	*	-	-	56%	50%	*	54%	47%	-	55%	-	*	-	-
	All	80%	82%	73%	69%	75%	71%	-	*	-	-	74%	64%	56%	76%	72%	69%	76%	-	67%	-	*
	Students																					
	CWD	50%	47%	56%	38%	60%	*	-	*	-	-	53%	*	56%	-	*	46%	*	-	-	-	*
Grade 3	CWOD	83%	86%	76%	77%	76%	60%	-	-	-	-	78%	60%	-	76%	74%	76%	75%	-	67%	-	*
	EL	67%	77%	72%	-	73%	*	-	-	-	-	72%	*	*	74%	72%	75%	68%	-	*	-	*
	Male	78%	80%	69%	58%	72%	*	-	-	-	-	69%	*	46%	76%	75%	69%	-	-	*	-	*
	Female	81%	84%	76%	80%	77%	*	-	*	-	-	79%	63%	*	75%	68%	-	76%	-	*	-	-
	All	44%	37%	40%	22%	55%	*	-	*	-	*	42%	33%	33%	41%	56%	38%	43%	-	*	-	-
	Students																					
	CWD	26%	19%	33%	20%	*	-	-	-	-	-	33%	-	33%	-	*	*	40%	-	*	-	-
Mathematics	CWOD	46%	39%	41%	23%	55%	*	-	*	-	*	43%	33%	-	41%	57%	39%	44%	-	*	-	-
	EL	35%	34%	56%	*	59%	*	-	*	-	-	58%	*	*	57%	56%	48%	69%	-	*	-	-
	Male	41%	34%	38%	13%	57%	*	-	*	-	*	41%	25%	*	39%	48%	38%	-	-	-	-	-
	Female	47%	39%	43%	30%	52%	*	-	-	-	*	43%	43%	40%	44%	69%	-	43%	-	*	-	-
	All	48%	39%	55%	44%	64%	*	-	*	-	*	57%	47%	33%	58%	72%	62%	48%	-	*	-	-
	Students																					
	CWD	30%	21%	33%	20%	*	-	-	-	-	-	33%	-	33%	-	*	*	40%	-	*	-	-
Grade 4	CWOD	50%	42%	58%	48%	65%	*	-	*	-	*	60%	47%	-	58%	74%	66%	49%	-	*	-	-
	EL	41%	41%	72%	*	75%	*	-	*	-	-	75%	*	*	74%	72%	74%	69%	-	*	-	-
	Male	49%	41%	62%	44%	78%	*	-	*	-	*	65%	50%	*	66%	74%	62%	-	-	-	-	-
	Female	46%	38%	48%	45%	48%	*	-	-	-	*	49%	43%	40%	49%	69%	-	48%	-	*	-	-
	All	43%	35%	35%	20%	43%	*	*	*	-	*	34%	44%	38%	35%	46%	31%	43%	-	*	*	-
	Students																					
	CWD	24%	16%	38%	*	20%	-	*	-	-	-	33%	*	38%	-	*	40%	*	-	-	-	-
Mathematics	CWOD	46%	38%	35%	18%	45%	*	-	*	-	*	34%	43%	-	35%	47%	30%	44%	-	*	-	-
	EL	30%	30%	46%	*	47%	*	-	*	-	-	49%	20%	*	47%	46%	32%	73%	-	-	-	-
	Male	41%	33%	31%	21%	36%	*	*	-	-	*	27%	50%	40%	30%	32%	31%	-	-	*	-	-
	Female	46%	38%	43%	18%	52%	*	-	*	-	-	45%	*	*	44%	73%	-	43%	-	-	*	-
	All	46%	39%	40%	20%	50%	*	*	*	-	*	40%	38%	38%	40%	57%	39%	40%	-	*	*	-
	Students																					
	CWD	27%	21%	38%	*	20%	-	*	-	-	-	33%	*	38%	-	*	40%	*	-	-	-	-

					Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non								Foster		
		Female	State	District	Campus	Amer					More	Disadv	Econ								Care	Military	
			45%	38%	40%	27%	43%	*	-	*	-	-	42%	*	*	41%	73%	-	40%	-	-	*	-
Grade 5 Reading	All	53%	46%	35%	48%	28%	*	-	*	*	*	34%	50%	0%	38%	32%	23%	46%	-	*	*	-	
	Students																						
	CWD	27%	23%	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	-	-	*	-	-	
	CWOD	56%	49%	38%	50%	30%	*	-	*	*	*	36%	50%	-	38%	32%	26%	46%	-	*	*	-	
	EL	36%	35%	32%	-	32%	-	-	-	-	-	30%	*	-	32%	32%	17%	42%	-	*	-	-	
	Male	50%	42%	23%	33%	19%	*	-	-	*	*	24%	*	0%	26%	17%	23%	-	-	*	-	-	
	Female	56%	51%	46%	63%	36%	*	-	*	-	*	43%	67%	-	46%	42%	-	46%	-	-	*	-	
Mathematics	All	57%	47%	35%	42%	30%	*	-	*	*	*	35%	38%	20%	36%	35%	31%	39%	-	*	*	-	
	Students																						
	CWD	31%	28%	20%	*	*	*	-	-	-	*	20%	-	20%	-	-	20%	-	-	*	-	-	
	CWOD	60%	49%	36%	40%	32%	*	-	*	*	*	36%	38%	-	36%	35%	32%	39%	-	*	*	-	
	EL	46%	41%	35%	-	35%	-	-	-	-	-	33%	*	-	35%	35%	25%	42%	-	*	-	-	
	Male	56%	47%	31%	47%	24%	*	-	-	*	*	32%	*	20%	32%	25%	31%	-	-	*	-	-	
	Female	57%	47%	39%	38%	36%	*	-	*	-	*	38%	50%	-	39%	42%	-	39%	-	-	*	-	
Science	All	48%	38%	11%	19%	4%	*	-	*	*	*	10%	14%	20%	10%	7%	15%	7%	-	*	*	-	
	Students																						
	CWD	27%	27%	20%	*	*	*	-	-	-	*	20%	-	20%	-	-	20%	-	-	*	-	-	
	CWOD	50%	39%	10%	17%	5%	*	-	*	*	*	10%	14%	-	10%	7%	14%	7%	-	*	*	-	
	EL	31%	26%	7%	-	7%	-	-	-	-	-	7%	*	-	7%	7%	8%	6%	-	*	-	-	
	Male	50%	40%	15%	31%	5%	*	-	-	*	*	16%	*	20%	14%	8%	15%	-	-	*	-	-	
	Female	45%	37%	7%	7%	4%	*	-	*	-	*	5%	20%	-	7%	6%	-	7%	-	-	*	-	
Grade 6 Reading	All	36%	37%	28%	31%	22%	57%	-	*	-	-	26%	45%	44%	26%	10%	31%	25%	-	0%	-	*	
	Students																						
	CWD	19%	17%	44%	38%	20%	*	-	*	-	-	40%	*	44%	-	*	46%	*	-	-	-	*	
	CWOD	38%	40%	26%	29%	22%	40%	-	-	-	-	24%	40%	-	26%	11%	26%	25%	-	0%	-	*	
	EL	14%	17%	10%	-	11%	*	-	-	-	-	8%	*	*	11%	10%	5%	16%	-	*	-	*	
	Male	33%	33%	31%	37%	24%	*	-	-	-	-	29%	*	46%	26%	5%	31%	-	-	*	-	*	
	Female	40%	42%	25%	25%	19%	*	-	*	-	-	23%	38%	*	25%	16%	-	25%	-	*	-	-	
Mathematics	All	46%	49%	32%	31%	31%	43%	-	*	-	-	32%	36%	38%	31%	23%	39%	25%	-	17%	-	*	
	Students																						
	CWD	23%	21%	38%	38%	20%	*	-	*	-	-	40%	*	38%	-	*	38%	*	-	-	-	*	
	CWOD	48%	52%	31%	29%	32%	40%	-	-	-	-	30%	40%	-	31%	24%	39%	25%	-	17%	-	*	
	EL	27%	35%	23%	-	24%	*	-	-	-	-	22%	*	*	24%	23%	30%	16%	-	*	-	*	
	Male	45%	48%	39%	37%	41%	*	-	-	-	-	40%	*	38%	39%	30%	39%	-	-	*	-	*	
	Female	46%	50%	25%	25%	19%	*	-	*	-	-	23%	38%	*	25%	16%	-	25%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3 Reading	All	27%	21%	24%	14%	32%	*	-	*	-	*	24%	20%	0%	26%	41%	22%	25%	-	*	-	-	
	Students																						
	CWD	10%	7%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	*	-	-	
	CWOD	29%	23%	26%	16%	35%	*	-	*	-	*	28%	20%	-	26%	46%	24%	28%	-	*	-	-	
	EL	19%	20%	41%	*	41%	*	-	*	-	-	42%	*	*	46%	41%	35%	50%	-	*	-	-	
	Male	24%	19%	22%	6%	35%	*	-	*	-	*	27%	0%	*	24%	35%	22%	-	-	-	-	-	
	Female	29%	24%	25%	20%	29%	*	-	-	-	*	22%	43%	0%	28%	50%	-	25%	-	*	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	30%	Amer	39%	*	-	*	-	* Races	Disadv	Econ	0%	34%	49%	38%	23%	-	*	-	-
Mathematics	All	24%	18%	30%	19%	39%	*	-	*	-	*	31%	27%	0%	34%	49%	38%	23%	-	*	-	-
	Students																					
	CWD	12%	8%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	*	-	-
	CWOD	25%	19%	34%	23%	43%	*	-	*	-	*	35%	27%	-	34%	54%	41%	26%	-	*	-	-
	EL	18%	20%	49%	*	50%	*	-	*	-	-	50%	*	*	54%	49%	57%	38%	-	*	-	-
	Male	26%	20%	38%	6%	61%	*	-	*	-	*	41%	25%	*	41%	57%	38%	-	-	-	-	-
	Female	22%	16%	23%	30%	14%	*	-	-	-	*	22%	29%	0%	26%	38%	-	23%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	18%	6%	24%	*	*	*	-	*	14%	38%	13%	18%	24%	15%	23%	-	*	*	-
	Students																					
	CWD	8%	4%	13%	*	0%	-	*	-	-	-	0%	*	13%	-	*	20%	*	-	-	-	-
	CWOD	23%	18%	18%	6%	27%	*	-	*	-	*	15%	36%	-	18%	26%	14%	25%	-	*	*	-
	EL	12%	13%	24%	*	26%	*	-	*	-	-	24%	20%	*	26%	24%	13%	47%	-	-	-	-
	Male	20%	15%	15%	4%	21%	*	*	-	-	*	8%	42%	20%	14%	13%	15%	-	-	*	-	-
	Female	23%	18%	23%	9%	29%	*	-	*	-	-	23%	*	*	25%	47%	-	23%	-	-	*	-
Mathematics	All	27%	22%	21%	9%	26%	*	*	*	-	*	19%	31%	13%	22%	30%	23%	17%	-	*	*	-
	Students																					
	CWD	13%	7%	13%	*	0%	-	*	-	-	-	0%	*	13%	-	*	20%	*	-	-	-	-
	CWOD	29%	23%	22%	9%	29%	*	-	*	-	*	20%	29%	-	22%	33%	23%	19%	-	*	*	-
	EL	20%	22%	30%	*	32%	*	-	*	-	-	32%	20%	*	33%	30%	29%	33%	-	-	-	-
	Male	29%	23%	23%	8%	30%	*	*	-	-	*	18%	42%	20%	23%	29%	23%	-	-	*	-	-
	Female	25%	20%	17%	9%	19%	*	-	*	-	-	19%	*	*	19%	33%	-	17%	-	-	*	-
Grade 5																						
Reading	All	29%	24%	11%	19%	2%	*	-	*	*	*	9%	25%	0%	11%	3%	8%	13%	-	*	*	-
	Students																					
	CWD	9%	8%	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	-	-	*	-	-
	CWOD	31%	26%	11%	20%	2%	*	-	*	*	*	10%	25%	-	11%	3%	9%	13%	-	*	*	-
	EL	14%	13%	3%	-	3%	-	-	-	-	-	3%	*	-	3%	3%	0%	5%	-	*	-	-
	Male	26%	21%	8%	20%	0%	*	-	-	*	*	8%	*	0%	9%	0%	8%	-	-	*	-	-
	Female	31%	27%	13%	19%	4%	*	-	*	-	*	10%	33%	-	13%	5%	-	13%	-	-	*	-
Mathematics	All	36%	27%	15%	16%	13%	*	-	*	*	*	16%	13%	0%	16%	16%	18%	13%	-	*	*	-
	Students																					
	CWD	14%	12%	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	-	-	*	-	-
	CWOD	38%	28%	16%	17%	14%	*	-	*	*	*	17%	13%	-	16%	16%	21%	13%	-	*	*	-
	EL	24%	20%	16%	-	16%	-	-	-	-	-	17%	*	-	16%	16%	17%	16%	-	*	-	-
	Male	36%	28%	18%	27%	14%	*	-	-	*	*	19%	*	0%	21%	17%	18%	-	-	*	-	-
	Female	35%	26%	13%	6%	12%	*	-	*	-	*	13%	17%	-	13%	16%	-	13%	-	-	*	-
Science	All	23%	17%	0%	0%	0%	*	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	-
	Students																					
	CWD	11%	9%	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	-	-	*	-	-
	CWOD	25%	18%	0%	0%	0%	*	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-	*	*	-
	EL	11%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	25%	19%	0%	0%	0%	*	-	-	*	*	0%	*	0%	0%	0%	0%	-	-	*	-	-
	Female	21%	15%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	-	0%	-	-	*	-
Grade 6																						
Reading	All	17%	18%	10%	15%	5%	14%	-	*	-	-	8%	27%	6%	10%	0%	10%	10%	-	0%	-	*
	Students																					
	CWD	6%	5%	6%	13%	0%	*	-	*	-	-	7%	*	6%	-	*	8%	*	-	-	-	*
	CWOD	18%	19%	10%	16%	6%	20%	-	-	-	-	8%	30%	-	10%	0%	11%	10%	-	0%	-	*
	EL	4%	5%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*
	Male	14%	15%	10%	16%	7%	*	-	-	-	-	8%	*	8%	11%	0%	10%	-	-	*	-	*

		2019-2020																			2020-2021	
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		20%	22%	10%	15%	4%	*	-	*	-	-	7%	25%	*	10%	0%	-	10%	-	*	-	-
Mathematics	Female																					
	All	20%	24%	13%	10%	15%	14%	-	*	-	-	12%	18%	6%	14%	8%	14%	12%	-	0%	-	*
	Students																					
	CWD	9%	6%	6%	13%	0%	*	-	*	-	-	7%	*	6%	-	*	8%	*	-	-	-	*
	CWOD	22%	26%	14%	10%	16%	20%	-	-	-	-	13%	20%	-	14%	8%	16%	13%	-	0%	-	*
	EL	8%	12%	8%	-	8%	*	-	-	-	-	8%	*	*	8%	8%	10%	5%	-	*	-	*
Male	20%	24%	14%	5%	21%	*	-	-	-	-	15%	*	8%	16%	10%	14%	-	-	*	-	*	
Female	20%	23%	12%	15%	8%	*	-	*	-	-	9%	25%	*	13%	5%	-	12%	-	*	-	-	

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	64%	59%	66%	53%	*	94%	*	59%	64%	59%	44%	66%	69%	61%	66%	-	55%	100%	83%
	Students																					
	CWD	46%	38%	44%	45%	38%	57%	*	*	-	*	43%	67%	44%	-	44%	42%	50%	-	0%	-	*
	CWOD	81%	77%	66%	61%	68%	52%	-	94%	*	71%	67%	58%	-	66%	70%	64%	67%	-	64%	100%	*
	EL	62%	63%	69%	64%	71%	25%	-	88%	-	-	70%	56%	44%	70%	69%	67%	72%	-	78%	-	*
	Male	74%	70%	61%	54%	67%	47%	*	83%	*	44%	61%	60%	42%	64%	67%	61%	-	-	61%	-	83%
	Female	80%	76%	66%	65%	66%	59%	-	100%	-	75%	68%	58%	50%	67%	72%	-	66%	-	40%	100%	-
Reading	All	73%	69%	61%	55%	64%	47%	*	88%	*	57%	61%	60%	42%	63%	65%	58%	64%	-	47%	*	*
	Students																					
	CWD	39%	30%	42%	44%	31%	*	*	-	*	40%	*	42%	-	38%	41%	45%	-	*	-	*	
	CWOD	78%	73%	63%	57%	67%	42%	-	86%	*	67%	63%	60%	-	63%	66%	61%	65%	-	54%	*	*
	EL	54%	55%	65%	71%	67%	0%	-	*	-	-	65%	58%	38%	66%	65%	59%	71%	-	*	-	*
	Male	69%	64%	58%	53%	62%	43%	*	*	*	*	58%	60%	41%	61%	59%	58%	-	-	50%	-	*
	Female	78%	74%	64%	58%	67%	50%	-	100%	-	*	64%	60%	45%	65%	71%	-	64%	-	40%	*	-
Mathematics	All	81%	77%	74%	67%	78%	67%	*	100%	*	71%	75%	64%	50%	76%	81%	69%	78%	-	73%	*	*
	Students																					
	CWD	53%	44%	50%	44%	50%	*	*	*	-	*	49%	*	50%	-	50%	48%	55%	-	*	-	*
	CWOD	84%	81%	76%	70%	80%	67%	-	100%	*	83%	78%	64%	-	76%	83%	73%	80%	-	85%	*	*
	EL	72%	74%	81%	57%	83%	50%	-	*	-	-	83%	58%	50%	83%	81%	79%	84%	-	*	-	*
	Male	79%	75%	69%	57%	79%	57%	*	*	*	*	70%	64%	48%	73%	79%	69%	-	-	90%	-	*
	Female	82%	79%	78%	79%	76%	75%	-	100%	-	*	81%	64%	55%	80%	84%	-	78%	-	40%	*	-
Science	All	80%	75%	31%	42%	22%	*	-	*	*	*	32%	14%	20%	32%	30%	33%	30%	-	*	*	-
	Students																					
	CWD	51%	44%	20%	*	*	*	-	-	-	*	20%	-	20%	-	-	20%	-	-	*	-	-
	CWOD	84%	79%	32%	40%	23%	*	-	*	*	*	33%	14%	-	32%	30%	34%	30%	-	*	*	-
	EL	61%	60%	30%	-	30%	-	-	-	-	-	31%	*	-	30%	30%	33%	28%	-	*	-	-
	Male	79%	74%	33%	50%	24%	*	-	-	*	*	34%	*	20%	34%	33%	33%	-	-	*	-	-
	Female	81%	77%	30%	33%	21%	*	-	*	-	*	31%	20%	-	30%	28%	-	30%	-	-	*	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	35%	31%	36%	31%	*	78%	*	35%	34%	39%	33%	35%	39%	35%	35%	-	9%	20%	67%
	Students																					
	CWD	24%	18%	33%	36%	24%	43%	*	*	-	*	32%	50%	33%	-	38%	32%	36%	-	0%	-	*
	CWOD	52%	47%	35%	30%	37%	28%	-	75%	*	43%	34%	39%	-	35%	39%	35%	34%	-	11%	20%	*
	EL	29%	29%	39%	57%	39%	0%	-	63%	-	-	40%	32%	38%	39%	39%	36%	43%	-	33%	-	*
	Male	47%	41%	35%	30%	39%	20%	*	50%	*	44%	34%	38%	32%	35%	36%	35%	-	-	4%	-	67%
	Female	52%	47%	35%	32%	33%	41%	-	92%	-	25%	34%	40%	36%	34%	43%	-	35%	-	20%	20%	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	35%	30%	36%	33%	*	75%	*	43%	34%	42%	34%	35%	37%	31%	39%	-	7%	*	*
Reading	All																					
	Students																					
	CWD	21%	15%	34%	31%	25%	*	*	*	-	*	31%	*	34%	-	38%	33%	36%	-	*	-	*
	CWOD	50%	45%	35%	30%	37%	25%	-	71%	*	50%	34%	40%	-	35%	37%	31%	39%	-	8%	*	*
	EL	23%	24%	37%	57%	37%	0%	-	*	-	-	37%	33%	38%	37%	37%	28%	48%	-	*	-	*
	Male	43%	37%	31%	26%	34%	29%	*	*	*	*	30%	40%	33%	31%	28%	31%	-	-	0%	-	*
	Female	51%	47%	39%	34%	39%	38%	-	100%	-	*	38%	44%	36%	39%	48%	-	39%	-	20%	*	-
Mathematics	All	51%	45%	40%	34%	43%	33%	*	88%	*	43%	40%	40%	34%	41%	48%	43%	38%	-	13%	*	*
	Students																					
	CWD	26%	21%	34%	38%	25%	*	*	*	-	*	34%	*	34%	-	38%	33%	36%	-	*	-	*
	CWOD	54%	49%	41%	34%	45%	33%	-	86%	*	50%	41%	40%	-	41%	48%	44%	38%	-	15%	*	*
	EL	37%	37%	48%	57%	49%	0%	-	*	-	-	49%	33%	38%	48%	48%	48%	48%	-	*	-	*
	Male	50%	44%	43%	34%	50%	14%	*	*	*	*	43%	40%	33%	44%	48%	43%	-	-	10%	-	*
	Female	51%	47%	38%	34%	35%	50%	-	100%	-	*	37%	40%	36%	38%	48%	-	38%	-	20%	*	-
Science	All	53%	47%	11%	19%	4%	*	-	*	*	*	10%	14%	20%	10%	7%	15%	7%	-	*	*	-
	Students																					
	CWD	25%	20%	20%	*	*	*	-	-	-	*	20%	-	20%	-	-	20%	-	-	*	-	-
	CWOD	56%	50%	10%	17%	5%	*	-	*	*	*	10%	14%	-	10%	7%	14%	7%	-	*	*	-
	EL	26%	25%	7%	-	7%	-	-	-	-	-	7%	*	-	7%	7%	8%	6%	-	*	-	-
	Male	53%	46%	15%	31%	5%	*	-	-	*	*	16%	*	20%	14%	8%	15%	-	-	*	-	-
	Female	53%	48%	7%	7%	4%	*	-	*	-	*	5%	20%	-	7%	6%	-	7%	-	-	*	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	16%	12%	17%	9%	*	44%	*	18%	14%	24%	5%	17%	20%	17%	15%	-	3%	0%	0%
	Students																					
	CWD	8%	6%	5%	6%	0%	0%	*	*	-	*	3%	33%	5%	-	0%	7%	0%	-	0%	-	*
	CWOD	25%	21%	17%	13%	19%	12%	-	50%	*	21%	16%	24%	-	17%	21%	18%	16%	-	4%	0%	*
	EL	11%	11%	20%	50%	20%	0%	-	25%	-	-	21%	16%	0%	21%	20%	21%	20%	-	11%	-	*
	Male	22%	18%	17%	10%	21%	0%	*	33%	*	22%	16%	25%	7%	18%	21%	17%	-	-	0%	-	0%
	Female	24%	21%	15%	15%	12%	18%	-	50%	-	13%	13%	24%	0%	16%	20%	-	15%	-	10%	0%	-
Reading	All	20%	17%	15%	13%	16%	13%	*	50%	*	0%	13%	28%	5%	16%	18%	14%	17%	-	7%	*	*
	Students																					
	CWD	7%	5%	5%	6%	0%	*	*	*	-	*	3%	*	5%	-	0%	7%	0%	-	*	-	*
	CWOD	22%	19%	16%	14%	17%	17%	-	57%	*	0%	15%	28%	-	16%	19%	15%	18%	-	8%	*	*
	EL	8%	8%	18%	43%	17%	0%	-	*	-	-	18%	17%	0%	19%	18%	14%	23%	-	*	-	*
	Male	17%	14%	14%	11%	16%	0%	*	*	*	*	12%	24%	7%	15%	14%	14%	-	-	0%	-	*
	Female	23%	20%	17%	16%	15%	25%	-	60%	-	*	15%	32%	0%	18%	23%	-	17%	-	20%	*	-
Mathematics	All	26%	22%	20%	13%	23%	7%	*	50%	*	43%	19%	24%	5%	21%	26%	23%	16%	-	0%	*	*
	Students																					
	CWD	11%	6%	5%	6%	0%	*	*	*	-	*	3%	*	5%	-	0%	7%	0%	-	*	-	*
	CWOD	28%	24%	21%	14%	25%	8%	-	57%	*	50%	21%	23%	-	21%	28%	25%	17%	-	0%	*	*
	EL	16%	16%	26%	57%	26%	0%	-	*	-	-	27%	17%	0%	28%	26%	30%	22%	-	*	-	*
	Male	25%	22%	23%	11%	31%	0%	*	*	*	*	22%	28%	7%	25%	30%	23%	-	-	0%	-	*
	Female	26%	22%	16%	16%	13%	13%	-	60%	-	*	15%	20%	0%	17%	22%	-	16%	-	0%	*	-
Science	All	24%	20%	0%	0%	0%	*	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	-
	Students																					
	CWD	8%	5%	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	-	-	*	-	-
	CWOD	26%	22%	0%	0%	0%	*	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-	*	*	-
	EL	7%	7%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	25%	21%	0%	0%	0%	*	-	-	*	*	0%	*	0%	0%	0%	0%	-	-	*	-	-



	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Female	23%	20%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	-	0%	-	-	*	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	67	48	75	-	90	*	*	57	46	49
CWD	46	64	21	*	-	*	-	*	46	46	*
CWOD	60	67	51	83	-	*	*	*	59	-	50
EL	49	*	47	*	-	*	-	-	48	*	49
Male	57	68	46	60	-	-	*	*	56	50	47
Female	61	65	50	*	-	90	-	*	59	33	53
<b>Mathematics</b>											
All Students	62	64	59	81	-	80	*	*	62	65	53
CWD	65	55	75	*	-	*	-	*	64	65	*
CWOD	61	65	58	83	-	*	*	*	61	-	53
EL	53	*	53	*	-	*	-	-	52	*	53
Male	58	52	63	70	-	-	*	*	59	60	56
Female	65	80	55	*	-	80	-	*	65	83	49

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	278	29	10%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	38	34	40	31	*	72	*	37	37	27	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
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%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
Reading	All	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	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%	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%	-	100%	-
Mathematics	All	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	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%	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%	-	100%	-
Science	All	100%	100%	100%	*	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	*	*	-	-	-	*	100%	-	100%	-	-	100%	-	-
	CWOD	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%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	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%	-
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%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	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%	0%	0%	0%	-
	EL	0%	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%	-	0%	-
Science	All Students	0%	0%	0%	*	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	-	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	26	11	11	2	0	0	0	2	5		
	Female	16	11	5	0	0	0	0	0	2		
	Total	42	22	16	2	0	0	0	2	7		
<b>Out-of-School Suspensions</b>												
	Male	49	22	19	2	0	2	0	4	11		
	Female	17	10	7	0	0	0	0	0	4		
	Total	66	32	26	2	0	2	0	4	15		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	4	2	2	0	0	0	0	0	2		2
	Female	2	2	0	0	0	0	0	0	0		2
	Total	6	4	2	0	0	0	0	0	2		4
Out-of-School Suspensions	Male	12	4	4	4	0	0	0	0	4		4
	Female	4	2	2	0	0	0	0	0	0		0
	Total	16	6	6	4	0	0	0	0	4		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	68	23	35	5	0	0	0	5	17	8	2
	Female	58	17	35	2	0	2	0	2	17	5	0
	Total	126	40	70	7	0	2	0	7	34	13	2

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	35	8	23	2	0	0	0	2	23	2
	Female	38	8	26	2	0	2	0	0	23	0
	Total	73	16	49	4	0	2	0	2	46	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	18.9	34.4%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.0%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	2%
Mathematics	5,880	1%	45	1%	*	2%
Grade 4						
Reading	6,312	2%	55	1%	*	3%
Mathematics	6,311	2%	55	1%	*	3%
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	6	6%



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	6	6%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	22	3%
Reading	45,064	1%	367	1%	11	3%
Mathematics	40,350	1%	327	1%	11	3%
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** PEACH EL

**Campus ID:** 220901164

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	68%	60%	50%	75%	50%	*	*	-	*	56%	69%	13%	67%	67%	50%	72%	-	57%	-	*
	CWD	49%	38%	13%	0%	33%	*	-	-	-	*	17%	*	13%	-	*	10%	17%	-	-	-	-
	CWOD	79%	72%	67%	57%	80%	67%	*	*	-	*	62%	78%	-	67%	76%	57%	78%	-	57%	-	*
	EL	69%	67%	67%	*	75%	*	-	*	-	-	66%	*	*	76%	67%	53%	81%	-	-	-	-
	Male	73%	65%	50%	44%	57%	*	*	*	-	*	43%	67%	10%	57%	53%	50%	-	-	*	-	*
	Female	78%	72%	72%	59%	89%	*	-	-	-	*	71%	72%	17%	78%	81%	-	72%	-	*	-	-
Mathematics	All Students	78%	72%	61%	58%	63%	75%	*	*	-	*	57%	69%	38%	64%	55%	48%	73%	-	71%	-	*
	CWD	52%	44%	38%	29%	33%	*	-	-	-	*	42%	*	38%	-	*	30%	50%	-	-	-	-
	CWOD	81%	76%	64%	62%	67%	67%	*	*	-	*	60%	75%	-	64%	59%	52%	76%	-	71%	-	*
	EL	75%	75%	55%	*	54%	*	-	*	-	-	52%	*	*	59%	55%	47%	63%	-	-	-	-
	Male	78%	72%	48%	44%	48%	*	*	*	-	*	41%	67%	30%	52%	47%	48%	-	-	*	-	*
	Female	78%	72%	73%	74%	75%	*	-	-	-	*	74%	72%	50%	76%	63%	-	73%	-	*	-	-
Grade 4																						
Reading	All Students	74%	66%	57%	56%	57%	78%	*	*	-	50%	56%	61%	23%	61%	65%	52%	64%	-	*	*	*
	CWD	44%	34%	23%	14%	40%	-	-	-	-	*	29%	17%	23%	-	-	20%	*	-	-	*	-
	CWOD	78%	70%	61%	62%	58%	78%	*	*	-	60%	59%	70%	-	61%	65%	58%	66%	-	*	-	*
	EL	64%	64%	65%	67%	63%	*	*	*	-	-	61%	83%	-	65%	65%	68%	60%	-	-	-	-
	Male	71%	63%	52%	45%	53%	86%	-	-	-	*	55%	43%	20%	58%	68%	52%	-	-	*	*	-
	Female	77%	70%	64%	70%	61%	*	*	*	-	*	59%	74%	*	66%	60%	-	64%	-	*	-	*
Mathematics	All Students	74%	67%	44%	35%	45%	78%	*	*	-	83%	44%	45%	23%	47%	51%	45%	43%	-	*	*	*
	CWD	46%	36%	23%	0%	40%	-	-	-	-	*	43%	0%	23%	-	-	20%	*	-	-	*	-
	CWOD	78%	71%	47%	40%	46%	78%	*	*	-	80%	44%	56%	-	47%	51%	49%	44%	-	*	-	*
	EL	69%	69%	51%	33%	56%	*	*	*	-	-	48%	67%	-	51%	51%	59%	40%	-	-	-	-
	Male	74%	67%	45%	31%	47%	86%	-	-	-	*	45%	43%	20%	49%	59%	45%	-	-	*	*	-
	Female	74%	68%	43%	39%	43%	*	*	*	-	*	41%	47%	*	44%	40%	-	43%	-	*	-	*
Grade 5																						
Reading	All Students	86%	82%	74%	70%	83%	89%	*	*	-	67%	74%	75%	50%	78%	74%	64%	88%	-	*	-	-
	CWD	55%	48%	50%	50%	*	*	*	*	-	-	50%	*	50%	-	*	55%	*	-	*	-	-
	CWOD	89%	86%	78%	73%	84%	88%	-	*	-	67%	77%	80%	-	78%	77%	66%	91%	-	*	-	-
	EL	77%	76%	74%	*	82%	*	-	*	-	-	74%	*	*	77%	74%	60%	84%	-	-	-	-
	Male	83%	78%	64%	58%	75%	100%	*	*	-	*	66%	57%	55%	66%	60%	64%	-	-	*	-	-
	Female	88%	85%	88%	90%	90%	*	-	*	-	*	85%	100%	*	91%	84%	-	88%	-	-	-	-
Mathematics	All Students	89%	84%	79%	75%	85%	100%	*	*	-	83%	80%	79%	57%	83%	76%	76%	84%	-	*	-	-
	CWD	68%	61%	57%	50%	*	*	*	*	-	-	60%	*	57%	-	*	64%	*	-	*	-	-
	CWOD	92%	87%	83%	78%	84%	100%	-	*	-	83%	82%	85%	-	83%	80%	79%	87%	-	*	-	-
	EL	85%	82%	76%	*	86%	*	-	*	-	-	77%	*	*	80%	76%	73%	79%	-	-	-	-
	Male	88%	83%	76%	69%	90%	100%	*	*	-	*	79%	64%	64%	79%	73%	76%	-	-	*	-	-
	Female	90%	85%	84%	86%	81%	*	-	*	-	*	80%	100%	*	87%	79%	-	84%	-	-	-	-
Science	All Students	74%	65%	50%	44%	51%	100%	*	*	-	33%	53%	42%	50%	50%	47%	51%	50%	-	*	-	-
	CWD	45%	43%	50%	50%	*	*	*	*	-	-	60%	*	50%	-	*	55%	*	-	*	-	-

		2018-19 Federal Report Card																				
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 6 Reading	CWOD	77%	68%	50%	43%	51%	100%	-	*	-	33%	52%	45%	-	50%	43%	50%	51%	-	*	-	-
	EL	60%	55%	47%	*	46%	*	-	*	-	-	45%	*	*	43%	47%	33%	58%	-	-	-	-
	Male	74%	65%	51%	47%	50%	100%	*	*	-	*	53%	43%	55%	50%	33%	51%	-	-	*	-	-
	Female	73%	64%	50%	38%	52%	*	-	*	-	*	53%	40%	*	51%	58%	-	50%	-	-	-	-
	All Students	67%	68%	72%	69%	74%	60%	-	*	*	*	75%	63%	57%	73%	69%	69%	75%	-	80%	-	*
	CWD	33%	32%	57%	*	*	*	-	-	-	*	67%	*	57%	-	*	60%	*	-	-	-	-
	CWOD	71%	72%	73%	70%	76%	*	-	*	*	*	75%	65%	-	73%	71%	70%	76%	-	80%	-	*
Mathematics	EL	42%	49%	69%	*	67%	*	-	-	-	-	65%	*	*	71%	69%	73%	64%	-	-	-	*
	Male	62%	64%	69%	64%	76%	*	-	*	-	*	75%	50%	60%	70%	73%	69%	-	-	80%	-	*
	Female	71%	72%	75%	72%	71%	*	-	*	*	*	74%	75%	*	76%	64%	-	75%	-	-	-	-
	All Students	80%	82%	82%	75%	92%	60%	-	*	*	*	88%	63%	57%	84%	90%	81%	82%	-	80%	-	*
	CWD	50%	47%	57%	*	*	*	-	-	-	*	67%	*	57%	-	*	80%	*	-	-	-	-
	CWOD	83%	86%	84%	77%	95%	*	-	*	*	*	90%	65%	-	84%	93%	81%	86%	-	80%	-	*
	EL	67%	77%	90%	*	89%	*	-	-	-	-	88%	*	*	93%	90%	87%	93%	-	-	-	*
Grade 3 Reading	Male	78%	80%	81%	77%	90%	*	-	*	-	*	92%	50%	80%	81%	87%	81%	-	-	80%	-	*
	Female	81%	84%	82%	72%	94%	*	-	*	*	*	85%	75%	*	86%	93%	-	82%	-	-	-	-
	All Students	44%	37%	25%	20%	29%	25%	*	*	-	*	21%	33%	6%	28%	21%	17%	33%	-	29%	-	*
	CWD	26%	19%	6%	0%	17%	*	-	-	-	*	8%	*	6%	-	*	10%	0%	-	-	-	-
	CWOD	46%	39%	28%	23%	31%	33%	*	*	-	*	23%	38%	-	28%	24%	19%	37%	-	29%	-	*
	EL	35%	34%	21%	*	21%	*	-	*	-	-	14%	*	*	24%	21%	18%	25%	-	-	-	-
	Male	41%	34%	17%	13%	17%	*	*	*	-	*	15%	22%	10%	19%	18%	17%	-	-	*	-	*
Mathematics	Female	47%	39%	33%	30%	39%	*	-	-	-	*	29%	44%	0%	37%	25%	-	33%	-	*	-	-
	All Students	48%	39%	26%	23%	29%	25%	*	*	-	*	25%	31%	6%	29%	30%	23%	30%	-	14%	-	*
	CWD	30%	21%	6%	0%	17%	*	-	-	-	*	8%	*	6%	-	*	10%	0%	-	-	-	-
	CWOD	50%	42%	29%	26%	31%	33%	*	*	-	*	27%	34%	-	29%	34%	26%	33%	-	14%	-	*
	EL	41%	41%	30%	*	25%	*	-	*	-	-	28%	*	*	34%	30%	35%	25%	-	-	-	-
	Male	49%	41%	23%	19%	26%	*	*	*	-	*	22%	28%	10%	26%	35%	23%	-	-	*	-	*
	Female	46%	38%	30%	30%	32%	*	-	-	-	*	29%	33%	0%	33%	25%	-	30%	-	*	-	-
Grade 4 Reading	All Students	43%	35%	20%	15%	17%	44%	*	*	-	50%	20%	18%	23%	19%	14%	16%	25%	-	*	*	*
	CWD	24%	16%	23%	14%	40%	-	-	-	-	*	29%	17%	23%	-	-	20%	*	-	-	*	-
	CWOD	46%	38%	19%	16%	15%	44%	*	*	-	60%	20%	19%	-	19%	14%	15%	24%	-	*	-	*
	EL	30%	30%	14%	0%	11%	*	*	*	-	-	13%	17%	-	14%	14%	14%	13%	-	-	-	-
	Male	41%	33%	16%	10%	13%	43%	-	-	-	*	16%	14%	20%	15%	14%	16%	-	-	*	*	-
	Female	46%	38%	25%	22%	22%	*	*	*	-	*	26%	21%	*	24%	13%	-	25%	-	*	-	*
	All Students	46%	39%	19%	13%	17%	44%	*	*	-	50%	24%	6%	15%	19%	19%	19%	19%	-	*	*	*
Mathematics	CWD	27%	21%	15%	0%	40%	-	-	-	-	*	29%	0%	15%	-	-	10%	*	-	-	*	-
	CWOD	49%	41%	19%	16%	15%	44%	*	*	-	60%	23%	7%	-	19%	19%	20%	18%	-	*	-	*
	EL	39%	39%	19%	17%	15%	*	*	*	-	-	23%	0%	-	19%	19%	23%	13%	-	-	-	-
	Male	48%	40%	19%	14%	17%	57%	-	-	-	*	22%	7%	10%	20%	23%	19%	-	-	*	*	-
	Female	47%	39%	33%	30%	39%	*	-	-	-	*	29%	44%	0%	37%	25%	-	33%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	19%	13%	17%	*	*	*	-	*	26%	5%	*	18%	13%	-	19%	-	*	-	*
Grade 5 Reading	All	53%	46%	32%	30%	34%	56%	*	*	-	17%	33%	29%	14%	35%	24%	27%	40%	-	*	-	-
	Students																					
	CWD	27%	23%	14%	33%	*	*	*	*	-	-	20%	*	14%	-	*	18%	*	-	*	-	-
	CWOD	56%	49%	35%	29%	38%	63%	-	*	-	17%	35%	35%	-	35%	27%	29%	43%	-	*	-	-
	EL	36%	35%	24%	*	21%	*	-	*	-	-	23%	*	*	27%	24%	13%	32%	-	-	-	-
	Male	50%	42%	27%	28%	30%	40%	*	*	-	*	28%	21%	18%	29%	13%	27%	-	-	*	-	-
	Female	56%	51%	40%	33%	38%	*	-	*	-	*	40%	40%	*	43%	32%	-	40%	-	-	-	-
Mathematics	All	57%	47%	35%	35%	27%	89%	*	*	-	17%	38%	25%	36%	35%	24%	33%	38%	-	*	-	-
	Students																					
	CWD	31%	28%	36%	33%	*	*	*	*	-	-	40%	*	36%	-	*	45%	*	-	*	-	-
	CWOD	60%	49%	35%	35%	24%	88%	-	*	-	17%	37%	25%	-	35%	20%	30%	40%	-	*	-	-
	EL	46%	41%	24%	*	21%	*	-	*	-	-	23%	*	*	20%	24%	27%	21%	-	-	-	-
	Male	56%	47%	33%	28%	35%	100%	*	*	-	*	34%	29%	45%	30%	27%	33%	-	-	*	-	-
	Female	57%	47%	38%	48%	19%	*	-	*	-	*	43%	20%	*	40%	21%	-	38%	-	-	-	-
Science	All	48%	38%	30%	26%	20%	100%	*	*	-	17%	30%	29%	43%	28%	18%	30%	30%	-	*	-	-
	Students																					
	CWD	27%	27%	43%	50%	*	*	*	*	-	-	50%	*	43%	-	*	45%	*	-	*	-	-
	CWOD	50%	39%	28%	24%	19%	100%	-	*	-	17%	28%	30%	-	28%	13%	27%	30%	-	*	-	-
	EL	31%	26%	18%	*	11%	*	-	*	-	-	16%	*	*	13%	18%	13%	21%	-	-	-	-
	Male	50%	40%	30%	25%	25%	100%	*	*	-	*	30%	29%	45%	27%	13%	30%	-	-	*	-	-
	Female	45%	37%	30%	29%	14%	*	-	*	-	*	30%	30%	*	30%	21%	-	30%	-	-	-	-
Grade 6 Reading	All	36%	37%	27%	24%	29%	20%	-	*	*	*	28%	25%	29%	27%	24%	27%	27%	-	0%	-	*
	Students																					
	CWD	19%	17%	29%	*	*	*	-	-	-	*	33%	*	29%	-	*	40%	*	-	-	-	-
	CWOD	38%	40%	27%	23%	30%	*	-	*	*	*	28%	26%	-	27%	25%	26%	29%	-	0%	-	*
	EL	14%	17%	24%	*	26%	*	-	-	-	-	23%	*	*	25%	24%	40%	7%	-	-	-	*
	Male	33%	33%	27%	14%	38%	*	-	*	-	*	31%	17%	40%	26%	40%	27%	-	-	0%	-	*
	Female	40%	42%	27%	31%	18%	*	-	*	*	*	26%	33%	*	29%	7%	-	27%	-	-	-	-
Mathematics	All	46%	49%	47%	37%	58%	40%	-	*	*	*	49%	42%	43%	48%	55%	54%	41%	-	20%	-	*
	Students																					
	CWD	23%	21%	43%	*	*	*	-	-	-	*	50%	*	43%	-	*	60%	*	-	-	-	-
	CWOD	48%	52%	48%	36%	59%	*	-	*	*	*	49%	43%	-	48%	57%	53%	43%	-	20%	-	*
	EL	27%	35%	55%	*	52%	*	-	-	-	-	54%	*	*	57%	55%	67%	43%	-	-	-	*
	Male	45%	48%	54%	41%	71%	*	-	*	-	*	56%	50%	60%	53%	67%	54%	-	-	20%	-	*
	Female	46%	50%	41%	34%	41%	*	-	*	*	*	44%	33%	*	43%	43%	-	41%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	15%	12%	18%	13%	*	*	-	*	12%	22%	0%	17%	15%	9%	22%	-	14%	-	*
	Students																					
	CWD	10%	7%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	29%	23%	17%	13%	20%	17%	*	*	-	*	14%	25%	-	17%	17%	11%	24%	-	14%	-	*
	EL	19%	20%	15%	*	13%	*	-	*	-	-	7%	*	*	17%	15%	12%	19%	-	-	-	-
	Male	24%	19%	9%	6%	9%	*	*	*	-	*	7%	17%	0%	11%	12%	9%	-	-	*	-	*
	Female	29%	24%	22%	19%	25%	*	-	-	-	*	19%	28%	0%	24%	19%	-	22%	-	*	-	-



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	12%	Amer	12%	25%	Ind	*	Isl	Races	Disadv	Econ	0%	14%	18%	14%	10%	-	14%	-	*
Mathematics	All	24%	18%	12%	10%	12%	25%	*	*	-	*	15%	6%	0%	14%	18%	14%	10%	-	14%	-	*
	Students																					
	CWD	12%	8%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	19%	14%	11%	13%	33%	*	*	-	*	17%	6%	-	14%	21%	17%	11%	-	14%	-	*
	EL	18%	20%	18%	*	13%	*	-	*	-	-	14%	*	*	21%	18%	29%	6%	-	-	-	-
	Male	26%	20%	14%	6%	17%	*	*	*	-	*	17%	6%	0%	17%	29%	14%	-	-	*	-	*
	Female	22%	16%	10%	15%	7%	*	-	-	-	*	12%	6%	0%	11%	6%	-	10%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	7%	6%	8%	0%	*	*	-	17%	9%	0%	0%	7%	5%	3%	11%	-	*	*	*
	Students																					
	CWD	8%	4%	0%	0%	0%	-	-	-	-	*	0%	0%	0%	-	-	0%	*	-	-	*	-
	CWOD	23%	18%	7%	7%	8%	0%	*	*	-	20%	10%	0%	-	7%	5%	3%	12%	-	*	-	*
	EL	12%	13%	5%	0%	7%	*	*	*	-	-	6%	0%	-	5%	5%	5%	7%	-	-	-	-
	Male	20%	15%	3%	3%	3%	0%	-	-	-	-	4%	0%	0%	3%	5%	3%	-	-	*	*	-
	Female	23%	18%	11%	9%	13%	*	*	*	-	*	18%	0%	*	12%	7%	-	11%	-	*	-	*
Mathematics	All	27%	22%	11%	10%	8%	22%	*	*	-	33%	13%	3%	0%	12%	8%	10%	11%	-	*	*	*
	Students																					
	CWD	13%	7%	0%	0%	0%	-	-	-	-	*	0%	0%	0%	-	-	0%	*	-	-	*	-
	CWOD	29%	23%	12%	11%	8%	22%	*	*	-	40%	15%	4%	-	12%	8%	12%	12%	-	*	-	*
	EL	20%	22%	8%	0%	7%	*	*	*	-	-	10%	0%	-	8%	8%	9%	7%	-	-	-	-
	Male	29%	23%	10%	7%	10%	29%	-	-	-	-	13%	0%	0%	12%	9%	10%	-	-	*	*	-
	Female	25%	20%	11%	13%	4%	*	*	*	-	*	15%	5%	*	12%	7%	-	11%	-	*	-	*
Grade 5																						
Reading	All	29%	24%	15%	12%	12%	44%	*	*	-	0%	14%	17%	7%	16%	9%	15%	14%	-	*	-	-
	Students																					
	CWD	9%	8%	7%	17%	*	*	*	*	-	-	10%	*	7%	-	*	9%	*	-	*	-	-
	CWOD	31%	26%	16%	12%	14%	50%	-	*	-	0%	14%	20%	-	16%	10%	16%	15%	-	*	-	-
	EL	14%	13%	9%	*	7%	*	-	*	-	-	6%	*	*	10%	9%	13%	5%	-	-	-	-
	Male	26%	21%	15%	11%	20%	40%	*	*	-	*	17%	7%	9%	16%	13%	15%	-	-	*	-	-
	Female	31%	27%	14%	14%	5%	*	-	*	-	*	10%	30%	*	15%	5%	-	14%	-	-	-	-
Mathematics	All	36%	27%	20%	18%	15%	67%	*	*	-	0%	19%	21%	14%	20%	12%	19%	20%	-	*	-	-
	Students																					
	CWD	14%	12%	14%	17%	*	*	*	*	-	-	10%	*	14%	-	*	18%	*	-	*	-	-
	CWOD	38%	28%	20%	18%	16%	63%	-	*	-	0%	20%	20%	-	20%	13%	20%	21%	-	*	-	-
	EL	24%	20%	12%	*	11%	*	-	*	-	-	10%	*	*	13%	12%	13%	11%	-	-	-	-
	Male	36%	28%	19%	11%	20%	100%	*	*	-	*	19%	21%	18%	20%	13%	19%	-	-	*	-	-
	Female	35%	26%	20%	29%	10%	*	-	*	-	*	20%	20%	*	21%	11%	-	20%	-	-	-	-
Science	All	23%	17%	12%	7%	7%	67%	*	*	-	0%	12%	13%	0%	14%	12%	12%	12%	-	*	-	-
	Students																					
	CWD	11%	9%	0%	0%	*	*	*	*	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	25%	18%	14%	8%	8%	75%	-	*	-	0%	13%	15%	-	14%	13%	14%	13%	-	*	-	-
	EL	11%	9%	12%	*	7%	*	-	*	-	-	10%	*	*	13%	12%	7%	16%	-	-	-	-
	Male	25%	19%	12%	8%	10%	60%	*	*	-	*	11%	14%	0%	14%	7%	12%	-	-	*	-	-
	Female	21%	15%	12%	5%	5%	*	-	*	-	*	13%	10%	*	13%	16%	-	12%	-	-	-	-
Grade 6																						
Reading	All	17%	18%	16%	12%	16%	20%	-	*	*	*	16%	17%	14%	16%	10%	13%	20%	-	0%	-	*
	Students																					
	CWD	6%	5%	14%	*	*	*	-	-	-	*	17%	*	14%	-	*	20%	*	-	-	-	-
	CWOD	18%	19%	16%	13%	16%	*	-	*	*	*	16%	17%	-	16%	11%	12%	20%	-	0%	-	*
	EL	4%	5%	10%	*	11%	*	-	-	-	-	12%	*	*	11%	10%	13%	7%	-	-	-	*
	Male	14%	15%	13%	0%	19%	*	-	*	-	*	14%	8%	20%	12%	13%	13%	-	-	0%	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	20%	21%	12%	*	-	*	*	Races	Disadv	Econ	*	20%	7%	-	20%	-	-	-	-
Mathematics	All	20%	24%	19%	14%	26%	0%	-	*	*	*	19%	21%	0%	21%	24%	27%	12%	-	0%	-	*
	Students																					
	CWD	9%	6%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	26%	21%	15%	27%	*	-	*	*	*	20%	22%	-	21%	25%	30%	12%	-	0%	-	*
	EL	8%	12%	24%	*	22%	*	-	-	-	-	23%	*	*	25%	24%	33%	14%	-	-	-	*
	Male	20%	24%	27%	18%	38%	*	-	*	-	*	25%	33%	0%	30%	33%	27%	-	-	0%	-	*
	Female	20%	23%	12%	10%	12%	*	-	*	*	*	13%	8%	*	12%	14%	-	12%	-	-	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	64%	59%	68%	79%	14%	53%	*	68%	64%	63%	39%	67%	65%	59%	70%	-	70%	*	92%
	Students																					
	CWD	46%	38%	39%	30%	47%	78%	*	17%	-	50%	46%	21%	39%	-	36%	41%	32%	-	*	*	-
	CWOD	81%	77%	67%	63%	70%	79%	*	69%	*	71%	66%	69%	-	67%	68%	62%	73%	-	68%	-	92%
	EL	62%	63%	65%	39%	69%	87%	*	40%	-	-	64%	77%	36%	68%	65%	61%	69%	-	-	-	*
	Male	74%	70%	59%	53%	63%	84%	0%	44%	-	58%	60%	55%	41%	62%	61%	59%	-	-	72%	*	*
	Female	80%	76%	70%	67%	73%	71%	*	60%	*	81%	70%	71%	32%	73%	69%	-	70%	-	63%	-	88%
Reading	All	73%	69%	65%	61%	71%	71%	*	50%	*	65%	65%	67%	32%	69%	68%	58%	74%	-	71%	*	100%
	Students																					
	CWD	39%	30%	32%	25%	44%	*	*	*	-	*	37%	20%	32%	-	22%	33%	29%	-	*	*	-
	CWOD	78%	73%	69%	65%	74%	74%	*	67%	*	71%	68%	74%	-	69%	72%	62%	78%	-	69%	-	100%
	EL	54%	55%	68%	46%	72%	86%	*	33%	-	-	67%	81%	22%	72%	68%	64%	73%	-	-	-	*
	Male	69%	64%	58%	52%	64%	79%	*	*	-	50%	59%	55%	33%	62%	64%	58%	-	-	77%	*	*
	Female	78%	74%	74%	72%	79%	58%	*	*	*	86%	73%	78%	29%	78%	73%	-	74%	-	*	-	*
Mathematics	All	81%	77%	66%	61%	69%	81%	*	50%	*	82%	66%	63%	42%	69%	67%	61%	71%	-	71%	*	83%
	Students																					
	CWD	53%	44%	42%	29%	50%	*	*	*	-	*	51%	20%	42%	-	33%	44%	36%	-	*	*	-
	CWOD	84%	81%	69%	65%	71%	78%	*	67%	*	86%	68%	70%	-	69%	69%	64%	73%	-	69%	-	83%
	EL	72%	74%	67%	38%	72%	86%	*	33%	-	-	66%	75%	33%	69%	67%	65%	69%	-	-	-	*
	Male	79%	75%	61%	55%	66%	84%	*	*	-	70%	63%	57%	44%	64%	65%	61%	-	-	69%	*	*
	Female	82%	79%	71%	68%	72%	75%	*	*	*	100%	71%	69%	36%	73%	69%	-	71%	-	*	-	*
Science	All	80%	75%	50%	44%	51%	100%	*	*	-	33%	53%	42%	50%	50%	47%	51%	50%	-	*	-	-
	Students																					
	CWD	51%	44%	50%	50%	*	*	*	*	-	-	60%	*	50%	-	*	55%	*	-	*	-	-
	CWOD	84%	79%	50%	43%	51%	100%	-	*	-	33%	52%	45%	-	50%	43%	50%	51%	-	*	-	-
	EL	61%	60%	47%	*	46%	*	-	*	-	-	45%	*	*	43%	47%	33%	58%	-	-	-	-
	Male	79%	74%	51%	47%	50%	100%	*	*	-	*	53%	43%	55%	50%	33%	51%	-	-	*	-	-
	Female	81%	77%	50%	38%	52%	*	-	*	-	*	53%	40%	*	51%	58%	-	50%	-	-	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	29%	25%	28%	52%	0%	53%	*	33%	30%	26%	22%	29%	25%	26%	31%	-	27%	*	50%
	Students																					
	CWD	24%	18%	22%	20%	25%	44%	*	17%	-	0%	28%	9%	22%	-	18%	27%	10%	-	*	*	-
	CWOD	52%	47%	29%	26%	28%	53%	*	69%	*	38%	30%	29%	-	29%	25%	26%	33%	-	21%	-	50%
	EL	29%	29%	25%	18%	23%	60%	*	40%	-	-	23%	34%	18%	25%	25%	27%	22%	-	-	-	*
	Male	47%	41%	26%	21%	29%	58%	0%	44%	-	8%	27%	24%	27%	26%	27%	26%	-	-	34%	*	*
	Female	52%	47%	31%	30%	27%	43%	*	60%	*	69%	33%	28%	10%	33%	22%	-	31%	-	0%	-	25%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	26%	22%	27%	39%	*	50%	*	35%	26%	26%	16%	27%	20%	21%	31%	-	24%	*	67%
Reading	All	47%	42%	26%	22%	27%	39%	*	50%	*	35%	26%	26%	16%	27%	20%	21%	31%	-	24%	*	67%
	Students																					
	CWD	21%	15%	16%	17%	19%	*	*	*	-	*	20%	7%	16%	-	0%	19%	7%	-	*	*	-
	CWOD	50%	45%	27%	23%	28%	41%	*	67%	*	43%	26%	29%	-	27%	22%	22%	33%	-	19%	-	67%
	EL	23%	24%	20%	8%	20%	43%	*	33%	-	-	18%	38%	0%	22%	20%	20%	20%	-	-	-	*
	Male	43%	37%	21%	17%	23%	42%	*	*	-	10%	22%	19%	19%	22%	20%	21%	-	-	31%	*	*
	Female	51%	47%	31%	29%	30%	33%	*	*	*	71%	30%	34%	7%	33%	20%	-	31%	-	*	-	*
Mathematics	All	51%	45%	31%	27%	31%	52%	*	50%	*	35%	33%	25%	22%	32%	31%	31%	32%	-	24%	*	33%
	Students																					
	CWD	26%	21%	22%	17%	31%	*	*	*	-	*	29%	7%	22%	-	22%	28%	7%	-	*	*	-
	CWOD	54%	49%	32%	29%	31%	52%	*	67%	*	43%	34%	27%	-	32%	31%	31%	34%	-	19%	-	33%
	EL	37%	37%	31%	31%	28%	71%	*	33%	-	-	31%	31%	22%	31%	31%	36%	25%	-	-	-	*
	Male	50%	44%	31%	24%	35%	63%	*	*	-	0%	32%	28%	28%	31%	36%	31%	-	-	31%	*	*
	Female	51%	47%	32%	31%	27%	33%	*	*	*	86%	35%	22%	7%	34%	25%	-	32%	-	*	-	*
Science	All	53%	47%	30%	26%	20%	100%	*	*	-	17%	30%	29%	43%	28%	18%	30%	30%	-	*	-	-
	Students																					
	CWD	25%	20%	43%	50%	*	*	*	*	-	-	50%	*	43%	-	*	45%	*	-	*	-	-
	CWOD	56%	50%	28%	24%	19%	100%	-	*	-	17%	28%	30%	-	28%	13%	27%	30%	-	*	-	-
	EL	26%	25%	18%	*	11%	*	-	*	-	-	16%	*	*	13%	18%	13%	21%	-	-	-	-
	Male	53%	46%	30%	25%	25%	100%	*	*	-	*	30%	29%	45%	27%	13%	30%	-	-	*	-	-
	Female	53%	48%	30%	29%	14%	*	-	*	-	*	30%	30%	*	30%	21%	-	30%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	14%	11%	13%	31%	0%	47%	*	13%	14%	12%	4%	15%	12%	13%	15%	-	11%	*	8%
	Students																					
	CWD	8%	6%	4%	4%	0%	22%	*	0%	-	0%	4%	3%	4%	-	0%	5%	0%	-	*	*	-
	CWOD	25%	21%	15%	12%	14%	32%	*	69%	*	15%	15%	14%	-	15%	13%	15%	16%	-	9%	-	8%
	EL	11%	11%	12%	11%	11%	20%	*	33%	-	-	11%	26%	0%	13%	12%	14%	10%	-	-	-	*
	Male	22%	18%	13%	8%	15%	37%	0%	44%	-	0%	14%	12%	5%	15%	14%	13%	-	-	14%	*	*
	Female	24%	21%	15%	15%	11%	21%	*	50%	*	31%	15%	13%	0%	16%	10%	-	15%	-	0%	-	0%
Reading	All	20%	17%	13%	10%	13%	19%	*	50%	*	18%	13%	14%	4%	14%	10%	10%	17%	-	12%	*	17%
	Students																					
	CWD	7%	5%	4%	4%	0%	*	*	*	-	*	6%	0%	4%	-	0%	6%	0%	-	*	*	-
	CWOD	22%	19%	14%	11%	14%	19%	*	67%	*	21%	14%	16%	-	14%	10%	10%	18%	-	6%	-	17%
	EL	8%	8%	10%	8%	9%	0%	*	33%	-	-	8%	25%	0%	10%	10%	10%	9%	-	-	-	*
	Male	17%	14%	10%	6%	12%	21%	*	*	-	0%	10%	9%	6%	10%	10%	10%	-	-	15%	*	*
	Female	23%	20%	17%	16%	15%	17%	*	*	*	43%	16%	19%	0%	18%	9%	-	17%	-	*	-	*
Mathematics	All	26%	22%	15%	13%	14%	32%	*	50%	*	12%	16%	11%	4%	16%	15%	17%	13%	-	6%	*	0%
	Students																					
	CWD	11%	6%	4%	4%	0%	*	*	*	-	*	3%	7%	4%	-	0%	6%	0%	-	*	*	-
	CWOD	28%	24%	16%	14%	16%	33%	*	67%	*	14%	18%	12%	-	16%	16%	19%	14%	-	6%	-	0%
	EL	16%	16%	15%	15%	13%	29%	*	33%	-	-	14%	25%	0%	16%	15%	20%	9%	-	-	-	*
	Male	25%	22%	17%	10%	20%	47%	*	*	-	0%	18%	14%	6%	19%	20%	17%	-	-	8%	*	*
	Female	26%	22%	13%	16%	8%	8%	*	*	*	29%	15%	8%	0%	14%	9%	-	13%	-	*	-	*
Science	All	24%	20%	12%	7%	7%	67%	*	*	-	0%	12%	13%	0%	14%	12%	12%	12%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	0%	*	*	*	*	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	26%	22%	14%	8%	8%	75%	-	*	-	0%	13%	15%	-	14%	13%	14%	13%	-	*	-	-
	EL	7%	7%	12%	*	7%	*	-	*	-	-	10%	*	*	13%	12%	7%	16%	-	-	-	-
	Male	25%	21%	12%	8%	10%	60%	*	*	-	*	11%	14%	0%	14%	7%	12%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	12%	5%	5%	*	-	*	-	*	13%	10%	*	13%	16%	-	12%	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	62	68	52	*	60	*	64	67	41	70
CWD	41	35	86	*	*	*	-	*	55	41	*
CWOD	66	66	66	55	*	*	*	70	68	-	71
EL	70	86	69	*	*	*	-	-	74	*	70
Male	61	57	70	50	*	*	-	50	67	33	72
Female	67	67	65	57	*	*	*	80	67	63	67
<b>Mathematics</b>											
All Students	71	72	71	64	*	60	*	77	72	55	71
CWD	55	56	64	*	*	*	-	*	63	55	*
CWOD	73	75	71	63	*	*	*	75	73	-	73
EL	71	86	71	*	*	*	-	-	72	*	71
Male	69	72	69	64	*	*	-	67	70	57	65
Female	73	73	73	64	*	*	*	90	74	50	77

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	215	30	14%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	32	36	54	5	51	*	38	36	22	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%20](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%20) 12/17

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	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 Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	*	*	*	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

#### 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.



'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

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%	45	1%	*	1%
Mathematics	5,880	1%	45	1%	*	1%
Grade 4						
Reading	6,312	2%	55	1%	*	2%
Mathematics	6,311	2%	55	1%	*	2%
Grade 5						
Reading	6,133	1%	59	1%	*	3%
Mathematics	6,131	1%	59	1%	*	3%
Science	6,133	1%	59	1%	*	3%
Grade 6						
Reading	6,038	1%	50	1%	*	3%
Mathematics	6,036	1%	50	1%	*	3%
Grade 7						
Reading	5,616	1%	44	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	26	2%
Reading	45,064	1%	367	1%	11	2%
Mathematics	40,350	1%	327	1%	11	2%
Science	16,337	1%	131	1%	*	3%

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	English Language Learners	61	65	39	35	12	10	2	1
		Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%

Grade	Subject	Student Group	Rate
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\* Indicates reporting standards not met.  
'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** PEARCY EL

**Campus ID:** 220901154

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	87%	81%	100%	75%	*	83%	*	*	83%	91%	57%	91%	94%	89%	85%	-	-	-	-
	CWD	49%	38%	57%	*	*	*	-	-	-	-	67%	*	57%	-	*	67%	*	-	-	-	-
	CWOD	79%	72%	91%	89%	100%	83%	*	83%	*	*	88%	95%	-	91%	94%	95%	88%	-	-	-	-
	EL	69%	67%	94%	*	100%	*	*	83%	-	-	90%	100%	*	94%	94%	100%	88%	-	-	-	-
	Male	73%	65%	89%	80%	100%	80%	*	*	-	*	88%	91%	67%	95%	100%	89%	-	-	-	-	-
	Female	78%	72%	85%	82%	100%	*	-	*	*	*	79%	92%	*	88%	88%	-	85%	-	-	-	-
Mathematics	All Students	78%	72%	91%	90%	93%	75%	*	100%	*	*	87%	96%	71%	93%	100%	93%	88%	-	-	-	-
	CWD	52%	44%	71%	*	*	*	-	-	-	-	67%	*	71%	-	*	83%	*	-	-	-	-
	CWOD	81%	76%	93%	94%	92%	83%	*	100%	*	*	92%	95%	-	93%	100%	95%	92%	-	-	-	-
	EL	75%	75%	100%	*	100%	*	*	100%	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	Male	78%	72%	93%	90%	100%	80%	*	*	-	*	88%	100%	83%	95%	100%	93%	-	-	-	-	-
	Female	78%	72%	88%	91%	83%	*	-	*	*	*	86%	92%	*	92%	100%	-	88%	-	-	-	-
Grade 4 Reading	All Students	74%	66%	70%	65%	69%	64%	-	80%	-	*	70%	69%	17%	75%	62%	62%	78%	-	*	-	*
	CWD	44%	34%	17%	*	*	*	-	*	-	-	20%	*	17%	-	20%	*	*	-	-	-	-
	CWOD	78%	70%	75%	69%	73%	78%	-	78%	-	*	77%	72%	-	75%	75%	65%	85%	-	*	-	*
	EL	64%	64%	62%	*	57%	*	-	88%	-	-	65%	*	20%	75%	62%	58%	67%	-	-	-	-
	Male	71%	63%	62%	54%	50%	83%	-	67%	-	-	62%	62%	*	65%	58%	62%	-	-	*	-	*
	Female	77%	70%	78%	72%	100%	40%	-	*	-	*	78%	77%	*	85%	67%	-	78%	-	*	-	-
Mathematics	All Students	74%	67%	86%	84%	81%	82%	-	90%	-	*	84%	88%	33%	91%	71%	88%	83%	-	*	-	*
	CWD	46%	36%	33%	*	*	*	-	*	-	-	40%	*	33%	-	20%	*	*	-	-	-	-
	CWOD	78%	71%	91%	86%	87%	100%	-	89%	-	*	90%	92%	-	91%	88%	90%	91%	-	*	-	*
	EL	69%	69%	71%	*	71%	*	-	88%	-	-	76%	*	20%	88%	71%	75%	67%	-	-	-	-
	Male	74%	67%	88%	92%	70%	100%	-	83%	-	-	86%	92%	*	90%	75%	88%	-	-	*	-	*
	Female	74%	68%	83%	78%	100%	60%	-	*	-	*	83%	85%	*	91%	67%	-	83%	-	*	-	-
Grade 5 Reading	All Students	86%	82%	93%	94%	94%	78%	*	100%	-	100%	93%	92%	70%	97%	93%	94%	92%	-	*	-	*
	CWD	55%	48%	70%	86%	*	*	-	*	-	-	86%	*	70%	-	*	80%	60%	-	-	-	-
	CWOD	89%	86%	97%	96%	100%	88%	*	100%	-	100%	95%	100%	-	97%	92%	97%	97%	-	*	-	*
	EL	77%	76%	93%	-	100%	*	-	*	-	*	88%	100%	*	92%	93%	90%	*	-	-	-	-
	Male	83%	78%	94%	100%	89%	83%	-	*	-	*	95%	93%	80%	97%	90%	94%	-	-	-	-	*
	Female	88%	85%	92%	89%	100%	*	*	*	-	*	92%	91%	60%	97%	*	-	92%	-	*	-	-
Mathematics	All Students	89%	84%	99%	100%	100%	89%	*	100%	-	100%	100%	96%	90%	100%	100%	100%	97%	-	*	-	*
	CWD	68%	61%	90%	100%	*	*	-	*	-	-	100%	*	90%	-	*	100%	80%	-	-	-	-
	CWOD	92%	87%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	*	-	*
	EL	85%	82%	100%	-	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	*	-	-	-	-
	Male	88%	83%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-	-	-	*
	Female	90%	85%	97%	100%	100%	*	*	*	-	*	100%	91%	80%	100%	*	-	97%	-	*	-	-
Science	All Students	74%	65%	99%	100%	100%	89%	*	100%	-	100%	100%	96%	90%	100%	100%	100%	97%	-	*	-	*
	CWD	45%	43%	90%	100%	*	*	-	*	-	-	100%	*	90%	-	*	100%	80%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster		
					Amer			Ind		Isl	More	Disadv	Econ								Care	Military	
Grade 3	CWOD	77%	68%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	*	-	*	
	EL	60%	55%	100%	-	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	*	-	-	-	-	
	Male	74%	65%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-	-	-	*	
	Female	73%	64%	97%	100%	100%	*	*	*	-	*	100%	91%	80%	100%	*	-	97%	-	*	-	-	
	Reading	All	67%	68%	76%	75%	82%	73%	-	71%	-	*	74%	80%	20%	80%	64%	74%	77%	-	*	-	*
	Students	CWD	33%	32%	20%	*	-	*	-	-	-	*	*	*	20%	-	*	*	*	-	-	-	*
	CWOD	71%	72%	80%	77%	82%	89%	-	71%	-	*	79%	84%	-	80%	69%	81%	80%	-	*	-	*	
Grade 6	EL	42%	49%	64%	*	67%	60%	-	*	-	-	64%	-	*	69%	64%	60%	*	-	-	-	-	
	Male	62%	64%	74%	81%	75%	67%	-	*	-	*	75%	73%	*	81%	60%	74%	-	-	*	-	-	
	Female	71%	72%	77%	67%	89%	80%	-	*	-	*	73%	89%	*	80%	*	-	77%	-	*	-	*	
	Mathematics	All	80%	82%	89%	79%	94%	100%	-	100%	-	*	89%	90%	80%	90%	93%	91%	87%	-	*	-	*
	Students	CWD	50%	47%	80%	*	-	*	-	-	-	*	*	*	80%	-	*	*	*	-	-	-	*
	CWOD	83%	86%	90%	81%	94%	100%	-	100%	-	*	90%	89%	-	90%	92%	90%	90%	-	*	-	*	
	EL	67%	77%	93%	*	83%	100%	-	*	-	-	93%	-	*	92%	93%	90%	*	-	-	-	-	
STAAR Percent at Meets Grade Level or Above	Male	78%	80%	91%	88%	88%	100%	-	*	-	*	92%	91%	*	90%	90%	91%	-	-	*	-	-	
	Female	81%	84%	87%	67%	100%	100%	-	*	-	*	86%	89%	*	90%	*	-	87%	-	*	-	*	
	Grade 3	All	44%	37%	62%	43%	86%	63%	*	67%	*	*	50%	78%	29%	67%	76%	67%	58%	-	-	-	-
	Reading	Students	CWD	26%	19%	29%	*	*	*	-	-	-	33%	*	29%	-	*	33%	*	-	-	-	-
	CWOD	46%	39%	67%	44%	92%	83%	*	67%	*	*	54%	82%	-	67%	81%	76%	60%	-	-	-	-	
	EL	35%	34%	76%	*	80%	*	*	67%	-	-	60%	100%	*	81%	76%	89%	63%	-	-	-	-	
	Male	41%	34%	67%	40%	88%	60%	*	*	-	*	56%	82%	33%	76%	89%	67%	-	-	-	-	-	
Grade 6	Female	47%	39%	58%	45%	83%	*	-	*	*	*	43%	75%	*	60%	63%	-	58%	-	-	-	-	
	Mathematics	All	48%	39%	64%	57%	71%	38%	*	100%	*	*	70%	57%	43%	67%	100%	67%	62%	-	-	-	-
	Students	CWD	30%	21%	43%	*	*	*	-	-	-	50%	*	43%	-	*	50%	*	-	-	-	-	
	CWOD	50%	42%	67%	67%	67%	33%	*	100%	*	*	75%	59%	-	67%	100%	71%	64%	-	-	-	-	
	EL	41%	41%	100%	*	100%	*	*	100%	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-	
	Male	49%	41%	67%	60%	75%	40%	*	*	-	*	75%	55%	50%	71%	100%	67%	-	-	-	-	-	
	Female	46%	38%	62%	55%	67%	*	-	*	*	*	64%	58%	*	64%	100%	-	62%	-	-	-	-	
Grade 4	Reading	All	43%	35%	41%	35%	44%	55%	-	50%	-	*	43%	38%	0%	45%	38%	32%	50%	-	*	-	*
Grade 6	Students	CWD	24%	16%	0%	*	*	*	-	*	-	-	0%	*	0%	-	0%	*	*	-	-	-	-
	CWOD	46%	38%	45%	38%	47%	67%	-	56%	-	*	49%	40%	-	45%	50%	35%	55%	-	*	-	*	
	EL	30%	30%	38%	*	29%	*	-	50%	-	-	35%	*	0%	50%	38%	25%	56%	-	-	-	-	
	Male	41%	33%	32%	15%	30%	67%	-	33%	-	-	33%	31%	*	35%	25%	32%	-	-	*	-	*	
	Female	46%	38%	50%	50%	67%	40%	-	*	-	*	52%	46%	*	55%	56%	-	50%	-	*	-	-	
	Mathematics	All	46%	39%	66%	55%	56%	73%	-	90%	-	*	66%	65%	17%	70%	62%	65%	67%	-	*	-	*
	Students	CWD	27%	21%	17%	*	*	*	-	*	-	-	20%	*	17%	-	20%	*	*	-	-	-	-
CWOD	49%	41%	70%	59%	60%	89%	-	89%	-	*	72%	68%	-	70%	75%	68%	73%	-	*	-	*		
Grade 6	EL	39%	39%	62%	*	43%	*	-	88%	-	-	65%	*	20%	75%	62%	58%	67%	-	-	-	-	
	Male	48%	40%	65%	54%	40%	100%	-	83%	-	-	67%	62%	*	68%	58%	65%	-	-	*	-	*	
	Female																						



		State	District	Campus	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
		45%	38%	67%	56%	83%	40%	-	*	-	*	65%	69%	*	73%	67%	-	67%	-	*	-	-
Grade 5 Reading	All Students	53%	46%	77%	78%	69%	78%	*	83%	-	83%	75%	81%	40%	83%	64%	71%	83%	-	*	-	*
	CWD	27%	23%	40%	57%	*	*	-	*	-	-	43%	*	40%	-	*	40%	40%	-	-	-	-
	CWOD	56%	49%	83%	84%	73%	88%	*	100%	-	83%	81%	87%	-	83%	69%	76%	90%	-	*	-	*
	EL	36%	35%	64%	-	57%	*	-	*	-	*	63%	67%	*	69%	64%	50%	*	-	-	-	-
	Male	50%	42%	71%	77%	56%	83%	-	*	-	*	68%	73%	40%	76%	50%	71%	-	-	-	-	*
	Female	56%	51%	83%	79%	86%	*	*	*	-	*	80%	91%	40%	90%	*	-	83%	-	*	-	-
Mathematics	All Students	57%	47%	93%	94%	94%	89%	*	100%	-	83%	95%	88%	60%	98%	100%	97%	89%	-	*	-	*
	CWD	31%	28%	60%	71%	*	*	-	*	-	-	71%	*	60%	-	*	80%	40%	-	-	-	-
	CWOD	60%	49%	98%	100%	100%	100%	*	100%	-	83%	100%	96%	-	98%	100%	100%	97%	-	*	-	*
	EL	46%	41%	100%	-	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	*	-	-	-	-
	Male	56%	47%	97%	100%	89%	100%	-	*	-	*	100%	93%	80%	100%	100%	97%	-	-	-	-	*
	Female	57%	47%	89%	89%	100%	*	*	*	-	*	92%	82%	40%	97%	*	-	89%	-	*	-	-
Science	All Students	48%	38%	81%	69%	100%	67%	*	100%	-	100%	82%	81%	70%	83%	93%	88%	75%	-	*	-	*
	CWD	27%	27%	70%	71%	*	*	-	*	-	-	71%	*	70%	-	*	100%	40%	-	-	-	-
	CWOD	50%	39%	83%	68%	100%	75%	*	100%	-	100%	84%	83%	-	83%	92%	86%	81%	-	*	-	*
	EL	31%	26%	93%	-	100%	*	-	*	-	*	88%	100%	*	92%	93%	90%	*	-	-	-	-
	Male	50%	40%	88%	77%	100%	83%	-	*	-	*	89%	87%	100%	86%	90%	88%	-	-	-	-	*
	Female	45%	37%	75%	63%	100%	*	*	*	-	*	76%	73%	40%	81%	*	-	75%	-	*	-	-
Grade 6 Reading	All Students	36%	37%	45%	43%	47%	27%	-	71%	-	*	39%	60%	0%	49%	14%	43%	48%	-	*	-	*
	CWD	19%	17%	0%	*	-	*	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	*
	CWOD	38%	40%	49%	46%	47%	33%	-	71%	-	*	43%	63%	-	49%	15%	48%	50%	-	*	-	*
	EL	14%	17%	14%	*	17%	0%	-	*	-	-	14%	-	*	15%	14%	20%	*	-	-	-	-
	Male	33%	33%	43%	44%	38%	33%	-	*	-	*	42%	45%	*	48%	20%	43%	-	-	*	-	-
	Female	40%	42%	48%	42%	56%	20%	-	*	-	*	36%	78%	*	50%	*	-	48%	-	*	-	*
Mathematics	All Students	46%	49%	53%	46%	65%	36%	-	57%	-	*	46%	70%	20%	56%	43%	46%	61%	-	*	-	*
	CWD	23%	21%	20%	*	-	*	-	-	-	*	*	*	20%	-	*	*	*	-	-	-	*
	CWOD	48%	52%	56%	50%	65%	44%	-	57%	-	*	48%	74%	-	56%	46%	48%	63%	-	*	-	*
	EL	27%	35%	43%	*	50%	40%	-	*	-	-	43%	-	*	46%	43%	40%	*	-	-	-	-
	Male	45%	48%	46%	50%	50%	17%	-	*	-	*	42%	55%	*	48%	40%	46%	-	-	*	-	-
	Female	46%	50%	61%	42%	78%	60%	-	*	-	*	50%	89%	*	63%	*	-	61%	-	*	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All Students	27%	21%	36%	19%	64%	25%	*	67%	*	*	33%	39%	29%	37%	47%	37%	35%	-	-	-	-
	CWD	10%	7%	29%	*	*	*	-	-	-	-	33%	*	29%	-	*	33%	*	-	-	-	-
	CWOD	29%	23%	37%	17%	67%	33%	*	67%	*	*	33%	41%	-	37%	50%	38%	36%	-	-	-	-
	EL	19%	20%	47%	*	60%	*	*	67%	-	-	30%	71%	*	50%	47%	56%	38%	-	-	-	-
	Male	24%	19%	37%	20%	75%	0%	*	*	-	*	44%	27%	33%	38%	56%	37%	-	-	-	-	-
	Female	29%	24%	35%	18%	50%	*	-	*	*	*	21%	50%	*	36%	38%	-	35%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	38%	29%	50%	25%	*	67%	*	*	40%	35%	43%	37%	65%	48%	27%	-	-	-	-
	Students																					
	CWD	12%	8%	43%	*	*	*	-	-	-	-	50%	*	43%	-	*	50%	*	-	-	-	-
	CWOD	25%	19%	37%	33%	42%	17%	*	67%	*	*	38%	36%	-	37%	63%	48%	28%	-	-	-	-
	EL	18%	20%	65%	*	60%	*	*	67%	-	-	50%	86%	*	63%	65%	78%	50%	-	-	-	-
	Male	26%	20%	48%	40%	63%	20%	*	*	-	*	63%	27%	50%	48%	78%	48%	-	-	-	-	-
	Female	22%	16%	27%	18%	33%	*	-	*	*	*	14%	42%	*	28%	50%	-	27%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	21%	16%	25%	27%	-	30%	-	*	20%	23%	0%	23%	19%	15%	28%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	*	*	*	-	*	-	-	0%	*	0%	-	0%	*	*	-	-	-	-
	CWOD	23%	18%	23%	17%	27%	33%	-	33%	-	*	23%	24%	-	23%	25%	16%	30%	-	*	-	*
	EL	12%	13%	19%	*	14%	*	-	25%	-	-	18%	*	0%	25%	19%	8%	33%	-	-	-	-
	Male	20%	15%	15%	8%	10%	33%	-	17%	-	-	14%	15%	*	16%	8%	15%	-	-	*	-	*
	Female	23%	18%	28%	22%	50%	20%	-	*	-	*	26%	31%	*	30%	33%	-	28%	-	*	-	-
Mathematics	All	27%	22%	37%	26%	44%	36%	-	60%	-	*	36%	38%	0%	41%	38%	38%	36%	-	*	-	*
	Students																					
	CWD	13%	7%	0%	*	*	*	-	*	-	-	0%	*	0%	-	0%	*	*	-	-	-	-
	CWOD	29%	23%	41%	28%	47%	44%	-	67%	-	*	41%	40%	-	41%	50%	42%	39%	-	*	-	*
	EL	20%	22%	38%	*	43%	*	-	63%	-	-	35%	*	0%	50%	38%	33%	44%	-	-	-	-
	Male	29%	23%	38%	23%	40%	50%	-	50%	-	-	43%	31%	*	42%	33%	38%	-	-	*	-	*
	Female	25%	20%	36%	28%	50%	20%	-	*	-	*	30%	46%	*	39%	44%	-	36%	-	*	-	-
Grade 5																						
Reading	All	29%	24%	39%	41%	31%	33%	*	67%	-	33%	39%	38%	20%	42%	29%	38%	39%	-	*	-	*
	Students																					
	CWD	9%	8%	20%	29%	*	*	-	*	-	-	14%	*	20%	-	*	40%	0%	-	-	-	-
	CWOD	31%	26%	42%	44%	33%	38%	*	80%	-	33%	43%	39%	-	42%	31%	38%	45%	-	*	-	*
	EL	14%	13%	29%	-	29%	*	-	*	-	*	25%	33%	*	31%	29%	10%	*	-	-	-	-
	Male	26%	21%	38%	54%	22%	33%	-	*	-	*	42%	33%	40%	38%	10%	38%	-	-	-	-	*
	Female	31%	27%	39%	32%	43%	*	*	*	-	*	36%	45%	0%	45%	*	-	39%	-	*	-	-
Mathematics	All	36%	27%	54%	50%	69%	33%	*	50%	-	67%	52%	58%	20%	60%	50%	53%	56%	-	*	-	*
	Students																					
	CWD	14%	12%	20%	29%	*	*	-	*	-	-	29%	*	20%	-	*	20%	20%	-	-	-	-
	CWOD	38%	28%	60%	56%	73%	38%	*	60%	-	67%	57%	65%	-	60%	54%	59%	61%	-	*	-	*
	EL	24%	20%	50%	-	71%	*	-	*	-	*	38%	67%	*	54%	50%	40%	*	-	-	-	-
	Male	36%	28%	53%	62%	56%	33%	-	*	-	*	53%	53%	20%	59%	40%	53%	-	-	-	-	*
	Female	35%	26%	56%	42%	86%	*	*	*	-	*	52%	64%	20%	61%	*	-	56%	-	*	-	-
Science	All	23%	17%	44%	44%	38%	44%	*	50%	-	50%	41%	50%	10%	50%	29%	44%	44%	-	*	-	*
	Students																					
	CWD	11%	9%	10%	14%	*	*	-	*	-	-	14%	*	10%	-	*	20%	0%	-	-	-	-
	CWOD	25%	18%	50%	52%	40%	50%	*	60%	-	50%	46%	57%	-	50%	31%	48%	52%	-	*	-	*
	EL	11%	9%	29%	-	29%	*	-	*	-	*	13%	50%	*	31%	29%	20%	*	-	-	-	-
	Male	25%	19%	44%	54%	22%	50%	-	*	-	*	42%	47%	20%	48%	20%	44%	-	-	-	-	*
	Female	21%	15%	44%	37%	57%	*	*	*	-	*	40%	55%	0%	52%	*	-	44%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	27%	21%	29%	18%	-	43%	-	*	22%	40%	0%	30%	14%	34%	19%	-	*	-	*
	Students																					
	CWD	6%	5%	0%	*	-	*	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	*
	CWOD	18%	19%	30%	23%	29%	22%	-	43%	-	*	24%	42%	-	30%	15%	39%	20%	-	*	-	*
	EL	4%	5%	14%	*	17%	0%	-	*	-	-	14%	-	*	15%	14%	20%	*	-	-	-	-
	Male	14%	15%	34%	38%	38%	17%	-	*	-	*	33%	36%	*	39%	20%	34%	-	-	*	-	-

		State	District	Campus	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
	Female	20%	22%	19%	0%	22%	20%	-	*	-	*	9%	44%	*	20%	*	-	19%	-	*	-	*
Mathematics	All Students	20%	24%	29%	25%	35%	0%	-	57%	-	*	17%	55%	0%	31%	7%	26%	32%	-	*	-	*
	CWD	9%	6%	0%	*	-	*	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	*
	CWOD	22%	26%	31%	27%	35%	0%	-	57%	-	*	19%	58%	-	31%	8%	29%	33%	-	*	-	*
	EL	8%	12%	7%	*	0%	0%	-	*	-	-	7%	-	*	8%	7%	10%	*	-	-	-	-
	Male	20%	24%	26%	31%	25%	0%	-	*	-	*	17%	45%	*	29%	10%	26%	-	-	*	-	-
	Female	20%	23%	32%	17%	44%	0%	-	*	-	*	18%	67%	*	33%	*	-	32%	-	*	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All Students	77%	73%	88%	86%	91%	80%	100%	91%	*	97%	87%	89%	64%	91%	85%	88%	87%	-	71%	-	82%
	CWD	46%	38%	64%	74%	67%	27%	-	100%	-	*	69%	47%	64%	-	47%	76%	44%	-	-	-	*
	CWOD	81%	77%	91%	87%	93%	92%	100%	90%	*	100%	90%	92%	-	91%	90%	90%	91%	-	71%	-	100%
	EL	62%	63%	85%	88%	86%	69%	*	90%	-	*	83%	90%	47%	90%	85%	85%	85%	-	-	-	-
	Male	74%	70%	88%	87%	87%	88%	*	88%	-	92%	87%	90%	76%	90%	85%	88%	-	-	63%	-	100%
	Female	80%	76%	87%	84%	97%	69%	*	93%	*	100%	87%	88%	44%	91%	85%	-	87%	-	78%	-	67%
Reading	All Students	73%	69%	81%	79%	87%	72%	*	83%	*	93%	80%	83%	46%	85%	77%	79%	83%	-	75%	-	80%
	CWD	39%	30%	46%	57%	*	14%	-	*	-	*	55%	17%	46%	-	38%	56%	30%	-	-	-	*
	CWOD	78%	73%	85%	82%	90%	84%	*	81%	*	100%	84%	88%	-	85%	83%	83%	87%	-	75%	-	*
	EL	54%	55%	77%	88%	80%	50%	*	84%	-	*	73%	88%	38%	83%	77%	76%	80%	-	-	-	-
	Male	69%	64%	79%	79%	79%	78%	*	80%	-	80%	79%	80%	56%	83%	76%	79%	-	-	*	-	*
	Female	78%	74%	83%	78%	96%	63%	*	86%	*	100%	81%	87%	30%	87%	80%	-	83%	-	*	-	*
Mathematics	All Students	81%	77%	91%	88%	94%	87%	*	97%	*	100%	90%	93%	71%	94%	89%	93%	89%	-	63%	-	80%
	CWD	53%	44%	71%	79%	*	43%	-	*	-	*	73%	67%	71%	-	50%	89%	40%	-	-	-	*
	CWOD	84%	81%	94%	90%	95%	97%	*	96%	*	100%	93%	94%	-	94%	95%	94%	93%	-	63%	-	*
	EL	72%	74%	89%	88%	88%	83%	*	95%	-	*	90%	88%	50%	95%	89%	90%	88%	-	-	-	-
	Male	79%	75%	93%	92%	91%	96%	*	93%	-	100%	91%	96%	89%	94%	90%	93%	-	-	*	-	*
	Female	82%	79%	89%	85%	96%	75%	*	100%	*	100%	89%	89%	40%	93%	88%	-	89%	-	*	-	*
Science	All Students	80%	75%	99%	100%	100%	89%	*	100%	-	100%	100%	96%	90%	100%	100%	100%	97%	-	*	-	*
	CWD	51%	44%	90%	100%	*	*	-	*	-	-	100%	*	90%	-	*	100%	80%	-	-	-	-
	CWOD	84%	79%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	*	-	*
	EL	61%	60%	100%	-	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	*	-	-	-	-
	Male	79%	74%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-	-	-	*
	Female	81%	77%	97%	100%	100%	*	*	*	-	*	100%	91%	80%	100%	*	-	97%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All Students	49%	44%	65%	59%	71%	57%	100%	78%	*	76%	63%	69%	36%	69%	65%	64%	67%	-	53%	-	55%
	CWD	24%	18%	36%	43%	44%	7%	-	60%	-	*	39%	27%	36%	-	24%	44%	24%	-	-	-	*
	CWOD	52%	47%	69%	62%	73%	68%	100%	80%	*	78%	67%	72%	-	69%	71%	67%	71%	-	53%	-	67%
	EL	29%	29%	65%	69%	63%	42%	*	76%	-	*	58%	85%	24%	71%	65%	62%	70%	-	-	-	-
	Male	47%	41%	64%	57%	64%	65%	*	74%	-	83%	62%	66%	44%	67%	62%	64%	-	-	50%	-	100%
	Female	52%	47%	67%	60%	79%	46%	*	83%	*	73%	64%	72%	24%	71%	70%	-	67%	-	56%	-	17%

		State	District	Campus	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
Reading	All	47%	42%	<b>56%</b>	51%	61%	54%	*	66%	*	57%	52%	64%	21%	61%	48%	52%	60%	-	63%	-	40%
	Students																					
	CWD	21%	15%	<b>21%</b>	36%	*	0%	-	*	-	*	23%	17%	21%	-	0%	22%	20%	-	-	-	*
	CWOD	50%	45%	<b>61%</b>	53%	64%	66%	*	70%	*	62%	56%	67%	-	61%	55%	57%	64%	-	63%	-	*
	EL	23%	24%	<b>48%</b>	63%	44%	25%	*	58%	-	*	39%	76%	0%	55%	48%	44%	56%	-	-	-	-
	Male	43%	37%	<b>52%</b>	44%	53%	61%	*	60%	-	60%	49%	58%	22%	57%	44%	52%	-	-	*	-	*
	Female	51%	47%	<b>60%</b>	57%	71%	44%	*	71%	*	56%	55%	71%	20%	64%	56%	-	60%	-	*	-	*
Mathematics	All	51%	45%	<b>69%</b>	64%	73%	59%	*	86%	*	86%	69%	71%	39%	73%	76%	68%	71%	-	38%	-	60%
	Students																					
	CWD	26%	21%	<b>39%</b>	36%	*	14%	-	*	-	*	45%	17%	39%	-	38%	50%	20%	-	-	-	*
	CWOD	54%	49%	<b>73%</b>	68%	74%	69%	*	85%	*	85%	73%	74%	-	73%	81%	71%	75%	-	38%	-	*
	EL	37%	37%	<b>76%</b>	75%	72%	58%	*	89%	-	*	71%	88%	38%	81%	76%	73%	80%	-	-	-	-
	Male	50%	44%	<b>68%</b>	65%	65%	65%	*	80%	-	100%	69%	68%	50%	71%	73%	68%	-	-	*	-	*
	Female	51%	47%	<b>71%</b>	63%	82%	50%	*	93%	*	78%	69%	73%	20%	75%	80%	-	71%	-	*	-	*
Science	All	53%	47%	<b>81%</b>	69%	100%	67%	*	100%	-	100%	82%	81%	70%	83%	93%	88%	75%	-	*	-	*
	Students																					
	CWD	25%	20%	<b>70%</b>	71%	*	*	-	*	-	-	71%	*	70%	-	*	100%	40%	-	-	-	-
	CWOD	56%	50%	<b>83%</b>	68%	100%	75%	*	100%	-	100%	84%	83%	-	83%	92%	86%	81%	-	*	-	*
	EL	26%	25%	<b>93%</b>	-	100%	*	-	*	-	*	88%	100%	*	92%	93%	90%	*	-	-	-	-
	Male	53%	46%	<b>88%</b>	77%	100%	83%	-	*	-	*	89%	87%	100%	86%	90%	88%	-	-	-	-	*
	Female	53%	48%	<b>75%</b>	63%	100%	*	*	*	-	*	76%	73%	40%	81%	*	-	75%	-	*	-	-

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	19%	<b>36%</b>	31%	43%	26%	60%	53%	*	41%	33%	42%	15%	39%	34%	37%	36%	-	41%	-	18%
	Students																					
	CWD	8%	6%	<b>15%</b>	17%	33%	7%	-	0%	-	*	18%	7%	15%	-	6%	22%	4%	-	-	-	*
	CWOD	25%	21%	<b>39%</b>	33%	44%	31%	60%	58%	*	44%	36%	44%	-	39%	37%	39%	39%	-	41%	-	22%
	EL	11%	11%	<b>34%</b>	38%	35%	4%	*	45%	-	*	25%	58%	6%	37%	34%	29%	41%	-	-	-	-
	Male	22%	18%	<b>37%</b>	37%	39%	27%	*	47%	-	33%	37%	36%	22%	39%	29%	37%	-	-	25%	-	40%
	Female	24%	21%	<b>36%</b>	26%	48%	26%	*	60%	*	45%	29%	49%	4%	39%	41%	-	36%	-	56%	-	0%
Reading	All	20%	17%	<b>31%</b>	25%	37%	26%	*	48%	*	29%	28%	35%	14%	32%	27%	31%	30%	-	38%	-	0%
	Students																					
	CWD	7%	5%	<b>14%</b>	21%	*	0%	-	*	-	*	14%	17%	14%	-	0%	22%	0%	-	-	-	*
	CWOD	22%	19%	<b>32%</b>	26%	38%	31%	*	52%	*	31%	30%	36%	-	32%	31%	32%	33%	-	38%	-	*
	EL	8%	8%	<b>27%</b>	25%	28%	8%	*	42%	-	*	20%	47%	0%	31%	27%	22%	36%	-	-	-	-
	Male	17%	14%	<b>31%</b>	31%	35%	22%	*	40%	-	20%	33%	28%	22%	32%	22%	31%	-	-	*	-	*
	Female	23%	20%	<b>30%</b>	20%	39%	31%	*	57%	*	33%	24%	42%	0%	33%	36%	-	30%	-	*	-	*
Mathematics	All	26%	22%	<b>40%</b>	33%	50%	23%	*	59%	*	50%	36%	46%	18%	42%	41%	41%	39%	-	38%	-	20%
	Students																					
	CWD	11%	6%	<b>18%</b>	14%	*	14%	-	*	-	*	23%	0%	18%	-	13%	22%	10%	-	-	-	*
	CWOD	28%	24%	<b>42%</b>	36%	50%	25%	*	63%	*	54%	38%	49%	-	42%	45%	44%	41%	-	38%	-	*
	EL	16%	16%	<b>41%</b>	50%	44%	0%	*	53%	-	*	31%	71%	13%	45%	41%	39%	44%	-	-	-	-
	Male	25%	22%	<b>41%</b>	38%	47%	26%	*	53%	-	40%	41%	40%	22%	44%	39%	41%	-	-	-	-	*
	Female	26%	22%	<b>39%</b>	28%	54%	19%	*	64%	*	56%	31%	53%	10%	41%	44%	-	39%	-	*	-	*
Science	All	24%	20%	<b>44%</b>	44%	38%	44%	*	50%	-	50%	41%	50%	10%	50%	29%	44%	44%	-	*	-	*
	Students																					
	CWD	8%	5%	<b>10%</b>	14%	*	*	-	*	-	-	14%	*	10%	-	*	20%	0%	-	-	-	-
	CWOD	26%	22%	<b>50%</b>	52%	40%	50%	*	60%	-	50%	46%	57%	-	50%	31%	48%	52%	-	*	-	*
	EL	7%	7%	<b>29%</b>	-	29%	*	-	*	-	*	13%	50%	*	31%	29%	20%	*	-	-	-	-
	Male	25%	21%	<b>44%</b>	54%	22%	50%	-	*	-	*	42%	47%	20%	48%	20%	44%	-	-	-	-	*

	State	District	Campus	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
Female	23%	20%	44%	37%	57%	*	*	*	-	*	40%	55%	0%	52%	*	-	44%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	68	64	64	*	73	-	88	69	71	67
CWD	71	91	*	*	-	*	-	*	82	71	70
CWOD	68	65	66	70	*	73	-	86	68	-	66
EL	67	*	67	45	-	75	-	*	64	70	67
Male	66	68	60	59	-	69	-	*	66	59	55
Female	70	68	70	71	*	78	-	81	72	88	93
<b>Mathematics</b>											
All Students	83	78	90	74	*	89	-	96	78	63	82
CWD	63	64	*	*	-	*	-	*	61	63	50
CWOD	85	80	90	80	*	90	-	95	80	-	85
EL	82	*	89	70	-	88	-	*	76	50	82
Male	83	80	90	74	-	81	-	*	78	64	77
Female	83	76	90	75	*	100	-	94	78	63	90

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	110	27	25%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	63	59	68	54	87	74	*	71	61	38	61
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		N			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	N		N			Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	Y	N		N			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N		Y			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	N		Y			Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y	N		N			Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	Y	Y	N		N			Y	N	Y

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card& program=perf rept.perfmast.sas&prgopt=2019%2... 12/19



		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	2%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	*	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	2%	0%	*	0%	*	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	3%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	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%	0%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	8	8	0	0	0	0	0	0	0		
	Female	4	2	2	0	0	0	0	0	0		
	Total	12	10	2	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	15	7	2	4	0	0	0	2	0		
	Female	6	2	2	0	0	0	0	2	2		
	Total	21	9	4	4	0	0	0	4	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	15	5	5	0	0	5	0	0	8	0
	Female	13	5	2	2	0	2	0	2	5	0
	Total	28	10	7	2	0	7	0	2	13	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	3.0	8.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.4%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

**Texas Education Agency**  
**2018-19 Federal Report Card for Texas Public Schools**

**Campus Name:** POPE EL

**Campus ID: 220901120**

District Name: ARLINGTON 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);

[illegible]

<sup>a</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)  
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status  
c. Graduation Rate: Federal Graduation Status  
d. ELP Indicator: English Learner Language Proficiency Status



e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	70%	77%	71%	*	-	-	-	*	67%	89%	45%	75%	67%	73%	67%	-	*	-	-
	CWD	49%	38%	45%	*	44%	*	-	-	-	-	50%	*	45%	-	*	50%	40%	-	*	-	-
	CWOD	79%	72%	75%	83%	79%	*	-	-	-	*	70%	100%	-	75%	70%	79%	71%	-	*	-	-
	EL	69%	67%	67%	-	67%	-	-	-	-	-	65%	*	*	70%	67%	71%	65%	-	-	-	-
	Male	73%	65%	73%	80%	80%	*	-	-	-	*	72%	80%	50%	79%	71%	73%	-	-	*	-	-
	Female	78%	72%	67%	75%	64%	*	-	-	-	*	62%	*	40%	71%	65%	-	67%	-	*	-	-
Mathematics	All Students	78%	72%	84%	92%	88%	*	-	-	-	*	83%	89%	73%	87%	88%	87%	82%	-	*	-	-
	CWD	52%	44%	73%	*	78%	*	-	-	-	-	80%	*	73%	-	*	67%	80%	-	*	-	-
	CWOD	81%	76%	87%	100%	91%	*	-	-	-	*	84%	100%	-	87%	90%	92%	82%	-	*	-	-
	EL	75%	75%	88%	-	88%	-	-	-	-	-	87%	*	*	90%	88%	100%	82%	-	-	-	-
	Male	78%	72%	87%	80%	95%	*	-	-	-	*	88%	80%	67%	92%	100%	87%	-	-	*	-	-
	Female	78%	72%	82%	100%	82%	*	-	-	-	*	79%	*	80%	82%	82%	-	82%	-	*	-	-
Grade 4 Reading	All Students	74%	66%	60%	50%	58%	80%	-	-	-	*	52%	85%	13%	65%	50%	60%	61%	-	*	*	*
	CWD	44%	34%	13%	*	*	-	-	-	-	-	14%	*	13%	-	*	14%	*	-	-	-	-
	CWOD	78%	70%	65%	63%	61%	80%	-	-	-	*	57%	89%	-	65%	52%	69%	62%	-	*	*	*
	EL	64%	64%	50%	*	50%	*	-	-	-	-	52%	*	*	52%	50%	56%	42%	-	-	-	-
	Male	71%	63%	60%	50%	57%	*	-	-	-	*	50%	90%	14%	69%	56%	60%	-	-	-	-	*
	Female	77%	70%	61%	50%	60%	71%	-	-	-	*	54%	80%	*	62%	42%	-	61%	-	*	*	-
Mathematics	All Students	74%	67%	68%	55%	69%	80%	-	-	-	*	65%	75%	25%	72%	71%	62%	74%	-	*	*	*
	CWD	46%	36%	25%	*	*	-	-	-	-	-	14%	*	25%	-	*	29%	*	-	-	-	-
	CWOD	78%	71%	72%	69%	70%	80%	-	-	-	*	72%	74%	-	72%	76%	69%	76%	-	*	*	*
	EL	69%	69%	71%	*	71%	*	-	-	-	-	74%	*	*	76%	71%	63%	83%	-	-	-	-
	Male	74%	67%	62%	50%	61%	*	-	-	-	*	56%	80%	29%	69%	63%	62%	-	-	-	-	*
	Female	74%	68%	74%	60%	80%	71%	-	-	-	*	75%	70%	*	76%	83%	-	74%	-	*	*	-
Grade 5 Reading	All Students	86%	82%	80%	84%	74%	92%	-	-	-	*	81%	76%	31%	88%	70%	69%	93%	-	*	-	*
	CWD	55%	48%	31%	*	27%	*	-	-	-	-	25%	40%	31%	-	17%	36%	*	-	*	-	*
	CWOD	89%	86%	88%	89%	86%	91%	-	-	-	*	89%	85%	-	88%	83%	78%	97%	-	*	-	*
	EL	77%	76%	70%	-	69%	*	-	-	-	-	72%	*	17%	83%	70%	46%	88%	-	-	-	-
	Male	83%	78%	69%	85%	54%	86%	-	-	-	*	71%	65%	36%	78%	46%	69%	-	-	*	-	*
	Female	88%	85%	93%	83%	93%	100%	-	-	-	*	91%	100%	*	97%	88%	-	93%	-	*	-	-
Mathematics	All Students	89%	84%	86%	79%	85%	100%	-	-	-	*	87%	84%	54%	92%	83%	79%	95%	-	*	-	*
	CWD	68%	61%	54%	*	55%	*	-	-	-	-	63%	40%	54%	-	67%	45%	*	-	*	-	*
	CWOD	92%	87%	92%	83%	93%	100%	-	-	-	*	91%	95%	-	92%	88%	89%	95%	-	*	-	*
	EL	85%	82%	83%	-	83%	*	-	-	-	-	83%	*	67%	88%	83%	69%	94%	-	-	-	-
	Male	88%	83%	79%	77%	73%	100%	-	-	-	*	81%	76%	45%	89%	69%	79%	-	-	*	-	*
	Female	90%	85%	95%	83%	96%	100%	-	-	-	*	94%	100%	*	95%	94%	-	95%	-	*	-	-
Science	All Students	74%	65%	60%	53%	56%	82%	-	-	-	*	63%	54%	31%	66%	50%	55%	67%	-	*	-	*
	CWD	45%	43%	31%	*	27%	*	-	-	-	-	38%	20%	31%	-	17%	36%	*	-	*	-	*

		State	District	Campus	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	CWOD	77%	68%	<b>66%</b>	56%	63%	80%	-	-	-	*	67%	63%	-	66%	58%	61%	70%	-	*	-	*
	EL	60%	55%	<b>50%</b>	-	48%	*	-	-	-	*	52%	*	17%	58%	50%	46%	53%	-	-	-	-
	Male	74%	65%	<b>55%</b>	46%	54%	67%	-	-	-	*	68%	31%	36%	61%	46%	55%	-	-	*	-	*
	Female	73%	64%	<b>67%</b>	67%	58%	100%	-	-	-	*	58%	100%	*	70%	53%	-	67%	-	*	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>78%</b>	75%	73%	95%	*	-	-	*	77%	82%	17%	83%	35%	78%	78%	-	*	-	*
	CWOD	33%	32%	<b>17%</b>	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	*	-	-
	CWOD	71%	72%	<b>83%</b>	80%	81%	95%	*	-	-	*	84%	82%	-	83%	43%	81%	86%	-	-	-	*
	EL	42%	49%	<b>35%</b>	-	36%	*	*	-	-	-	40%	*	*	43%	35%	20%	57%	-	-	-	-
	Male	62%	64%	<b>78%</b>	67%	68%	95%	*	-	-	*	74%	87%	*	81%	20%	78%	-	-	-	-	-
	Female	71%	72%	<b>78%</b>	83%	76%	*	*	-	-	-	80%	71%	*	86%	57%	-	78%	-	*	-	*
Mathematics	All Students	80%	82%	<b>95%</b>	92%	95%	95%	*	-	-	*	95%	95%	83%	96%	82%	91%	100%	-	*	-	*
	CWOD	50%	47%	<b>83%</b>	*	*	-	-	-	-	-	83%	-	83%	-	*	*	*	-	*	-	-
	CWOD	83%	86%	<b>96%</b>	90%	97%	95%	*	-	-	*	96%	95%	-	96%	86%	93%	100%	-	-	-	*
	EL	67%	77%	<b>82%</b>	-	86%	*	*	-	-	-	87%	*	*	86%	82%	70%	100%	-	-	-	-
	Male	78%	80%	<b>91%</b>	83%	89%	95%	*	-	-	*	90%	93%	*	93%	70%	91%	-	-	-	-	-
	Female	81%	84%	<b>100%</b>	100%	100%	*	*	-	-	-	100%	100%	*	100%	100%	-	100%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>29%</b>	15%	36%	*	-	-	-	*	28%	33%	27%	29%	21%	33%	24%	-	*	-	-
	CWOD	26%	19%	<b>27%</b>	*	33%	*	-	-	-	-	30%	*	27%	-	*	33%	20%	-	*	-	-
	CWOD	46%	39%	<b>29%</b>	17%	36%	*	-	-	-	*	27%	38%	-	29%	20%	33%	25%	-	*	-	-
	EL	35%	34%	<b>21%</b>	-	21%	-	-	-	-	-	17%	*	*	20%	21%	0%	29%	-	-	-	-
	Male	41%	34%	<b>33%</b>	20%	40%	*	-	-	-	*	32%	40%	33%	33%	0%	33%	-	-	*	-	-
	Female	47%	39%	<b>24%</b>	13%	32%	*	-	-	-	*	24%	*	20%	25%	29%	-	24%	-	*	-	-
Mathematics	All Students	48%	39%	<b>30%</b>	23%	31%	*	-	-	-	*	31%	22%	27%	31%	29%	37%	24%	-	*	-	-
	CWOD	30%	21%	<b>27%</b>	*	22%	*	-	-	-	-	30%	*	27%	-	*	17%	40%	-	*	-	-
	CWOD	50%	42%	<b>31%</b>	25%	33%	*	-	-	-	*	32%	25%	-	31%	30%	42%	21%	-	*	-	-
	EL	41%	41%	<b>29%</b>	-	29%	-	-	-	-	-	26%	*	*	30%	29%	43%	24%	-	-	-	-
	Male	49%	41%	<b>37%</b>	40%	35%	*	-	-	-	*	40%	20%	17%	42%	43%	37%	-	-	*	-	-
	Female	46%	38%	<b>24%</b>	13%	27%	*	-	-	-	*	24%	*	40%	21%	24%	-	24%	-	*	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>31%</b>	25%	29%	40%	-	-	-	*	22%	60%	0%	35%	21%	29%	34%	-	*	*	*
	CWOD	24%	16%	<b>0%</b>	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	38%	<b>35%</b>	31%	32%	40%	-	-	-	*	25%	63%	-	35%	24%	34%	35%	-	*	*	*
	EL	30%	30%	<b>21%</b>	*	21%	*	-	-	-	-	22%	*	*	24%	21%	25%	17%	-	-	-	-
	Male	41%	33%	<b>29%</b>	30%	21%	*	-	-	-	*	22%	50%	0%	34%	25%	29%	-	-	-	-	*
	Female	46%	38%	<b>34%</b>	20%	40%	29%	-	-	-	*	21%	70%	*	35%	17%	-	34%	-	*	*	-
Mathematics	All Students	46%	39%	<b>40%</b>	30%	38%	60%	-	-	-	*	33%	60%	13%	43%	36%	40%	39%	-	*	*	*
	CWOD	27%	21%	<b>13%</b>	*	*	-	-	-	-	-	14%	*	13%	-	*	14%	*	-	-	-	-
	CWOD	49%	41%	<b>43%</b>	38%	39%	60%	-	-	-	*	36%	63%	-	43%	36%	46%	41%	-	*	*	*
	EL	39%	39%	<b>36%</b>	*	38%	*	-	-	-	-	37%	*	*	36%	36%	44%	25%	-	-	-	-
	Male	48%	40%	<b>40%</b>	20%	39%	*	-	-	-	*	34%	60%	14%	46%	44%	40%	-	-	-	-	*
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	
		45%	38%	39%	40%	35%	43%	-	-	-	* Races	32%	Econ Disadv 60%	*	41%	25%	-	39%	-	*	Care *	Military -
Grade 5 Reading	All Students	53%	46%	38%	26%	34%	67%	-	-	-	*	37%	40%	15%	41%	27%	33%	43%	-	*	-	*
	CWD	27%	23%	15%	*	9%	*	-	-	-	-	25%	0%	15%	-	17%	18%	*	-	*	-	*
	CWOD	56%	49%	41%	28%	40%	64%	-	-	-	*	38%	50%	-	41%	29%	38%	45%	-	*	-	*
	EL	36%	35%	27%	-	28%	*	-	-	-	-	28%	*	17%	29%	27%	31%	24%	-	-	-	-
	Male	50%	42%	33%	23%	35%	57%	-	-	-	*	39%	24%	18%	38%	31%	33%	-	-	*	-	*
	Female	56%	51%	43%	33%	33%	80%	-	-	-	*	34%	75%	*	45%	24%	-	43%	-	*	-	-
Mathematics	All Students	57%	47%	44%	47%	38%	67%	-	-	-	*	44%	44%	8%	51%	30%	44%	45%	-	*	-	*
	CWD	31%	28%	8%	*	0%	*	-	-	-	-	13%	0%	8%	-	0%	9%	*	-	*	-	*
	CWOD	60%	49%	51%	50%	48%	64%	-	-	-	*	49%	55%	-	51%	38%	54%	47%	-	*	-	*
	EL	46%	41%	30%	-	28%	*	-	-	-	-	31%	*	0%	38%	30%	31%	29%	-	-	-	-
	Male	56%	47%	44%	46%	38%	57%	-	-	-	*	52%	29%	9%	54%	31%	44%	-	-	*	-	*
	Female	57%	47%	45%	50%	37%	80%	-	-	-	*	38%	75%	*	47%	29%	-	45%	-	*	-	-
Science	All Students	48%	38%	27%	32%	17%	55%	-	-	-	*	24%	33%	8%	30%	10%	30%	23%	-	*	-	*
	CWD	27%	27%	8%	*	0%	*	-	-	-	-	13%	0%	8%	-	0%	9%	*	-	*	-	*
	CWOD	50%	39%	30%	33%	22%	50%	-	-	-	*	26%	42%	-	30%	13%	36%	24%	-	*	-	*
	EL	31%	26%	10%	-	10%	*	-	-	-	-	10%	*	0%	13%	10%	15%	6%	-	-	-	-
	Male	50%	40%	30%	31%	23%	67%	-	-	-	*	32%	25%	9%	36%	15%	30%	-	-	*	-	*
	Female	45%	37%	23%	33%	12%	40%	-	-	-	*	16%	50%	*	24%	6%	-	23%	-	*	-	-
Grade 6 Reading	All Students	36%	37%	40%	33%	35%	55%	*	-	-	*	34%	55%	0%	43%	0%	41%	38%	-	*	-	*
	CWD	19%	17%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	38%	40%	43%	40%	39%	55%	*	-	-	*	38%	55%	-	43%	0%	44%	41%	-	-	-	*
	EL	14%	17%	0%	-	0%	*	*	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	33%	33%	41%	17%	37%	53%	*	-	-	*	35%	53%	*	44%	0%	41%	-	-	-	-	-
	Female	40%	42%	38%	50%	33%	*	*	-	-	-	32%	57%	*	41%	0%	-	38%	-	*	-	*
Mathematics	All Students	46%	49%	62%	33%	55%	82%	*	-	-	*	61%	64%	0%	67%	29%	65%	56%	-	*	-	*
	CWD	23%	21%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	48%	52%	67%	40%	61%	82%	*	-	-	*	68%	64%	-	67%	36%	70%	62%	-	-	-	*
	EL	27%	35%	29%	-	21%	*	*	-	-	-	33%	*	*	36%	29%	30%	29%	-	-	-	-
	Male	45%	48%	65%	17%	58%	84%	*	-	-	*	61%	73%	*	70%	30%	65%	-	-	-	-	-
	Female	46%	50%	56%	50%	52%	*	*	-	-	-	60%	43%	*	62%	29%	-	56%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	19%	15%	21%	*	-	-	-	*	19%	22%	9%	21%	8%	27%	12%	-	*	-	-
	CWD	10%	7%	9%	*	11%	*	-	-	-	-	10%	*	9%	-	*	17%	0%	-	*	-	-
	CWOD	29%	23%	21%	17%	24%	*	-	-	-	*	20%	25%	-	21%	10%	29%	14%	-	*	-	-
	EL	19%	20%	8%	-	8%	-	-	-	-	-	4%	*	*	10%	8%	0%	12%	-	-	-	-
	Male	24%	19%	27%	20%	30%	*	-	-	-	*	28%	20%	17%	29%	0%	27%	-	-	*	-	-
	Female	29%	24%	12%	13%	14%	*	-	-	-	*	10%	*	0%	14%	12%	-	12%	-	*	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	13%	15%	10%	*	-	-	-	*	15%	0%	18%	12%	4%	20%	6%	-	*	-	-
	Students																					
	CWD	12%	8%	18%	*	11%	*	-	-	-	-	20%	*	18%	-	*	17%	20%	-	*	-	-
	CWOD	25%	19%	12%	17%	9%	*	-	-	-	*	14%	0%	-	12%	5%	21%	4%	-	*	-	-
	EL	18%	20%	4%	-	4%	-	-	-	-	-	4%	*	*	5%	4%	14%	0%	-	-	-	-
	Male	26%	20%	20%	20%	20%	*	-	-	-	*	24%	0%	17%	21%	14%	20%	-	-	*	-	-
	Female	22%	16%	6%	13%	0%	*	-	-	-	*	7%	*	20%	4%	0%	-	6%	-	*	-	-
Grade 4 Reading	All	21%	17%	15%	20%	10%	30%	-	-	-	*	8%	35%	0%	17%	11%	17%	13%	-	*	*	*
	Students																					
	CWD	8%	4%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	18%	17%	25%	11%	30%	-	-	-	*	9%	37%	-	17%	12%	20%	14%	-	*	*	*
	EL	12%	13%	11%	*	8%	*	-	-	-	-	11%	*	*	12%	11%	13%	8%	-	-	-	-
	Male	20%	15%	17%	30%	7%	*	-	-	-	*	13%	30%	0%	20%	13%	17%	-	-	-	-	*
	Female	23%	18%	13%	10%	15%	14%	-	-	-	*	4%	40%	*	14%	8%	-	13%	-	*	*	-
Mathematics	All	27%	22%	19%	15%	19%	20%	-	-	-	*	12%	40%	0%	21%	11%	24%	13%	-	*	*	*
	Students																					
	CWD	13%	7%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	21%	19%	20%	20%	-	-	-	*	13%	42%	-	21%	12%	29%	14%	-	*	*	*
	EL	20%	22%	11%	*	13%	*	-	-	-	-	11%	*	*	12%	11%	19%	0%	-	-	-	-
	Male	29%	23%	24%	10%	21%	*	-	-	-	*	19%	40%	0%	29%	19%	24%	-	-	-	-	*
	Female	25%	20%	13%	20%	15%	0%	-	-	-	*	4%	40%	*	14%	0%	-	13%	-	*	*	-
Grade 5 Reading	All	29%	24%	22%	21%	17%	42%	-	-	-	*	17%	32%	8%	24%	13%	25%	18%	-	*	-	*
	Students																					
	CWD	9%	8%	8%	*	0%	*	-	-	-	-	13%	0%	8%	-	0%	9%	*	-	*	-	*
	CWOD	31%	26%	24%	22%	21%	36%	-	-	-	*	18%	40%	-	24%	17%	30%	18%	-	*	-	*
	EL	14%	13%	13%	-	14%	*	-	-	-	-	14%	*	0%	17%	13%	23%	6%	-	-	-	-
	Male	26%	21%	25%	23%	23%	43%	-	-	-	*	29%	18%	9%	30%	23%	25%	-	-	*	-	*
	Female	31%	27%	18%	17%	11%	40%	-	-	-	*	6%	63%	*	18%	6%	-	18%	-	*	-	-
Mathematics	All	36%	27%	23%	32%	21%	25%	-	-	-	*	24%	20%	8%	25%	10%	29%	15%	-	*	-	*
	Students																					
	CWD	14%	12%	8%	*	0%	*	-	-	-	-	13%	0%	8%	-	0%	9%	*	-	*	-	*
	CWOD	38%	28%	25%	33%	26%	18%	-	-	-	*	25%	25%	-	25%	13%	35%	16%	-	*	-	*
	EL	24%	20%	10%	-	10%	*	-	-	-	-	10%	*	0%	13%	10%	23%	0%	-	-	-	-
	Male	36%	28%	29%	31%	31%	29%	-	-	-	*	39%	12%	9%	35%	23%	29%	-	-	*	-	*
	Female	35%	26%	15%	33%	11%	20%	-	-	-	*	9%	38%	*	16%	0%	-	15%	-	*	-	-
Science	All	23%	17%	7%	5%	4%	27%	-	-	-	*	3%	17%	8%	7%	0%	6%	8%	-	*	-	*
	Students																					
	CWD	11%	9%	8%	*	0%	*	-	-	-	-	13%	0%	8%	-	0%	9%	*	-	*	-	*
	CWOD	25%	18%	7%	6%	5%	20%	-	-	-	*	2%	21%	-	7%	0%	6%	8%	-	*	-	*
	EL	11%	9%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	25%	19%	6%	0%	4%	33%	-	-	-	*	6%	6%	9%	6%	0%	6%	-	-	*	-	*
	Female	21%	15%	8%	17%	4%	20%	-	-	-	*	0%	38%	*	8%	0%	-	8%	-	*	-	-
Grade 6 Reading	All	17%	18%	18%	0%	20%	23%	*	-	-	*	16%	23%	0%	19%	0%	15%	22%	-	*	-	*
	Students																					
	CWD	6%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	18%	19%	19%	0%	22%	23%	*	-	-	*	18%	23%	-	19%	0%	16%	24%	-	-	-	*
	EL	4%	5%	0%	-	0%	*	*	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	14%	15%	15%	0%	11%	21%	*	-	-	*	10%	27%	*	16%	0%	15%	-	-	-	-	-

		State	District	Campus	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
	Female	20%	22%	22%	0%	29%	*	*	-	-	-	24%	14%	*	24%	0%	-	22%	-	*	-	*
Mathematics	All Students	20%	24%	29%	8%	23%	55%	*	-	-	*	21%	50%	0%	32%	6%	37%	19%	-	*	-	*
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	22%	26%	32%	10%	25%	55%	*	-	-	*	24%	50%	-	32%	7%	40%	21%	-	-	-	*
	EL	8%	12%	6%	-	7%	*	*	-	-	-	7%	*	*	7%	6%	10%	0%	-	-	-	-
	Male	20%	24%	37%	0%	26%	58%	*	-	-	*	26%	60%	*	40%	10%	37%	-	-	-	-	-
	Female	20%	23%	19%	17%	19%	*	*	-	-	-	16%	29%	*	21%	0%	-	19%	-	*	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All Students	77%	73%	76%	71%	74%	89%	67%	-	-	81%	74%	80%	42%	80%	67%	72%	79%	-	47%	*	62%
	CWD	46%	38%	42%	18%	43%	100%	-	-	-	-	44%	32%	42%	-	39%	40%	46%	-	30%	-	*
	CWOD	81%	77%	80%	78%	79%	88%	67%	-	-	81%	79%	85%	-	80%	72%	79%	82%	-	71%	*	80%
	EL	62%	63%	67%	*	67%	44%	*	-	-	-	68%	36%	39%	72%	67%	58%	74%	-	-	-	-
	Male	74%	70%	72%	67%	68%	91%	*	-	-	75%	72%	74%	40%	79%	58%	72%	-	-	25%	-	55%
	Female	80%	76%	79%	76%	79%	85%	*	-	-	90%	77%	89%	46%	82%	74%	-	79%	-	67%	*	*
Reading	All Students	73%	69%	72%	70%	69%	88%	*	-	-	82%	69%	82%	29%	78%	58%	70%	75%	-	29%	*	80%
	CWD	39%	30%	29%	13%	29%	*	-	-	-	-	29%	29%	29%	-	25%	33%	18%	-	*	-	*
	CWOD	78%	73%	78%	79%	76%	87%	*	-	-	82%	75%	87%	-	78%	64%	77%	80%	-	*	*	*
	EL	54%	55%	58%	*	58%	*	*	-	-	-	60%	20%	25%	64%	58%	48%	66%	-	-	-	-
	Male	69%	64%	70%	71%	63%	90%	*	-	-	71%	66%	79%	33%	77%	48%	70%	-	-	*	-	*
	Female	78%	74%	75%	70%	74%	82%	*	-	-	*	72%	86%	18%	80%	66%	-	75%	-	*	*	*
Mathematics	All Students	81%	77%	83%	77%	84%	92%	*	-	-	73%	82%	86%	58%	87%	81%	80%	87%	-	71%	*	60%
	CWD	53%	44%	58%	25%	64%	*	-	-	-	-	61%	43%	58%	-	63%	48%	82%	-	*	-	*
	CWOD	84%	81%	87%	84%	87%	91%	*	-	-	73%	86%	90%	-	87%	84%	86%	88%	-	*	*	*
	EL	72%	74%	81%	*	81%	*	*	-	-	-	82%	60%	63%	84%	81%	72%	89%	-	-	-	-
	Male	79%	75%	80%	71%	77%	97%	*	-	-	71%	78%	83%	48%	86%	72%	80%	-	-	*	-	*
	Female	82%	79%	87%	83%	90%	82%	*	-	-	*	87%	90%	82%	88%	89%	-	87%	-	*	*	*
Science	All Students	80%	75%	60%	53%	56%	82%	-	-	-	*	63%	54%	31%	66%	50%	55%	67%	-	*	-	*
	CWD	51%	44%	31%	*	27%	*	-	-	-	-	38%	20%	31%	-	17%	36%	*	-	*	-	*
	CWOD	84%	79%	66%	56%	63%	80%	-	-	-	*	67%	63%	-	66%	58%	61%	70%	-	*	-	*
	EL	61%	60%	50%	-	48%	*	-	-	-	-	52%	*	17%	58%	50%	46%	53%	-	-	-	-
	Male	79%	74%	55%	46%	54%	67%	-	-	-	*	68%	31%	36%	61%	46%	55%	-	-	*	-	*
	Female	81%	77%	67%	67%	58%	100%	-	-	-	*	58%	100%	*	70%	53%	-	67%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All Students	49%	44%	38%	30%	34%	60%	50%	-	-	54%	35%	48%	12%	42%	23%	40%	36%	-	12%	*	23%
	CWD	24%	18%	12%	0%	10%	80%	-	-	-	-	16%	0%	12%	-	11%	12%	13%	-	0%	-	*
	CWOD	52%	47%	42%	34%	39%	59%	50%	-	-	54%	38%	54%	-	42%	26%	45%	38%	-	29%	*	30%
	EL	29%	29%	23%	*	23%	11%	*	-	-	-	24%	18%	11%	26%	23%	26%	21%	-	-	-	-
	Male	47%	41%	40%	28%	35%	65%	*	-	-	44%	39%	42%	12%	45%	26%	40%	-	-	0%	-	18%
	Female	52%	47%	36%	32%	33%	51%	*	-	-	70%	31%	58%	13%	38%	21%	-	36%	-	22%	*	*

		State	District	Campus	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
Reading	All	47%	42%	<b>35%</b>	25%	33%	50%	*	-	-	55%	30%	49%	13%	38%	19%	34%	35%	-	14%	*	20%
	Students																					
	CWD	21%	15%	<b>13%</b>	0%	14%	*	-	-	-	-	16%	0%	13%	-	13%	15%	9%	-	*	-	*
	CWOD	50%	45%	<b>38%</b>	29%	37%	50%	*	-	-	55%	32%	54%	-	38%	20%	38%	37%	-	*	*	*
	EL	23%	24%	<b>19%</b>	*	20%	*	*	-	-	-	19%	20%	13%	20%	19%	17%	21%	-	-	-	-
	Male	43%	37%	<b>34%</b>	24%	32%	52%	*	-	-	43%	32%	40%	15%	38%	17%	34%	-	-	*	-	*
	Female	51%	47%	<b>35%</b>	27%	34%	47%	*	-	-	*	28%	62%	9%	37%	21%	-	35%	-	*	*	*
Mathematics	All	51%	45%	<b>45%</b>	34%	40%	71%	*	-	-	55%	42%	51%	13%	49%	31%	48%	41%	-	14%	*	40%
	Students																					
	CWD	26%	21%	<b>13%</b>	0%	11%	*	-	-	-	-	16%	0%	13%	-	13%	11%	18%	-	*	-	*
	CWOD	54%	49%	<b>49%</b>	39%	45%	70%	*	-	-	55%	47%	57%	-	49%	35%	55%	43%	-	*	*	*
	EL	37%	37%	<b>31%</b>	*	30%	*	*	-	-	-	32%	20%	13%	35%	31%	37%	26%	-	-	-	-
	Male	50%	44%	<b>48%</b>	32%	42%	77%	*	-	-	57%	47%	49%	11%	55%	37%	48%	-	-	*	-	*
	Female	51%	47%	<b>41%</b>	37%	38%	59%	*	-	-	*	38%	55%	18%	43%	26%	-	41%	-	*	*	*
Science	All	53%	47%	<b>27%</b>	32%	17%	55%	-	-	-	*	24%	33%	8%	30%	10%	30%	23%	-	*	-	*
	Students																					
	CWD	25%	20%	<b>8%</b>	*	0%	*	-	-	-	-	13%	0%	8%	-	0%	9%	*	-	*	-	*
	CWOD	56%	50%	<b>30%</b>	33%	22%	50%	-	-	-	*	26%	42%	-	30%	13%	36%	24%	-	*	-	*
	EL	26%	25%	<b>10%</b>	-	10%	*	-	-	-	-	10%	*	0%	13%	10%	15%	6%	-	-	-	-
	Male	53%	46%	<b>30%</b>	31%	23%	67%	-	-	-	*	32%	25%	9%	36%	15%	30%	-	-	*	-	*
	Female	53%	48%	<b>23%</b>	33%	12%	40%	-	-	-	*	16%	50%	*	24%	6%	-	23%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	<b>18%</b>	16%	16%	33%	0%	-	-	19%	15%	28%	7%	20%	7%	22%	14%	-	6%	*	0%
	Students																					
	CWD	8%	6%	<b>7%</b>	0%	3%	80%	-	-	-	-	9%	0%	7%	-	0%	8%	4%	-	0%	-	*
	CWOD	25%	21%	<b>20%</b>	18%	18%	30%	0%	-	-	19%	16%	32%	-	20%	9%	25%	15%	-	14%	*	0%
	EL	11%	11%	<b>7%</b>	*	8%	0%	*	-	-	-	7%	9%	0%	9%	7%	12%	3%	-	-	-	-
	Male	22%	18%	<b>22%</b>	16%	19%	40%	*	-	-	25%	21%	25%	8%	25%	12%	22%	-	-	0%	-	0%
	Female	24%	21%	<b>14%</b>	15%	13%	21%	*	-	-	10%	8%	35%	4%	15%	3%	-	14%	-	11%	*	*
Reading	All	20%	17%	<b>18%</b>	16%	17%	27%	*	-	-	27%	15%	29%	5%	20%	9%	20%	16%	-	0%	*	0%
	Students																					
	CWD	7%	5%	<b>5%</b>	0%	4%	*	-	-	-	-	6%	0%	5%	-	0%	7%	0%	-	*	-	*
	CWOD	22%	19%	<b>20%</b>	18%	19%	26%	*	-	-	27%	16%	32%	-	20%	11%	23%	17%	-	*	*	*
	EL	8%	8%	<b>9%</b>	*	9%	*	*	-	-	-	9%	20%	0%	11%	9%	11%	8%	-	-	-	-
	Male	17%	14%	<b>20%</b>	21%	17%	29%	*	-	-	29%	19%	23%	7%	23%	11%	20%	-	-	*	-	*
	Female	23%	20%	<b>16%</b>	10%	17%	24%	*	-	-	*	11%	38%	0%	17%	8%	-	16%	-	*	*	*
Mathematics	All	26%	22%	<b>21%</b>	19%	18%	40%	*	-	-	18%	18%	32%	8%	23%	8%	28%	13%	-	14%	*	0%
	Students																					
	CWD	11%	6%	<b>8%</b>	0%	4%	*	-	-	-	-	10%	0%	8%	-	0%	7%	9%	-	*	-	*
	CWOD	28%	24%	<b>23%</b>	21%	21%	37%	*	-	-	18%	19%	35%	-	23%	10%	32%	14%	-	*	*	*
	EL	16%	16%	<b>8%</b>	*	9%	*	*	-	-	-	9%	0%	0%	10%	8%	17%	0%	-	-	-	-
	Male	25%	22%	<b>28%</b>	18%	25%	52%	*	-	-	29%	27%	32%	7%	32%	17%	28%	-	-	*	-	*
	Female	26%	22%	<b>13%</b>	20%	11%	18%	*	-	-	*	9%	31%	9%	14%	0%	-	13%	-	*	*	*
Science	All	24%	20%	<b>7%</b>	5%	4%	27%	-	-	-	*	3%	17%	8%	7%	0%	6%	8%	-	*	-	*
	Students																					
	CWD	8%	5%	<b>8%</b>	*	0%	*	-	-	-	-	13%	0%	8%	-	0%	9%	*	-	*	-	*
	CWOD	26%	22%	<b>7%</b>	6%	5%	20%	-	-	-	*	2%	21%	-	7%	0%	6%	8%	-	*	-	*
	EL	7%	7%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	25%	21%	<b>6%</b>	0%	4%	33%	-	-	-	*	6%	6%	9%	6%	0%	6%	-	-	*	-	*

	State	District	Campus	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
Female	23%	20%	8%	17%	4%	20%	-	-	-	*	0%	38%	*	8%	0%	-	8%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	61	60	63	54	*	-	-	93	61	41	61
CWD	41	30	41	*	-	-	-	-	43	41	50
CWOD	63	64	66	53	*	-	-	93	63	-	64
EL	61	*	62	*	*	-	-	-	63	50	61
Male	60	66	60	52	*	-	-	*	60	42	57
Female	63	53	66	58	*	-	-	*	62	40	66
<b>Mathematics</b>											
All Students	66	65	61	85	*	-	-	64	62	63	58
CWD	63	60	62	*	-	-	-	-	60	63	67
CWOD	67	65	61	85	*	-	-	64	63	-	57
EL	58	*	56	*	*	-	-	-	59	67	58
Male	69	62	62	93	*	-	-	*	63	58	57
Female	63	68	60	69	*	-	-	*	61	80	60

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	148	25	17%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	44	39	41	61	39	-	-	51	41	20	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	Y					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	Y					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	Y					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
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%	100%	-
	CWOD	100%	100%	100%	100%	100%	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	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%	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%	-
	EL	100%	*	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%	-
Science	All	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
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%	0%	0%	-
	Male	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	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%	-
	EL	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	40	17	11	8	0	2	0	2	5		
	Female	13	5	2	2	2	0	0	2	2		
	Total	53	22	13	10	2	2	0	4	7		
<b>Out-of-School Suspensions</b>												
	Male	18	7	2	7	0	2	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	18	7	2	7	0	2	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	2	2	8	0	0	0	0	2		5
	Female	2	0	2	0	0	0	0	0	2		0
	Total	14	2	4	8	0	0	0	0	4		5
Out-of-School Suspensions	Male	8	4	0	4	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	8	4	0	4	0	0	0	0	0		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	26	11	8	5	0	0	0	2	5	11	2
	Female	26	8	11	5	0	0	0	2	5	2	2
	Total	52	19	19	10	0	0	0	4	10	13	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	24	8	14	2	0	0	0	0	8	5
	Female	17	2	11	2	0	2	0	0	11	0
	Total	41	10	25	4	0	2	0	0	19	5
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	5.0	14.4%
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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** RANKIN EL

**Campus ID:** 220901109

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All	75%	68%	51%	40%	52%	*	-	-	-	*	54%	29%	20%	54%	50%	47%	59%	-	*	-	*	
	Students																						
	CWD	49%	38%	20%	-	*	-	-	-	-	*	20%	-	20%	-	*	-	20%	-	-	-	-	
	CWOD	79%	72%	54%	40%	53%	*	-	-	-	*	56%	29%	-	54%	52%	47%	67%	-	*	-	*	
	EL	69%	67%	50%	-	51%	*	-	-	-	-	51%	40%	*	52%	50%	47%	56%	-	*	-	-	
	Male	73%	65%	47%	*	46%	*	-	-	-	-	48%	40%	-	47%	47%	47%	-	-	*	-	*	
Female	78%	72%	59%	*	61%	*	-	-	-	-	*	63%	*	20%	67%	56%	-	59%	-	-	-	-	
Mathematics	All	78%	72%	70%	60%	71%	*	-	-	-	*	70%	71%	20%	74%	74%	78%	59%	-	*	-	*	
	Students																						
	CWD	52%	44%	20%	-	*	-	-	-	-	*	20%	-	20%	-	*	-	20%	-	-	-	-	
	CWOD	81%	76%	74%	60%	74%	*	-	-	-	*	74%	71%	-	74%	77%	78%	67%	-	*	-	*	
	EL	75%	75%	74%	-	73%	*	-	-	-	-	73%	80%	*	77%	74%	79%	63%	-	*	-	-	
	Male	78%	72%	78%	*	77%	*	-	-	-	-	78%	80%	-	78%	79%	78%	-	-	*	-	*	
Female	78%	72%	59%	*	61%	*	-	-	-	-	59%	*	20%	67%	63%	-	59%	-	-	-	-	-	
Grade 4																							
Reading	All	74%	66%	58%	30%	61%	*	-	*	-	-	57%	67%	20%	60%	59%	58%	58%	-	*	-	-	
	Students																						
	CWD	44%	34%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	20%	*	*	-	-	-	-	
	CWOD	78%	70%	60%	30%	65%	*	-	*	-	-	60%	67%	-	60%	63%	60%	60%	-	*	-	-	
	EL	64%	64%	59%	*	61%	-	-	*	-	-	58%	*	20%	63%	59%	63%	55%	-	*	-	-	
	Male	71%	63%	58%	14%	64%	*	-	-	-	-	58%	*	*	60%	63%	58%	-	-	-	-	-	
Female	77%	70%	58%	*	59%	-	-	*	-	-	56%	*	*	60%	55%	-	58%	-	*	-	-	-	
Mathematics	All	74%	67%	72%	70%	71%	*	-	*	-	-	71%	83%	20%	76%	71%	76%	68%	-	*	-	-	
	Students																						
	CWD	46%	36%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	20%	*	*	-	-	-	-	
	CWOD	78%	71%	76%	70%	75%	*	-	*	-	-	75%	83%	-	76%	76%	79%	71%	-	*	-	-	
	EL	69%	69%	71%	*	72%	-	-	*	-	-	70%	*	20%	76%	71%	81%	62%	-	*	-	-	
	Male	74%	67%	76%	57%	78%	*	-	-	-	-	77%	*	*	79%	81%	76%	-	-	-	-	-	
Female	74%	68%	68%	*	65%	-	-	*	-	-	65%	*	*	71%	62%	-	68%	-	*	-	-	-	
Grade 5																							
Reading	All	86%	82%	74%	*	77%	*	*	*	-	*	76%	50%	60%	75%	70%	65%	83%	-	*	-	*	
	Students																						
	CWD	55%	48%	60%	-	*	*	-	-	-	*	*	*	60%	-	-	*	*	-	-	-	-	
	CWOD	89%	86%	75%	*	77%	*	*	*	-	*	76%	60%	-	75%	70%	64%	84%	-	*	-	*	
	EL	77%	76%	70%	*	71%	-	-	*	-	-	71%	*	-	70%	70%	62%	78%	-	-	-	-	
	Male	83%	78%	65%	*	67%	*	-	-	-	*	67%	*	*	64%	62%	65%	-	-	-	-	-	
Female	88%	85%	83%	*	87%	*	*	*	-	*	85%	60%	*	84%	78%	-	83%	-	*	-	-	*	
Mathematics	All	89%	84%	74%	*	72%	*	*	*	-	*	75%	67%	100%	73%	68%	70%	78%	-	*	-	*	
	Students																						
	CWD	68%	61%	100%	-	*	*	-	-	-	*	*	*	100%	-	-	*	*	-	-	-	-	
	CWOD	92%	87%	73%	*	70%	*	*	*	-	*	74%	60%	-	73%	68%	67%	78%	-	*	-	*	
	EL	85%	82%	68%	-	66%	-	-	*	-	-	69%	*	-	68%	68%	62%	74%	-	-	-	-	
	Male	88%	83%	70%	*	67%	*	-	-	-	*	69%	*	*	67%	62%	70%	-	-	-	-	-	-
Female	90%	85%	78%	*	76%	*	*	*	-	*	80%	60%	*	78%	74%	-	78%	-	*	-	-	*	
Science	All	74%	65%	61%	*	61%	*	*	*	-	*	63%	33%	80%	60%	47%	51%	70%	-	*	-	*	
	Students																						
	CWD	45%	43%	80%	-	*	*	-	-	-	*	*	*	80%	-	-	*	*	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	77%	68%	60%	*	60%	*	*	*	-	*	61%	40%	-	60%	47%	46%	71%	-	*	-	*
	EL	60%	55%	47%	*	45%	-	-	*	-	-	47%	*	-	47%	47%	36%	57%	-	-	-	-
	Male	74%	65%	51%	*	51%	*	-	-	-	*	53%	*	*	46%	36%	51%	-	-	-	-	-
	Female	73%	64%	70%	*	71%	*	*	*	-	*	73%	40%	*	71%	57%	-	70%	-	*	-	*
Grade 6 Reading	All Students	67%	68%	56%	33%	61%	20%	*	-	-	*	56%	*	0%	64%	50%	61%	50%	-	-	-	*
	CWD	33%	32%	0%	-	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	71%	72%	64%	33%	69%	*	-	-	-	*	63%	*	-	64%	59%	71%	55%	-	-	-	*
	EL	42%	49%	50%	-	51%	-	*	-	-	-	50%	*	0%	59%	50%	57%	39%	-	-	-	*
	Male	62%	64%	61%	*	67%	*	*	-	-	-	62%	*	0%	71%	57%	61%	-	-	-	-	*
	Female	71%	72%	50%	*	53%	*	-	-	-	*	49%	*	*	55%	39%	-	50%	-	-	-	-
	Mathematics	All Students	80%	82%	79%	50%	85%	40%	*	-	-	*	80%	*	20%	87%	78%	78%	81%	-	-	-
	CWD	50%	47%	20%	-	25%	*	*	-	-	-	22%	*	20%	-	14%	14%	*	-	-	-	-
	CWOD	83%	86%	87%	50%	92%	*	-	-	-	*	88%	*	-	87%	90%	88%	85%	-	-	-	*
	EL	67%	77%	78%	-	80%	-	*	-	-	-	82%	*	14%	90%	78%	82%	72%	-	-	-	*
	Male	78%	80%	78%	*	86%	*	*	-	-	-	79%	*	14%	88%	82%	78%	-	-	-	-	*
	Female	81%	84%	81%	*	83%	*	-	-	-	*	83%	*	*	85%	72%	-	81%	-	-	-	-
	STAAR Percent at Meets Grade Level or Above																					
Grade 3 Reading	All Students	44%	37%	24%	20%	26%	*	-	-	-	*	25%	14%	20%	25%	26%	22%	28%	-	*	-	*
	CWD	26%	19%	20%	-	*	-	-	-	-	*	20%	-	20%	-	*	-	20%	-	-	-	-
	CWOD	46%	39%	25%	20%	26%	*	-	-	-	*	26%	14%	-	25%	27%	22%	29%	-	*	-	*
	EL	35%	34%	26%	-	27%	*	-	-	-	-	27%	20%	*	27%	26%	24%	31%	-	*	-	-
	Male	41%	34%	22%	*	23%	*	-	-	-	-	23%	20%	-	22%	24%	22%	-	-	*	-	*
	Female	47%	39%	28%	*	30%	*	-	-	-	*	30%	*	20%	29%	31%	-	28%	-	-	-	-
Grade 3 Mathematics	All Students	48%	39%	36%	20%	39%	*	-	-	-	*	36%	43%	0%	39%	42%	40%	31%	-	*	-	*
	CWD	30%	21%	0%	-	*	-	-	-	-	*	0%	-	0%	-	*	-	0%	-	-	-	-
	CWOD	50%	42%	39%	20%	41%	*	-	-	-	*	39%	43%	-	39%	44%	40%	38%	-	*	-	*
	EL	41%	41%	42%	-	43%	*	-	-	-	-	40%	60%	*	44%	42%	47%	31%	-	*	-	-
	Male	49%	41%	40%	*	44%	*	-	-	-	-	38%	60%	-	40%	47%	40%	-	-	*	-	*
	Female	46%	38%	31%	*	30%	*	-	-	-	*	33%	*	0%	38%	31%	-	31%	-	-	-	-
Grade 4 Reading	All Students	43%	35%	16%	10%	17%	*	-	*	-	-	16%	17%	0%	17%	14%	13%	18%	-	*	-	-
	CWD	24%	16%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	46%	38%	17%	10%	18%	*	-	*	-	-	17%	17%	-	17%	16%	14%	20%	-	*	-	-
	EL	30%	30%	14%	*	15%	-	-	*	-	-	15%	*	0%	16%	14%	15%	14%	-	*	-	-
	Male	41%	33%	13%	14%	14%	*	-	-	-	-	14%	*	*	14%	15%	13%	-	-	-	-	-
	Female	46%	38%	18%	*	21%	-	-	*	-	-	18%	*	*	20%	14%	-	18%	-	*	-	-
Grade 4 Mathematics	All Students	46%	39%	27%	10%	29%	*	-	*	-	-	25%	50%	0%	28%	30%	24%	29%	-	*	-	-
	CWD	27%	21%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	49%	41%	28%	10%	31%	*	-	*	-	-	26%	50%	-	28%	33%	26%	31%	-	*	-	-
	EL	39%	39%	30%	*	30%	-	-	*	-	-	28%	*	0%	33%	30%	37%	24%	-	*	-	-
	Male	48%	40%	24%	0%	31%	*	-	-	-	-	23%	*	*	26%	37%	24%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	29%	*	26%	-	-	*	-	-	26%	*	*	31%	24%	-	29%	-	*	-	-
Grade 5 Reading	All	53%	46%	36%	*	38%	*	*	*	-	*	36%	33%	40%	36%	30%	30%	41%	-	*	-	*
	Students																					
	CWD	27%	23%	40%	-	*	*	-	-	-	*	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	56%	49%	36%	*	37%	*	*	*	-	*	36%	40%	-	36%	30%	28%	42%	-	*	-	*
	EL	36%	35%	30%	*	29%	-	-	*	-	-	29%	*	-	30%	30%	14%	43%	-	-	-	-
	Male	50%	42%	30%	*	31%	*	-	-	-	*	31%	*	*	28%	14%	30%	-	-	-	-	-
	Female	56%	51%	41%	*	45%	*	*	*	-	*	41%	40%	*	42%	43%	-	41%	-	*	-	*
Mathematics	All	57%	47%	27%	*	28%	*	*	*	-	*	26%	33%	20%	27%	25%	20%	33%	-	*	-	*
	Students																					
	CWD	31%	28%	20%	-	*	*	-	-	-	*	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	60%	49%	27%	*	28%	*	*	*	-	*	26%	40%	-	27%	25%	19%	33%	-	*	-	*
	EL	46%	41%	25%	*	27%	-	-	*	-	-	24%	*	-	25%	25%	24%	26%	-	-	-	-
	Male	56%	47%	20%	*	22%	*	-	-	-	*	21%	*	*	19%	24%	20%	-	-	-	-	-
	Female	57%	47%	33%	*	34%	*	*	*	-	*	32%	40%	*	33%	26%	-	33%	-	*	-	*
Science	All	48%	38%	33%	*	31%	*	*	*	-	*	33%	33%	60%	32%	16%	27%	39%	-	*	-	*
	Students																					
	CWD	27%	27%	60%	-	*	*	-	-	-	*	*	*	60%	-	-	*	*	-	-	-	-
	CWOD	50%	39%	32%	*	29%	*	*	*	-	*	31%	40%	-	32%	16%	22%	40%	-	*	-	*
	EL	31%	26%	16%	*	12%	-	-	*	-	-	14%	*	-	16%	16%	5%	26%	-	-	-	-
	Male	50%	40%	27%	*	24%	*	-	-	-	*	28%	*	*	22%	5%	27%	-	-	-	-	-
	Female	45%	37%	39%	*	37%	*	*	*	-	*	39%	40%	*	40%	26%	-	39%	-	*	-	*
Grade 6 Reading	All	36%	37%	19%	0%	19%	20%	*	-	-	*	18%	*	0%	21%	9%	16%	22%	-	-	-	*
	Students																					
	CWD	19%	17%	0%	-	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	38%	40%	21%	0%	22%	*	-	-	-	*	21%	*	-	21%	10%	19%	24%	-	-	-	*
	EL	14%	17%	9%	-	9%	-	*	-	-	-	9%	*	0%	10%	9%	7%	11%	-	-	-	*
	Male	33%	33%	16%	*	17%	*	*	-	-	-	15%	*	0%	19%	7%	16%	-	-	-	-	*
	Female	40%	42%	22%	*	23%	*	-	-	-	*	23%	*	*	24%	11%	-	22%	-	-	-	-
Mathematics	All	46%	49%	35%	17%	39%	20%	*	-	-	*	35%	*	0%	40%	33%	41%	28%	-	-	-	*
	Students																					
	CWD	23%	21%	0%	-	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	48%	52%	40%	17%	44%	*	-	-	-	*	40%	*	-	40%	38%	48%	30%	-	-	-	*
	EL	27%	35%	33%	-	33%	-	*	-	-	-	34%	*	0%	38%	33%	39%	22%	-	-	-	*
	Male	45%	48%	41%	*	45%	*	*	-	-	-	40%	*	0%	48%	39%	41%	-	-	-	-	*
	Female	46%	50%	28%	*	30%	*	-	-	-	*	29%	*	*	30%	22%	-	28%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	11%	20%	10%	*	-	-	-	*	12%	0%	0%	12%	12%	11%	10%	-	*	-	*
	Students																					
	CWD	10%	7%	0%	-	*	-	-	-	-	*	0%	-	0%	-	*	-	0%	-	-	-	-
	CWOD	29%	23%	12%	20%	10%	*	-	-	-	*	13%	0%	-	12%	13%	11%	13%	-	*	-	*
	EL	19%	20%	12%	-	12%	*	-	-	-	-	13%	0%	*	13%	12%	12%	13%	-	*	-	-
	Male	24%	19%	11%	*	10%	*	-	-	-	-	13%	0%	-	11%	12%	11%	-	-	*	-	*
	Female	29%	24%	10%	*	9%	*	-	-	-	*	11%	*	0%	13%	13%	-	10%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	
Mathematics	All	24%	18%	8%	Amer	8%	*	-	-	-	Races	Disadv	Econ	0%	9%	8%	7%	10%	-	*	Care	Military
	Students				20%						*	9%	0%	0%	9%	8%	7%	10%	-		-	*
	CWD	12%	8%	0%	-	*	-	-	-	-	*	0%	-	0%	-	*	-	0%	-	-	-	-
	CWOD	25%	19%	9%	20%	9%	*	-	-	-	*	10%	0%	*	9%	8%	7%	13%	-	*	-	*
	EL	18%	20%	8%	-	8%	*	-	-	-	-	9%	0%	*	8%	8%	9%	6%	-	*	-	-
	Male	26%	20%	7%	*	8%	*	-	-	-	-	8%	0%	-	7%	9%	7%	-	-	*	-	*
	Female	22%	16%	10%	*	9%	*	-	-	-	*	11%	*	0%	13%	6%	-	10%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	4%	0%	4%	*	-	*	-	-	4%	0%	0%	4%	4%	2%	5%	-	*	-	-
	Students																					
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	23%	18%	4%	0%	5%	*	-	*	-	-	4%	0%	-	4%	4%	2%	6%	-	*	-	-
	EL	12%	13%	4%	*	4%	-	-	*	-	-	4%	*	0%	4%	4%	4%	3%	-	*	-	-
	Male	20%	15%	2%	0%	3%	*	-	-	-	-	2%	*	*	2%	4%	2%	-	-	-	-	-
	Female	23%	18%	5%	*	6%	-	-	*	-	-	6%	*	*	6%	3%	-	5%	-	*	-	-
Mathematics	All	27%	22%	8%	0%	10%	*	-	*	-	-	8%	17%	0%	9%	11%	11%	5%	-	*	-	-
	Students																					
	CWD	13%	7%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	29%	23%	9%	0%	11%	*	-	*	-	-	8%	17%	-	9%	12%	12%	6%	-	*	-	-
	EL	20%	22%	11%	*	11%	-	-	*	-	-	9%	*	0%	12%	11%	19%	3%	-	*	-	-
	Male	29%	23%	11%	0%	14%	*	-	-	-	-	9%	*	*	12%	19%	11%	-	-	-	-	-
	Female	25%	20%	5%	*	6%	-	-	*	-	-	6%	*	*	6%	3%	-	5%	-	*	-	-
Grade 5																						
Reading	All	29%	24%	13%	*	15%	*	*	*	-	*	13%	17%	0%	14%	5%	8%	17%	-	*	-	*
	Students																					
	CWD	9%	8%	0%	-	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	31%	26%	14%	*	15%	*	*	*	-	*	13%	20%	-	14%	5%	8%	18%	-	*	-	*
	EL	14%	13%	5%	*	5%	-	-	*	-	-	2%	*	-	5%	5%	0%	9%	-	-	-	-
	Male	26%	21%	8%	*	8%	*	-	-	-	*	8%	*	*	8%	0%	8%	-	-	-	-	-
	Female	31%	27%	17%	*	21%	*	*	*	-	*	17%	20%	*	18%	9%	-	17%	-	*	-	*
Mathematics	All	36%	27%	8%	*	9%	*	*	*	-	*	8%	17%	0%	9%	9%	3%	13%	-	*	-	*
	Students																					
	CWD	14%	12%	0%	-	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	38%	28%	9%	*	10%	*	*	*	-	*	8%	20%	-	9%	9%	3%	13%	-	*	-	*
	EL	24%	20%	9%	*	10%	-	-	*	-	-	7%	*	-	9%	9%	5%	13%	-	-	-	-
	Male	36%	28%	3%	*	3%	*	-	-	-	*	3%	*	*	3%	5%	3%	-	-	-	-	-
	Female	35%	26%	13%	*	16%	*	*	*	-	*	12%	20%	*	13%	13%	-	13%	-	*	-	*
Science	All	23%	17%	15%	*	15%	*	*	*	-	*	15%	17%	0%	16%	4%	7%	22%	-	*	-	*
	Students																					
	CWD	11%	9%	0%	-	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	25%	18%	16%	*	15%	*	*	*	-	*	16%	20%	-	16%	4%	8%	22%	-	*	-	*
	EL	11%	9%	4%	*	2%	-	-	*	-	-	5%	*	-	4%	4%	0%	9%	-	-	-	-
	Male	25%	19%	7%	*	8%	*	-	-	-	*	8%	*	*	8%	0%	7%	-	-	-	-	-
	Female	21%	15%	22%	*	21%	*	*	*	-	*	22%	20%	*	22%	9%	-	22%	-	*	-	*
Grade 6																						
Reading	All	17%	18%	4%	0%	3%	0%	*	-	-	*	4%	*	0%	4%	2%	0%	8%	-	-	-	*
	Students																					
	CWD	6%	5%	0%	-	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	19%	4%	0%	3%	*	-	-	-	*	4%	*	-	4%	3%	0%	9%	-	-	-	*
	EL	4%	5%	2%	-	2%	-	*	-	-	-	2%	*	0%	3%	2%	0%	6%	-	-	-	*
	Male	14%	15%	0%	*	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	*



												Two or	Non											
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military		
Female		20%	22%	8%	*	7%	*	-	-	-	*	9%	*	*	9%	6%	-	8%	-	-	-	-		
Mathematics	All	20%	24%	6%	17%	6%	0%	*	-	-	*	6%	*	0%	7%	4%	4%	8%	-	-	-	*		
	Students																							
	CWD	9%	6%	0%	-	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-		
	CWOD	22%	26%	7%	17%	6%	*	-	-	-	*	7%	*	-	7%	5%	5%	9%	-	-	-	*		
	EL	8%	12%	4%	-	4%	-	*	-	-	-	5%	*	0%	5%	4%	4%	6%	-	-	-	*		
	Male	20%	24%	4%	*	5%	*	*	-	-	-	4%	*	0%	5%	4%	4%	-	-	-	-	*		
	Female	20%	23%	8%	*	7%	*	-	-	-	*	9%	*	*	9%	6%	-	8%	-	-	-	-		

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	66%	52%	68%	58%	60%	63%	-	71%	67%	56%	33%	69%	63%	65%	68%	-	57%	-	89%
	Students																					
	CWD	46%	38%	33%	-	33%	20%	*	-	-	60%	34%	20%	33%	-	11%	40%	24%	-	-	-	-
	CWOD	81%	77%	69%	52%	71%	65%	*	63%	-	78%	70%	60%	-	69%	67%	67%	72%	-	57%	-	89%
	EL	62%	63%	63%	60%	64%	*	*	63%	-	-	64%	58%	11%	67%	63%	64%	62%	-	*	-	*
	Male	74%	70%	65%	40%	67%	67%	*	-	-	*	66%	52%	40%	67%	64%	65%	-	-	*	-	83%
	Female	80%	76%	68%	67%	69%	40%	*	63%	-	64%	69%	59%	24%	72%	62%	-	68%	-	80%	-	*
Reading	All	73%	69%	60%	36%	63%	50%	*	*	-	67%	61%	50%	20%	64%	57%	58%	64%	-	*	-	*
	Students																					
	CWD	39%	30%	20%	-	20%	*	*	-	-	*	22%	*	20%	-	7%	23%	17%	-	-	-	-
	CWOD	78%	73%	64%	36%	67%	58%	*	*	-	*	64%	55%	-	64%	61%	60%	68%	-	*	-	*
	EL	54%	55%	57%	*	58%	*	*	*	-	-	58%	50%	7%	61%	57%	56%	58%	-	*	-	*
	Male	69%	64%	58%	21%	61%	60%	*	-	-	*	59%	40%	23%	60%	56%	58%	-	-	*	-	*
	Female	78%	74%	64%	55%	66%	*	*	*	-	60%	64%	58%	17%	68%	58%	-	64%	-	*	-	*
Mathematics	All	81%	77%	74%	68%	75%	71%	*	*	-	67%	75%	68%	36%	77%	73%	75%	72%	-	*	-	*
	Students																					
	CWD	53%	44%	36%	-	35%	*	*	-	-	*	35%	*	36%	-	14%	38%	33%	-	-	-	-
	CWOD	84%	81%	77%	68%	78%	75%	*	*	-	*	78%	70%	-	77%	77%	78%	76%	-	*	-	*
	EL	72%	74%	73%	*	73%	*	*	*	-	-	73%	67%	14%	77%	73%	77%	67%	-	*	-	*
	Male	79%	75%	75%	64%	77%	70%	*	-	-	*	76%	70%	38%	78%	77%	75%	-	-	*	-	*
	Female	82%	79%	72%	73%	72%	*	*	*	-	60%	73%	67%	33%	76%	67%	-	72%	-	*	-	*
Science	All	80%	75%	61%	*	61%	*	*	*	-	*	63%	33%	80%	60%	47%	51%	70%	-	*	-	*
	Students																					
	CWD	51%	44%	80%	-	*	*	-	-	-	*	*	*	80%	-	-	*	*	-	-	-	-
	CWOD	84%	79%	60%	*	60%	*	*	*	-	*	61%	40%	-	60%	47%	46%	71%	-	*	-	*
	EL	61%	60%	47%	*	45%	-	-	*	-	-	47%	*	-	47%	47%	36%	57%	-	-	-	-
	Male	79%	74%	51%	*	51%	*	-	-	-	*	53%	*	*	46%	36%	51%	-	-	-	-	-
	Female	81%	77%	70%	*	71%	*	*	*	-	*	73%	40%	*	71%	57%	-	70%	-	*	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	28%	17%	29%	23%	40%	38%	-	14%	28%	32%	13%	29%	25%	26%	31%	-	0%	-	22%
	Students																					
	CWD	24%	18%	13%	-	14%	0%	*	-	-	20%	14%	0%	13%	-	0%	20%	4%	-	-	-	-
	CWOD	52%	47%	29%	17%	31%	27%	*	38%	-	11%	29%	36%	-	29%	27%	27%	33%	-	0%	-	22%
	EL	29%	29%	25%	20%	25%	*	*	38%	-	-	24%	35%	0%	27%	25%	25%	25%	-	*	-	*
	Male	47%	41%	26%	3%	28%	29%	*	-	-	*	26%	33%	20%	27%	25%	26%	-	-	*	-	33%
	Female	52%	47%	31%	33%	31%	10%	*	38%	-	9%	30%	31%	4%	33%	25%	-	31%	-	0%	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	24%	12%	25%	21%	*	*	-	17%	24%	23%	12%	25%	19%	20%	28%	-	*	-	*
Reading	All	47%	42%	24%	12%	25%	21%	*	*	-	17%	24%	23%	12%	25%	19%	20%	28%	-	*	-	*
	Students																					
	CWD	21%	15%	12%	-	15%	*	*	-	-	*	13%	*	12%	-	0%	15%	8%	-	-	-	-
	CWOD	50%	45%	25%	12%	26%	25%	*	*	-	*	25%	25%	-	25%	21%	20%	30%	-	*	-	*
	EL	23%	24%	19%	*	20%	*	*	*	-	-	20%	17%	0%	21%	19%	15%	24%	-	*	-	*
	Male	43%	37%	20%	7%	21%	30%	*	-	-	*	20%	20%	15%	20%	15%	20%	-	-	*	-	*
	Female	51%	47%	28%	18%	30%	*	*	*	-	20%	28%	25%	8%	30%	24%	-	28%	-	*	-	*
Mathematics	All	51%	45%	31%	16%	33%	21%	*	*	-	0%	30%	41%	4%	33%	33%	32%	30%	-	*	-	*
	Students																					
	CWD	26%	21%	4%	-	5%	*	*	-	-	*	4%	*	4%	-	0%	8%	0%	-	-	-	-
	CWOD	54%	49%	33%	16%	36%	25%	*	*	-	*	33%	45%	-	33%	35%	34%	33%	-	*	-	*
	EL	37%	37%	33%	*	33%	*	*	*	-	-	32%	50%	0%	35%	33%	38%	26%	-	*	-	*
	Male	50%	44%	32%	0%	36%	20%	*	-	-	*	31%	50%	8%	34%	38%	32%	-	-	*	-	*
	Female	51%	47%	30%	36%	30%	*	*	*	-	0%	30%	33%	0%	33%	26%	-	30%	-	*	-	*
Science	All	53%	47%	33%	*	31%	*	*	*	-	*	33%	33%	60%	32%	16%	27%	39%	-	*	-	*
	Students																					
	CWD	25%	20%	60%	-	*	*	-	-	-	*	*	*	60%	-	-	*	*	-	-	-	-
	CWOD	56%	50%	32%	*	29%	*	*	*	-	*	31%	40%	-	32%	16%	22%	40%	-	*	-	*
	EL	26%	25%	16%	*	12%	-	-	*	-	-	14%	*	-	16%	16%	5%	26%	-	-	-	-
	Male	53%	46%	27%	*	24%	*	-	-	-	*	28%	*	*	22%	5%	27%	-	-	-	-	-
	Female	53%	48%	39%	*	37%	*	*	*	-	*	39%	40%	*	40%	26%	-	39%	-	*	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	8%	6%	9%	3%	20%	13%	-	7%	9%	8%	0%	9%	7%	6%	12%	-	0%	-	0%
	Students																					
	CWD	8%	6%	0%	-	0%	0%	*	-	-	0%	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	21%	9%	6%	10%	4%	*	13%	-	11%	9%	9%	-	9%	7%	6%	13%	-	0%	-	0%
	EL	11%	11%	7%	0%	7%	*	*	13%	-	-	6%	12%	0%	7%	7%	6%	7%	-	*	-	*
	Male	22%	18%	6%	0%	6%	5%	*	-	-	6%	5%	0%	0%	6%	6%	6%	-	-	*	-	0%
	Female	24%	21%	12%	13%	12%	0%	*	13%	-	9%	12%	10%	0%	13%	7%	-	12%	-	0%	-	*
Reading	All	20%	17%	8%	4%	8%	7%	*	*	-	17%	8%	5%	0%	8%	6%	5%	11%	-	*	-	*
	Students																					
	CWD	7%	5%	0%	-	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	19%	8%	4%	9%	8%	*	*	-	*	8%	5%	-	8%	6%	5%	12%	-	*	-	*
	EL	8%	8%	6%	*	6%	*	*	*	-	-	5%	8%	0%	6%	6%	5%	7%	-	*	-	*
	Male	17%	14%	5%	0%	5%	10%	*	-	-	*	5%	0%	0%	5%	5%	5%	-	-	*	-	*
	Female	23%	20%	11%	9%	11%	*	*	*	-	20%	11%	8%	0%	12%	7%	-	11%	-	*	-	*
Mathematics	All	26%	22%	8%	8%	8%	0%	*	*	-	0%	8%	9%	0%	8%	8%	6%	9%	-	*	-	*
	Students																					
	CWD	11%	6%	0%	-	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	28%	24%	8%	8%	9%	0%	*	*	-	*	8%	10%	-	8%	9%	7%	10%	-	*	-	*
	EL	16%	16%	8%	*	8%	*	*	*	-	-	8%	17%	0%	9%	8%	9%	7%	-	*	-	*
	Male	25%	22%	6%	0%	7%	0%	*	-	-	*	6%	10%	0%	7%	9%	6%	-	-	*	-	*
	Female	26%	22%	9%	18%	10%	*	*	*	-	0%	9%	8%	0%	10%	7%	-	9%	-	*	-	*
Science	All	24%	20%	15%	*	15%	*	*	*	-	*	15%	17%	0%	16%	4%	7%	22%	-	*	-	*
	Students																					
	CWD	8%	5%	0%	-	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	26%	22%	16%	*	15%	*	*	*	-	*	16%	20%	-	16%	4%	8%	22%	-	*	-	*
	EL	7%	7%	4%	*	2%	-	-	*	-	-	5%	*	-	4%	4%	0%	9%	-	-	-	-
	Male	25%	21%	7%	*	8%	*	-	-	-	*	8%	*	*	8%	0%	7%	-	-	-	-	-

	State	District	Campus	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
Female	23%	20%	22%	*	21%	*	*	*	-	*	22%	20%	*	22%	9%	-	22%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	58	29	60	67	*	*	-	*	57	39	59
CWD	39	-	37	*	*	-	-	*	32	39	25
CWOD	60	29	62	71	*	*	-	*	59	-	63
EL	59	*	59	-	*	*	-	-	58	25	59
Male	52	11	55	67	*	-	-	*	51	38	52
Female	66	50	66	*	*	*	-	*	65	43	67
<b>Mathematics</b>											
All Students	70	47	71	89	*	*	-	*	70	50	74
CWD	50	-	43	*	*	-	-	*	50	50	42
CWOD	72	47	73	86	*	*	-	*	71	-	77
EL	74	*	74	-	*	*	-	-	74	42	74
Male	70	33	72	83	*	-	-	*	70	46	74
Female	70	63	69	*	*	*	-	*	70	57	73

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	333	34	10%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	25	35	28	40	38	-	31	35	15	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
Participation Rate		Campus	American			Indian		Islander	More	Disadv	Econ	CWD	CWOD				
All Subjects	All	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	100%	*	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
Reading	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
	All	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
	All	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
Science	EL	100%	*	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%	-
	All	100%	*	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	*	*	-	-	-	*	*	*	100%	-	-	*	*	-
Non-Participation Rate	CWOD	100%	*	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	*	100%	*	*	100%	100%	100%	-	-
	Female	100%	*	100%	*	*	*	-	*	100%	100%	*	100%	100%	-	100%	-
	All	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
All Subjects	CWD	0%	-	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%	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%	0%	-	0%	-
	All	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
Reading	Students																
	CWD	0%	-	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	*	*	-	-	-	*	*	*	0%	-	-	*	*	-
	CWOD	0%	*	0%	*	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	-	-
	Female	0%	*	0%	*	*	*	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	17	2	8	5	0	0	0	2	2		
	Female	7	2	5	0	0	0	0	0	2		
	Total	24	4	13	5	0	0	0	2	4		
<b>Out-of-School Suspensions</b>												
	Male	10	4	2	2	0	0	0	2	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	12	4	4	2	0	0	0	2	0		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	9	2	5	2	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	9	2	5	2	0	0	0	0	2		2
Out-of-School Suspensions	Male	4	0	2	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	2	2	0	0	0	0	0		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	38	8	23	5	2	0	0	0	11	5	2
	Female	24	2	17	5	0	0	0	0	11	0	2
	Total	62	10	40	10	2	0	0	0	22	5	4

Total



	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	41	2	32	5	0	2	0	0	29	0
	Female	36	2	32	2	0	0	0	0	26	0
	Total	77	4	64	7	0	2	0	0	55	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	13.0	28.6%
Teachers Teaching with Emergency or Provisional Credentials	4.0	9.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.1%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-') Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** REMYNSE EL

**Campus ID:** 220901159

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	64%	71%	58%	88%	*	*	-	*	66%	58%	25%	71%	58%	62%	68%	-	-	*	-
	CWD	49%	38%	25%	*	*	*	-	-	-	*	33%	*	25%	-	*	*	*	-	-	-	-
	CWOD	79%	72%	71%	77%	62%	100%	*	*	-	*	71%	70%	-	71%	61%	67%	76%	-	-	*	-
	EL	69%	67%	58%	*	59%	-	-	*	-	-	62%	*	*	61%	58%	55%	62%	-	-	-	-
	Male	73%	65%	62%	78%	50%	83%	*	*	-	*	63%	60%	*	67%	55%	62%	-	-	-	*	-
	Female	78%	72%	68%	60%	65%	*	-	-	-	*	70%	*	*	76%	62%	-	68%	-	-	-	-
	Mathematics	All Students	78%	72%	73%	71%	73%	88%	*	*	-	*	77%	58%	25%	80%	92%	76%	68%	-	-	*
CWD	52%	44%	25%	*	*	*	-	-	-	*	33%	*	25%	-	*	*	*	-	-	-	-	
CWOD	81%	76%	80%	77%	79%	100%	*	*	-	*	83%	70%	-	80%	96%	83%	76%	-	-	*	-	
EL	75%	75%	92%	*	91%	-	-	*	-	-	95%	*	*	96%	92%	100%	85%	-	-	-	-	
Male	78%	72%	76%	78%	81%	83%	*	*	-	*	83%	60%	*	83%	100%	76%	-	-	-	*	-	
Female	78%	72%	68%	60%	65%	*	-	-	-	*	70%	*	*	76%	85%	-	68%	-	-	-	-	
Grade 4 Reading	All Students	74%	66%	62%	60%	59%	*	-	*	-	*	60%	70%	38%	65%	52%	56%	69%	-	*	-	-
	CWD	44%	34%	38%	*	50%	-	-	-	-	-	38%	-	38%	-	*	*	*	-	-	-	-
	CWOD	78%	70%	65%	65%	61%	*	-	*	-	*	64%	70%	-	65%	60%	59%	71%	-	*	-	-
	EL	64%	64%	52%	*	50%	-	-	-	-	-	52%	-	*	60%	52%	42%	64%	-	-	-	-
	Male	71%	63%	56%	56%	50%	*	-	*	-	-	55%	60%	*	59%	42%	56%	-	-	*	-	-
	Female	77%	70%	69%	67%	68%	*	-	*	-	*	67%	80%	*	71%	64%	-	69%	-	-	-	-
	Mathematics	All Students	74%	67%	74%	64%	81%	*	-	*	-	*	74%	70%	63%	75%	83%	75%	72%	-	*	-
CWD	46%	36%	63%	*	83%	-	-	-	-	-	63%	-	63%	-	*	*	*	-	-	-	-	
CWOD	78%	71%	75%	70%	81%	*	-	*	-	*	76%	70%	-	75%	85%	75%	75%	-	*	-	-	
EL	69%	69%	83%	*	82%	-	-	-	-	-	83%	-	*	85%	83%	83%	82%	-	-	-	-	
Male	74%	67%	75%	63%	83%	*	-	*	-	-	77%	60%	*	75%	83%	75%	-	-	*	-	-	
Female	74%	68%	72%	67%	79%	*	-	*	-	*	70%	80%	*	75%	82%	-	72%	-	-	-	-	
Grade 5 Reading	All Students	86%	82%	80%	86%	80%	*	*	-	-	*	81%	77%	71%	83%	83%	79%	81%	-	*	*	*
	CWD	55%	48%	71%	*	78%	*	-	-	-	*	73%	*	71%	-	*	78%	60%	-	-	*	-
	CWOD	89%	86%	83%	83%	81%	*	*	-	-	-	83%	80%	-	83%	81%	80%	86%	-	*	-	*
	EL	77%	76%	83%	*	81%	-	-	-	-	-	85%	*	*	81%	83%	76%	92%	-	*	-	-
	Male	83%	78%	79%	91%	73%	*	*	-	-	-	74%	100%	78%	80%	76%	79%	-	-	*	-	*
	Female	88%	85%	81%	80%	93%	*	-	-	-	*	91%	40%	60%	86%	92%	-	81%	-	*	*	-
	Mathematics	All Students	89%	84%	78%	67%	85%	*	*	-	-	*	79%	77%	77%	79%	89%	79%	78%	-	*	*
CWD	68%	61%	77%	*	75%	*	-	-	-	*	70%	*	77%	-	*	75%	80%	-	-	*	-	
CWOD	92%	87%	79%	61%	88%	*	*	-	-	-	81%	70%	-	79%	92%	80%	77%	-	*	-	*	
EL	85%	82%	89%	*	88%	-	-	-	-	-	92%	*	*	92%	89%	88%	92%	-	*	-	-	
Male	88%	83%	79%	73%	80%	*	*	-	-	-	77%	88%	75%	80%	88%	79%	-	-	*	-	*	
Female	90%	85%	78%	60%	93%	*	-	-	-	*	82%	60%	80%	77%	92%	-	78%	-	*	*	-	
Science	All Students	74%	65%	71%	67%	75%	*	*	-	-	*	71%	71%	62%	73%	79%	76%	64%	-	*	*	*
	CWD	45%	43%	62%	*	75%	*	-	-	-	*	60%	*	62%	-	*	75%	40%	-	-	*	-



		State	District	Campus	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	CWOD	77%	68%	<b>73%</b>	67%	75%	*	*	-	-	-	73%	73%	-	73%	77%	76%	70%	-	*	-	*
	EL	60%	55%	<b>79%</b>	*	77%	-	-	-	-	-	80%	*	*	77%	79%	81%	75%	-	*	-	-
	Male	74%	65%	<b>76%</b>	80%	72%	*	*	-	-	-	69%	100%	75%	76%	81%	76%	-	-	*	-	*
	Female	73%	64%	<b>64%</b>	55%	80%	*	-	-	-	*	73%	33%	40%	70%	75%	-	64%	-	*	*	-
Grade 6	Reading																					
	All Students	67%	68%	<b>66%</b>	60%	68%	*	*	*	-	-	66%	67%	43%	69%	59%	64%	69%	-	-	-	-
	CWD	33%	32%	<b>43%</b>	*	*	-	-	*	-	-	43%	-	43%	-	*	*	*	-	-	-	-
	CWOD	71%	72%	<b>69%</b>	65%	71%	*	*	-	-	-	69%	67%	-	69%	62%	69%	69%	-	-	-	-
	EL	42%	49%	<b>59%</b>	-	59%	-	-	-	-	-	56%	*	*	62%	59%	53%	67%	-	-	-	-
	Male	62%	64%	<b>64%</b>	50%	68%	*	-	-	-	-	65%	60%	*	69%	53%	64%	-	-	-	-	-
	Female	71%	72%	<b>69%</b>	70%	68%	*	*	*	-	-	68%	*	*	69%	67%	-	69%	-	-	-	-
Mathematics	All Students	80%	82%	<b>87%</b>	70%	93%	*	*	*	-	-	85%	100%	71%	89%	93%	92%	81%	-	-	-	-
	CWD	50%	47%	<b>71%</b>	*	*	-	-	*	-	-	71%	-	71%	-	*	*	*	-	-	-	-
	CWOD	83%	86%	<b>89%</b>	76%	93%	*	*	-	-	-	87%	100%	-	89%	92%	94%	83%	-	-	-	-
	EL	67%	77%	<b>93%</b>	-	93%	-	-	-	-	-	92%	*	*	92%	93%	100%	83%	-	-	-	-
	Male	78%	80%	<b>92%</b>	70%	100%	*	-	-	-	-	90%	100%	*	94%	100%	92%	-	-	-	-	-
	Female	81%	84%	<b>81%</b>	70%	84%	*	*	*	-	-	79%	*	*	83%	83%	-	81%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>32%</b>	50%	24%	38%	*	*	-	*	32%	33%	13%	35%	29%	44%	16%	-	-	*	-
	CWD	26%	19%	<b>13%</b>	*	*	*	-	-	-	*	17%	*	13%	-	*	*	*	-	-	-	-
	CWOD	46%	39%	<b>35%</b>	54%	24%	50%	*	*	-	*	34%	40%	-	35%	30%	47%	19%	-	-	*	-
	EL	35%	34%	<b>29%</b>	*	27%	-	-	*	-	-	33%	*	*	30%	29%	45%	15%	-	-	-	-
	Male	41%	34%	<b>44%</b>	56%	38%	50%	*	*	-	*	46%	40%	*	47%	45%	44%	-	-	-	*	-
	Female	47%	39%	<b>16%</b>	40%	12%	*	-	-	-	*	17%	*	*	19%	15%	-	16%	-	-	-	-
Mathematics	All Students	48%	39%	<b>36%</b>	43%	33%	25%	*	*	-	*	34%	42%	13%	39%	42%	35%	36%	-	-	*	-
	CWD	30%	21%	<b>13%</b>	*	*	*	-	-	-	*	17%	*	13%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>39%</b>	46%	34%	33%	*	*	-	*	37%	50%	-	39%	43%	37%	43%	-	-	*	-
	EL	41%	41%	<b>42%</b>	*	36%	-	-	*	-	-	43%	*	*	43%	42%	36%	46%	-	-	-	-
	Male	49%	41%	<b>35%</b>	44%	31%	33%	*	*	-	*	33%	40%	*	37%	36%	35%	-	-	-	*	-
	Female	46%	38%	<b>36%</b>	40%	35%	*	-	-	-	*	35%	*	*	43%	46%	-	36%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>28%</b>	40%	19%	*	-	*	-	*	28%	30%	25%	28%	22%	28%	28%	-	*	-	-
	CWD	24%	16%	<b>25%</b>	*	33%	-	-	-	-	-	25%	-	25%	-	*	*	*	-	-	-	-
	CWOD	46%	38%	<b>28%</b>	43%	16%	*	-	*	-	*	28%	30%	-	28%	25%	28%	29%	-	*	-	-
	EL	30%	30%	<b>22%</b>	*	18%	-	-	-	-	-	22%	-	*	25%	22%	17%	27%	-	-	-	-
	Male	41%	33%	<b>28%</b>	38%	17%	*	-	*	-	-	29%	20%	*	28%	17%	28%	-	-	*	-	-
	Female	46%	38%	<b>28%</b>	44%	21%	*	-	*	-	*	26%	40%	*	29%	27%	-	28%	-	-	-	-
Mathematics	All Students	46%	39%	<b>41%</b>	40%	41%	*	-	*	-	*	41%	40%	38%	42%	48%	44%	38%	-	*	-	-
	CWD	27%	21%	<b>38%</b>	*	50%	-	-	-	-	-	38%	-	38%	-	*	*	*	-	-	-	-
	CWOD	49%	41%	<b>42%</b>	43%	39%	*	-	*	-	*	42%	40%	-	42%	50%	44%	39%	-	*	-	-
	EL	39%	39%	<b>48%</b>	*	45%	-	-	-	-	-	48%	-	*	50%	48%	50%	45%	-	-	-	-
	Male	48%	40%	<b>44%</b>	38%	44%	*	-	*	-	-	45%	40%	*	44%	50%	44%	-	-	*	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	
		45%	38%	38%	44%	37%	*	-	*	-	Races	Disadv	Econ	*	39%	45%	-	38%	-	-	Care	Military
Grade 5 Reading	All Students	53%	46%	36%	29%	39%	*	*	-	-	*	30%	62%	21%	40%	41%	41%	30%	-	*	*	*
	CWD	27%	23%	21%	*	33%	*	-	-	-	*	18%	*	21%	-	*	33%	0%	-	-	*	-
	CWOD	56%	49%	40%	33%	41%	*	*	-	-	-	33%	70%	-	40%	46%	43%	36%	-	*	-	*
	EL	36%	35%	41%	*	37%	-	-	-	-	-	38%	*	*	46%	41%	35%	50%	-	*	-	-
	Male	50%	42%	41%	45%	35%	*	*	-	-	-	29%	88%	33%	43%	35%	41%	-	-	*	-	*
	Female	56%	51%	30%	10%	47%	*	-	-	-	*	32%	20%	0%	36%	50%	-	30%	-	*	*	-
Mathematics	All Students	57%	47%	45%	33%	50%	*	*	-	-	*	42%	54%	38%	46%	46%	55%	30%	-	*	*	*
	CWD	31%	28%	38%	*	50%	*	-	-	-	*	40%	*	38%	-	*	63%	0%	-	-	*	-
	CWOD	60%	49%	46%	33%	50%	*	*	-	-	-	43%	60%	-	46%	46%	53%	36%	-	*	-	*
	EL	46%	41%	46%	*	42%	-	-	-	-	-	44%	*	*	46%	46%	50%	42%	-	*	-	-
	Male	56%	47%	55%	55%	52%	*	*	-	-	-	50%	75%	63%	53%	50%	55%	-	-	*	-	*
	Female	57%	47%	30%	10%	47%	*	-	-	-	*	32%	20%	0%	36%	42%	-	30%	-	*	*	-
Science	All Students	48%	38%	37%	29%	40%	*	*	-	-	*	31%	57%	23%	40%	39%	49%	21%	-	*	*	*
	CWD	27%	27%	23%	*	38%	*	-	-	-	*	20%	*	23%	-	*	38%	0%	-	-	*	-
	CWOD	50%	39%	40%	33%	41%	*	*	-	-	-	34%	64%	-	40%	42%	52%	26%	-	*	-	*
	EL	31%	26%	39%	*	38%	-	-	-	-	-	36%	*	*	42%	39%	44%	33%	-	*	-	-
	Male	50%	40%	49%	50%	44%	*	*	-	-	-	38%	88%	38%	52%	44%	49%	-	-	*	-	*
	Female	45%	37%	21%	9%	33%	*	-	-	-	*	23%	17%	0%	26%	33%	-	21%	-	*	*	-
Grade 6 Reading	All Students	36%	37%	40%	40%	36%	*	*	*	-	-	42%	22%	29%	41%	34%	39%	41%	-	-	-	-
	CWD	19%	17%	29%	*	*	-	-	*	-	-	29%	-	29%	-	*	*	*	-	-	-	-
	CWOD	38%	40%	41%	41%	39%	*	*	-	-	-	44%	22%	-	41%	38%	41%	41%	-	-	-	-
	EL	14%	17%	34%	-	34%	-	-	-	-	-	36%	*	*	38%	34%	35%	33%	-	-	-	-
	Male	33%	33%	39%	40%	36%	*	-	-	-	-	42%	20%	*	41%	35%	39%	-	-	-	-	-
	Female	40%	42%	41%	40%	37%	*	*	*	-	-	43%	*	*	41%	33%	-	41%	-	-	-	-
Mathematics	All Students	46%	49%	46%	40%	45%	*	*	*	-	-	46%	44%	43%	46%	45%	47%	44%	-	-	-	-
	CWD	23%	21%	43%	*	*	-	-	*	-	-	43%	-	43%	-	*	*	*	-	-	-	-
	CWOD	48%	52%	46%	41%	46%	*	*	-	-	-	46%	44%	-	46%	46%	47%	45%	-	-	-	-
	EL	27%	35%	45%	-	45%	-	-	-	-	-	48%	*	*	46%	45%	47%	42%	-	-	-	-
	Male	45%	48%	47%	40%	48%	*	-	-	-	-	52%	20%	*	47%	47%	47%	-	-	-	-	-
	Female	46%	50%	44%	40%	42%	*	*	*	-	-	39%	*	*	45%	42%	-	44%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	17%	21%	15%	13%	*	*	-	*	15%	25%	0%	20%	21%	26%	4%	-	-	*	-
	CWD	10%	7%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	20%	23%	17%	17%	*	*	-	*	17%	30%	-	20%	22%	30%	5%	-	-	*	-
	EL	19%	20%	21%	*	18%	-	-	*	-	-	24%	*	*	22%	21%	36%	8%	-	-	-	-
	Male	24%	19%	26%	33%	25%	17%	*	*	-	*	25%	30%	*	30%	36%	26%	-	-	-	*	-
	Female	29%	24%	4%	0%	6%	*	-	-	-	-	4%	*	*	5%	8%	-	4%	-	-	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	19%	21%	21%	13%	*	*	-	*	17%	25%	0%	22%	29%	18%	20%	-	-	*	-
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	19%	22%	23%	24%	17%	*	*	-	*	20%	30%	-	22%	30%	20%	24%	-	-	*	-
	EL	18%	20%	29%	*	27%	-	-	*	-	-	29%	*	*	30%	29%	27%	31%	-	-	-	-
	Male	26%	20%	18%	11%	25%	17%	*	*	-	*	17%	20%	*	20%	27%	18%	-	-	-	*	-
	Female	22%	16%	20%	40%	18%	*	-	-	-	*	17%	*	*	24%	31%	-	20%	-	-	-	-
Grade 4 Reading	All	21%	17%	9%	20%	3%	*	-	*	-	*	7%	20%	0%	10%	9%	11%	6%	-	*	-	-
	Students																					
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	23%	18%	10%	22%	3%	*	-	*	-	*	8%	20%	-	10%	10%	13%	7%	-	*	-	-
	EL	12%	13%	9%	*	5%	-	-	-	-	-	9%	-	*	10%	9%	8%	9%	-	-	-	-
	Male	20%	15%	11%	19%	6%	*	-	*	-	-	10%	20%	*	13%	8%	11%	-	-	*	-	-
	Female	23%	18%	6%	22%	0%	*	-	*	-	*	4%	20%	*	7%	9%	-	6%	-	-	-	-
Mathematics	All	27%	22%	15%	24%	11%	*	-	*	-	*	16%	10%	0%	17%	4%	14%	16%	-	*	-	-
	Students																					
	CWD	13%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	29%	23%	17%	26%	13%	*	-	*	-	*	18%	10%	-	17%	5%	16%	18%	-	*	-	-
	EL	20%	22%	4%	*	5%	-	-	-	-	-	4%	-	*	5%	4%	8%	0%	-	-	-	-
	Male	29%	23%	14%	19%	11%	*	-	*	-	-	16%	0%	*	16%	8%	14%	-	-	*	-	-
	Female	25%	20%	16%	33%	11%	*	-	*	-	*	15%	20%	*	18%	0%	-	16%	-	-	-	-
Grade 5 Reading	All	29%	24%	9%	0%	12%	*	*	-	-	*	4%	31%	0%	12%	14%	10%	7%	-	*	*	*
	Students																					
	CWD	9%	8%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	*	-
	CWOD	31%	26%	12%	0%	16%	*	*	-	-	-	5%	40%	-	12%	15%	13%	9%	-	*	-	*
	EL	14%	13%	14%	*	15%	-	-	-	-	-	8%	*	*	15%	14%	12%	17%	-	*	-	-
	Male	26%	21%	10%	0%	12%	*	*	-	-	-	3%	38%	0%	13%	12%	10%	-	-	*	-	*
	Female	31%	27%	7%	0%	13%	*	-	-	-	*	5%	20%	0%	9%	17%	-	7%	-	*	*	-
Mathematics	All	36%	27%	22%	14%	25%	*	*	-	-	*	17%	38%	15%	23%	25%	29%	11%	-	*	*	*
	Students																					
	CWD	14%	12%	15%	*	25%	*	-	-	-	*	10%	*	15%	-	*	25%	0%	-	-	*	-
	CWOD	38%	28%	23%	17%	25%	*	*	-	-	-	19%	40%	-	23%	27%	30%	14%	-	*	-	*
	EL	24%	20%	25%	*	19%	-	-	-	-	-	20%	*	*	27%	25%	31%	17%	-	*	-	-
	Male	36%	28%	29%	18%	32%	*	*	-	-	-	23%	50%	25%	30%	31%	29%	-	-	*	-	*
	Female	35%	26%	11%	10%	13%	*	-	-	-	*	9%	20%	0%	14%	17%	-	11%	-	*	*	-
Science	All	23%	17%	17%	10%	20%	*	*	-	-	*	14%	29%	8%	19%	25%	22%	11%	-	*	*	*
	Students																					
	CWD	11%	9%	8%	*	13%	*	-	-	-	*	0%	*	8%	-	*	13%	0%	-	-	*	-
	CWOD	25%	18%	19%	11%	22%	*	*	-	-	-	17%	27%	-	19%	27%	24%	13%	-	*	-	*
	EL	11%	9%	25%	*	23%	-	-	-	-	-	20%	*	*	27%	25%	25%	25%	-	*	-	-
	Male	25%	19%	22%	20%	20%	*	*	-	-	-	17%	38%	13%	24%	25%	22%	-	-	*	-	*
	Female	21%	15%	11%	0%	20%	*	-	-	-	*	9%	17%	0%	13%	25%	-	11%	-	*	*	-
Grade 6 Reading	All	17%	18%	10%	15%	7%	*	*	*	-	-	10%	11%	0%	11%	7%	6%	16%	-	-	-	-
	Students																					
	CWD	6%	5%	0%	*	*	-	-	*	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	18%	19%	11%	18%	7%	*	*	-	-	-	12%	11%	-	11%	8%	6%	17%	-	-	-	-
	EL	4%	5%	7%	-	7%	-	-	-	-	-	8%	*	*	8%	7%	6%	8%	-	-	-	-
	Male	14%	15%	6%	10%	4%	*	-	-	-	-	6%	0%	*	6%	6%	6%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	16%	20%	11%	*	*	*	-	-	14%	*	*	17%	8%	-	16%	-	-	-	-
Mathematics	All	20%	24%	16%	15%	16%	*	*	*	-	-	17%	11%	14%	16%	14%	11%	22%	-	-	-	-
	Students																					
	CWD	9%	6%	14%	*	*	-	-	*	-	-	14%	-	14%	-	*	*	*	-	-	-	-
	CWOD	22%	26%	16%	18%	17%	*	*	-	-	-	17%	11%	-	16%	15%	13%	21%	-	-	-	-
	EL	8%	12%	14%	-	14%	-	-	-	-	-	16%	*	*	15%	14%	12%	17%	-	-	-	-
	Male	20%	24%	11%	10%	12%	*	-	-	-	-	13%	0%	*	13%	12%	11%	-	-	-	-	-
	Female	20%	23%	22%	20%	21%	*	*	*	-	-	21%	*	*	21%	17%	-	22%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	73%	68%	75%	83%	57%	88%	-	45%	73%	72%	56%	76%	77%	73%	72%	-	40%	57%	*
	Students																					
	CWD	46%	38%	56%	48%	65%	29%	-	*	-	20%	56%	54%	56%	-	57%	59%	51%	-	-	*	-
	CWOD	81%	77%	76%	71%	77%	100%	57%	83%	-	67%	76%	74%	-	76%	79%	76%	76%	-	40%	*	*
	EL	62%	63%	77%	90%	76%	-	-	*	-	-	78%	70%	57%	79%	77%	76%	78%	-	*	-	-
	Male	74%	70%	73%	70%	74%	89%	60%	*	-	*	73%	77%	59%	76%	76%	73%	-	-	57%	*	*
	Female	80%	76%	72%	66%	77%	73%	*	*	-	56%	74%	63%	51%	76%	78%	-	72%	-	*	*	-
Reading	All	73%	69%	68%	69%	67%	86%	*	*	-	60%	68%	68%	49%	71%	64%	66%	72%	-	*	*	*
	Students																					
	CWD	39%	30%	49%	44%	55%	*	-	*	-	*	50%	40%	49%	-	40%	48%	50%	-	-	*	-
	CWOD	78%	73%	71%	72%	69%	100%	*	*	-	*	71%	72%	-	71%	66%	69%	75%	-	*	*	*
	EL	54%	55%	64%	*	63%	-	-	*	-	-	64%	60%	40%	66%	64%	58%	71%	-	*	-	-
	Male	69%	64%	66%	67%	62%	89%	*	*	-	*	64%	71%	48%	69%	58%	66%	-	-	*	*	*
	Female	78%	74%	72%	71%	73%	80%	*	*	-	*	73%	63%	50%	75%	71%	-	72%	-	*	*	-
Mathematics	All	81%	77%	78%	68%	84%	86%	*	*	-	40%	79%	75%	61%	81%	89%	81%	75%	-	*	*	*
	Students																					
	CWD	53%	44%	61%	44%	71%	*	-	*	-	*	61%	60%	61%	-	67%	65%	56%	-	-	*	-
	CWOD	84%	81%	81%	70%	86%	100%	*	*	-	*	82%	77%	-	81%	92%	83%	78%	-	*	*	*
	EL	72%	74%	89%	*	89%	-	-	*	-	-	90%	80%	67%	92%	89%	93%	85%	-	*	-	-
	Male	79%	75%	81%	70%	87%	89%	*	*	-	*	82%	75%	65%	83%	93%	81%	-	-	*	*	*
	Female	82%	79%	75%	65%	80%	80%	*	*	-	*	75%	75%	56%	78%	85%	-	75%	-	*	*	-
Science	All	80%	75%	71%	67%	75%	*	*	-	-	*	71%	71%	62%	73%	79%	76%	64%	-	*	*	*
	Students																					
	CWD	51%	44%	62%	*	75%	*	-	-	-	*	60%	*	62%	-	*	75%	40%	-	-	*	-
	CWOD	84%	79%	73%	67%	75%	*	*	-	-	-	73%	73%	-	73%	77%	76%	70%	-	*	-	*
	EL	61%	60%	79%	*	77%	-	-	-	-	-	80%	*	*	77%	79%	81%	75%	-	*	-	-
	Male	79%	74%	76%	80%	72%	*	*	-	-	-	69%	100%	75%	76%	81%	76%	-	-	*	-	*
	Female	81%	77%	64%	55%	80%	*	-	-	-	*	73%	33%	40%	70%	75%	-	64%	-	*	*	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	38%	38%	37%	53%	43%	63%	-	9%	37%	44%	27%	40%	39%	43%	32%	-	40%	29%	*
	Students																					
	CWD	24%	18%	27%	14%	35%	0%	-	*	-	0%	27%	23%	27%	-	14%	39%	11%	-	-	*	-
	CWOD	52%	47%	40%	41%	37%	70%	43%	50%	-	17%	38%	47%	-	40%	41%	43%	35%	-	40%	*	*
	EL	29%	29%	39%	80%	36%	-	-	*	-	-	39%	39%	14%	41%	39%	40%	37%	-	*	-	-
	Male	47%	41%	43%	44%	39%	63%	60%	*	-	*	40%	52%	39%	43%	40%	43%	-	-	57%	*	*
	Female	52%	47%	32%	29%	34%	36%	*	*	-	11%	32%	32%	11%	35%	37%	-	32%	-	*	*	-

		State	District	Campus	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
Reading	All	47%	42%	34%	39%	30%	57%	*	*	-	0%	33%	39%	22%	36%	32%	38%	29%	-	*	*	*
	Students																					
	CWD	21%	15%	22%	11%	27%	*	-	*	-	*	22%	20%	22%	-	0%	29%	13%	-	-	*	-
	CWOD	50%	45%	36%	42%	31%	73%	*	*	-	*	35%	41%	-	36%	36%	40%	32%	-	*	*	*
	EL	23%	24%	32%	*	30%	-	-	*	-	-	33%	30%	0%	36%	32%	33%	31%	-	*	-	-
	Male	43%	37%	38%	43%	32%	67%	*	*	-	*	36%	46%	29%	40%	33%	38%	-	-	*	*	*
	Female	51%	47%	29%	32%	29%	40%	*	*	-	*	30%	25%	13%	32%	31%	-	29%	-	*	*	-
Mathematics	All	51%	45%	42%	39%	43%	50%	*	*	-	20%	41%	45%	33%	43%	45%	46%	37%	-	*	*	*
	Students																					
	CWD	26%	21%	33%	22%	43%	*	-	*	-	*	35%	20%	33%	-	33%	50%	13%	-	-	*	-
	CWOD	54%	49%	43%	41%	43%	64%	*	*	-	*	42%	49%	-	43%	46%	45%	41%	-	*	*	*
	EL	37%	37%	45%	*	42%	-	-	*	-	-	46%	40%	33%	46%	45%	46%	44%	-	*	-	-
	Male	50%	44%	46%	43%	45%	56%	*	*	-	*	46%	46%	50%	45%	46%	46%	-	-	*	*	*
	Female	51%	47%	37%	32%	40%	40%	*	*	-	*	36%	44%	13%	41%	44%	-	37%	-	*	*	-
Science	All	53%	47%	37%	29%	40%	*	*	-	-	*	31%	57%	23%	40%	39%	49%	21%	-	*	*	*
	Students																					
	CWD	25%	20%	23%	*	38%	*	-	-	-	*	20%	*	23%	-	*	38%	0%	-	-	*	-
	CWOD	56%	50%	40%	33%	41%	*	*	-	-	-	34%	64%	-	40%	42%	52%	26%	-	*	-	*
	EL	26%	25%	39%	*	38%	-	-	-	-	-	36%	*	*	42%	39%	44%	33%	-	*	-	-
	Male	53%	46%	49%	50%	44%	*	*	-	-	-	38%	88%	38%	52%	44%	49%	-	-	*	*	*
	Female	53%	48%	21%	9%	33%	*	-	-	-	*	23%	17%	0%	26%	33%	-	21%	-	*	*	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	15%	15%	14%	17%	14%	25%	-	0%	13%	24%	5%	16%	16%	16%	13%	-	10%	0%	*
	Students																					
	CWD	8%	6%	5%	0%	6%	0%	-	*	-	0%	3%	15%	5%	-	0%	6%	3%	-	-	*	-
	CWOD	25%	21%	16%	18%	16%	22%	14%	17%	-	0%	15%	25%	-	16%	18%	18%	14%	-	10%	*	*
	EL	11%	11%	16%	50%	15%	-	-	*	-	-	15%	30%	0%	18%	16%	18%	15%	-	*	-	-
	Male	22%	18%	16%	16%	16%	21%	20%	*	-	*	14%	25%	6%	18%	18%	16%	-	-	14%	*	*
	Female	24%	21%	13%	15%	12%	9%	*	*	-	0%	11%	21%	3%	14%	15%	-	13%	-	*	*	-
Reading	All	20%	17%	11%	14%	9%	21%	*	*	-	0%	9%	23%	0%	13%	12%	13%	9%	-	*	*	*
	Students																					
	CWD	7%	5%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	22%	19%	13%	15%	11%	27%	*	*	-	*	10%	26%	-	13%	14%	15%	10%	-	*	*	*
	EL	8%	8%	12%	*	11%	-	-	*	-	-	12%	20%	0%	14%	12%	14%	10%	-	*	-	-
	Male	17%	14%	13%	15%	11%	22%	*	*	-	*	10%	25%	0%	15%	14%	13%	-	-	*	*	*
	Female	23%	20%	9%	12%	7%	20%	*	*	-	*	7%	19%	0%	10%	10%	-	9%	-	*	*	-
Mathematics	All	26%	22%	18%	19%	18%	7%	*	*	-	0%	17%	23%	8%	19%	18%	18%	17%	-	*	*	*
	Students																					
	CWD	11%	6%	8%	0%	10%	*	-	*	-	*	6%	20%	8%	-	0%	10%	6%	-	-	*	-
	CWOD	28%	24%	19%	21%	20%	9%	*	*	-	*	18%	23%	-	19%	20%	19%	19%	-	*	*	*
	EL	16%	16%	18%	*	16%	-	-	*	-	-	17%	30%	0%	20%	18%	20%	17%	-	*	-	-
	Male	25%	22%	18%	15%	20%	11%	*	*	-	*	17%	21%	10%	19%	20%	18%	-	-	*	*	*
	Female	26%	22%	17%	24%	16%	0%	*	*	-	*	16%	25%	6%	19%	17%	-	17%	-	*	*	-
Science	All	24%	20%	17%	10%	20%	*	*	-	-	*	14%	29%	8%	19%	25%	22%	11%	-	*	*	*
	Students																					
	CWD	8%	5%	8%	*	13%	*	-	-	-	*	0%	*	8%	-	*	13%	0%	-	-	*	-
	CWOD	26%	22%	19%	11%	22%	*	*	-	-	-	17%	27%	-	19%	27%	24%	13%	-	*	-	*
	EL	7%	7%	25%	*	23%	-	-	-	-	-	20%	*	*	27%	25%	25%	25%	-	*	-	-
	Male	25%	21%	22%	20%	20%	*	*	-	-	-	17%	38%	13%	24%	25%	22%	-	-	*	-	*

	State	District	Campus	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
Female	23%	20%	11%	0%	20%	*	-	-	-	*	9%	17%	0%	13%	25%	-	11%	-	*	*	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	64	57	60	*	*	-	*	56	58	60
CWD	58	50	58	*	-	-	-	-	57	58	56
CWOD	59	66	56	*	*	*	-	*	56	-	61
EL	60	*	59	-	-	-	-	-	58	56	60
Male	55	60	53	*	*	*	-	-	51	59	56
Female	64	70	61	*	*	*	-	*	63	56	65
<b>Mathematics</b>											
All Students	70	63	75	40	*	*	-	*	71	78	73
CWD	78	58	83	*	-	-	-	-	76	78	78
CWOD	69	64	73	*	*	*	-	*	70	-	72
EL	73	*	73	-	-	-	-	-	75	78	73
Male	72	69	73	*	*	*	-	-	70	75	72
Female	68	56	76	*	*	*	-	*	72	83	74

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	189	34	18%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	42	40	42	51	38	59	-	18	41	29	44
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)



[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%2...](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%2...) 12/19

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 '-.' Indicates zero observations reported for this group.

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card& program=perf rept.perfmast.sas&prgopt=2019%2... 13/19

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	4	2	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	2	0	0	0	0	0	0		0
Out-of-School Suspensions	Male	6	2	2	2	0	0	0	0	2		0
	Female	2	2	0	0	0	0	0	0	0		0
	Total	8	4	2	2	0	0	0	0	2		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	37	11	20	2	0	2	0	2	8	8	0
	Female	30	2	26	0	0	0	0	2	11	2	0
	Total	67	13	46	2	0	2	0	4	19	10	0

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	9	5	2	0	0	0	0	2	2	2
	Female	24	11	11	0	0	0	0	2	8	0
	Total	33	16	13	0	0	0	0	4	10	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	20.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
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 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%	45	1%	*	2%
Mathematics	5,880	1%	45	1%	*	2%
Grade 4						
Reading	6,312	2%	55	1%	*	3%
Mathematics	6,311	2%	55	1%	*	3%
Grade 5						
Reading	6,133	1%	59	1%	*	2%
Mathematics	6,131	1%	59	1%	*	2%
Science	6,133	1%	59	1%	*	2%
Grade 6						
Reading	6,038	1%	50	1%	*	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
Mathematics	6,036	1%	50	1%	*	3%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	13	2%
Reading	45,064	1%	367	1%	6	2%
Mathematics	40,350	1%	327	1%	6	2%
Science	16,337	1%	131	1%	*	2%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.



# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** ROARK EL

**Campus ID:** 220901110

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	More	Disadv	Econ										
											Races		Disadv										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	72%	40%	73%	*	-	*	-	-	72%	75%	20%	77%	75%	69%	76%	-	-	-	-	
	Students																						
	CWD	49%	38%	20%	*	*	*	-	-	-	-	20%	-	20%	-	*	20%	-	-	-	-	-	
	CWOD	79%	72%	77%	*	76%	*	-	*	-	-	77%	75%	-	77%	79%	78%	76%	-	-	-	-	
	EL	69%	67%	75%	*	73%	*	-	*	-	-	76%	*	*	79%	75%	73%	77%	-	-	-	-	
	Male	73%	65%	69%	*	72%	*	-	*	-	-	67%	80%	20%	78%	73%	69%	-	-	-	-	-	
	Female	78%	72%	76%	*	73%	*	-	-	-	-	77%	*	-	76%	77%	-	76%	-	-	-	-	
Mathematics	All	78%	72%	75%	40%	80%	*	-	*	-	-	77%	63%	0%	82%	86%	69%	83%	-	-	-	-	
	Students																						
	CWD	52%	44%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-	
	CWOD	81%	76%	82%	*	84%	*	-	*	-	-	85%	63%	-	82%	90%	81%	83%	-	-	-	-	
	EL	75%	75%	86%	*	85%	*	-	*	-	-	88%	*	*	90%	86%	82%	91%	-	-	-	-	
	Male	78%	72%	69%	*	76%	*	-	*	-	-	70%	60%	0%	81%	82%	69%	-	-	-	-	-	
	Female	78%	72%	83%	*	85%	*	-	-	-	-	85%	*	-	83%	91%	-	83%	-	-	-	-	
Grade 4 Reading	All	74%	66%	65%	50%	67%	*	-	-	-	*	65%	*	*	67%	62%	56%	73%	-	*	-	-	
	Students																						
	CWD	44%	34%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	78%	70%	67%	50%	68%	*	-	-	-	*	67%	*	-	67%	64%	61%	73%	-	*	-	-	
	EL	64%	64%	62%	-	62%	-	-	-	-	-	63%	*	*	64%	62%	46%	71%	-	-	-	-	
	Male	71%	63%	56%	40%	59%	*	-	-	-	*	55%	*	*	61%	46%	56%	-	-	*	-	-	
	Female	77%	70%	73%	*	72%	-	-	-	-	-	73%	-	-	73%	71%	-	73%	-	-	-	-	
Mathematics	All	74%	67%	75%	83%	74%	*	-	-	-	*	76%	*	*	76%	70%	72%	78%	-	*	-	-	
	Students																						
	CWD	46%	36%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	78%	71%	76%	83%	74%	*	-	-	-	*	77%	*	-	76%	69%	74%	78%	-	*	-	-	
	EL	69%	69%	70%	-	70%	-	-	-	-	-	71%	*	*	69%	70%	62%	75%	-	-	-	-	
	Male	74%	67%	72%	80%	71%	*	-	-	-	*	73%	*	*	74%	62%	72%	-	-	*	-	-	
	Female	74%	68%	78%	*	77%	-	-	-	-	-	78%	-	-	78%	75%	-	78%	-	-	-	-	
Grade 5 Reading	All	86%	82%	66%	64%	70%	*	-	*	-	-	62%	100%	*	70%	69%	65%	68%	-	*	-	*	
	Students																						
	CWD	55%	48%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	89%	86%	70%	69%	73%	*	-	*	-	-	67%	100%	-	70%	73%	69%	73%	-	*	-	*	
	EL	77%	76%	69%	-	71%	-	-	*	-	-	67%	*	*	73%	69%	58%	81%	-	-	-	-	
	Male	83%	78%	65%	75%	61%	*	-	*	-	-	59%	100%	*	69%	58%	65%	-	-	*	-	*	
	Female	88%	85%	68%	*	78%	*	-	-	-	-	65%	*	*	73%	81%	-	68%	-	-	-	-	
Mathematics	All	89%	84%	75%	71%	76%	*	-	*	-	-	78%	57%	*	79%	91%	81%	68%	-	*	-	*	
	Students																						
	CWD	68%	61%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	92%	87%	79%	77%	77%	*	-	*	-	-	81%	57%	-	79%	94%	83%	73%	-	*	-	*	
	EL	85%	82%	91%	-	91%	-	-	*	-	-	91%	*	*	94%	91%	89%	94%	-	-	-	-	
	Male	88%	83%	81%	83%	78%	*	-	*	-	-	84%	60%	*	83%	83%	81%	-	-	*	-	*	
	Female	90%	85%	68%	*	74%	*	-	-	-	-	69%	*	*	73%	94%	-	68%	-	-	-	-	
Science	All	74%	65%	41%	36%	39%	*	-	*	-	-	39%	57%	*	43%	43%	47%	32%	-	*	-	*	
	Students																						
	CWD	45%	43%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	77%	68%	<b>43%</b>	38%	41%	*	-	*	-	-	42%	57%	-	43%	45%	50%	35%	-	*	-	*
	EL	60%	55%	<b>43%</b>	-	41%	-	-	*	-	-	39%	*	*	45%	43%	47%	38%	-	-	-	-
	Male	74%	65%	<b>47%</b>	42%	43%	*	-	*	-	-	45%	60%	*	50%	47%	47%	-	-	*	-	*
	Female	73%	64%	<b>32%</b>	*	35%	*	-	-	-	-	31%	*	*	35%	38%	-	32%	-	-	-	-
Grade 6 Reading	All Students	67%	68%	<b>68%</b>	63%	68%	*	-	*	-	-	70%	40%	*	71%	65%	62%	73%	-	*	-	-
	CWD	33%	32%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	71%	72%	<b>71%</b>	63%	72%	*	-	*	-	-	74%	40%	-	71%	68%	65%	76%	-	*	-	-
	EL	42%	49%	<b>65%</b>	-	63%	-	-	*	-	-	66%	*	*	68%	65%	58%	68%	-	-	-	-
	Male	62%	64%	<b>62%</b>	60%	64%	*	-	-	-	-	63%	*	*	65%	58%	62%	-	-	*	-	-
	Female	71%	72%	<b>73%</b>	*	72%	*	-	*	-	-	78%	*	*	76%	68%	-	73%	-	-	-	-
Mathematics	All Students	80%	82%	<b>85%</b>	75%	87%	*	-	*	-	-	85%	80%	*	85%	90%	76%	93%	-	*	-	-
	CWD	50%	47%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	83%	86%	<b>85%</b>	75%	88%	*	-	*	-	-	86%	80%	-	85%	89%	77%	93%	-	*	-	-
	EL	67%	77%	<b>90%</b>	-	90%	-	-	*	-	-	90%	*	*	89%	90%	92%	89%	-	-	-	-
	Male	78%	80%	<b>76%</b>	60%	82%	*	-	-	-	-	78%	*	*	77%	92%	76%	-	-	*	-	-
	Female	81%	84%	<b>93%</b>	*	92%	*	-	*	-	-	93%	*	*	93%	89%	-	93%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3 Reading	All Students	44%	37%	<b>44%</b>	40%	43%	*	-	*	-	-	43%	50%	0%	48%	48%	50%	38%	-	-	-	-
	CWD	26%	19%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	46%	39%	<b>48%</b>	*	45%	*	-	*	-	-	48%	50%	-	48%	50%	59%	38%	-	-	-	-
	EL	35%	34%	<b>48%</b>	*	44%	*	-	*	-	-	49%	*	*	50%	48%	55%	41%	-	-	-	-
	Male	41%	34%	<b>50%</b>	*	52%	*	-	*	-	-	44%	80%	0%	59%	55%	50%	-	-	-	-	-
	Female	47%	39%	<b>38%</b>	*	35%	*	-	-	-	-	42%	*	-	38%	41%	-	38%	-	-	-	-
Mathematics	All Students	48%	39%	<b>48%</b>	40%	47%	*	-	*	-	-	47%	50%	0%	52%	55%	47%	48%	-	-	-	-
	CWD	30%	21%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	50%	42%	<b>52%</b>	*	49%	*	-	*	-	-	52%	50%	-	52%	57%	56%	48%	-	-	-	-
	EL	41%	41%	<b>55%</b>	*	51%	*	-	*	-	-	54%	*	*	57%	55%	59%	50%	-	-	-	-
	Male	49%	41%	<b>47%</b>	*	48%	*	-	*	-	-	48%	40%	0%	56%	59%	47%	-	-	-	-	-
	Female	46%	38%	<b>48%</b>	*	46%	*	-	-	-	-	46%	*	-	48%	50%	-	48%	-	-	-	-
Grade 4 Reading	All Students	43%	35%	<b>22%</b>	0%	24%	*	-	-	-	*	23%	*	*	22%	24%	24%	19%	-	*	-	-
	CWD	24%	16%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	46%	38%	<b>22%</b>	0%	24%	*	-	-	-	*	24%	*	-	22%	25%	26%	19%	-	*	-	-
	EL	30%	30%	<b>24%</b>	-	24%	-	-	-	-	-	26%	*	*	25%	24%	31%	21%	-	-	-	-
	Male	41%	33%	<b>24%</b>	0%	29%	*	-	-	-	*	27%	*	*	26%	31%	24%	-	-	*	-	-
	Female	46%	38%	<b>19%</b>	*	20%	-	-	-	-	-	19%	-	-	19%	21%	-	19%	-	-	-	-
Mathematics	All Students	46%	39%	<b>38%</b>	33%	37%	*	-	-	-	*	37%	*	*	40%	32%	40%	37%	-	*	-	-
	CWD	27%	21%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	49%	41%	<b>40%</b>	33%	38%	*	-	-	-	*	38%	*	-	40%	33%	43%	37%	-	*	-	-
	EL	39%	39%	<b>32%</b>	-	32%	-	-	-	-	-	31%	*	*	33%	32%	23%	38%	-	-	-	-
	Male	48%	40%	<b>40%</b>	40%	35%	*	-	-	-	*	36%	*	*	43%	23%	40%	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	37%	*	38%	-	-	-	-	-	37%	-	-	37%	38%	-	37%	-	-	-	-
Grade 5 Reading	Female																					
	All	53%	46%	22%	21%	20%	*	-	*	-	-	21%	29%	*	23%	14%	19%	25%	-	*	-	*
	Students																					
	CWD	27%	23%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	56%	49%	23%	23%	20%	*	-	*	-	-	22%	29%	-	23%	15%	20%	27%	-	*	-	*
	EL	36%	35%	14%	-	15%	-	-	*	-	-	12%	*	*	15%	14%	11%	19%	-	-	-	-
	Male	50%	42%	19%	25%	13%	*	-	*	-	-	16%	40%	*	20%	11%	19%	-	-	*	-	*
	Female	56%	51%	25%	*	26%	*	-	-	-	-	27%	*	*	27%	19%	-	25%	-	-	-	-
Mathematics	All	57%	47%	28%	21%	28%	*	-	*	-	-	26%	43%	*	30%	31%	30%	25%	-	*	-	*
	Students																					
	CWD	31%	28%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	60%	49%	30%	23%	30%	*	-	*	-	-	28%	43%	-	30%	33%	31%	27%	-	*	-	*
	EL	46%	41%	31%	-	29%	-	-	*	-	-	27%	*	*	33%	31%	37%	25%	-	-	-	-
	Male	56%	47%	30%	25%	30%	*	-	*	-	-	28%	40%	*	31%	37%	30%	-	-	*	-	*
	Female	57%	47%	25%	*	26%	*	-	-	-	-	23%	*	*	27%	25%	-	25%	-	-	-	-
Science	All	48%	38%	17%	21%	13%	*	-	*	-	-	16%	29%	*	18%	9%	22%	11%	-	*	-	*
	Students																					
	CWD	27%	27%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50%	39%	18%	23%	14%	*	-	*	-	-	17%	29%	-	18%	9%	24%	12%	-	*	-	*
	EL	31%	26%	9%	-	9%	-	-	*	-	-	6%	*	*	9%	9%	16%	0%	-	-	-	-
	Male	50%	40%	22%	25%	17%	*	-	*	-	-	19%	40%	*	24%	16%	22%	-	-	*	-	*
	Female	45%	37%	11%	*	9%	*	-	-	-	-	12%	*	*	12%	0%	-	11%	-	-	-	-
Grade 6 Reading	All	36%	37%	39%	38%	40%	*	-	*	-	-	41%	20%	*	40%	32%	34%	43%	-	*	-	-
	Students																					
	CWD	19%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	38%	40%	40%	38%	42%	*	-	*	-	-	42%	20%	-	40%	32%	35%	45%	-	*	-	-
	EL	14%	17%	32%	-	33%	-	-	*	-	-	34%	*	*	32%	32%	17%	42%	-	-	-	-
	Male	33%	33%	34%	40%	32%	*	-	-	-	-	37%	*	*	35%	17%	34%	-	-	*	-	-
	Female	40%	42%	43%	*	48%	*	-	*	-	-	44%	*	*	45%	42%	-	43%	-	-	-	-
Mathematics	All	46%	49%	49%	50%	49%	*	-	*	-	-	48%	60%	*	51%	58%	45%	53%	-	*	-	-
	Students																					
	CWD	23%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	48%	52%	51%	50%	51%	*	-	*	-	-	50%	60%	-	51%	61%	46%	55%	-	*	-	-
	EL	27%	35%	58%	-	57%	-	-	*	-	-	55%	*	*	61%	58%	50%	63%	-	-	-	-
	Male	45%	48%	45%	60%	41%	*	-	-	-	-	44%	*	*	46%	50%	45%	-	-	*	-	-
	Female	46%	50%	53%	*	56%	*	-	*	-	-	52%	*	*	55%	63%	-	53%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	26%	20%	24%	*	-	*	-	-	26%	25%	0%	29%	32%	31%	21%	-	-	-	-
	Students																					
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	29%	23%	29%	*	24%	*	-	*	-	-	29%	25%	-	29%	33%	37%	21%	-	-	-	-
	EL	19%	20%	32%	*	27%	*	-	*	-	-	32%	*	*	33%	32%	41%	23%	-	-	-	-
	Male	24%	19%	31%	*	28%	*	-	*	-	-	30%	40%	0%	37%	41%	31%	-	-	-	-	-
	Female	29%	24%	21%	*	19%	*	-	-	-	-	23%	*	-	21%	23%	-	21%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	26%	Amer	25%	*	-	*	-	Races	Disadv	Econ	0%	29%	32%	41%	10%	-	-	-	-
Mathematics	All	24%	18%	26%	20%	25%	*	-	*	-	-	26%	25%	0%	29%	32%	41%	10%	-	-	-	-
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	25%	19%	29%	*	27%	*	-	*	-	-	29%	25%	-	29%	33%	48%	10%	-	-	-	-
	EL	18%	20%	32%	*	27%	*	-	*	-	-	32%	*	*	33%	32%	50%	14%	-	-	-	-
	Male	26%	20%	41%	*	40%	*	-	*	-	-	41%	40%	0%	48%	50%	41%	-	-	-	-	-
	Female	22%	16%	10%	*	12%	*	-	-	-	-	12%	*	-	10%	14%	-	10%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	4%	0%	2%	*	-	-	-	*	4%	*	*	4%	3%	4%	4%	-	*	-	-
	Students																					
	CWD	8%	4%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	23%	18%	4%	0%	2%	*	-	-	-	*	4%	*	-	4%	3%	4%	4%	-	*	-	-
	EL	12%	13%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	3%	0%	4%	-	-	-	-
	Male	20%	15%	4%	0%	0%	*	-	-	-	*	5%	*	*	4%	0%	4%	-	-	*	-	-
	Female	23%	18%	4%	*	4%	-	-	-	-	-	4%	-	-	4%	4%	-	4%	-	-	-	-
Mathematics	All	27%	22%	17%	17%	14%	*	-	-	-	*	18%	*	*	18%	16%	20%	15%	-	*	-	-
	Students																					
	CWD	13%	7%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	29%	23%	18%	17%	14%	*	-	-	-	*	19%	*	-	18%	17%	22%	15%	-	*	-	-
	EL	20%	22%	16%	-	16%	-	-	-	-	-	17%	*	*	17%	16%	15%	17%	-	-	-	-
	Male	29%	23%	20%	20%	12%	*	-	-	-	*	23%	*	*	22%	15%	20%	-	-	*	-	-
	Female	25%	20%	15%	*	15%	-	-	-	-	-	15%	-	-	15%	17%	-	15%	-	-	-	-
Grade 5																						
Reading	All	29%	24%	8%	14%	4%	*	-	*	-	-	9%	0%	*	8%	0%	5%	11%	-	*	-	*
	Students																					
	CWD	9%	8%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	31%	26%	8%	15%	5%	*	-	*	-	-	9%	0%	-	8%	0%	6%	12%	-	*	-	*
	EL	14%	13%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	26%	21%	5%	17%	0%	*	-	*	-	-	6%	0%	*	6%	0%	5%	-	-	*	-	*
	Female	31%	27%	11%	*	9%	*	-	-	-	-	12%	*	*	12%	0%	-	11%	-	-	-	-
Mathematics	All	36%	27%	9%	7%	9%	*	-	*	-	-	10%	0%	*	10%	3%	8%	11%	-	*	-	*
	Students																					
	CWD	14%	12%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	38%	28%	10%	8%	9%	*	-	*	-	-	11%	0%	-	10%	3%	9%	12%	-	*	-	*
	EL	24%	20%	3%	-	3%	-	-	*	-	-	3%	*	*	3%	3%	5%	0%	-	-	-	-
	Male	36%	28%	8%	8%	9%	*	-	*	-	-	9%	0%	*	9%	5%	8%	-	-	*	-	*
	Female	35%	26%	11%	*	9%	*	-	-	-	-	12%	*	*	12%	0%	-	11%	-	-	-	-
Science	All	23%	17%	11%	7%	9%	*	-	*	-	-	11%	14%	*	12%	6%	14%	7%	-	*	-	*
	Students																					
	CWD	11%	9%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	25%	18%	12%	8%	9%	*	-	*	-	-	11%	14%	-	12%	6%	15%	8%	-	*	-	*
	EL	11%	9%	6%	-	6%	-	-	*	-	-	3%	*	*	6%	6%	11%	0%	-	-	-	-
	Male	25%	19%	14%	8%	13%	*	-	*	-	-	13%	20%	*	15%	11%	14%	-	-	*	-	*
	Female	21%	15%	7%	*	4%	*	-	-	-	-	8%	*	*	8%	0%	-	7%	-	-	-	-
Grade 6																						
Reading	All	17%	18%	12%	0%	13%	*	-	*	-	-	13%	0%	*	11%	6%	21%	3%	-	*	-	-
	Students																					
	CWD	6%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	18%	19%	11%	0%	12%	*	-	*	-	-	12%	0%	-	11%	4%	19%	3%	-	*	-	-
	EL	4%	5%	6%	-	7%	-	-	*	-	-	7%	*	*	4%	6%	8%	5%	-	-	-	-
	Male	14%	15%	21%	0%	23%	*	-	-	-	-	22%	*	*	19%	8%	21%	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	3%	Amer	4%	*	Ind	*	Isl	Races	Disadv	Econ	*	3%	5%	-	3%	-	-	-	-
Mathematics	All	20%	24%	<b>24%</b>	25%	23%	*	-	*	-	-	24%	20%	*	24%	23%	24%	23%	-	*	-	-
	Students																					
	CWD	9%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	22%	26%	<b>24%</b>	25%	23%	*	-	*	-	-	24%	20%	-	24%	21%	23%	24%	-	*	-	-
	EL	8%	12%	<b>23%</b>	-	23%	-	-	*	-	-	24%	*	*	21%	23%	17%	26%	-	-	-	-
	Male	20%	24%	<b>24%</b>	20%	23%	*	-	-	-	-	26%	*	*	23%	17%	24%	-	-	*	-	-
	Female	20%	23%	<b>23%</b>	*	24%	*	-	*	-	-	22%	*	*	24%	26%	-	23%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	<b>69%</b>	59%	71%	63%	-	86%	-	*	69%	68%	21%	72%	73%	66%	72%	-	54%	-	*
	Students																					
	CWD	46%	38%	<b>21%</b>	0%	30%	14%	-	-	-	-	21%	-	21%	-	33%	23%	13%	-	-	-	-
	CWOD	81%	77%	<b>72%</b>	65%	73%	78%	-	86%	-	*	73%	68%	-	72%	75%	71%	74%	-	54%	-	*
	EL	62%	63%	<b>73%</b>	*	72%	*	-	86%	-	-	72%	75%	33%	75%	73%	68%	76%	-	-	-	-
	Male	74%	70%	<b>66%</b>	60%	68%	67%	-	80%	-	*	66%	69%	23%	71%	68%	66%	-	-	54%	-	*
	Female	80%	76%	<b>72%</b>	56%	73%	60%	-	*	-	-	72%	67%	13%	74%	76%	-	72%	-	-	-	-
Reading	All	73%	69%	<b>68%</b>	58%	69%	69%	-	*	-	*	67%	74%	13%	71%	68%	63%	73%	-	40%	-	*
	Students																					
	CWD	39%	30%	<b>13%</b>	*	11%	*	-	-	-	-	13%	-	13%	-	13%	17%	*	-	-	-	-
	CWOD	78%	73%	<b>71%</b>	63%	72%	80%	-	*	-	*	71%	74%	-	71%	71%	68%	75%	-	40%	-	*
	EL	54%	55%	<b>68%</b>	*	68%	*	-	*	-	-	68%	67%	13%	71%	68%	61%	74%	-	-	-	-
	Male	69%	64%	<b>63%</b>	58%	64%	71%	-	*	-	*	61%	80%	17%	68%	61%	63%	-	-	40%	-	*
	Female	78%	74%	<b>73%</b>	57%	74%	67%	-	*	-	-	73%	63%	*	75%	74%	-	73%	-	-	-	-
Mathematics	All	81%	77%	<b>78%</b>	70%	80%	62%	-	*	-	*	79%	65%	33%	81%	84%	75%	81%	-	60%	-	*
	Students																					
	CWD	53%	44%	<b>33%</b>	*	56%	*	-	-	-	-	33%	-	33%	-	63%	33%	*	-	-	-	-
	CWOD	84%	81%	<b>81%</b>	77%	81%	80%	-	*	-	*	82%	65%	-	81%	86%	79%	82%	-	60%	-	*
	EL	72%	74%	<b>84%</b>	*	84%	*	-	*	-	-	85%	78%	63%	86%	84%	82%	86%	-	-	-	-
	Male	79%	75%	<b>75%</b>	69%	77%	57%	-	*	-	*	77%	60%	33%	79%	82%	75%	-	-	60%	-	*
	Female	82%	79%	<b>81%</b>	71%	82%	67%	-	*	-	-	81%	75%	*	82%	86%	-	81%	-	-	-	-
Science	All	80%	75%	<b>41%</b>	36%	39%	*	-	*	-	-	39%	57%	*	43%	43%	47%	32%	-	*	-	*
	Students																					
	CWD	51%	44%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	84%	79%	<b>43%</b>	38%	41%	*	-	*	-	-	42%	57%	-	43%	45%	50%	35%	-	*	-	*
	EL	61%	60%	<b>43%</b>	-	41%	-	-	*	-	-	39%	*	*	45%	43%	47%	38%	-	-	-	-
	Male	79%	74%	<b>47%</b>	42%	43%	*	-	*	-	-	45%	60%	*	50%	47%	47%	-	-	*	-	*
	Female	81%	77%	<b>32%</b>	*	35%	*	-	-	-	-	31%	*	*	35%	38%	-	32%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	<b>34%</b>	28%	34%	40%	-	57%	-	*	33%	40%	6%	36%	34%	34%	34%	-	15%	-	*
	Students																					
	CWD	24%	18%	<b>6%</b>	0%	10%	0%	-	-	-	-	6%	-	6%	-	11%	8%	0%	-	-	-	-
	CWOD	52%	47%	<b>36%</b>	31%	35%	52%	-	57%	-	*	35%	40%	-	36%	36%	37%	35%	-	15%	-	*
	EL	29%	29%	<b>34%</b>	*	33%	*	-	57%	-	-	33%	50%	11%	36%	34%	34%	34%	-	-	-	-
	Male	47%	41%	<b>34%</b>	29%	34%	47%	-	60%	-	*	33%	43%	8%	37%	34%	34%	-	-	15%	-	*
	Female	52%	47%	<b>34%</b>	25%	34%	33%	-	*	-	-	34%	33%	0%	35%	34%	-	34%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	32%	24%	32%	38%	-	*	-	*	32%	30%	7%	33%	31%	32%	32%	-	0%	-	*
Reading	All	47%	42%	32%	24%	32%	38%	-	*	-	*	32%	30%	7%	33%	31%	32%	32%	-	0%	-	*
	Students																					
	CWD	21%	15%	7%	*	11%	*	-	-	-	-	7%	-	7%	-	13%	8%	*	-	-	-	-
	CWOD	50%	45%	33%	27%	33%	50%	-	*	-	*	34%	30%	-	33%	32%	34%	33%	-	0%	-	*
	EL	23%	24%	31%	*	30%	*	-	*	-	-	31%	22%	13%	32%	31%	30%	31%	-	-	-	-
	Male	43%	37%	32%	23%	32%	43%	-	*	-	*	31%	40%	8%	34%	30%	32%	-	0%	-	-	*
	Female	51%	47%	32%	29%	32%	33%	-	*	-	-	33%	13%	*	33%	31%	-	32%	-	-	-	-
Mathematics	All	51%	45%	41%	33%	41%	38%	-	*	-	*	39%	52%	7%	43%	44%	40%	41%	-	20%	-	*
	Students																					
	CWD	26%	21%	7%	*	11%	*	-	-	-	-	7%	-	7%	-	13%	8%	*	-	-	-	-
	CWOD	54%	49%	43%	37%	42%	50%	-	*	-	*	42%	52%	-	43%	46%	43%	42%	-	20%	-	*
	EL	37%	37%	44%	*	42%	*	-	*	-	-	42%	78%	13%	46%	44%	44%	44%	-	-	-	-
	Male	50%	44%	40%	35%	39%	43%	-	*	-	*	39%	47%	8%	43%	44%	40%	-	20%	-	-	*
	Female	51%	47%	41%	29%	42%	33%	-	*	-	-	40%	63%	*	42%	44%	-	41%	-	-	-	-
Science	All	53%	47%	17%	21%	13%	*	-	*	-	-	16%	29%	*	18%	9%	22%	11%	-	*	-	*
	Students																					
	CWD	25%	20%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	56%	50%	18%	23%	14%	*	-	*	-	-	17%	29%	-	18%	9%	24%	12%	-	*	-	*
	EL	26%	25%	9%	-	9%	-	-	*	-	-	6%	*	*	9%	9%	16%	0%	-	-	-	-
	Male	53%	46%	22%	25%	17%	*	-	*	-	-	19%	40%	*	24%	16%	22%	-	-	*	-	*
	Female	53%	48%	11%	*	9%	*	-	-	-	-	12%	*	*	12%	0%	-	11%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	15%	11%	14%	33%	-	29%	-	*	16%	11%	6%	16%	14%	18%	12%	-	8%	-	*
	Students																					
	CWD	8%	6%	6%	0%	10%	0%	-	-	-	-	6%	-	6%	-	11%	8%	0%	-	-	-	-
	CWOD	25%	21%	16%	13%	14%	43%	-	29%	-	*	16%	11%	-	16%	14%	20%	12%	-	8%	-	*
	EL	11%	11%	14%	*	13%	*	-	29%	-	-	14%	15%	11%	14%	14%	19%	11%	-	-	-	-
	Male	22%	18%	18%	13%	17%	40%	-	40%	-	*	19%	14%	8%	20%	19%	18%	-	8%	-	-	*
	Female	24%	21%	12%	6%	11%	27%	-	*	-	-	12%	6%	0%	12%	11%	-	12%	-	-	-	-
Reading	All	20%	17%	13%	9%	11%	31%	-	*	-	*	13%	9%	7%	13%	12%	15%	10%	-	0%	-	*
	Students																					
	CWD	7%	5%	7%	*	11%	*	-	-	-	-	7%	-	7%	-	13%	8%	*	-	-	-	-
	CWOD	22%	19%	13%	10%	11%	40%	-	*	-	*	14%	9%	-	13%	12%	16%	10%	-	0%	-	*
	EL	8%	8%	12%	*	10%	*	-	*	-	-	12%	11%	13%	12%	12%	15%	9%	-	-	-	-
	Male	17%	14%	15%	12%	14%	29%	-	*	-	*	16%	13%	8%	16%	15%	15%	-	0%	-	-	*
	Female	23%	20%	10%	0%	9%	33%	-	*	-	-	10%	0%	*	10%	9%	-	10%	-	-	-	-
Mathematics	All	26%	22%	19%	15%	18%	31%	-	*	-	*	20%	13%	7%	20%	19%	23%	15%	-	20%	-	*
	Students																					
	CWD	11%	6%	7%	*	11%	*	-	-	-	-	7%	-	7%	-	13%	8%	*	-	-	-	-
	CWOD	28%	24%	20%	17%	19%	40%	-	*	-	*	21%	13%	-	20%	19%	24%	15%	-	20%	-	*
	EL	16%	16%	19%	*	18%	*	-	*	-	-	20%	11%	13%	19%	19%	24%	15%	-	-	-	-
	Male	25%	22%	23%	15%	22%	43%	-	*	-	*	24%	13%	8%	24%	24%	23%	-	-	20%	-	*
	Female	26%	22%	15%	14%	15%	17%	-	*	-	-	15%	13%	*	15%	15%	-	15%	-	-	-	-
Science	All	24%	20%	11%	7%	9%	*	-	*	-	-	11%	14%	*	12%	6%	14%	7%	-	*	-	*
	Students																					
	CWD	8%	5%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	26%	22%	12%	8%	9%	*	-	*	-	-	11%	14%	-	12%	6%	15%	8%	-	*	-	*
	EL	7%	7%	6%	-	6%	-	-	*	-	-	3%	*	*	6%	6%	11%	0%	-	-	-	-
	Male	25%	21%	14%	8%	13%	*	-	*	-	-	13%	20%	*	15%	11%	14%	-	-	*	-	*



	State	District	Campus	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
Female	23%	20%	7%	*	4%	*	-	-	-	-	8%	*	*	8%	0%	-	7%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	52	62	48	69	-	*	-	*	53	50	43
CWD	50	*	33	*	-	-	-	-	50	50	40
CWOD	52	60	49	64	-	*	-	*	53	-	43
EL	43	-	42	-	-	*	-	-	43	40	43
Male	54	61	49	*	-	*	-	*	56	40	41
Female	50	67	48	*	-	*	-	-	51	*	44
<b>Mathematics</b>											
All Students	68	70	66	81	-	*	-	*	67	69	65
CWD	69	*	75	*	-	-	-	-	69	69	90
CWOD	68	73	66	79	-	*	-	*	67	-	64
EL	65	-	64	-	-	*	-	-	64	90	65
Male	70	74	68	*	-	*	-	*	69	70	68
Female	66	58	65	*	-	*	-	-	64	*	63

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	226	40	18%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	33	40	45	-	57	-	*	39	11	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
All Subjects	All	100%	99%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	99%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	99%	-
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	100%	100%	99%	100%	-	*	-	*	99%	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%	-	-
	Female	99%	100%	99%	100%	-	*	-	-	99%	100%	*	99%	100%	-	99%	-
Mathematics	All	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-	100%	-
Science	All	98%	93%	100%	*	-	*	-	-	98%	100%	*	98%	100%	97%	100%	-
	Students																
	CWD	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	98%	92%	100%	*	-	*	-	-	98%	100%	-	98%	100%	97%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	97%	92%	100%	*	-	*	-	-	97%	100%	*	97%	100%	97%	-	-
	Female	100%	*	100%	*	-	-	-	-	100%	*	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	1%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	1%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	1%	-
	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	0%	0%	1%	0%	-	*	-	*	1%	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%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	1%	0%	1%	0%	-	*	-	-	1%	0%	*	1%	0%	-	1%	-
Mathematics	All Students	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%	-
	EL	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%	-
Science	All Students	2%	7%	0%	*	-	*	-	-	2%	0%	*	2%	0%	3%	0%	-
	CWD	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	2%	8%	0%	*	-	*	-	-	2%	0%	-	2%	0%	3%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	3%	8%	0%	*	-	*	-	-	3%	0%	*	3%	0%	3%	-	-
	Female	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	15	2	11	2	0	0	0	0	8		
	Female	7	2	5	0	0	0	0	0	2		
	Total	22	4	16	2	0	0	0	0	10		
<b>Out-of-School Suspensions</b>												
	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		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	2	2	2	0	0	0	0	2		2
	Female	2	0	2	0	0	0	0	0	2		0
	Total	8	2	4	2	0	0	0	0	4		2
Out-of-School Suspensions	Male	4	2	0	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	0	2	0	0	0	0	0		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	19	8	11	0	0	0	0	0	8	5	0
	Female	28	5	17	0	2	2	0	2	11	8	0
	Total	47	13	28	0	2	2	0	2	19	13	0

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	30	5	23	2	0	0	0	0	17	2
	Female	23	5	14	0	0	2	0	2	11	2
	Total	53	10	37	2	0	2	0	2	28	4
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	9.8	27.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.1	0.3%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	*	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
Mathematics	6,036	1%	50	1%	*	2%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	*	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SAM HOUSTON H S

**Campus ID:** 220901002

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%2F...](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%2F...) 3/17

		State	District	Campus	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
	CWD	24%	17%	<b>16%</b>	16%	15%	27%	-	*	-	-	17%	6%	16%	-	13%	17%	15%	-	0%	-	*
	CWOD	63%	61%	<b>45%</b>	38%	47%	33%	*	82%	*	29%	47%	35%	-	45%	42%	40%	51%	*	18%	-	13%
	EL	40%	41%	<b>37%</b>	40%	36%	50%	*	80%	*	-	37%	34%	13%	42%	37%	33%	42%	-	0%	-	*
	Male	53%	50%	<b>36%</b>	27%	39%	20%	*	63%	*	*	36%	29%	17%	40%	33%	36%	-	-	15%	-	14%
	Female	65%	62%	<b>47%</b>	44%	46%	50%	-	90%	*	*	49%	33%	15%	51%	42%	-	47%	*	9%	-	*
Biology	All Students	60%	56%	<b>45%</b>	40%	45%	46%	*	86%	*	55%	46%	40%	10%	50%	27%	41%	50%	*	33%	-	27%
	CWD	24%	15%	<b>10%</b>	12%	9%	14%	-	*	-	-	11%	0%	10%	-	6%	11%	8%	-	0%	-	*
	CWOD	64%	62%	<b>50%</b>	45%	49%	50%	*	89%	*	55%	51%	42%	-	50%	30%	46%	54%	*	42%	-	20%
	EL	24%	28%	<b>27%</b>	21%	27%	22%	*	57%	*	-	28%	11%	6%	30%	27%	27%	25%	-	11%	-	17%
	Male	58%	52%	<b>41%</b>	36%	42%	39%	*	79%	*	*	42%	39%	11%	46%	27%	41%	-	-	44%	-	22%
	Female	62%	61%	<b>50%</b>	45%	48%	55%	-	91%	-	57%	51%	41%	8%	54%	25%	-	50%	*	15%	-	*

**STAAR Percent at Masters Grade Level**

## End of Course

English I	All Students	10%	9%	<b>4%</b>	3%	3%	8%	*	27%	*	8%	4%	5%	2%	4%	0%	2%	5%	*	3%	-	8%
	CWD	3%	2%	<b>2%</b>	3%	1%	8%	-	*	-	-	2%	0%	2%	-	0%	1%	3%	-	0%	-	*
	CWOD	11%	10%	<b>4%</b>	3%	3%	8%	*	28%	*	8%	4%	6%	-	4%	0%	3%	6%	*	3%	-	8%
	EL	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	0%
	Male	7%	6%	<b>2%</b>	2%	2%	5%	*	24%	*	0%	2%	4%	1%	3%	0%	2%	-	-	5%	-	9%
	Female	14%	13%	<b>5%</b>	4%	4%	11%	*	29%	*	17%	5%	7%	3%	6%	0%	-	5%	*	0%	-	*
English II	All Students	8%	7%	<b>2%</b>	2%	2%	0%	0%	10%	*	0%	2%	1%	2%	2%	0%	1%	3%	-	0%	*	0%
	CWD	4%	2%	<b>2%</b>	0%	3%	0%	-	*	-	-	2%	0%	2%	-	0%	2%	2%	-	0%	-	-
	CWOD	8%	7%	<b>2%</b>	2%	2%	0%	0%	11%	*	0%	2%	1%	-	2%	0%	1%	3%	-	0%	*	0%
	EL	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	*	0%
	Male	6%	4%	<b>1%</b>	1%	1%	0%	*	0%	*	*	1%	0%	2%	1%	0%	1%	-	-	0%	*	0%
	Female	10%	9%	<b>3%</b>	3%	2%	0%	*	20%	-	0%	3%	2%	2%	3%	0%	-	3%	-	0%	-	*
Algebra I	All Students	36%	33%	<b>14%</b>	13%	13%	10%	*	39%	*	14%	14%	9%	3%	16%	10%	10%	18%	*	4%	-	0%
	CWD	9%	5%	<b>3%</b>	4%	1%	9%	-	*	-	-	3%	0%	3%	-	1%	3%	2%	-	0%	-	*
	CWOD	39%	37%	<b>16%</b>	15%	15%	10%	*	41%	*	14%	17%	10%	-	16%	12%	12%	20%	*	6%	-	0%
	EL	19%	18%	<b>10%</b>	13%	9%	0%	*	50%	*	-	10%	6%	1%	12%	10%	8%	13%	-	0%	-	*
	Male	31%	28%	<b>10%</b>	10%	10%	4%	*	25%	*	*	11%	3%	3%	12%	8%	10%	-	-	8%	-	0%
	Female	40%	38%	<b>18%</b>	17%	17%	19%	-	50%	*	*	18%	15%	2%	20%	13%	-	18%	*	0%	-	*
Biology	All Students	24%	22%	<b>13%</b>	10%	11%	25%	*	51%	*	27%	13%	14%	1%	15%	2%	12%	14%	*	13%	-	9%
	CWD	6%	2%	<b>1%</b>	0%	0%	14%	-	*	-	-	1%	0%	1%	-	0%	0%	2%	-	0%	-	*
	CWOD	26%	25%	<b>15%</b>	12%	13%	26%	*	53%	*	27%	14%	15%	-	15%	3%	14%	16%	*	17%	-	10%
	EL	4%	4%	<b>2%</b>	7%	2%	0%	*	0%	*	-	2%	0%	0%	3%	2%	2%	2%	-	0%	-	0%
	Male	24%	21%	<b>12%</b>	10%	10%	25%	*	43%	*	*	11%	14%	0%	14%	2%	12%	-	-	22%	-	11%
	Female	25%	24%	<b>14%</b>	10%	12%	25%	-	57%	-	29%	14%	14%	2%	16%	2%	-	14%	*	0%	-	*

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All Students	77%	73%	<b>62%</b>	55%	64%	63%	27%	78%	67%	68%	63%	59%	27%	68%	50%	58%	68%	*	52%	*	54%
	CWD	46%	38%	<b>27%</b>	25%	26%	39%	-	0%	-	-	28%	19%	27%	-	21%	24%	31%	-	23%	-	*
	CWOD	81%	77%	<b>68%</b>	62%	69%	68%	27%	81%	67%	68%	68%	64%	-	68%	55%	63%	72%	*	58%	*	51%

		State	District	Campus	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
	EL	62%	63%	<b>50%</b>	49%	51%	36%	11%	56%	*	-	52%	36%	21%	55%	50%	48%	54%	-	57%	*	35%
	Male	74%	70%	<b>58%</b>	51%	59%	57%	22%	72%	*	47%	58%	53%	24%	63%	48%	58%	-	-	58%	*	47%
	Female	80%	76%	<b>68%</b>	62%	69%	70%	33%	82%	*	81%	69%	65%	31%	72%	54%	-	68%	*	45%	-	88%
Reading	All Students	73%	69%	<b>53%</b>	45%	54%	54%	27%	70%	*	62%	53%	50%	12%	58%	36%	46%	60%	*	39%	*	42%
	CWD	39%	30%	<b>12%</b>	12%	10%	29%	-	0%	-	-	12%	13%	12%	-	7%	9%	17%	-	0%	-	*
	CWOD	78%	73%	<b>58%</b>	52%	59%	60%	27%	73%	*	62%	58%	55%	-	58%	40%	52%	64%	*	45%	*	40%
	EL	54%	55%	<b>36%</b>	34%	37%	21%	0%	45%	*	-	38%	22%	7%	40%	36%	33%	40%	-	38%	*	25%
	Male	69%	64%	<b>46%</b>	37%	49%	47%	17%	65%	*	30%	47%	42%	9%	52%	33%	46%	-	-	42%	*	36%
	Female	78%	74%	<b>60%</b>	54%	60%	61%	40%	73%	*	91%	60%	59%	17%	64%	40%	-	60%	*	36%	-	*
Mathematics	All Students	81%	77%	<b>75%</b>	64%	78%	70%	*	94%	*	57%	76%	67%	47%	80%	75%	71%	80%	*	65%	-	78%
	CWD	53%	44%	<b>47%</b>	37%	52%	55%	-	*	-	-	50%	25%	47%	-	44%	42%	57%	-	43%	-	*
	CWOD	84%	81%	<b>80%</b>	72%	83%	73%	*	100%	*	57%	81%	73%	-	80%	81%	78%	84%	*	71%	-	75%
	EL	72%	74%	<b>75%</b>	80%	75%	63%	*	90%	*	-	76%	60%	44%	81%	75%	72%	80%	-	67%	-	*
	Male	79%	75%	<b>71%</b>	60%	75%	68%	*	88%	*	*	72%	62%	42%	78%	72%	71%	-	-	69%	-	71%
	Female	82%	79%	<b>80%</b>	71%	83%	69%	-	100%	*	*	81%	73%	57%	84%	80%	-	80%	*	55%	-	*
Science	All Students	80%	75%	<b>78%</b>	74%	78%	77%	*	92%	*	73%	78%	77%	39%	82%	68%	75%	81%	*	70%	-	64%
	CWD	51%	44%	<b>39%</b>	44%	36%	43%	-	*	-	-	39%	30%	39%	-	29%	40%	36%	-	33%	-	*
	CWOD	84%	79%	<b>82%</b>	79%	83%	81%	*	94%	*	73%	83%	80%	-	82%	74%	80%	85%	*	79%	-	60%
	EL	61%	60%	<b>68%</b>	71%	68%	56%	*	86%	*	-	69%	55%	29%	74%	68%	65%	72%	-	78%	-	50%
	Male	79%	74%	<b>75%</b>	73%	75%	68%	*	86%	*	*	74%	80%	40%	80%	65%	75%	-	-	78%	-	56%
	Female	81%	77%	<b>81%</b>	73%	81%	90%	-	96%	-	71%	82%	75%	36%	85%	72%	-	81%	*	54%	-	*

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>37%</b>	30%	37%	40%	7%	65%	50%	51%	37%	33%	10%	41%	21%	31%	43%	*	23%	*	24%
	CWD	24%	18%	<b>10%</b>	10%	9%	18%	-	0%	-	-	11%	3%	10%	-	6%	10%	10%	-	0%	-	*
	CWOD	52%	47%	<b>41%</b>	34%	41%	45%	7%	68%	50%	51%	41%	37%	-	41%	24%	35%	47%	*	27%	*	19%
	EL	29%	29%	<b>21%</b>	21%	21%	18%	0%	35%	*	-	22%	14%	6%	24%	21%	20%	23%	-	13%	*	8%
	Male	47%	41%	<b>31%</b>	25%	32%	31%	0%	59%	*	35%	32%	28%	10%	35%	20%	31%	-	-	29%	*	18%
	Female	52%	47%	<b>43%</b>	36%	43%	51%	17%	69%	*	62%	44%	38%	10%	47%	23%	-	43%	*	16%	-	50%
Reading	All Students	47%	42%	<b>32%</b>	25%	33%	40%	9%	55%	*	52%	32%	31%	7%	35%	14%	26%	39%	*	21%	*	23%
	CWD	21%	15%	<b>7%</b>	7%	6%	14%	-	0%	-	-	7%	2%	7%	-	4%	6%	8%	-	0%	-	*
	CWOD	50%	45%	<b>35%</b>	29%	36%	47%	9%	57%	*	52%	36%	35%	-	35%	16%	29%	43%	*	24%	*	20%
	EL	23%	24%	<b>14%</b>	15%	14%	7%	0%	22%	*	-	15%	9%	4%	16%	14%	13%	16%	-	19%	*	6%
	Male	43%	37%	<b>26%</b>	20%	27%	32%	0%	52%	*	30%	26%	25%	6%	29%	13%	26%	-	-	25%	*	18%
	Female	51%	47%	<b>39%</b>	31%	40%	49%	20%	57%	*	73%	40%	39%	8%	43%	16%	-	39%	*	17%	-	*
Mathematics	All Students	51%	45%	<b>41%</b>	34%	43%	33%	*	78%	*	29%	42%	31%	16%	45%	37%	36%	47%	*	13%	-	22%
	CWD	26%	21%	<b>16%</b>	16%	15%	27%	-	*	-	-	17%	6%	16%	-	13%	17%	15%	-	0%	-	*
	CWOD	54%	49%	<b>45%</b>	38%	47%	33%	*	82%	*	29%	47%	35%	-	45%	42%	40%	51%	*	18%	-	13%
	EL	37%	37%	<b>37%</b>	40%	36%	50%	*	80%	*	-	37%	34%	13%	42%	37%	33%	42%	-	0%	-	*
	Male	50%	44%	<b>36%</b>	27%	39%	20%	*	63%	*	*	36%	29%	17%	40%	33%	36%	-	-	15%	-	14%
	Female	51%	47%	<b>47%</b>	44%	46%	50%	-	90%	*	*	49%	33%	15%	51%	42%	-	47%	*	9%	-	*
Science	All Students	53%	47%	<b>45%</b>	40%	45%	46%	*	86%	*	55%	46%	40%	10%	50%	27%	41%	50%	*	33%	-	27%



	State	District	Campus	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
CWD	25%	20%	<b>10%</b>	12%	9%	14%	-	*	-	-	11%	0%	10%	-	6%	11%	8%	-	0%	-	*
CWOD	56%	50%	<b>50%</b>	45%	49%	50%	*	89%	*	55%	51%	42%	-	50%	30%	46%	54%	*	42%	-	20%
EL	26%	25%	<b>27%</b>	21%	27%	22%	*	57%	*	-	28%	11%	6%	30%	27%	27%	25%	-	11%	-	17%
Male	53%	46%	<b>41%</b>	36%	42%	39%	*	79%	*	*	42%	39%	11%	46%	27%	41%	-	-	44%	-	22%
Female	53%	48%	<b>50%</b>	45%	48%	55%	-	91%	-	57%	51%	41%	8%	54%	25%	-	50%	*	15%	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	7%	6%	6%	11%	0%	29%	17%	14%	7%	7%	2%	8%	2%	6%	9%	*	5%	*	4%
	Students																					
	CWD	8%	6%	2%	2%	1%	8%	-	0%	-	-	2%	0%	2%	-	0%	2%	2%	-	0%	-	*
	CWOD	25%	21%	8%	7%	7%	11%	0%	30%	17%	14%	8%	7%	-	8%	3%	6%	10%	*	6%	*	5%
	EL	11%	11%	2%	4%	2%	0%	0%	8%	*	-	3%	1%	0%	3%	2%	2%	3%	-	0%	*	0%
	Male	22%	18%	6%	5%	5%	9%	0%	19%	*	12%	6%	5%	2%	6%	2%	6%	-	-	9%	*	5%
	Female	24%	21%	9%	7%	8%	13%	0%	35%	*	14%	9%	9%	2%	10%	3%	-	9%	*	0%	-	0%
Reading	All	20%	17%	3%	2%	2%	5%	0%	19%	*	5%	3%	3%	2%	3%	0%	2%	4%	*	1%	*	4%
	Students																					
	CWD	7%	5%	2%	2%	2%	5%	-	0%	-	-	2%	0%	2%	-	0%	2%	2%	-	0%	-	*
	CWOD	22%	19%	3%	2%	2%	5%	0%	20%	*	5%	3%	4%	-	3%	0%	2%	4%	*	2%	*	4%
	EL	8%	8%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	*	0%
	Male	17%	14%	2%	1%	1%	3%	0%	11%	*	0%	2%	2%	2%	2%	0%	2%	-	-	3%	*	5%
	Female	23%	20%	4%	4%	3%	6%	0%	25%	*	9%	4%	5%	2%	4%	0%	-	4%	*	0%	-	*
Mathematics	All	26%	22%	14%	13%	13%	10%	*	39%	*	14%	14%	9%	3%	16%	10%	10%	18%	*	4%	-	0%
	Students																					
	CWD	11%	6%	3%	4%	1%	9%	-	*	-	-	3%	0%	3%	-	1%	3%	2%	-	0%	-	*
	CWOD	28%	24%	16%	15%	15%	10%	*	41%	*	14%	17%	10%	-	16%	12%	12%	20%	*	6%	-	0%
	EL	16%	16%	10%	13%	9%	0%	*	50%	*	-	10%	6%	1%	12%	10%	8%	13%	-	0%	-	*
	Male	25%	22%	10%	10%	10%	4%	*	25%	*	*	11%	3%	3%	12%	8%	10%	-	-	8%	-	0%
	Female	26%	22%	18%	17%	17%	19%	-	50%	*	*	18%	15%	2%	20%	13%	-	18%	*	0%	-	*
Science	All	24%	20%	13%	10%	11%	25%	*	51%	*	27%	13%	14%	1%	15%	2%	12%	14%	*	13%	-	9%
	Students																					
	CWD	8%	5%	1%	0%	0%	14%	-	*	-	-	1%	0%	1%	-	0%	0%	2%	-	0%	-	*
	CWOD	26%	22%	15%	12%	13%	26%	*	53%	*	27%	14%	15%	-	15%	3%	14%	16%	*	17%	-	10%
	EL	7%	7%	2%	7%	2%	0%	*	0%	*	-	2%	0%	0%	3%	2%	2%	2%	-	0%	-	0%
	Male	25%	21%	12%	10%	10%	25%	*	43%	*	*	11%	14%	0%	14%	2%	12%	-	-	22%	-	11%
	Female	23%	20%	14%	10%	12%	25%	-	57%	-	29%	14%	14%	2%	16%	2%	-	14%	*	0%	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	----------------------	----------------	-----	----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	71	67	69	*	73	*	*	68	55	62
CWD	55	61	53	*	-	*	-	-	52	55	38
CWOD	69	73	68	73	*	75	*	*	69	-	65
EL	62	60	61	67	-	73	-	-	62	38	62
Male	66	72	65	64	*	68	*	*	66	56	62
Female	70	71	69	75	*	78	-	*	69	52	61
<b>Mathematics</b>											
All Students	67	61	68	63	-	97	*	*	67	47	65
CWD	47	48	47	40	-	-	-	-	46	47	41
CWOD	69	63	70	68	-	97	*	*	69	-	68
EL	65	75	63	*	-	100	*	-	65	41	65
Male	62	54	64	57	-	93	*	*	62	43	61
Female	72	69	72	72	-	100	-	*	72	54	71

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	75.9%	74.6%	74.9%	77.6%	100.0%	90.9%	-	88.9%	79.1%	63.5%	67.6%	63.1%	-
CWD	63.5%	62.5%	60.8%	50.0%	100.0%	100.0%	-	100.0%	63.9%	63.5%	68.6%	70.0%	-
CWOD	77.0%	75.8%	76.1%	78.7%	-	90.2%	-	87.5%	80.5%	-	67.5%	62.4%	-
EL	67.6%	76.9%	66.2%	50.0%	-	88.9%	-	-	70.4%	68.6%	67.6%	55.6%	-
Male	69.7%	71.2%	67.7%	64.0%	-	91.3%	-	100.0%	73.4%	54.7%	61.7%	54.5%	-
Female	82.9%	79.7%	82.5%	91.7%	100.0%	90.5%	-	75.0%	85.2%	85.7%	74.8%	69.5%	-

\*\* 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
1,092	125	11%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' Indicates data reporting does not meet for Minimum Size.  
 '\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	30	36	39	14	57	45	44	36	13	24
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	44%	39%	46%	31%	*	60%	-	38%	46%	46%	42%

- '\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N		N			Y	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N		N			N	N	N
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N		N			N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	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			N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		N			N	N	N

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ 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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	98%	97%	98%	94%	81%	100%	100%	95%	98%	97%	96%	98%	98%	97%	98%	*
	CWD	96%	95%	97%	88%	-	100%	-	-	96%	95%	96%	-	97%	96%	95%	-
	CWOD	98%	98%	98%	96%	81%	100%	100%	95%	98%	97%	-	98%	98%	98%	98%	*
	EL	98%	100%	98%	100%	70%	100%	*	60%	98%	98%	97%	98%	98%	97%	98%	-
	Male	97%	97%	98%	97%	78%	100%	*	100%	97%	98%	96%	98%	97%	97%	-	-
	Female	98%	97%	98%	91%	86%	100%	*	92%	98%	96%	95%	98%	98%	-	98%	*
Reading	All Students	98%	97%	99%	94%	92%	100%	*	100%	98%	98%	98%	98%	99%	99%	98%	*
	CWD	98%	96%	100%	91%	-	100%	-	-	98%	96%	98%	-	100%	98%	97%	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	98%	98%	99%	95%	92%	100%	*	100%	98%	98%	-	98%	99%	99%	98%	*
	EL	99%	100%	99%	100%	83%	100%	*	*	99%	100%	100%	99%	99%	99%	100%	-
	Male	99%	98%	99%	97%	83%	100%	*	100%	98%	99%	98%	99%	99%	99%	-	-
	Female	98%	97%	99%	90%	100%	100%	*	100%	98%	97%	97%	98%	100%	-	98%	*
Mathematics	All	97%	99%	96%	95%	*	100%	*	86%	97%	96%	96%	97%	96%	97%	97%	*
	Students																
	CWD	96%	98%	95%	92%	-	*	-	-	95%	100%	96%	-	95%	96%	95%	-
	CWOD	97%	99%	97%	97%	*	100%	*	86%	97%	95%	-	97%	97%	97%	97%	*
	EL	96%	100%	96%	100%	*	100%	*	*	97%	95%	95%	97%	96%	96%	97%	-
	Male	97%	100%	96%	96%	*	100%	*	*	97%	97%	96%	97%	96%	97%	-	-
	Female	97%	97%	97%	94%	-	100%	*	*	97%	95%	95%	97%	97%	-	97%	*
Science	All	96%	96%	96%	94%	*	100%	*	91%	96%	95%	89%	97%	95%	95%	97%	*
	Students																
	CWD	89%	88%	91%	75%	-	*	-	-	90%	80%	89%	-	91%	89%	89%	-
	CWOD	97%	97%	97%	98%	*	100%	*	91%	97%	96%	-	97%	95%	96%	98%	*
	EL	95%	100%	95%	100%	*	100%	*	*	95%	93%	91%	95%	95%	94%	96%	-
	Male	95%	93%	96%	97%	*	100%	*	*	95%	95%	89%	96%	94%	95%	-	-
	Female	97%	99%	97%	91%	*	100%	-	86%	97%	96%	89%	98%	96%	-	97%	*
<b>Non-Participation Rate</b>																	
All Subjects	All	2%	3%	2%	6%	19%	0%	0%	5%	2%	3%	4%	2%	2%	3%	2%	*
	Students																
	CWD	4%	5%	3%	12%	-	0%	-	-	4%	5%	4%	-	3%	4%	5%	-
	CWOD	2%	2%	2%	4%	19%	0%	0%	5%	2%	3%	-	2%	2%	2%	2%	*
	EL	2%	0%	2%	0%	30%	0%	*	40%	2%	2%	3%	2%	2%	3%	2%	-
	Male	3%	3%	2%	3%	22%	0%	*	0%	3%	2%	4%	2%	3%	3%	-	-
	Female	2%	3%	2%	9%	14%	0%	*	8%	2%	4%	5%	2%	2%	-	2%	*
Reading	All	2%	3%	1%	6%	8%	0%	*	0%	2%	2%	2%	2%	1%	1%	2%	*
	Students																
	CWD	2%	4%	0%	9%	-	0%	-	-	2%	4%	2%	-	0%	2%	3%	-
	CWOD	2%	2%	1%	5%	8%	0%	*	0%	2%	2%	-	2%	1%	1%	2%	*
	EL	1%	0%	1%	0%	17%	0%	*	*	1%	0%	0%	1%	1%	1%	0%	-
	Male	1%	2%	1%	3%	17%	0%	*	0%	2%	1%	2%	1%	1%	1%	-	-
	Female	2%	3%	1%	10%	0%	0%	*	0%	2%	3%	3%	2%	0%	-	2%	*
Mathematics	All	3%	1%	4%	5%	*	0%	*	14%	3%	4%	4%	3%	4%	3%	3%	*
	Students																
	CWD	4%	2%	5%	8%	-	*	-	-	5%	0%	4%	-	5%	4%	5%	-
	CWOD	3%	1%	3%	3%	*	0%	*	14%	3%	5%	-	3%	3%	3%	3%	*
	EL	4%	0%	4%	0%	*	0%	*	*	3%	5%	5%	3%	4%	4%	3%	-
	Male	3%	0%	4%	4%	*	0%	*	*	3%	3%	4%	3%	4%	3%	-	-
	Female	3%	3%	3%	6%	-	0%	*	*	3%	5%	5%	3%	3%	-	3%	*
Science	All	4%	4%	4%	6%	*	0%	*	9%	4%	5%	11%	3%	5%	5%	3%	*
	Students																
	CWD	11%	12%	9%	25%	-	*	-	-	10%	20%	11%	-	9%	11%	11%	-

		African			American		Pacific	Two or	Econ	Non						
	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
CWOD	3%	3%	3%	2%	*	0%	*	9%	3%	4%	-	3%	5%	4%	2%	*
EL	5%	0%	5%	0%	*	0%	*	*	5%	7%	9%	5%	5%	6%	4%	-
Male	5%	7%	4%	3%	*	0%	*	*	5%	5%	11%	4%	6%	5%	-	-
Female	3%	1%	3%	9%	*	0%	-	14%	3%	4%	11%	2%	4%	-	3%	*

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	317	71	218	14	2	5	2	5	104		
	Female	223	65	143	8	0	2	0	5	68		
	Total	540	136	361	22	2	7	2	10	172		
Out-of-School Suspensions												
	Male	165	67	85	7	2	2	0	2	43		
	Female	100	37	52	5	2	2	0	2	25		
	Total	265	104	137	12	4	4	0	4	68		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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)
Out-of-School Suspensions	Male	73	29	32	8	0	2	0	2	26		11
	Female	26	14	8	0	0	2	0	2	5		2
	Total	99	43	40	8	0	4	0	4	31		13
Expulsions	Male	60	25	22	7	0	2	0	4	16		10
	Female	15	7	4	2	0	2	0	0	2		2
	Total	75	32	26	9	0	4	0	4	18		12
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	563	122	371	44	2	14	2	8	143	86	20
	Female	516	104	356	41	2	8	0	5	155	50	5
	Total	1,079	226	727	85	4	22	2	13	298	136	25

	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	6
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	1
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	6
Incidents of possession of a firearm or explosive device	0

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	306	68	176	26	0	29	2	5	38	2
	Female	394	62	281	26	0	20	0	5	56	2
	Total	700	130	457	52	0	49	2	10	94	4
International Baccalaureate Courses	Male	85	20	47	5	0	11	0	2	17	0
	Female	212	29	149	11	2	17	2	2	35	5
	Total	297	49	196	16	2	28	2	4	52	5
Dual Enrollment/Dual Credit Programs	Male	22	2	14	2	0	2	0	2	2	0
	Female	17	2	11	2	0	2	0	0	2	0
	Total	39	4	25	4	0	4	0	2	4	0

\*\*- Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### High Poverty

	All School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	42.6	17.4%
Teachers Teaching with Emergency or Provisional Credentials	6.8	2.9%



Teacher Who Are Not Teaching in the Subject or Field for Which  
the Teacher is Certified or Licensed

**All School**  
**Number**      **Percent**  
44.8            19.2%

' ' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	8	0%
English II	4,680	1%	40	1%	10	1%
Algebra I	5,122	1%	35	1%	8	1%
Biology	4,954	1%	33	1%	8	1%
All Grades All Subjects	101,751	1%	825	1%	34	1%
Reading	45,064	1%	367	1%	18	1%
Mathematics	40,350	1%	327	1%	8	1%
Science	16,337	1%	131	1%	8	1%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

**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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	32%	30%	30%	34%	*	63%	*	*	32%	20%	27%

'\*\*'     Indicates results are masked due to small numbers to protect student confidentiality.  
 '-'     Indicates there are no students in the group.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SEGUIN H S

**Campus ID:** 220901009

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	Races	Disadv	Econ								Care	
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All	66%	59%	63%	60%	58%	61%	20%	80%	-	68%	60%	68%	16%	70%	40%	55%	73%	-	45%	*	67%
	Students																					
	CWD	27%	17%	16%	10%	17%	17%	*	33%	-	17%	20%	5%	16%	-	20%	14%	20%	-	*	-	-
	CWOD	71%	65%	70%	68%	66%	65%	*	86%	-	86%	67%	76%	-	70%	45%	63%	79%	-	50%	*	67%
	EL	34%	35%	40%	*	38%	0%	*	61%	-	-	41%	33%	20%	45%	40%	36%	45%	-	*	-	*
	Male	60%	52%	55%	50%	47%	61%	*	76%	-	67%	52%	62%	14%	63%	36%	55%	-	-	29%	*	*
	Female	73%	68%	73%	74%	73%	61%	*	86%	-	64%	71%	78%	20%	79%	45%	-	73%	-	*	-	*
English II	All	67%	62%	66%	61%	65%	81%	*	70%	*	71%	63%	73%	20%	72%	37%	57%	77%	-	60%	-	*
	Students																					
	CWD	27%	18%	20%	15%	26%	*	*	*	-	*	17%	29%	20%	-	24%	18%	24%	-	-	-	-
	CWOD	72%	67%	72%	69%	70%	82%	-	72%	*	80%	70%	76%	-	72%	40%	63%	82%	-	60%	-	*
	EL	30%	32%	37%	40%	36%	17%	*	44%	-	-	36%	43%	24%	40%	37%	30%	46%	-	-	-	*
	Male	62%	55%	57%	50%	59%	73%	*	58%	-	*	53%	64%	18%	63%	30%	57%	-	-	*	-	*
	Female	73%	69%	77%	76%	72%	85%	*	80%	*	80%	74%	82%	24%	82%	46%	-	77%	-	*	-	*
Algebra I	All	83%	80%	82%	84%	83%	79%	*	78%	-	75%	84%	78%	51%	89%	77%	79%	87%	-	80%	-	*
	Students																					
	CWD	52%	43%	51%	37%	65%	*	*	50%	-	*	49%	50%	51%	-	53%	51%	50%	-	*	-	-
	CWOD	87%	85%	89%	92%	87%	82%	-	93%	-	100%	92%	83%	-	89%	86%	87%	92%	-	*	-	*
	EL	73%	73%	77%	*	84%	63%	*	64%	-	-	79%	63%	53%	86%	77%	74%	82%	-	*	-	-
	Male	79%	76%	79%	80%	79%	74%	*	78%	-	67%	81%	73%	51%	87%	74%	79%	-	-	*	-	*
	Female	88%	85%	87%	88%	88%	87%	*	80%	-	83%	89%	83%	50%	92%	82%	-	87%	-	*	-	*
Biology	All	87%	84%	87%	86%	85%	95%	*	88%	-	64%	86%	90%	48%	93%	73%	83%	92%	-	100%	-	*
	Students																					
	CWD	60%	51%	48%	29%	57%	*	*	57%	-	*	47%	47%	48%	-	64%	50%	44%	-	*	-	-
	CWOD	90%	88%	93%	93%	90%	94%	*	93%	-	90%	91%	96%	-	93%	75%	89%	96%	-	100%	-	*
	EL	68%	69%	73%	100%	70%	57%	-	76%	-	-	72%	78%	64%	75%	73%	68%	81%	-	*	-	-
	Male	84%	81%	83%	82%	77%	94%	*	87%	-	57%	81%	86%	50%	89%	68%	83%	-	-	*	-	*
	Female	90%	88%	92%	91%	93%	96%	*	90%	-	71%	90%	95%	44%	96%	81%	-	92%	-	100%	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All	48%	42%	44%	39%	41%	42%	20%	66%	-	53%	40%	53%	9%	50%	17%	36%	56%	-	27%	*	33%
	Students																					
	CWD	15%	9%	9%	3%	10%	0%	*	33%	-	0%	10%	5%	9%	-	12%	9%	8%	-	*	-	-
	CWOD	53%	46%	50%	45%	46%	46%	*	69%	-	71%	46%	59%	-	50%	18%	41%	62%	-	30%	*	33%
	EL	14%	14%	17%	*	15%	0%	*	28%	-	-	18%	14%	12%	18%	17%	16%	18%	-	*	-	*
	Male	42%	34%	36%	29%	30%	39%	*	62%	-	44%	30%	48%	9%	41%	16%	36%	-	-	14%	*	*
	Female	56%	51%	56%	54%	56%	46%	*	70%	-	55%	54%	62%	8%	62%	18%	-	56%	-	*	-	*
English II	All	48%	45%	52%	45%	52%	66%	*	60%	*	43%	49%	59%	8%	58%	24%	43%	63%	-	20%	-	*
	Students																					
	CWD	16%	9%	8%	0%	22%	*	*	*	-	*	9%	7%	8%	-	18%	8%	10%	-	-	-	-
	CWOD	52%	49%	58%	52%	56%	69%	-	63%	*	60%	55%	63%	-	58%	25%	48%	68%	-	20%	-	*
	EL	11%	15%	24%	40%	23%	0%	*	26%	-	-	24%	22%	18%	25%	24%	23%	24%	-	-	-	*
	Male	42%	38%	43%	33%	46%	57%	*	50%	-	*	39%	49%	8%	48%	23%	43%	-	-	*	-	*
	Female	55%	53%	63%	60%	61%	72%	*	70%	*	40%	60%	68%	10%	68%	24%	-	63%	-	*	-	*
Algebra I	All	59%	56%	62%	61%	62%	62%	*	65%	-	58%	63%	59%	25%	70%	55%	56%	70%	-	40%	-	*
	Students																					

		State	District	Campus	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
	CWD	24%	17%	<b>25%</b>	5%	35%	*	*	50%	-	*	23%	28%	25%	-	35%	24%	29%	-	*	-	-
	CWOD	63%	61%	<b>70%</b>	72%	68%	66%	-	73%	-	75%	72%	65%	-	70%	63%	65%	76%	-	*	-	*
	EL	40%	41%	<b>55%</b>	*	59%	38%	*	64%	-	-	58%	38%	35%	63%	55%	50%	64%	-	*	-	-
	Male	53%	50%	<b>56%</b>	55%	52%	56%	*	67%	-	67%	57%	53%	24%	65%	50%	56%	-	-	*	-	*
	Female	65%	62%	<b>70%</b>	70%	76%	73%	*	60%	-	50%	72%	67%	29%	76%	64%	-	70%	-	*	-	*
Biology	All Students	60%	56%	<b>52%</b>	51%	46%	49%	*	75%	-	36%	50%	56%	12%	58%	23%	48%	56%	-	33%	-	*
	CWD	24%	15%	<b>12%</b>	0%	14%	*	*	43%	-	*	17%	0%	12%	-	21%	11%	13%	-	*	-	-
	CWOD	64%	62%	<b>58%</b>	57%	52%	52%	*	80%	-	50%	55%	64%	-	58%	24%	55%	60%	-	40%	-	*
	EL	24%	28%	<b>23%</b>	0%	18%	0%	-	48%	-	-	25%	11%	21%	24%	23%	23%	23%	-	*	-	-
	Male	58%	52%	<b>48%</b>	49%	36%	48%	*	71%	-	43%	46%	53%	11%	55%	23%	48%	-	-	*	-	*
	Female	62%	61%	<b>56%</b>	54%	57%	50%	*	81%	-	29%	54%	61%	13%	60%	23%	-	56%	-	40%	-	*

**STAAR Percent at Masters Grade Level****End of Course**

English I	All Students	10%	9%	<b>10%</b>	5%	6%	9%	0%	33%	-	11%	9%	13%	0%	12%	0%	7%	15%	-	9%	*	0%
	CWD	3%	2%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	11%	10%	<b>12%</b>	6%	8%	10%	*	37%	-	14%	10%	15%	-	12%	0%	8%	17%	-	10%	*	0%
	EL	1%	1%	<b>0%</b>	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	Male	7%	6%	<b>7%</b>	2%	4%	5%	*	26%	-	0%	5%	10%	0%	8%	0%	7%	-	-	0%	*	*
	Female	14%	13%	<b>15%</b>	9%	9%	14%	*	43%	-	18%	14%	18%	0%	17%	0%	-	15%	-	*	-	*
English II	All Students	8%	7%	<b>10%</b>	6%	7%	16%	*	20%	*	0%	7%	15%	2%	11%	1%	6%	15%	-	20%	-	*
	CWD	4%	2%	<b>2%</b>	0%	4%	*	*	*	-	*	0%	7%	2%	-	6%	3%	0%	-	-	-	-
	CWOD	8%	7%	<b>11%</b>	8%	7%	16%	-	20%	*	0%	8%	16%	-	11%	0%	6%	16%	-	20%	-	*
	EL	0%	0%	<b>1%</b>	0%	2%	0%	*	0%	-	-	0%	4%	6%	0%	1%	2%	0%	-	-	-	*
	Male	6%	4%	<b>6%</b>	1%	5%	10%	*	15%	-	*	4%	9%	3%	6%	2%	6%	-	-	*	-	*
	Female	10%	9%	<b>15%</b>	14%	9%	19%	*	24%	*	0%	11%	21%	0%	16%	0%	-	15%	-	*	-	*
Algebra I	All Students	36%	33%	<b>32%</b>	34%	37%	26%	*	26%	-	8%	31%	35%	5%	38%	25%	24%	44%	-	40%	-	*
	CWD	9%	5%	<b>5%</b>	5%	10%	*	*	0%	-	*	5%	6%	5%	-	12%	7%	0%	-	*	-	-
	CWOD	39%	37%	<b>38%</b>	39%	44%	29%	-	40%	-	13%	37%	42%	-	38%	30%	29%	50%	-	*	-	*
	EL	19%	18%	<b>25%</b>	*	30%	13%	*	27%	-	-	27%	13%	12%	30%	25%	24%	27%	-	*	-	-
	Male	31%	28%	<b>24%</b>	26%	24%	22%	*	28%	-	0%	24%	24%	7%	29%	24%	24%	-	-	*	-	*
	Female	40%	38%	<b>44%</b>	43%	57%	33%	*	20%	-	17%	42%	50%	0%	50%	27%	-	44%	-	*	-	*
Biology	All Students	24%	22%	<b>15%</b>	10%	12%	16%	*	37%	-	14%	13%	20%	2%	17%	3%	10%	21%	-	17%	-	*
	CWD	6%	2%	<b>2%</b>	0%	5%	*	*	0%	-	*	3%	0%	2%	-	0%	0%	6%	-	*	-	-
	CWOD	26%	25%	<b>17%</b>	11%	13%	17%	*	42%	-	20%	14%	23%	-	17%	3%	12%	22%	-	20%	-	*
	EL	4%	4%	<b>3%</b>	0%	3%	0%	-	5%	-	-	3%	0%	0%	3%	3%	2%	4%	-	*	-	-
	Male	24%	21%	<b>10%</b>	8%	3%	9%	*	29%	-	14%	6%	18%	0%	12%	2%	10%	-	-	*	-	*
	Female	25%	24%	<b>21%</b>	12%	21%	25%	*	48%	-	14%	20%	22%	6%	22%	4%	-	21%	-	20%	-	*

**STAAR Percent at Approaches Grade Level or Above****All Grades**

All Subjects	All Students	77%	73%	<b>72%</b>	71%	70%	78%	31%	78%	*	71%	71%	76%	31%	79%	52%	66%	81%	-	67%	*	80%
	CWD	46%	38%	<b>31%</b>	21%	38%	44%	20%	41%	-	19%	31%	32%	31%	-	37%	31%	32%	-	*	-	-
	CWOD	81%	77%	<b>79%</b>	78%	76%	80%	*	83%	*	92%	78%	81%	-	79%	55%	73%	86%	-	71%	*	80%



		State	District	Campus	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
	EL	62%	63%	<b>52%</b>	53%	51%	31%	*	59%	-	-	52%	48%	37%	55%	52%	48%	57%	-	*	-	*
	Male	74%	70%	<b>66%</b>	62%	63%	75%	*	73%	-	65%	64%	70%	31%	73%	48%	66%	-	-	43%	*	57%
	Female	80%	76%	<b>81%</b>	81%	80%	82%	44%	84%	*	72%	80%	84%	32%	86%	57%	-	81%	-	92%	-	100%
Reading	All Students	73%	69%	<b>64%</b>	61%	61%	71%	13%	75%	*	69%	61%	71%	18%	71%	39%	56%	75%	-	50%	*	63%
	CWD	39%	30%	<b>18%</b>	13%	21%	22%	0%	25%	-	25%	19%	15%	18%	-	21%	16%	22%	-	*	-	-
	CWOD	78%	73%	<b>71%</b>	68%	68%	74%	*	79%	*	84%	68%	76%	-	71%	42%	63%	81%	-	53%	*	63%
	EL	54%	55%	<b>39%</b>	22%	37%	6%	*	53%	-	-	39%	39%	21%	42%	39%	34%	45%	-	*	-	*
	Male	69%	64%	<b>56%</b>	50%	53%	66%	*	68%	-	64%	52%	63%	16%	63%	34%	56%	-	-	36%	*	*
	Female	78%	74%	<b>75%</b>	75%	73%	76%	17%	83%	*	69%	73%	80%	22%	81%	45%	-	75%	-	80%	-	*
Mathematics	All Students	81%	77%	<b>82%</b>	84%	83%	79%	*	78%	-	75%	84%	78%	51%	89%	77%	79%	87%	-	80%	-	*
	CWD	53%	44%	<b>51%</b>	37%	65%	*	*	50%	-	*	49%	50%	51%	-	53%	51%	50%	-	*	-	-
	CWOD	84%	81%	<b>89%</b>	92%	87%	82%	-	93%	-	100%	92%	83%	-	89%	86%	87%	92%	-	*	-	*
	EL	72%	74%	<b>77%</b>	*	84%	63%	*	64%	-	-	79%	63%	53%	86%	77%	74%	82%	-	*	-	-
	Male	79%	75%	<b>79%</b>	80%	79%	74%	*	78%	-	67%	81%	73%	51%	87%	74%	79%	-	-	*	-	*
	Female	82%	79%	<b>87%</b>	88%	88%	87%	*	80%	-	83%	89%	83%	50%	92%	82%	-	87%	-	*	-	*
Science	All Students	80%	75%	<b>87%</b>	86%	85%	95%	*	88%	-	64%	86%	90%	48%	93%	73%	83%	92%	-	100%	-	*
	CWD	51%	44%	<b>48%</b>	29%	57%	*	*	57%	-	*	47%	47%	48%	-	64%	50%	44%	-	*	-	-
	CWOD	84%	79%	<b>93%</b>	93%	90%	94%	*	93%	-	90%	91%	96%	-	93%	75%	89%	96%	-	100%	-	*
	EL	61%	60%	<b>73%</b>	100%	70%	57%	-	76%	-	-	72%	78%	64%	75%	73%	68%	81%	-	*	-	-
	Male	79%	74%	<b>83%</b>	82%	77%	94%	*	87%	-	57%	81%	86%	50%	89%	68%	83%	-	-	*	-	*
	Female	81%	77%	<b>92%</b>	91%	93%	96%	*	90%	-	71%	90%	95%	44%	96%	81%	-	92%	-	100%	-	*

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>51%</b>	47%	49%	55%	15%	66%	*	49%	49%	57%	13%	57%	27%	44%	61%	-	30%	*	53%
	CWD	24%	18%	<b>13%</b>	2%	19%	6%	0%	37%	-	6%	14%	10%	13%	-	21%	13%	13%	-	*	-	-
	CWOD	52%	47%	<b>57%</b>	54%	54%	58%	*	69%	*	67%	55%	62%	-	57%	28%	50%	66%	-	33%	*	53%
	EL	29%	29%	<b>27%</b>	18%	26%	9%	*	35%	-	-	28%	20%	21%	28%	27%	26%	28%	-	*	-	*
	Male	47%	41%	<b>44%</b>	39%	40%	49%	*	61%	-	52%	41%	50%	13%	50%	26%	44%	-	-	7%	*	29%
	Female	52%	47%	<b>61%</b>	58%	61%	61%	22%	72%	*	45%	59%	65%	13%	66%	28%	-	61%	-	54%	-	75%
Reading	All Students	47%	42%	<b>48%</b>	42%	46%	55%	13%	63%	*	50%	44%	56%	8%	54%	20%	39%	60%	-	25%	*	38%
	CWD	21%	15%	<b>8%</b>	2%	15%	0%	0%	25%	-	0%	9%	6%	8%	-	14%	8%	9%	-	*	-	-
	CWOD	50%	45%	<b>54%</b>	48%	51%	58%	*	66%	*	68%	50%	61%	-	54%	21%	45%	65%	-	27%	*	38%
	EL	23%	24%	<b>20%</b>	22%	19%	0%	*	27%	-	-	21%	18%	14%	21%	20%	19%	21%	-	*	-	*
	Male	43%	37%	<b>39%</b>	31%	38%	46%	*	57%	-	45%	34%	49%	8%	45%	19%	39%	-	-	9%	*	*
	Female	51%	47%	<b>60%</b>	57%	58%	63%	17%	70%	*	50%	57%	66%	9%	65%	21%	-	60%	-	60%	-	*
Mathematics	All Students	51%	45%	<b>62%</b>	61%	62%	62%	*	65%	-	58%	63%	59%	25%	70%	55%	56%	70%	-	40%	-	*
	CWD	26%	21%	<b>25%</b>	5%	35%	*	*	50%	-	*	23%	28%	25%	-	35%	24%	29%	-	*	-	-
	CWOD	54%	49%	<b>70%</b>	72%	68%	66%	-	73%	-	75%	72%	65%	-	70%	63%	65%	76%	-	*	-	*
	EL	37%	37%	<b>55%</b>	*	59%	38%	*	64%	-	-	58%	38%	35%	63%	55%	50%	64%	-	*	-	-
	Male	50%	44%	<b>56%</b>	55%	52%	56%	*	67%	-	67%	57%	53%	24%	65%	50%	56%	-	-	*	-	*
	Female	51%	47%	<b>70%</b>	70%	76%	73%	*	60%	-	50%	72%	67%	29%	76%	64%	-	70%	-	*	-	*
Science	All Students	53%	47%	<b>52%</b>	51%	46%	49%	*	75%	-	36%	50%	56%	12%	58%	23%	48%	56%	-	33%	-	*

	State	District	Campus	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
CWD	25%	20%	12%	0%	14%	*	*	43%	-	*	17%	0%	12%	-	21%	11%	13%	-	*	-	-
CWOD	56%	50%	58%	57%	52%	52%	*	80%	-	50%	55%	64%	-	58%	24%	55%	60%	-	40%	-	*
EL	26%	25%	23%	0%	18%	0%	-	48%	-	-	25%	11%	21%	24%	23%	23%	23%	-	*	-	-
Male	53%	46%	48%	49%	36%	48%	*	71%	-	43%	46%	53%	11%	55%	23%	48%	-	-	*	-	*
Female	53%	48%	56%	54%	57%	50%	*	81%	-	29%	54%	61%	13%	60%	23%	-	56%	-	40%	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	15%	12%	13%	16%	8%	29%	*	10%	13%	19%	2%	17%	5%	10%	21%	-	19%	*	13%
	Students																					
	CWD	8%	6%	2%	1%	4%	0%	0%	0%	-	0%	2%	3%	2%	-	4%	2%	1%	-	*	-	-
	CWOD	25%	21%	17%	13%	15%	17%	*	32%	*	14%	15%	20%	-	17%	5%	12%	23%	-	21%	*	13%
	EL	11%	11%	5%	0%	6%	3%	*	4%	-	-	5%	3%	4%	5%	5%	5%	5%	-	*	-	*
	Male	22%	18%	10%	7%	8%	11%	*	24%	-	4%	8%	14%	2%	12%	5%	10%	-	-	0%	*	14%
	Female	24%	21%	21%	17%	20%	21%	11%	35%	*	14%	19%	25%	1%	23%	5%	-	21%	-	38%	-	13%
Reading	All	20%	17%	10%	6%	7%	12%	0%	27%	*	8%	8%	14%	1%	11%	0%	6%	15%	-	13%	*	0%
	Students																					
	CWD	7%	5%	1%	0%	2%	0%	0%	0%	-	0%	0%	3%	1%	-	2%	1%	0%	-	*	-	-
	CWOD	22%	19%	11%	7%	7%	13%	*	29%	*	11%	9%	16%	-	11%	0%	7%	16%	-	13%	*	0%
	EL	8%	8%	0%	0%	1%	0%	*	0%	-	-	0%	2%	2%	0%	0%	1%	0%	-	*	-	*
	Male	17%	14%	6%	2%	5%	7%	*	21%	-	0%	4%	10%	1%	7%	1%	6%	-	-	0%	*	*
	Female	23%	20%	15%	11%	9%	17%	0%	33%	*	13%	12%	20%	0%	16%	0%	-	15%	-	40%	-	*
Mathematics	All	26%	22%	32%	34%	37%	26%	*	26%	-	8%	31%	35%	5%	38%	25%	24%	44%	-	40%	-	*
	Students																					
	CWD	11%	6%	5%	5%	10%	*	*	0%	-	*	5%	6%	5%	-	12%	7%	0%	-	*	-	-
	CWOD	28%	24%	38%	39%	44%	29%	-	40%	-	13%	37%	42%	-	38%	30%	29%	50%	-	*	-	*
	EL	16%	16%	25%	*	30%	13%	*	27%	-	-	27%	13%	12%	30%	25%	24%	27%	-	*	-	-
	Male	25%	22%	24%	26%	24%	22%	*	28%	-	0%	24%	24%	7%	29%	24%	24%	-	-	*	-	*
	Female	26%	22%	44%	43%	57%	33%	*	20%	-	17%	42%	50%	0%	50%	27%	-	44%	-	*	-	*
Science	All	24%	20%	15%	10%	12%	16%	*	37%	-	14%	13%	20%	2%	17%	3%	10%	21%	-	17%	-	*
	Students																					
	CWD	8%	5%	2%	0%	5%	*	*	0%	-	*	3%	0%	2%	-	0%	0%	6%	-	*	-	-
	CWOD	26%	22%	17%	11%	13%	17%	*	42%	-	20%	14%	23%	-	17%	3%	12%	22%	-	20%	-	*
	EL	7%	7%	3%	0%	3%	0%	-	5%	-	-	3%	0%	0%	3%	3%	2%	4%	-	*	-	-
	Male	25%	21%	10%	8%	3%	9%	*	29%	-	14%	6%	18%	0%	12%	2%	10%	-	-	*	-	*
	Female	23%	20%	21%	12%	21%	25%	*	48%	-	14%	20%	22%	6%	22%	4%	-	21%	-	20%	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	----------------------	----------------	-----	----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	71	72	63	*	63	*	40	66	48	59
CWD	48	41	40	*	*	*	-	*	46	48	39
CWOD	70	75	75	63	-	64	*	*	69	-	63
EL	59	*	63	*	-	64	-	-	57	39	59
Male	65	66	69	54	*	66	-	*	64	47	68
Female	71	77	75	69	*	61	*	*	69	50	50
<b>Mathematics</b>											
All Students	82	84	83	79	-	72	-	78	82	49	74
CWD	49	33	62	*	-	43	-	*	42	49	50
CWOD	87	89	87	82	-	91	-	86	89	-	82
EL	74	*	82	58	-	67	-	-	76	50	74
Male	77	80	77	70	-	67	-	*	77	44	67
Female	88	88	89	92	-	*	-	67	89	61	88

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	94.1%	95.4%	94.4%	86.8%	100.0%	96.6%	100.0%	91.7%	94.6%	79.4%	86.3%	76.9%	50.0%
CWD	79.4%	81.0%	100.0%	66.7%	-	0.0%	-	-	75.0%	79.4%	80.0%	20.0%	-
CWOD	95.4%	97.4%	94.1%	89.4%	100.0%	98.3%	100.0%	91.7%	96.8%	-	87.0%	85.3%	50.0%
EL	86.3%	100.0%	83.9%	100.0%	-	86.7%	-	-	92.5%	80.0%	86.3%	100.0%	-
Male	93.0%	93.2%	93.0%	86.7%	100.0%	96.8%	100.0%	100.0%	92.5%	76.2%	85.0%	57.1%	0.0%
Female	95.3%	97.6%	95.5%	87.0%	100.0%	96.4%	-	87.5%	96.3%	84.6%	87.1%	88.0%	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
200	41	21%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' Indicates data reporting does not meet for Minimum Size.  
 '\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	46	43	44	50	19	58	*	48	44	15	28
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	59%	48%	55%	74%	*	86%	*	64%	56%	69%	50%

- '\*\*' 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		N		N	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y	N		N		N	Y	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
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y	N					Y	N	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	Y	Y	N		N			N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	Y	Y	N		N			N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	Y	Y	N		N			N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	Y	Y	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.

^^ 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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	99%	99%	100%	92%	100%	*	88%	99%	99%	98%	99%	100%	98%	100%	-
	CWD	98%	100%	100%	100%	100%	100%	-	68%	100%	92%	98%	-	100%	97%	100%	-
	CWOD	99%	99%	99%	100%	*	100%	*	97%	99%	99%	-	99%	99%	99%	99%	-
	EL	100%	100%	99%	100%	*	100%	-	*	99%	100%	100%	99%	100%	100%	99%	-
	Male	98%	98%	100%	99%	*	99%	-	74%	99%	98%	97%	99%	100%	98%	-	-
	Female	100%	100%	99%	100%	89%	100%	*	100%	99%	100%	100%	99%	99%	-	100%	-
Reading	All Students	99%	99%	100%	100%	88%	100%	*	93%	99%	99%	99%	99%	100%	99%	100%	-
	CWD	99%	100%	100%	100%	100%	100%	-	78%	100%	95%	99%	-	100%	98%	100%	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	99%	99%	100%	100%	*	100%	*	100%	99%	99%	-	99%	100%	99%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	100%	*	100%	-	83%	99%	99%	98%	99%	100%	99%	-	-
	Female	100%	100%	99%	100%	83%	100%	*	100%	100%	99%	100%	100%	100%	-	100%	-
Mathematics	All	98%	99%	98%	100%	*	100%	-	85%	99%	98%	97%	99%	98%	98%	99%	-
	Students																
	CWD	97%	100%	100%	100%	*	100%	-	60%	100%	89%	97%	-	100%	96%	100%	-
	CWOD	99%	99%	98%	100%	-	100%	-	100%	98%	100%	-	99%	98%	99%	99%	-
	EL	98%	*	97%	100%	*	100%	-	*	98%	100%	100%	98%	98%	100%	96%	-
	Male	98%	99%	98%	100%	*	100%	-	71%	99%	96%	96%	99%	100%	98%	-	-
	Female	99%	100%	98%	100%	*	100%	-	100%	99%	100%	100%	99%	96%	-	99%	-
Science	All	98%	98%	99%	98%	*	98%	-	80%	98%	98%	97%	98%	99%	97%	99%	-
	Students																
	CWD	97%	100%	100%	*	*	100%	-	60%	100%	90%	97%	-	100%	95%	100%	-
	CWOD	98%	98%	99%	98%	*	98%	-	90%	98%	99%	-	98%	98%	97%	99%	-
	EL	99%	100%	98%	100%	-	100%	-	*	98%	100%	100%	98%	99%	100%	96%	-
	Male	97%	97%	100%	97%	*	97%	-	63%	97%	96%	95%	97%	100%	97%	-	-
	Female	99%	100%	98%	100%	*	100%	-	100%	99%	100%	100%	99%	96%	-	99%	-
Non-Participation Rate																	
All Subjects	All	1%	1%	1%	0%	8%	0%	*	12%	1%	1%	2%	1%	0%	2%	0%	-
	Students																
	CWD	2%	0%	0%	0%	0%	0%	-	32%	0%	8%	2%	-	0%	3%	0%	-
	CWOD	1%	1%	1%	0%	*	0%	*	3%	1%	1%	-	1%	1%	1%	1%	-
	EL	0%	0%	1%	0%	*	0%	-	*	1%	0%	0%	1%	0%	0%	1%	-
	Male	2%	2%	0%	1%	*	1%	-	26%	1%	2%	3%	1%	0%	2%	-	-
	Female	0%	0%	1%	0%	11%	0%	*	0%	1%	0%	0%	1%	1%	-	0%	-
Reading	All	1%	1%	0%	0%	12%	0%	*	7%	1%	1%	1%	1%	0%	1%	0%	-
	Students																
	CWD	1%	0%	0%	0%	0%	0%	-	22%	0%	5%	1%	-	0%	2%	0%	-
	CWOD	1%	1%	0%	0%	*	0%	*	0%	1%	1%	-	1%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	0%	*	0%	-	17%	1%	1%	2%	1%	0%	1%	-	-
	Female	0%	0%	1%	0%	17%	0%	*	0%	0%	1%	0%	0%	0%	-	0%	-
Mathematics	All	2%	1%	2%	0%	*	0%	-	15%	1%	2%	3%	1%	2%	2%	1%	-
	Students																
	CWD	3%	0%	0%	0%	*	0%	-	40%	0%	11%	3%	-	0%	4%	0%	-
	CWOD	1%	1%	2%	0%	-	0%	-	0%	2%	0%	-	1%	2%	1%	1%	-
	EL	2%	*	3%	0%	*	0%	-	*	2%	0%	0%	2%	2%	0%	4%	-
	Male	2%	1%	2%	0%	*	0%	-	29%	1%	4%	4%	1%	0%	2%	-	-
	Female	1%	0%	2%	0%	*	0%	-	0%	1%	0%	0%	1%	4%	-	1%	-
Science	All	2%	2%	1%	2%	*	2%	-	20%	2%	2%	3%	2%	1%	3%	1%	-
	Students																
	CWD	3%	0%	0%	*	*	0%	-	40%	0%	10%	3%	-	0%	5%	0%	-

		African			American		Pacific	Two or	Econ	Non						
	CWOD	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female
		2%	2%	1%	2%	*	2%	-	10%	2%	1%	-	2%	2%	3%	1%
	EL	1%	0%	2%	0%	-	0%	-	*	2%	0%	0%	2%	1%	0%	4%
	Male	3%	3%	0%	3%	*	3%	-	37%	3%	4%	5%	3%	0%	3%	-
	Female	1%	0%	2%	0%	*	0%	-	0%	1%	0%	0%	1%	4%	-	1%

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	136	62	47	23	2	2	0	0	14		
	Female	100	44	38	14	0	2	0	2	14		
	Total	236	106	85	37	2	4	0	2	28		
Out-of-School Suspensions												
	Male	55	28	16	7	2	2	0	0	5		
	Female	33	16	11	2	0	2	0	2	2		
	Total	88	44	27	9	2	4	0	2	7		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

	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	4
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



	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
	Advanced Placement Courses										
	Male	237	56	74	38	0	62	2	5	8	2
	Female	275	98	74	41	2	50	2	8	11	2
	Total	512	154	148	79	2	112	4	13	19	4
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	29	5	11	5	0	8	0	0	2	2
	Female	36	14	8	8	2	2	0	2	0	0
	Total	65	19	19	13	2	10	0	2	2	2

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

-) Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	20.3	15.9%
Teachers Teaching with Emergency or Provisional Credentials	2.3	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	10.7	8.8%

**All School**  
**Number      Percent**

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	*	1%
English II	4,680	1%	40	1%	6	1%
Algebra I	5,122	1%	35	1%	*	1%
Biology	4,954	1%	33	1%	*	1%
All Grades All Subjects	101,751	1%	825	1%	18	1%
Reading	45,064	1%	367	1%	10	1%
Mathematics	40,350	1%	327	1%	*	1%
Science	16,337	1%	131	1%	*	1%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

### State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	58%	65%	49%	54%	*	67%	*	*	57%	45%	42%

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SHACKELFORD J H

**Campus ID:** 220901048

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> 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 Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 7 Reading	All Students	74%	70%	73%	56%	70%	92%	*	92%	*	71%	66%	87%	23%	79%	56%	71%	76%	-	67%	-	*
	CWD	37%	31%	23%	11%	19%	50%	-	-	-	-	23%	20%	23%	-	18%	26%	*	-	*	-	*
	CWOD	78%	75%	79%	63%	75%	96%	*	92%	*	71%	72%	90%	-	79%	61%	79%	78%	-	63%	-	*
	EL	49%	51%	56%	*	54%	*	*	-	-	-	57%	*	18%	61%	56%	55%	57%	-	-	-	-
	Male	70%	66%	71%	52%	67%	90%	*	83%	*	*	65%	84%	26%	79%	55%	71%	-	-	*	-	-
	Female	79%	75%	76%	59%	74%	96%	*	100%	*	*	67%	91%	*	78%	57%	-	76%	-	80%	-	*
Mathematics	All Students	73%	71%	74%	60%	72%	89%	*	88%	*	67%	68%	87%	29%	79%	63%	74%	73%	-	44%	-	*
	CWD	43%	31%	29%	11%	31%	50%	-	-	-	-	31%	20%	29%	-	27%	30%	*	-	*	-	*
	CWOD	77%	76%	79%	68%	77%	93%	*	88%	*	67%	73%	90%	-	79%	68%	83%	74%	-	50%	-	*
	EL	57%	59%	63%	*	63%	*	*	-	-	-	61%	*	27%	68%	63%	63%	63%	-	-	-	-
	Male	72%	70%	74%	61%	73%	88%	*	*	*	*	69%	88%	30%	83%	63%	74%	-	-	*	-	-
	Female	75%	72%	73%	59%	71%	91%	*	100%	*	*	67%	85%	*	74%	63%	-	73%	-	60%	-	*
Grade 8 Reading	All Students	84%	82%	81%	70%	78%	93%	*	100%	-	100%	76%	92%	23%	86%	62%	76%	86%	-	67%	*	*
	CWD	47%	37%	23%	*	28%	*	*	*	-	-	18%	*	23%	-	23%	29%	11%	-	-	-	-
	CWOD	88%	87%	86%	73%	84%	97%	*	100%	-	100%	82%	94%	-	86%	69%	82%	90%	-	67%	*	*
	EL	62%	64%	62%	-	60%	80%	-	*	-	-	62%	*	23%	69%	62%	57%	67%	-	-	*	-
	Male	81%	78%	76%	66%	74%	86%	*	100%	-	*	72%	88%	29%	82%	57%	76%	-	-	*	-	-
	Female	88%	87%	86%	75%	82%	98%	*	*	-	*	81%	96%	11%	90%	67%	-	86%	-	*	*	*
Mathematics	All Students	87%	83%	75%	62%	77%	79%	*	100%	-	100%	73%	83%	26%	82%	67%	70%	80%	-	67%	*	*
	CWD	58%	47%	26%	*	33%	*	*	*	-	-	22%	*	26%	-	31%	29%	20%	-	*	-	-
	CWOD	90%	88%	82%	67%	83%	90%	*	100%	-	100%	81%	86%	-	82%	76%	77%	87%	-	80%	*	*
	EL	77%	79%	67%	-	67%	*	-	-	-	-	68%	*	31%	76%	67%	61%	74%	-	-	*	-
	Male	84%	80%	70%	63%	71%	71%	*	100%	-	*	68%	76%	29%	77%	61%	70%	-	-	*	-	-
	Female	89%	87%	80%	61%	83%	88%	*	*	-	*	78%	91%	20%	87%	74%	-	80%	-	*	*	*
Science	All Students	79%	76%	79%	66%	77%	92%	*	100%	-	75%	76%	87%	23%	84%	62%	78%	80%	-	57%	-	*
	CWD	46%	37%	23%	*	22%	*	*	*	-	-	18%	*	23%	-	23%	29%	11%	-	-	-	-
	CWOD	83%	80%	84%	69%	83%	97%	*	100%	-	75%	82%	89%	-	84%	70%	84%	84%	-	57%	-	*
	EL	55%	58%	62%	-	61%	80%	-	*	-	-	63%	*	23%	70%	62%	64%	60%	-	-	-	-
	Male	78%	74%	78%	61%	78%	87%	*	100%	-	*	75%	86%	29%	84%	64%	78%	-	-	60%	-	-
	Female	81%	79%	80%	73%	75%	95%	*	*	-	*	76%	88%	11%	84%	60%	-	80%	-	*	-	*
End of Course Algebra I	All Students	83%	80%	96%	92%	96%	96%	*	100%	-	*	95%	97%	-	96%	100%	98%	94%	-	*	-	-
	CWD	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	87%	85%	96%	92%	96%	96%	*	100%	-	*	95%	97%	-	96%	100%	98%	94%	-	*	-	-
	EL	73%	73%	100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	79%	76%	98%	100%	100%	96%	-	100%	-	*	97%	100%	-	98%	100%	98%	-	-	*	-	-
	Female	88%	85%	94%	86%	92%	97%	*	*	-	*	93%	95%	-	94%	100%	-	94%	-	-	-	-
Biology	All Students	87%	84%	100%	-	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	60%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD		90%	88%	<b>100%</b>	-	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	-
EL		68%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male		84%	81%	<b>100%</b>	-	*	*	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
Female		90%	88%	<b>100%</b>	-	*	*	-	*	-	-	*	100%	-	100%	-	-	100%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above****Grade 7****Reading**

All Students		48%	43%	<b>45%</b>	32%	36%	68%	*	85%	*	57%	32%	69%	0%	50%	15%	43%	48%	-	22%	-	*
CWD		21%	17%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	*	-	*	-	*
CWOD		51%	46%	<b>50%</b>	37%	39%	74%	*	85%	*	57%	37%	73%	-	50%	17%	51%	49%	-	25%	-	*
EL		19%	21%	<b>15%</b>	*	14%	*	*	-	-	-	15%	*	0%	17%	15%	11%	20%	-	-	-	-
Male		44%	39%	<b>43%</b>	38%	30%	67%	*	83%	*	*	31%	68%	0%	51%	11%	43%	-	-	*	-	-
Female		52%	48%	<b>48%</b>	27%	43%	70%	*	86%	*	*	34%	71%	*	49%	20%	-	48%	-	40%	-	*

**Mathematics**

All Students		41%	41%	<b>42%</b>	23%	36%	70%	*	88%	*	17%	31%	65%	6%	46%	18%	41%	42%	-	33%	-	*
CWD		22%	17%	<b>6%</b>	0%	13%	0%	-	-	-	-	8%	0%	6%	-	9%	7%	*	-	*	-	*
CWOD		44%	44%	<b>46%</b>	27%	38%	77%	*	88%	*	17%	34%	69%	-	46%	20%	48%	43%	-	38%	-	*
EL		22%	25%	<b>18%</b>	*	18%	*	*	-	-	-	18%	*	9%	20%	18%	13%	26%	-	-	-	-
Male		41%	40%	<b>41%</b>	21%	36%	67%	*	*	*	*	30%	69%	7%	48%	13%	41%	-	-	*	-	-
Female		42%	41%	<b>42%</b>	24%	36%	74%	*	100%	*	*	33%	61%	*	43%	26%	-	42%	-	40%	-	*

**Grade 8****Reading**

All Students		53%	50%	<b>44%</b>	26%	37%	64%	*	89%	-	75%	34%	66%	0%	48%	21%	39%	48%	-	0%	*	*
CWD		22%	18%	<b>0%</b>	*	0%	*	*	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
CWOD		57%	53%	<b>48%</b>	27%	41%	67%	*	100%	-	75%	38%	69%	-	48%	25%	44%	51%	-	0%	*	*
EL		19%	23%	<b>21%</b>	-	19%	20%	-	*	-	-	20%	*	0%	25%	21%	21%	19%	-	-	*	-
Male		49%	46%	<b>39%</b>	24%	36%	49%	*	86%	-	*	32%	57%	0%	44%	21%	39%	-	-	*	-	-
Female		58%	54%	<b>48%</b>	29%	39%	76%	*	*	-	*	36%	74%	0%	51%	19%	-	48%	-	*	*	*

**Mathematics**

All Students		55%	44%	<b>29%</b>	14%	26%	47%	*	71%	-	60%	23%	51%	4%	32%	16%	21%	37%	-	0%	*	*
CWD		27%	19%	<b>4%</b>	*	6%	*	*	*	-	-	0%	*	4%	-	0%	6%	0%	-	*	-	-
CWOD		59%	47%	<b>32%</b>	15%	29%	53%	*	83%	-	60%	27%	53%	-	32%	20%	24%	41%	-	0%	*	*
EL		36%	32%	<b>16%</b>	-	16%	*	-	-	-	-	16%	*	0%	20%	16%	12%	19%	-	-	*	-
Male		52%	42%	<b>21%</b>	4%	19%	41%	*	60%	-	*	16%	40%	6%	24%	12%	21%	-	-	*	-	-
Female		59%	46%	<b>37%</b>	28%	32%	53%	*	*	-	*	31%	64%	0%	41%	19%	-	37%	-	*	*	*

**Science**

All Students		50%	45%	<b>46%</b>	24%	44%	63%	*	71%	-	63%	38%	65%	8%	49%	29%	44%	47%	-	29%	-	*
CWD		23%	18%	<b>8%</b>	*	11%	*	*	*	-	-	5%	*	8%	-	8%	12%	0%	-	-	-	-
CWOD		53%	48%	<b>49%</b>	25%	47%	67%	*	83%	-	63%	42%	66%	-	49%	33%	48%	50%	-	29%	-	*
EL		20%	22%	<b>29%</b>	-	27%	40%	-	*	-	-	28%	*	8%	33%	29%	33%	23%	-	-	-	-
Male		50%	45%	<b>44%</b>	18%	47%	55%	*	67%	-	*	38%	61%	12%	48%	33%	44%	-	-	40%	-	-
Female		50%	45%	<b>47%</b>	32%	40%	70%	*	*	-	*	38%	67%	0%	50%	23%	-	47%	-	*	-	*

**End of Course****Algebra I**

All Students		59%	56%	<b>84%</b>	75%	76%	89%	*	100%	-	*	76%	89%	-	84%	80%	85%	82%	-	*	-	-
CWD		24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD		63%	61%	<b>84%</b>	75%	76%	89%	*	100%	-	*	76%	89%	-	84%	80%	85%	82%	-	*	-	-
EL		40%	41%	<b>80%</b>	-	75%	*	-	*	-	-	79%	*	-	80%	80%	80%	80%	-	-	-	-
Male		53%	50%	<b>85%</b>	60%	82%	88%	-	100%	-	*	74%	94%	-	85%	80%	85%	-	-	*	-	-

		State	District	Campus	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
Female		65%	62%	82%	86%	69%	90%	*	*	-	*	78%	85%	-	82%	80%	-	82%	-	-	-	-
Biology	All	60%	56%	100%	-	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	-
	Students																					
	CWD	24%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	62%	100%	-	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	-
	EL	24%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	52%	100%	-	*	*	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	62%	61%	100%	-	*	*	-	*	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All	29%	24%	26%	9%	19%	51%	*	54%	*	43%	14%	50%	0%	29%	6%	25%	28%	-	11%	-	*
	Students																					
	CWD	9%	8%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	*	-	*	-	*
	CWOD	31%	26%	29%	11%	21%	56%	*	54%	*	43%	15%	52%	-	29%	6%	29%	29%	-	13%	-	*
	EL	8%	7%	6%	*	6%	*	*	-	-	-	6%	*	0%	6%	6%	2%	11%	-	-	-	-
	Male	25%	21%	25%	7%	16%	51%	*	50%	*	*	14%	46%	0%	29%	2%	25%	-	-	*	-	-
	Female	32%	28%	28%	11%	22%	52%	*	57%	*	*	13%	55%	*	29%	11%	-	28%	-	20%	-	*
Mathematics	All	16%	17%	15%	5%	8%	36%	*	38%	*	17%	6%	33%	0%	16%	3%	13%	17%	-	0%	-	*
	Students																					
	CWD	7%	3%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	*	-	*	-	*
	CWOD	17%	18%	16%	5%	9%	40%	*	38%	*	17%	7%	34%	-	16%	4%	15%	18%	-	0%	-	*
	EL	6%	7%	3%	*	2%	*	*	-	-	-	2%	*	0%	4%	3%	0%	9%	-	-	-	-
	Male	16%	16%	13%	0%	6%	37%	*	*	*	*	4%	33%	0%	15%	0%	13%	-	-	*	-	-
	Female	16%	18%	17%	8%	11%	35%	*	60%	*	*	10%	33%	*	18%	9%	-	17%	-	0%	-	*
Grade 8																						
Reading	All	27%	25%	21%	6%	16%	41%	*	56%	-	25%	12%	44%	0%	23%	1%	15%	28%	-	0%	*	*
	Students																					
	CWD	7%	6%	0%	*	0%	*	*	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	30%	27%	23%	6%	18%	43%	*	63%	-	25%	13%	45%	-	23%	2%	17%	29%	-	0%	*	*
	EL	5%	6%	1%	-	0%	20%	-	*	-	-	1%	*	0%	2%	1%	2%	0%	-	-	*	-
	Male	24%	21%	15%	3%	11%	31%	*	57%	-	*	7%	35%	0%	17%	2%	15%	-	-	*	-	-
	Female	31%	28%	28%	8%	22%	49%	*	*	-	*	16%	52%	0%	29%	0%	-	28%	-	*	*	*
Mathematics	All	17%	8%	6%	0%	3%	15%	*	29%	-	40%	3%	15%	0%	7%	2%	3%	8%	-	0%	*	*
	Students																					
	CWD	9%	4%	0%	*	0%	*	*	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	18%	9%	7%	0%	3%	17%	*	33%	-	40%	4%	16%	-	7%	2%	4%	9%	-	0%	*	*
	EL	6%	4%	2%	-	2%	*	-	-	-	-	2%	*	0%	2%	2%	0%	3%	-	-	*	-
	Male	16%	8%	3%	0%	1%	12%	*	0%	-	*	2%	8%	0%	4%	0%	3%	-	-	*	-	-
	Female	17%	8%	8%	0%	5%	18%	*	*	-	*	5%	23%	0%	9%	3%	-	8%	-	*	*	*
Science	All	25%	22%	20%	8%	15%	37%	*	43%	-	50%	14%	35%	4%	21%	6%	18%	22%	-	14%	-	*
	Students																					
	CWD	10%	5%	4%	*	6%	*	*	*	-	-	0%	*	4%	-	0%	6%	0%	-	-	-	-
	CWOD	26%	24%	21%	8%	16%	39%	*	50%	-	50%	15%	36%	-	21%	8%	19%	24%	-	14%	-	*
	EL	5%	6%	6%	-	6%	20%	-	*	-	-	7%	*	0%	8%	6%	7%	6%	-	-	-	-
	Male	25%	23%	18%	11%	13%	32%	*	33%	-	*	14%	30%	6%	19%	7%	18%	-	-	20%	-	-
	Female	24%	21%	22%	5%	16%	40%	*	*	-	*	13%	41%	0%	24%	6%	-	22%	-	*	-	*
End of Course																						

		State	District	Campus	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
Algebra I	All Students	36%	33%	<b>51%</b>	42%	48%	50%	*	86%	-	*	41%	59%	-	51%	33%	50%	53%	-	*	-	-
	CWD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	37%	<b>51%</b>	42%	48%	50%	*	86%	-	*	41%	59%	-	51%	33%	50%	53%	-	*	-	-
	EL	19%	18%	<b>33%</b>	-	33%	*	-	*	-	-	36%	*	-	33%	33%	30%	40%	-	-	-	-
	Male	31%	28%	<b>50%</b>	40%	50%	44%	-	80%	-	*	45%	54%	-	50%	30%	50%	-	*	-	-	-
	Female	40%	38%	<b>53%</b>	43%	46%	55%	*	*	-	*	37%	63%	-	53%	40%	-	53%	-	-	-	-
Biology	All Students	24%	22%	<b>92%</b>	-	*	100%	-	*	-	-	*	90%	-	92%	-	83%	100%	-	-	-	-
	CWD	6%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	25%	<b>92%</b>	-	*	100%	-	*	-	-	*	90%	-	92%	-	83%	100%	-	-	-	-
	EL	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	21%	<b>83%</b>	-	*	*	-	*	-	-	*	80%	-	83%	-	83%	-	-	-	-	-
	Female	25%	24%	<b>100%</b>	-	*	*	-	*	-	-	*	100%	-	100%	-	-	100%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

## All Grades

All Subjects	All Students	77%	73%	<b>78%</b>	64%	76%	91%	67%	96%	67%	86%	73%	89%	25%	83%	63%	76%	81%	-	62%	*	56%
	CWD	46%	38%	<b>25%</b>	8%	27%	25%	*	*	-	-	23%	36%	25%	-	25%	29%	14%	-	*	-	*
	CWOD	81%	77%	<b>83%</b>	69%	81%	96%	75%	96%	67%	86%	79%	92%	-	83%	70%	83%	84%	-	65%	*	71%
	EL	62%	63%	<b>63%</b>	*	62%	84%	*	*	-	-	63%	57%	25%	70%	63%	62%	65%	-	-	*	-
	Male	74%	70%	<b>76%</b>	62%	74%	88%	40%	94%	*	90%	71%	88%	29%	83%	62%	76%	-	-	60%	-	-
	Female	80%	76%	<b>81%</b>	66%	78%	95%	80%	100%	*	78%	75%	91%	14%	84%	65%	-	81%	-	65%	*	56%
Reading	All Students	73%	69%	<b>77%</b>	62%	74%	92%	83%	95%	*	87%	71%	90%	23%	82%	58%	74%	81%	-	67%	*	*
	CWD	39%	30%	<b>23%</b>	9%	24%	30%	*	*	-	-	21%	33%	23%	-	21%	27%	8%	-	*	-	*
	CWOD	78%	73%	<b>82%</b>	68%	79%	97%	100%	95%	*	87%	77%	92%	-	82%	65%	80%	84%	-	64%	*	*
	EL	54%	55%	<b>58%</b>	*	56%	86%	*	*	-	-	59%	33%	21%	65%	58%	56%	62%	-	-	*	-
	Male	69%	64%	<b>74%</b>	59%	70%	88%	*	92%	*	88%	68%	86%	27%	80%	56%	74%	-	-	63%	-	-
	Female	78%	74%	<b>81%</b>	66%	78%	97%	*	100%	*	86%	75%	94%	8%	84%	62%	-	81%	-	71%	*	*
Mathematics	All Students	81%	77%	<b>79%</b>	64%	78%	90%	50%	95%	*	87%	73%	90%	28%	83%	68%	77%	80%	-	56%	*	*
	CWD	53%	44%	<b>28%</b>	8%	32%	30%	*	*	-	-	27%	33%	28%	-	29%	30%	21%	-	*	-	*
	CWOD	84%	81%	<b>83%</b>	70%	83%	94%	60%	95%	*	87%	79%	92%	-	83%	75%	84%	83%	-	64%	*	*
	EL	72%	74%	<b>68%</b>	*	67%	86%	*	*	-	-	68%	83%	29%	75%	68%	66%	70%	-	-	*	-
	Male	79%	75%	<b>77%</b>	65%	76%	87%	*	92%	*	88%	72%	89%	30%	84%	66%	77%	-	-	50%	-	-
	Female	82%	79%	<b>80%</b>	63%	80%	93%	*	100%	*	86%	75%	90%	21%	83%	70%	-	80%	-	63%	*	*
Science	All Students	80%	75%	<b>80%</b>	66%	77%	92%	*	100%	-	75%	76%	88%	23%	85%	62%	79%	81%	-	57%	-	*
	CWD	51%	44%	<b>23%</b>	*	22%	*	*	*	-	-	18%	*	23%	-	23%	29%	11%	-	-	-	-
	CWOD	84%	79%	<b>85%</b>	69%	83%	97%	*	100%	-	75%	82%	90%	-	85%	70%	85%	85%	-	57%	-	*
	EL	61%	60%	<b>62%</b>	-	61%	80%	-	*	-	-	63%	*	23%	70%	62%	64%	60%	-	-	-	-
	Male	79%	74%	<b>79%</b>	61%	79%	88%	*	100%	-	*	76%	88%	29%	85%	64%	79%	-	-	60%	-	-
	Female	81%	77%	<b>81%</b>	73%	76%	95%	*	*	-	*	76%	89%	11%	85%	60%	-	81%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>46%</b>	27%	39%	68%	33%	85%	67%	62%	35%	69%	4%	50%	22%	43%	49%	-	22%	*	33%
--------------	--------------	-----	-----	------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	----	-----	-----	-----	-----	---	-----	---	-----

		State	District	Campus	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
	CWD	24%	18%	<b>4%</b>	0%	6%	0%	*	*	-	-	3%	9%	4%	-	3%	5%	0%	-	*	-	*
	CWOD	52%	47%	<b>50%</b>	29%	42%	73%	42%	90%	67%	62%	38%	72%	-	50%	25%	48%	51%	-	24%	*	43%
	EL	29%	29%	<b>22%</b>	*	21%	32%	*	*	-	-	22%	29%	3%	25%	22%	21%	23%	-	-	*	-
	Male	47%	41%	<b>43%</b>	23%	38%	63%	0%	79%	*	60%	32%	67%	5%	48%	21%	43%	-	-	20%	-	-
	Female	52%	47%	<b>49%</b>	30%	40%	74%	50%	95%	*	61%	37%	71%	0%	51%	23%	-	49%	-	24%	*	33%
Reading	All Students	47%	42%	<b>45%</b>	29%	37%	66%	33%	86%	*	67%	33%	68%	0%	49%	17%	42%	48%	-	13%	*	*
	CWD	21%	15%	<b>0%</b>	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	50%	45%	<b>49%</b>	32%	40%	71%	40%	90%	*	67%	37%	71%	-	49%	20%	47%	50%	-	14%	*	*
	EL	23%	24%	<b>17%</b>	*	17%	14%	*	*	-	-	18%	17%	0%	20%	17%	16%	20%	-	-	*	-
	Male	43%	37%	<b>42%</b>	31%	33%	60%	*	85%	*	63%	32%	63%	0%	47%	16%	42%	-	-	0%	-	-
	Female	51%	47%	<b>48%</b>	28%	41%	74%	*	89%	*	71%	35%	72%	0%	50%	20%	-	48%	-	29%	*	*
Mathematics	All Students	51%	45%	<b>46%</b>	25%	38%	72%	50%	86%	*	53%	34%	71%	5%	50%	23%	43%	49%	-	25%	*	*
	CWD	26%	21%	<b>5%</b>	0%	9%	0%	*	*	-	-	4%	11%	5%	-	4%	7%	0%	-	*	-	*
	CWOD	54%	49%	<b>50%</b>	28%	41%	77%	60%	90%	*	53%	37%	73%	-	50%	26%	48%	51%	-	29%	*	*
	EL	37%	37%	<b>23%</b>	*	22%	43%	*	*	-	-	23%	33%	4%	26%	23%	20%	27%	-	-	*	-
	Male	50%	44%	<b>43%</b>	18%	37%	68%	*	77%	*	50%	30%	71%	7%	48%	20%	43%	-	-	25%	-	-
	Female	51%	47%	<b>49%</b>	32%	40%	76%	*	100%	*	57%	38%	71%	0%	51%	27%	-	49%	-	25%	*	*
Science	All Students	53%	47%	<b>48%</b>	24%	45%	67%	*	78%	-	63%	39%	68%	8%	51%	29%	46%	49%	-	29%	-	*
	CWD	25%	20%	<b>8%</b>	*	11%	*	*	*	-	-	5%	*	8%	-	8%	12%	0%	-	-	-	-
	CWOD	56%	50%	<b>51%</b>	25%	48%	70%	*	88%	-	63%	42%	70%	-	51%	33%	50%	52%	-	29%	-	*
	EL	26%	25%	<b>29%</b>	-	27%	40%	-	*	-	-	28%	*	8%	33%	29%	33%	23%	-	-	-	-
	Male	53%	46%	<b>46%</b>	18%	48%	59%	*	71%	-	*	39%	65%	12%	50%	33%	46%	-	-	40%	-	-
	Female	53%	48%	<b>49%</b>	32%	41%	73%	*	*	-	*	39%	70%	0%	52%	23%	-	49%	-	*	-	*

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All Students	23%	19%	<b>22%</b>	7%	15%	42%	27%	53%	0%	41%	12%	42%	1%	24%	5%	19%	25%	-	5%	*	11%
	CWD	8%	6%	<b>1%</b>	0%	1%	0%	*	*	-	-	0%	5%	1%	-	0%	1%	0%	-	*	-	*
	CWOD	25%	21%	<b>24%</b>	8%	17%	44%	33%	56%	0%	41%	13%	44%	-	24%	6%	21%	26%	-	6%	*	14%
	EL	11%	11%	<b>5%</b>	*	4%	21%	*	*	-	-	5%	7%	0%	6%	5%	3%	7%	-	-	*	-
	Male	22%	18%	<b>19%</b>	6%	13%	38%	0%	42%	*	30%	11%	37%	1%	21%	3%	19%	-	-	5%	-	-
	Female	24%	21%	<b>25%</b>	9%	18%	45%	40%	70%	*	50%	13%	47%	0%	26%	7%	-	25%	-	6%	*	11%
Reading	All Students	20%	17%	<b>24%</b>	8%	17%	46%	33%	55%	*	33%	13%	47%	0%	26%	4%	20%	28%	-	7%	*	*
	CWD	7%	5%	<b>0%</b>	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	22%	19%	<b>26%</b>	8%	19%	49%	40%	57%	*	33%	14%	49%	-	26%	4%	23%	29%	-	7%	*	*
	EL	8%	8%	<b>4%</b>	*	3%	14%	*	*	-	-	4%	0%	0%	4%	4%	2%	6%	-	-	*	-
	Male	17%	14%	<b>20%</b>	5%	13%	43%	*	54%	*	13%	11%	41%	0%	23%	2%	20%	-	-	0%	-	-
	Female	23%	20%	<b>28%</b>	10%	22%	50%	*	56%	*	57%	15%	53%	0%	29%	6%	-	28%	-	14%	*	*
Mathematics	All Students	26%	22%	<b>19%</b>	7%	12%	37%	33%	50%	*	40%	10%	38%	0%	21%	5%	16%	22%	-	0%	*	*
	CWD	11%	6%	<b>0%</b>	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	28%	24%	<b>21%</b>	7%	14%	39%	40%	52%	*	40%	11%	40%	-	21%	6%	19%	23%	-	0%	*	*
	EL	16%	16%	<b>5%</b>	*	4%	29%	*	*	-	-	5%	17%	0%	6%	5%	3%	8%	-	-	*	-
	Male	25%	22%	<b>16%</b>	4%	11%	34%	*	31%	*	38%	9%	34%	0%	19%	3%	16%	-	-	0%	-	-
	Female	26%	22%	<b>22%</b>	10%	14%	39%	*	78%	*	43%	11%	42%	0%	23%	8%	-	22%	-	0%	*	*

Science	All Students	State 24%	District 20%	Campus 23%	Afr Amer 8%	Hispanic 16%	White 42%	Amer Ind *	Asian 56%	Pac Isl -	Two or More Races 50%	Econ Disadv 15%	Non Econ Disadv 41%	CWD 4%	CWOD 25%	EL 6%	Male 20%	Female 26%	Migrant -	Homeless 14%	Foster Care -	Military *
	CWD	8%	5%	4%	*	6%	*	*	*	-	-	0%	*	4%	-	0%	6%	0%	-	-	-	-
	CWOD	26%	22%	25%	8%	17%	45%	*	63%	-	50%	16%	41%	-	25%	8%	22%	27%	-	14%	-	*
	EL	7%	7%	6%	-	6%	20%	-	*	-	-	7%	*	0%	8%	6%	7%	6%	-	-	-	-
	Male	25%	21%	20%	11%	14%	38%	*	43%	-	*	14%	35%	6%	22%	7%	20%	-	-	20%	-	-
	Female	23%	20%	26%	5%	18%	45%	*	*	-	*	15%	46%	0%	27%	6%	-	26%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	68	77	84	100	74	*	87	76	60	73
CWD	60	36	60	75	*	*	-	-	60	60	56
CWOD	79	71	79	84	100	73	*	87	78	-	75
EL	73	*	72	92	*	*	-	-	74	56	73
Male	79	69	79	84	*	71	*	88	78	66	76
Female	76	66	74	84	*	78	*	86	74	38	68
<b>Mathematics</b>											
All Students	72	65	71	80	50	81	*	64	68	51	67
CWD	51	27	59	50	*	*	-	-	48	51	58
CWOD	74	70	72	83	60	80	*	64	71	-	68
EL	67	*	66	83	*	*	-	-	66	58	67
Male	70	64	70	78	*	78	*	63	66	51	68
Female	74	67	72	84	*	86	*	67	71	50	66

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL <sup>^</sup>	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
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

164

##### Proficiency of EL

17

##### Rate of Proficiency

10%

'^' Indicates data reporting does not meet for Minimum Size.

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	49	33	43	67	42	78	*	63	40	10	30
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	N	N	Y					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	Y					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	Y					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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children

without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	67%	97%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	67%	97%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	99%	100%	100%	100%	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	100%	*	94%	100%	100%	100%	100%	99%	-	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%	-
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	99%	*	99%	100%	*	*	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-	100%	-
Science	All Students	99%	98%	100%	100%	*	100%	-	88%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	100%	*	100%	*	*	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	98%	100%	100%	*	100%	-	88%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	97%	100%	100%	*	100%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	100%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	-	99%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	33%	3%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	33%	3%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	1%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	*	6%	0%	0%	0%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-



			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	1%	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%	1%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	1%	*	1%	0%	*	*	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	1%	-	0%	-
Science	All	1%	2%	0%	0%	*	0%	-	12%	1%	0%	0%	1%	0%	1%	1%	-
	Students																
	CWD	0%	*	0%	*	*	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	2%	0%	0%	*	0%	-	12%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	3%	0%	0%	*	0%	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	0%	0%	0%	*	*	-	*	1%	0%	0%	1%	0%	-	1%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students with
		students	American			Alaska		Islander	More		with	Disabilities
						Native			Races		Disabilities	(Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	89	26	50	11	2	0	0	0	26		
	Female	49	17	23	5	2	0	0	2	17		
	Total	138	43	73	16	4	0	0	2	43		
Out-of-School Suspensions												
	Male	47	16	22	7	2	0	0	0	10		
	Female	24	4	10	4	2	0	0	4	7		
	Total	71	20	32	11	4	0	0	4	17		
Expulsions												
With Educational Services												
	Male	2	0	2	0	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	2		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	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		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	29	5	17	5	0	0	2	0	11		5
	Female	9	5	2	2	0	0	0	0	2		2
	Total	38	10	19	7	0	0	2	0	13		7
Out-of-School Suspensions												
	Male	20	4	10	4	0	0	2	0	10		2
	Female	8	4	2	2	0	0	0	0	0		2
	Total	28	8	12	6	0	0	2	0	10		4
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism												
	Male	54	8	20	20	2	0	2	2	8	17	5
	Female	41	5	17	17	2	0	0	0	11	2	5
	Total	95	13	37	37	4	0	2	2	19	19	10

	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	1
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*- Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	9.0	16.8%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.1	14.1%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-') Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SHERROD EL

**Campus ID:** 220901134

**District Name:** ARLINGTON 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 ELCA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status



e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	62%	55%	77%	*	-	*	-	*	58%	74%	27%	66%	100%	55%	70%	-	*	-	*
	CWD	49%	38%	27%	17%	*	*	-	-	-	-	27%	-	27%	-	*	17%	40%	-	*	-	-
	CWOD	79%	72%	66%	58%	81%	*	-	*	-	*	63%	74%	-	66%	100%	59%	73%	-	*	-	*
	EL	69%	67%	100%	*	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-	-	-	-
	Male	73%	65%	55%	49%	71%	-	-	-	-	*	46%	72%	17%	59%	*	55%	-	-	*	-	-
	Female	78%	72%	70%	63%	82%	*	-	*	-	*	68%	70%	40%	73%	100%	-	70%	-	*	-	*
Mathematics	All Students	78%	72%	56%	48%	65%	*	-	*	-	*	55%	59%	36%	59%	75%	55%	58%	-	*	-	*
	CWD	52%	44%	36%	17%	*	*	-	-	-	-	36%	-	36%	-	*	17%	60%	-	*	-	-
	CWOD	81%	76%	59%	52%	67%	*	-	*	-	*	58%	59%	-	59%	73%	59%	58%	-	*	-	*
	EL	75%	75%	75%	*	78%	-	-	-	-	-	73%	*	*	73%	75%	*	75%	-	-	-	-
	Male	78%	72%	55%	51%	57%	-	-	-	-	*	51%	61%	17%	59%	*	55%	-	-	*	-	-
	Female	78%	72%	58%	44%	71%	*	-	*	-	*	59%	50%	60%	58%	75%	-	58%	-	*	-	*
Grade 4 Reading	All Students	74%	66%	61%	48%	79%	82%	-	*	-	67%	60%	63%	22%	65%	63%	55%	67%	-	50%	-	*
	CWD	44%	34%	22%	14%	-	*	-	-	-	*	22%	-	22%	-	-	20%	*	-	-	-	-
	CWOD	78%	70%	65%	53%	79%	90%	-	*	-	63%	66%	63%	-	65%	63%	59%	71%	-	50%	-	*
	EL	64%	64%	63%	-	60%	*	-	-	-	-	67%	*	-	63%	63%	*	60%	-	*	-	-
	Male	71%	63%	55%	39%	73%	*	-	-	-	67%	53%	60%	20%	59%	*	55%	-	-	*	-	*
	Female	77%	70%	67%	58%	88%	71%	-	*	-	*	67%	67%	*	71%	60%	-	67%	-	57%	-	-
Mathematics	All Students	74%	67%	52%	39%	63%	73%	-	*	-	78%	49%	59%	22%	55%	50%	43%	62%	-	38%	-	*
	CWD	46%	36%	22%	14%	-	*	-	-	-	*	22%	-	22%	-	-	20%	*	-	-	-	-
	CWOD	78%	71%	55%	43%	63%	80%	-	*	-	75%	53%	59%	-	55%	50%	45%	66%	-	38%	-	*
	EL	69%	69%	50%	-	40%	*	-	-	-	-	50%	*	-	50%	50%	*	60%	-	*	-	-
	Male	74%	67%	43%	29%	45%	*	-	-	-	67%	38%	53%	20%	45%	*	43%	-	-	*	-	*
	Female	74%	68%	62%	50%	88%	57%	-	*	-	*	61%	67%	*	66%	60%	-	62%	-	43%	-	-
Grade 5 Reading	All Students	86%	82%	77%	75%	78%	*	*	*	-	80%	78%	75%	86%	76%	62%	80%	74%	-	*	-	*
	CWD	55%	48%	86%	*	*	*	-	-	-	-	80%	*	86%	-	*	83%	*	-	-	-	-
	CWOD	89%	86%	76%	76%	76%	*	*	*	-	80%	78%	73%	-	76%	58%	79%	73%	-	*	-	*
	EL	77%	76%	62%	*	75%	*	-	*	-	-	75%	40%	*	58%	62%	75%	40%	-	-	-	-
	Male	83%	78%	80%	75%	88%	*	-	-	-	*	79%	82%	83%	79%	75%	80%	-	-	-	-	*
	Female	88%	85%	74%	76%	57%	-	*	*	-	*	76%	69%	*	73%	40%	-	74%	-	*	-	-
Mathematics	All Students	89%	84%	76%	64%	96%	*	*	*	-	100%	75%	79%	86%	75%	85%	74%	79%	-	*	-	*
	CWD	68%	61%	86%	*	*	*	-	-	-	-	80%	*	86%	-	*	83%	*	-	-	-	-
	CWOD	92%	87%	75%	63%	95%	*	*	*	-	100%	75%	77%	-	75%	83%	73%	78%	-	*	-	*
	EL	85%	82%	85%	*	100%	*	-	*	-	-	75%	100%	*	83%	85%	88%	80%	-	-	-	-
	Male	88%	83%	74%	54%	94%	*	-	-	-	*	74%	73%	83%	73%	88%	74%	-	-	-	-	*
	Female	90%	85%	79%	72%	100%	-	*	*	-	*	76%	85%	*	78%	80%	-	79%	-	*	-	-
Science	All Students	74%	65%	62%	58%	65%	*	*	*	-	80%	63%	58%	71%	61%	46%	65%	58%	-	*	-	*
	CWD	45%	43%	71%	*	*	*	-	-	-	-	80%	*	71%	-	*	83%	*	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>61%</b>	59%	62%	*	*	*	-	80%	61%	59%	-	61%	42%	63%	59%	-	*	-	*
	EL	60%	55%	<b>46%</b>	*	50%	*	-	*	-	-	63%	20%	*	42%	46%	56%	*	-	-	-	-
	Male	74%	65%	<b>65%</b>	60%	69%	*	-	-	-	*	62%	75%	83%	63%	56%	65%	-	-	-	-	*
	Female	73%	64%	<b>58%</b>	57%	57%	-	*	*	-	*	64%	42%	*	59%	*	-	58%	-	*	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>60%</b>	56%	62%	82%	-	-	*	*	61%	55%	44%	61%	45%	55%	64%	-	*	-	-
	CWOD	33%	32%	<b>44%</b>	40%	*	*	-	-	-	-	67%	*	44%	-	*	50%	*	-	*	-	-
	CWOD	71%	72%	<b>61%</b>	58%	67%	78%	-	-	*	*	61%	63%	-	61%	44%	56%	66%	-	*	-	-
	EL	42%	49%	<b>45%</b>	-	33%	*	-	-	-	-	33%	*	*	44%	45%	50%	40%	-	-	-	-
	Male	62%	64%	<b>55%</b>	50%	50%	71%	-	-	*	-	58%	44%	50%	56%	50%	55%	-	-	*	-	-
	Female	71%	72%	<b>64%</b>	61%	71%	*	-	-	*	*	65%	62%	*	66%	40%	-	64%	-	*	-	-
Mathematics	All Students	80%	82%	<b>69%</b>	60%	81%	82%	-	-	*	*	69%	68%	22%	75%	73%	68%	70%	-	*	-	-
	CWOD	50%	47%	<b>22%</b>	0%	*	*	-	-	-	-	33%	*	22%	-	*	33%	*	-	*	-	-
	CWOD	83%	86%	<b>75%</b>	68%	88%	78%	-	-	*	*	73%	79%	-	75%	78%	74%	76%	-	*	-	-
	EL	67%	77%	<b>73%</b>	-	67%	*	-	-	-	-	78%	*	*	78%	73%	83%	60%	-	-	-	-
	Male	78%	80%	<b>68%</b>	55%	83%	86%	-	-	*	-	68%	67%	33%	74%	83%	68%	-	-	*	-	-
	Female	81%	84%	<b>70%</b>	65%	79%	*	-	-	*	*	71%	69%	*	76%	60%	-	70%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>29%</b>	18%	45%	*	-	*	-	*	26%	37%	27%	29%	58%	15%	44%	-	*	-	*
	CWOD	26%	19%	<b>27%</b>	17%	*	*	-	-	-	-	27%	-	27%	-	*	17%	40%	-	*	-	-
	CWOD	46%	39%	<b>29%</b>	18%	44%	*	-	*	-	*	25%	37%	-	29%	55%	14%	44%	-	*	-	*
	EL	35%	34%	<b>58%</b>	*	56%	-	-	-	-	-	55%	*	*	55%	58%	*	63%	-	-	-	-
	Male	41%	34%	<b>15%</b>	8%	29%	-	-	-	-	*	8%	28%	17%	14%	*	15%	-	-	*	-	-
	Female	47%	39%	<b>44%</b>	33%	59%	*	-	*	-	*	41%	50%	40%	44%	63%	-	44%	-	*	-	*
Mathematics	All Students	48%	39%	<b>20%</b>	12%	35%	*	-	*	-	*	18%	26%	27%	19%	42%	16%	24%	-	*	-	*
	CWOD	30%	21%	<b>27%</b>	17%	*	*	-	-	-	-	27%	-	27%	-	*	17%	40%	-	*	-	-
	CWOD	50%	42%	<b>19%</b>	12%	33%	*	-	*	-	*	16%	26%	-	19%	36%	16%	22%	-	*	-	*
	EL	41%	41%	<b>42%</b>	*	56%	-	-	-	-	-	45%	*	*	36%	42%	*	25%	-	-	-	-
	Male	49%	41%	<b>16%</b>	10%	36%	-	-	-	-	*	14%	22%	17%	16%	*	16%	-	-	*	-	-
	Female	46%	38%	<b>24%</b>	15%	35%	*	-	*	-	*	22%	30%	40%	22%	25%	-	24%	-	*	-	*
Grade 4	Reading																					
	All Students	43%	35%	<b>33%</b>	20%	47%	73%	-	*	-	33%	33%	33%	11%	35%	38%	18%	49%	-	38%	-	*
	CWOD	24%	16%	<b>11%</b>	14%	-	*	-	-	-	*	11%	-	11%	-	-	0%	*	-	-	-	-
	CWOD	46%	38%	<b>35%</b>	21%	47%	80%	-	*	-	38%	36%	33%	-	35%	38%	20%	51%	-	38%	-	*
	EL	30%	30%	<b>38%</b>	-	20%	*	-	-	-	-	33%	*	-	38%	38%	*	40%	-	*	-	-
	Male	41%	33%	<b>18%</b>	7%	27%	*	-	-	-	17%	18%	20%	0%	20%	*	18%	-	-	*	-	*
	Female	46%	38%	<b>49%</b>	35%	75%	71%	-	*	-	*	48%	50%	*	51%	40%	-	49%	-	43%	-	-
Mathematics	All Students	46%	39%	<b>24%</b>	15%	11%	73%	-	*	-	56%	22%	30%	22%	25%	38%	20%	29%	-	25%	-	*
	CWOD	27%	21%	<b>22%</b>	14%	-	*	-	-	-	*	22%	-	22%	-	-	20%	*	-	-	-	-
	CWOD	49%	41%	<b>25%</b>	15%	11%	80%	-	*	-	50%	22%	30%	-	25%	38%	20%	29%	-	25%	-	*
	EL	39%	39%	<b>38%</b>	-	20%	*	-	-	-	-	33%	*	-	38%	38%	*	40%	-	*	-	-
	Male	48%	40%	<b>20%</b>	7%	9%	*	-	-	-	50%	21%	20%	20%	20%	*	20%	-	-	*	-	*
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	29%	23%	13%	57%	-	*	-	*	24%	42%	*	29%	40%	-	29%	-	29%	-	-
Grade 5 Reading	All	53%	46%	30%	30%	22%	*	*	*	-	80%	29%	33%	57%	28%	8%	29%	31%	-	*	-	*
	Students																					
	CWD	27%	23%	57%	*	*	*	-	-	-	-	80%	*	57%	-	*	67%	*	-	-	-	-
	CWOD	56%	49%	28%	29%	19%	*	*	*	-	80%	24%	36%	-	28%	0%	23%	32%	-	*	-	*
	EL	36%	35%	8%	*	13%	*	-	*	-	-	13%	0%	*	0%	8%	13%	0%	-	-	-	-
	Male	50%	42%	29%	33%	19%	*	-	-	-	*	26%	36%	67%	23%	13%	29%	-	-	-	-	*
	Female	56%	51%	31%	28%	29%	-	*	*	-	*	31%	31%	*	32%	0%	-	31%	-	*	-	-
Mathematics	All	57%	47%	33%	23%	52%	*	*	*	-	33%	30%	42%	57%	31%	38%	35%	31%	-	*	-	*
	Students																					
	CWD	31%	28%	57%	*	*	*	-	-	-	-	60%	*	57%	-	*	67%	*	-	-	-	-
	CWOD	60%	49%	31%	22%	48%	*	*	*	-	33%	27%	41%	-	31%	33%	30%	32%	-	*	-	*
	EL	46%	41%	38%	*	38%	*	-	*	-	-	25%	60%	*	33%	38%	25%	60%	-	-	-	-
	Male	56%	47%	35%	21%	56%	*	-	-	-	*	34%	36%	67%	30%	25%	35%	-	-	-	-	*
	Female	57%	47%	31%	24%	43%	-	*	*	-	*	24%	46%	*	32%	60%	-	31%	-	*	-	-
Science	All	48%	38%	31%	28%	30%	*	*	*	-	60%	31%	33%	57%	29%	15%	39%	23%	-	*	-	*
	Students																					
	CWD	27%	27%	57%	*	*	*	-	-	-	-	80%	*	57%	-	*	67%	*	-	-	-	-
	CWOD	50%	39%	29%	27%	29%	*	*	*	-	60%	26%	36%	-	29%	8%	35%	23%	-	*	-	*
	EL	31%	26%	15%	*	25%	*	-	*	-	-	25%	0%	*	8%	15%	22%	*	-	-	-	-
	Male	50%	40%	39%	36%	38%	*	-	-	-	*	35%	50%	67%	35%	22%	39%	-	-	-	-	*
	Female	45%	37%	23%	21%	14%	-	*	*	-	*	25%	17%	*	23%	*	-	23%	-	*	-	-
Grade 6 Reading	All	36%	37%	26%	23%	23%	55%	-	-	*	*	26%	27%	33%	25%	9%	18%	34%	-	*	-	-
	Students																					
	CWD	19%	17%	33%	20%	*	*	-	-	-	-	50%	*	33%	-	*	33%	*	-	*	-	-
	CWOD	38%	40%	25%	24%	25%	44%	-	-	*	*	23%	32%	-	25%	0%	15%	34%	-	*	-	-
	EL	14%	17%	9%	-	0%	*	-	-	-	-	11%	*	*	0%	9%	17%	0%	-	-	-	-
	Male	33%	33%	18%	10%	8%	57%	-	-	*	-	19%	11%	33%	15%	17%	18%	-	-	*	-	-
	Female	40%	42%	34%	35%	36%	*	-	-	*	*	32%	38%	*	34%	0%	-	34%	-	*	-	-
Mathematics	All	46%	49%	32%	26%	35%	64%	-	-	*	*	34%	27%	22%	33%	36%	30%	34%	-	*	-	-
	Students																					
	CWD	23%	21%	22%	0%	*	*	-	-	-	-	33%	*	22%	-	*	33%	*	-	*	-	-
	CWOD	48%	52%	33%	29%	38%	56%	-	-	*	*	34%	32%	-	33%	33%	29%	37%	-	*	-	-
	EL	27%	35%	36%	-	22%	*	-	-	-	-	33%	*	*	33%	36%	50%	20%	-	-	-	-
	Male	45%	48%	30%	10%	42%	71%	-	-	*	-	32%	22%	33%	29%	50%	30%	-	-	*	-	-
	Female	46%	50%	34%	39%	29%	*	-	-	*	*	35%	31%	*	37%	20%	-	34%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	10%	6%	19%	*	-	*	-	*	9%	15%	0%	12%	17%	5%	16%	-	*	-	*
	Students																					
	CWD	10%	7%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	29%	23%	12%	7%	22%	*	-	*	-	*	10%	15%	-	12%	18%	6%	18%	-	*	-	*
	EL	19%	20%	17%	*	11%	-	-	-	-	-	18%	*	*	18%	17%	*	25%	-	-	-	-
	Male	24%	19%	5%	3%	14%	-	-	-	-	*	3%	11%	0%	6%	*	5%	-	-	*	-	-
	Female	29%	24%	16%	11%	24%	*	-	*	-	*	15%	20%	0%	18%	25%	-	16%	-	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	8%	Amer	23%	*	-	*	-	Races	Disadv	Econ	0%	9%	25%	4%	12%	-	*	-	*
Mathematics	All	24%	18%	8%	2%	23%	*	-	*	-	*	6%	11%	0%	9%	25%	4%	12%	-	*	-	*
	Students																					
	CWD	12%	8%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	25%	19%	9%	2%	26%	*	-	*	-	*	7%	11%	-	9%	27%	4%	13%	-	*	-	*
	EL	18%	20%	25%	*	33%	-	-	-	-	-	27%	*	*	27%	25%	*	25%	-	-	-	-
	Male	26%	20%	4%	0%	14%	-	-	-	-	*	3%	6%	0%	4%	*	4%	-	-	*	-	-
	Female	22%	16%	12%	4%	29%	*	-	*	-	*	10%	20%	0%	13%	25%	-	12%	-	*	-	*
Grade 4																						
Reading	All	21%	17%	15%	7%	11%	55%	-	*	-	22%	13%	19%	0%	16%	13%	2%	29%	-	25%	-	*
	Students																					
	CWD	8%	4%	0%	0%	-	*	-	-	-	*	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	23%	18%	16%	9%	11%	60%	-	*	-	25%	16%	19%	-	16%	13%	2%	32%	-	25%	-	*
	EL	12%	13%	13%	-	0%	*	-	-	-	-	0%	*	-	13%	13%	*	20%	-	*	-	-
	Male	20%	15%	2%	0%	0%	*	-	-	-	0%	3%	0%	0%	2%	*	2%	-	-	*	-	*
	Female	23%	18%	29%	15%	25%	71%	-	*	-	*	24%	42%	*	32%	20%	-	29%	-	29%	-	-
Mathematics	All	27%	22%	16%	9%	0%	73%	-	*	-	22%	12%	26%	0%	18%	25%	12%	20%	-	25%	-	*
	Students																					
	CWD	13%	7%	0%	0%	-	*	-	-	-	*	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	29%	23%	18%	11%	0%	80%	-	*	-	25%	14%	26%	-	18%	25%	14%	22%	-	25%	-	*
	EL	20%	22%	25%	-	0%	*	-	-	-	-	17%	*	-	25%	25%	*	20%	-	*	-	-
	Male	29%	23%	12%	4%	0%	*	-	-	-	17%	9%	20%	0%	14%	*	12%	-	-	*	-	*
	Female	25%	20%	20%	15%	0%	57%	-	*	-	*	15%	33%	*	22%	20%	-	20%	-	29%	-	-
Grade 5																						
Reading	All	29%	24%	9%	9%	9%	*	*	*	-	20%	11%	4%	29%	8%	8%	11%	7%	-	*	-	*
	Students																					
	CWD	9%	8%	29%	*	*	*	-	-	-	-	40%	*	29%	-	*	33%	*	-	-	-	-
	CWOD	31%	26%	8%	8%	5%	*	*	*	-	20%	9%	5%	-	8%	0%	8%	7%	-	*	-	*
	EL	14%	13%	8%	*	13%	*	-	*	-	-	13%	0%	*	0%	8%	13%	0%	-	-	-	-
	Male	26%	21%	11%	13%	13%	*	-	-	-	*	12%	9%	33%	8%	13%	11%	-	-	-	-	*
	Female	31%	27%	7%	7%	0%	-	*	*	-	*	10%	0%	*	7%	0%	-	7%	-	*	-	-
Mathematics	All	36%	27%	10%	4%	22%	*	*	*	-	17%	9%	13%	29%	9%	23%	11%	10%	-	*	-	*
	Students																					
	CWD	14%	12%	29%	*	*	*	-	-	-	-	20%	*	29%	-	*	33%	*	-	-	-	-
	CWOD	38%	28%	9%	4%	14%	*	*	*	-	17%	8%	9%	-	9%	17%	8%	10%	-	*	-	*
	EL	24%	20%	23%	*	25%	*	-	*	-	-	25%	20%	*	17%	23%	25%	20%	-	-	-	-
	Male	36%	28%	11%	0%	31%	*	-	-	-	*	11%	9%	33%	8%	25%	11%	-	-	-	-	*
	Female	35%	26%	10%	7%	0%	-	*	*	-	*	7%	15%	*	10%	20%	-	10%	-	*	-	-
Science	All	23%	17%	15%	11%	22%	*	*	*	-	40%	13%	21%	29%	14%	8%	20%	10%	-	*	-	*
	Students																					
	CWD	11%	9%	29%	*	*	*	-	-	-	-	40%	*	29%	-	*	33%	*	-	-	-	-
	CWOD	25%	18%	14%	10%	19%	*	*	*	-	40%	11%	23%	-	14%	0%	18%	10%	-	*	-	*
	EL	11%	9%	8%	*	13%	*	-	*	-	-	13%	0%	*	0%	8%	11%	*	-	-	-	-
	Male	25%	19%	20%	16%	25%	*	-	-	-	*	15%	33%	33%	18%	11%	20%	-	-	-	-	*
	Female	21%	15%	10%	7%	14%	-	*	*	-	*	11%	8%	*	10%	*	-	10%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	11%	12%	12%	9%	-	-	*	*	11%	9%	11%	11%	0%	5%	16%	-	*	-	-
	Students																					
	CWD	6%	5%	11%	0%	*	*	-	-	-	-	17%	*	11%	-	*	17%	*	-	*	-	-
	CWOD	18%	19%	11%	13%	13%	0%	-	-	*	*	11%	11%	-	11%	0%	3%	17%	-	*	-	-
	EL	4%	5%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	14%	15%	5%	0%	8%	14%	-	-	*	-	6%	0%	17%	3%	0%	5%	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	16%	22%	14%	*	-	-	*	*	16%	15%	*	17%	0%	-	16%	-	*	-	-
Mathematics	All	20%	24%	10%	5%	12%	27%	-	-	*	*	6%	18%	11%	9%	9%	13%	7%	-	*	-	-
	Students																					
	CWD	9%	6%	11%	0%	*	*	-	-	-	-	17%	*	11%	-	*	17%	*	-	*	-	-
	CWOD	22%	26%	9%	5%	13%	22%	-	-	*	*	5%	21%	-	9%	11%	12%	7%	-	*	-	-
	EL	8%	12%	9%	-	0%	*	-	-	-	-	0%	*	*	11%	9%	17%	0%	-	-	-	-
	Male	20%	24%	13%	0%	17%	43%	-	-	*	-	10%	22%	17%	12%	17%	13%	-	-	*	-	-
	Female	20%	23%	7%	9%	7%	*	-	-	*	*	3%	15%	*	7%	0%	-	7%	-	*	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	63%	56%	74%	83%	*	56%	*	76%	63%	66%	43%	66%	67%	60%	67%	-	48%	-	100%
	Students																					
	CWD	46%	38%	43%	29%	56%	73%	-	-	-	*	43%	42%	43%	-	78%	46%	37%	-	*	-	-
	CWOD	81%	77%	66%	59%	75%	85%	*	56%	*	75%	65%	67%	-	66%	66%	62%	69%	-	52%	-	100%
	EL	62%	63%	67%	46%	69%	85%	-	60%	-	-	70%	60%	78%	66%	67%	71%	64%	-	*	-	-
	Male	74%	70%	60%	51%	71%	90%	-	-	*	70%	59%	65%	46%	62%	71%	60%	-	-	17%	-	100%
	Female	80%	76%	67%	61%	77%	75%	*	56%	*	83%	67%	66%	37%	69%	64%	-	67%	-	56%	-	*
Reading	All	73%	69%	65%	58%	74%	82%	*	*	*	65%	64%	67%	42%	67%	68%	61%	69%	-	47%	-	*
	Students																					
	CWD	39%	30%	42%	32%	50%	60%	-	-	-	*	42%	40%	42%	-	*	43%	38%	-	*	-	-
	CWOD	78%	73%	67%	61%	76%	87%	*	*	*	63%	67%	68%	-	67%	68%	63%	71%	-	46%	-	*
	EL	54%	55%	68%	60%	68%	83%	-	*	-	-	71%	60%	*	68%	68%	71%	65%	-	*	-	-
	Male	69%	64%	61%	52%	72%	86%	-	-	*	60%	59%	66%	43%	63%	71%	61%	-	-	*	-	*
	Female	78%	74%	69%	65%	76%	79%	*	*	*	70%	69%	68%	38%	71%	65%	-	69%	-	58%	-	*
Mathematics	All	81%	77%	63%	52%	76%	82%	*	*	*	86%	62%	66%	39%	65%	73%	59%	67%	-	47%	-	*
	Students																					
	CWD	53%	44%	39%	23%	50%	80%	-	-	-	*	39%	40%	39%	-	*	39%	38%	-	*	-	-
	CWOD	84%	81%	65%	56%	78%	83%	*	*	*	85%	65%	67%	-	65%	73%	62%	69%	-	54%	-	*
	EL	72%	74%	73%	40%	74%	83%	-	*	-	-	71%	80%	*	73%	73%	76%	70%	-	*	-	-
	Male	79%	75%	59%	47%	72%	93%	-	-	*	82%	58%	62%	39%	62%	76%	59%	-	-	*	-	*
	Female	82%	79%	67%	58%	80%	71%	*	*	*	90%	66%	70%	38%	69%	70%	-	67%	-	50%	-	*
Science	All	80%	75%	62%	58%	65%	*	*	*	-	80%	63%	58%	71%	61%	46%	65%	58%	-	*	-	*
	Students																					
	CWD	51%	44%	71%	*	*	*	-	-	-	-	80%	*	71%	-	*	83%	*	-	-	-	-
	CWOD	84%	79%	61%	59%	62%	*	*	*	-	80%	61%	59%	-	61%	42%	63%	59%	-	*	-	*
	EL	61%	60%	46%	*	50%	*	-	*	-	-	63%	20%	*	42%	46%	56%	*	-	-	-	-
	Male	79%	74%	65%	60%	69%	*	-	-	-	*	62%	75%	83%	63%	56%	65%	-	-	-	-	*
	Female	81%	77%	58%	57%	57%	-	*	*	-	*	64%	42%	*	59%	*	-	58%	-	*	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	29%	21%	34%	61%	*	22%	*	43%	27%	32%	33%	28%	31%	24%	33%	-	35%	-	60%
	Students																					
	CWD	24%	18%	33%	21%	44%	64%	-	-	-	*	37%	8%	33%	-	78%	37%	26%	-	*	-	-
	CWOD	52%	47%	28%	21%	33%	60%	*	22%	*	43%	26%	33%	-	28%	26%	22%	34%	-	37%	-	60%
	EL	29%	29%	31%	15%	29%	54%	-	40%	-	-	32%	28%	78%	26%	31%	31%	30%	-	*	-	-
	Male	47%	41%	24%	15%	30%	65%	-	-	*	35%	23%	27%	37%	22%	31%	24%	-	-	0%	-	63%
	Female	52%	47%	33%	28%	38%	57%	*	22%	*	52%	32%	38%	26%	34%	30%	-	33%	-	44%	-	*

		State	District	Campus	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
Reading	All Students	47%	42%	29%	23%	34%	61%	*	*	*	45%	28%	33%	31%	29%	27%	20%	40%	-	40%	-	*
	CWD	21%	15%	31%	23%	38%	60%	-	-	-	*	35%	0%	31%	-	*	30%	31%	-	*	-	-
	CWOD	50%	45%	29%	23%	34%	61%	*	*	*	47%	27%	35%	-	29%	23%	18%	40%	-	38%	-	*
	EL	23%	24%	27%	40%	23%	50%	-	*	-	-	29%	20%	*	23%	27%	24%	30%	-	*	-	-
	Male	43%	37%	20%	14%	21%	57%	-	-	*	30%	18%	25%	30%	18%	24%	20%	-	-	*	-	*
	Female	51%	47%	40%	32%	50%	64%	*	*	*	60%	39%	43%	31%	40%	30%	-	40%	-	50%	-	*
Mathematics	All Students	51%	45%	27%	18%	34%	61%	*	*	*	38%	25%	31%	31%	27%	39%	25%	29%	-	27%	-	*
	CWD	26%	21%	31%	14%	50%	60%	-	-	-	*	32%	20%	31%	-	*	35%	23%	-	*	-	-
	CWOD	54%	49%	27%	19%	33%	61%	*	*	*	35%	25%	32%	-	27%	35%	23%	30%	-	31%	-	*
	EL	37%	37%	39%	0%	35%	67%	-	*	-	-	35%	50%	*	35%	39%	43%	35%	-	*	-	-
	Male	50%	44%	25%	12%	38%	71%	-	-	*	36%	25%	25%	35%	23%	43%	25%	-	-	*	-	*
	Female	51%	47%	29%	25%	30%	50%	*	*	*	40%	26%	38%	23%	30%	35%	-	29%	-	33%	-	*
Science	All Students	53%	47%	31%	28%	30%	*	*	*	-	60%	31%	33%	57%	29%	15%	39%	23%	-	*	-	*
	CWD	25%	20%	57%	*	*	*	-	-	-	-	80%	*	57%	-	*	67%	*	-	-	-	-
	CWOD	56%	50%	29%	27%	29%	*	*	*	-	60%	26%	36%	-	29%	8%	35%	23%	-	*	-	*
	EL	26%	25%	15%	*	25%	*	-	*	-	-	25%	0%	*	8%	15%	22%	*	-	-	-	-
	Male	53%	46%	39%	36%	38%	*	-	-	-	*	35%	50%	67%	35%	22%	39%	-	-	-	-	*
	Female	53%	48%	23%	21%	14%	-	*	*	-	*	25%	17%	*	23%	*	-	23%	-	*	-	-

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All Students	23%	19%	11%	7%	15%	32%	*	11%	*	17%	10%	15%	10%	12%	14%	9%	14%	-	26%	-	50%
	CWD	8%	6%	10%	4%	22%	18%	-	-	-	*	10%	8%	10%	-	33%	15%	0%	-	*	-	-
	CWOD	25%	21%	12%	7%	14%	35%	*	11%	*	18%	10%	16%	-	12%	12%	8%	15%	-	30%	-	50%
	EL	11%	11%	14%	8%	11%	31%	-	20%	-	-	13%	16%	33%	12%	14%	14%	14%	-	*	-	-
	Male	22%	18%	9%	4%	15%	29%	-	-	*	9%	8%	12%	15%	8%	14%	9%	-	-	0%	-	50%
	Female	24%	21%	14%	11%	15%	36%	*	11%	*	26%	13%	19%	0%	15%	14%	-	14%	-	32%	-	*
Reading	All Students	20%	17%	11%	8%	13%	29%	*	*	*	15%	11%	12%	8%	12%	9%	6%	17%	-	27%	-	*
	CWD	7%	5%	8%	5%	13%	20%	-	-	-	*	10%	0%	8%	-	*	13%	0%	-	*	-	-
	CWOD	22%	19%	12%	9%	13%	30%	*	*	*	16%	11%	13%	-	12%	8%	5%	18%	-	31%	-	*
	EL	8%	8%	9%	20%	6%	17%	-	*	-	-	9%	10%	*	8%	9%	5%	13%	-	*	-	-
	Male	17%	14%	6%	4%	9%	14%	-	-	*	0%	6%	6%	13%	5%	5%	6%	-	-	*	-	*
	Female	23%	20%	17%	13%	17%	43%	*	*	*	30%	16%	19%	0%	18%	13%	-	17%	-	33%	-	*
Mathematics	All Students	26%	22%	11%	5%	15%	39%	*	*	*	14%	8%	17%	8%	11%	20%	9%	12%	-	20%	-	*
	CWD	11%	6%	8%	0%	25%	20%	-	-	-	*	6%	20%	8%	-	*	13%	0%	-	*	-	-
	CWOD	28%	24%	11%	5%	14%	43%	*	*	*	15%	9%	17%	-	11%	20%	9%	13%	-	23%	-	*
	EL	16%	16%	20%	0%	16%	50%	-	*	-	-	18%	30%	*	20%	20%	24%	17%	-	*	-	-
	Male	25%	22%	9%	1%	17%	50%	-	-	*	9%	8%	13%	13%	9%	24%	9%	-	-	*	-	*
	Female	26%	22%	12%	9%	13%	29%	*	*	*	20%	9%	21%	0%	13%	17%	-	12%	-	25%	-	*
Science	All Students	24%	20%	15%	11%	22%	*	*	*	-	40%	13%	21%	29%	14%	8%	20%	10%	-	*	-	*
	CWD	8%	5%	29%	*	*	*	-	-	-	-	40%	*	29%	-	*	33%	*	-	-	-	-
	CWOD	26%	22%	14%	10%	19%	*	*	*	-	40%	11%	23%	-	14%	0%	18%	10%	-	*	-	*
	EL	7%	7%	8%	*	13%	*	-	*	-	-	13%	0%	*	0%	8%	11%	*	-	-	-	-
	Male	25%	21%	20%	16%	25%	*	-	-	-	*	15%	33%	33%	18%	11%	20%	-	-	-	-	*

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	10%	7%	14%	-	*	*	-	*	11%	8%	*	10%	*	-	10%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	61	64	53	61	*	*	*	61	63	64	58
CWD	64	58	*	*	-	-	-	*	58	64	*
CWOD	60	64	51	64	*	*	*	58	64	-	53
EL	58	*	52	67	-	*	-	-	63	*	58
Male	59	60	57	58	-	-	*	64	60	70	68
Female	62	67	48	67	*	*	*	57	66	50	47
<b>Mathematics</b>											
All Students	71	63	76	86	*	*	*	87	70	69	81
CWD	69	54	*	*	-	-	-	*	69	69	*
CWOD	71	64	75	86	*	*	*	86	70	-	79
EL	81	*	73	100	-	*	-	-	80	*	81
Male	68	56	74	85	-	-	*	94	69	70	79
Female	74	69	78	89	*	*	*	79	72	67	83

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	69	10	14%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	28	41	59	*	30	*	45	33	29	37
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All	100%	100%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	*	100%	*	100%	100%	98%	100%	99%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	*	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	100%	100%	*	*	*	100%	100%	98%	100%	99%	100%	-	99%	-
Mathematics	All	100%	100%	100%	100%	*	*	*	100%	100%	99%	100%	100%	100%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	99%	100%	100%	*	*	*	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	100%	100%	*	*	*	100%	100%	98%	100%	99%	100%	-	99%	-
Science	All	100%	100%	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	*	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	*	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	*	*	-	*	100%	100%	*	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	0%	0%	0%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	*	0%	*	0%	0%	2%	0%	1%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	1%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	*	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	1%	1%	0%	0%	*	*	*	0%	0%	2%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	*	0%	0%	1%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	1%	0%	0%	*	*	*	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	1%	0%	0%	*	*	*	0%	0%	2%	0%	1%	0%	-	1%	-
Science	All Students	0%	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	-	*	*	-	*	0%	0%	*	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	34	26	2	2	0	2	0	2	2		
	Female	8	8	0	0	0	0	0	0	2		
	Total	42	34	2	2	0	2	0	2	4		
<b>Out-of-School Suspensions</b>												
	Male	32	22	2	2	0	2	0	4	2		
	Female	10	10	0	0	0	0	0	0	2		
	Total	42	32	2	2	0	2	0	4	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	10	8	2	0	0	0	0	0	2		5
	Female	2	2	0	0	0	0	0	0	0		2
	Total	12	10	2	0	0	0	0	0	2		7
Out-of-School Suspensions	Male	6	4	2	0	0	0	0	0	2		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	4	2	0	0	0	0	0	2		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	64	29	17	5	0	0	2	11	8	11	5
	Female	44	23	14	5	0	0	0	2	5	5	2
	Total	108	52	31	10	0	0	2	13	13	16	7

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	36	11	14	5	0	2	2	2	14	2
	Female	40	20	14	2	0	2	0	2	8	0
	Total	76	31	28	7	0	4	2	4	22	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	7.0	15.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	4.1%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	3%
Mathematics	5,880	1%	45	1%	*	3%
Grade 4						
Reading	6,312	2%	55	1%	*	1%
Mathematics	6,311	2%	55	1%	*	1%
Grade 5						
Reading	6,133	1%	59	1%	*	3%
Mathematics	6,131	1%	59	1%	*	3%
Science	6,133	1%	59	1%	*	3%
Grade 6						
Reading	6,038	1%	50	1%	*	4%
Mathematics	6,036	1%	50	1%	*	4%

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	23	3%
Reading	45,064	1%	367	1%	10	3%
Mathematics	40,350	1%	327	1%	10	3%
Science	16,337	1%	131	1%	*	3%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SHORT EL

**Campus ID:** 220901123

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	58%	67%	50%	67%	-	-	-	*	55%	83%	0%	63%	58%	55%	61%	-	*	*	-
	CWD	49%	38%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	79%	72%	63%	71%	56%	67%	-	-	-	*	60%	83%	-	63%	58%	63%	63%	-	*	*	-
	EL	69%	67%	58%	*	55%	-	-	-	-	-	58%	-	-	58%	58%	60%	57%	-	-	-	-
	Male	73%	65%	55%	73%	40%	*	-	-	-	*	50%	*	*	63%	60%	55%	-	-	-	*	-
	Female	78%	72%	61%	57%	60%	60%	-	-	-	*	60%	*	*	63%	57%	-	61%	-	*	-	-
	Mathematics	All Students	78%	72%	66%	72%	60%	78%	-	-	-	*	66%	67%	0%	72%	75%	58%	75%	-	*	*
CWD	52%	44%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-	-
CWOD	81%	76%	72%	76%	67%	78%	-	-	-	*	73%	67%	-	72%	75%	67%	78%	-	*	*	-	-
EL	75%	75%	75%	*	73%	-	-	-	-	-	75%	-	-	75%	75%	60%	86%	-	-	-	-	-
Male	78%	72%	58%	64%	53%	*	-	-	-	*	57%	*	*	67%	60%	58%	-	-	-	*	-	-
Female	78%	72%	75%	86%	67%	80%	-	-	-	*	76%	*	*	78%	86%	-	75%	-	*	-	-	-
Grade 4 Reading	All Students	74%	66%	58%	47%	62%	60%	-	-	-	*	56%	71%	38%	60%	73%	58%	57%	-	*	-	*
	CWD	44%	34%	38%	*	*	*	-	-	-	-	33%	*	38%	-	*	60%	*	-	*	-	-
	CWOD	78%	70%	60%	50%	65%	58%	-	-	-	*	57%	80%	-	60%	71%	55%	63%	-	-	-	*
	EL	64%	64%	73%	-	73%	*	-	-	-	-	73%	-	*	71%	73%	78%	67%	-	-	-	-
	Male	71%	63%	58%	33%	69%	40%	-	-	-	*	55%	*	60%	55%	78%	58%	-	-	-	-	-
	Female	77%	70%	57%	55%	50%	70%	-	-	-	-	56%	*	*	63%	67%	-	57%	-	*	-	*
	Mathematics	All Students	74%	67%	67%	65%	67%	63%	-	-	-	*	66%	71%	50%	69%	75%	80%	57%	-	*	-
CWD	46%	36%	50%	*	*	*	-	-	-	-	50%	*	50%	-	*	60%	*	-	*	-	-	-
CWOD	78%	71%	69%	63%	74%	62%	-	-	-	*	68%	80%	-	69%	73%	85%	59%	-	-	-	*	
EL	69%	69%	75%	-	82%	60%	-	-	-	-	75%	-	*	73%	75%	89%	57%	-	-	-	-	-
Male	74%	67%	80%	83%	85%	60%	-	-	-	*	81%	*	60%	85%	89%	80%	-	-	-	-	-	-
Female	74%	68%	57%	55%	50%	64%	-	-	-	-	56%	*	*	59%	57%	-	57%	-	*	-	-	*
Grade 5 Reading	All Students	86%	82%	72%	68%	74%	75%	-	-	-	*	73%	67%	45%	78%	82%	69%	76%	-	*	-	-
	CWD	55%	48%	45%	33%	*	*	-	-	-	-	40%	*	45%	-	*	*	57%	-	-	-	-
	CWOD	89%	86%	78%	76%	80%	70%	-	-	-	*	80%	63%	-	78%	90%	75%	80%	-	*	-	-
	EL	77%	76%	82%	-	89%	*	-	-	-	-	80%	*	*	90%	82%	67%	100%	-	-	-	-
	Male	83%	78%	69%	67%	70%	*	-	-	-	*	69%	*	*	75%	67%	69%	-	-	*	-	-
	Female	88%	85%	76%	69%	77%	88%	-	-	-	-	77%	67%	57%	80%	100%	-	76%	-	-	-	-
	Mathematics	All Students	89%	84%	62%	68%	57%	50%	-	-	-	*	60%	78%	27%	69%	64%	66%	59%	-	*	-
CWD	68%	61%	27%	33%	*	*	-	-	-	-	20%	*	27%	-	*	*	29%	-	-	-	-	-
CWOD	92%	87%	69%	76%	60%	60%	-	-	-	*	68%	75%	-	69%	70%	71%	67%	-	*	-	-	-
EL	85%	82%	64%	-	78%	*	-	-	-	-	60%	*	*	70%	64%	67%	60%	-	-	-	-	-
Male	88%	83%	66%	67%	60%	*	-	-	-	*	66%	*	*	71%	67%	66%	-	-	*	-	-	-
Female	90%	85%	59%	69%	54%	50%	-	-	-	-	55%	83%	29%	67%	60%	-	59%	-	-	-	-	-
Science	All Students	74%	65%	41%	40%	32%	42%	-	-	-	*	39%	56%	0%	48%	27%	52%	31%	-	*	-	-
	CWD	45%	43%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>48%</b>	50%	37%	50%	-	-	-	*	46%	63%	-	48%	30%	59%	37%	-	*	-	-
	EL	60%	55%	<b>27%</b>	-	33%	*	-	-	-	-	20%	*	*	30%	27%	33%	20%	-	-	-	-
	Male	74%	65%	<b>52%</b>	47%	40%	*	-	-	-	*	50%	*	*	59%	33%	52%	-	-	*	-	-
	Female	73%	64%	<b>31%</b>	31%	23%	38%	-	-	-	-	27%	50%	0%	37%	20%	-	31%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>49%</b>	43%	43%	82%	-	-	-	*	45%	62%	50%	49%	36%	44%	56%	-	*	-	*
	CWD	33%	32%	<b>50%</b>	*	*	*	-	-	-	-	50%	-	50%	-	*	*	*	-	*	-	-
	CWOD	71%	72%	<b>49%</b>	45%	43%	88%	-	-	-	*	45%	62%	-	49%	30%	43%	57%	-	*	-	*
	EL	42%	49%	<b>36%</b>	-	33%	*	-	-	-	-	36%	-	*	30%	36%	17%	60%	-	-	-	-
	Male	62%	64%	<b>44%</b>	46%	20%	75%	-	-	-	*	33%	75%	*	43%	17%	44%	-	-	*	-	-
	Female	71%	72%	<b>56%</b>	38%	62%	*	-	-	-	*	60%	40%	*	57%	60%	-	56%	-	-	-	*
Mathematics	All Students	80%	82%	<b>67%</b>	67%	78%	55%	-	-	-	*	66%	69%	17%	73%	64%	66%	68%	-	*	-	*
	CWD	50%	47%	<b>17%</b>	*	*	*	-	-	-	-	17%	-	17%	-	*	*	*	-	*	-	-
	CWOD	83%	86%	<b>73%</b>	70%	86%	63%	-	-	-	*	74%	69%	-	73%	70%	75%	70%	-	*	-	*
	EL	67%	77%	<b>64%</b>	-	78%	*	-	-	-	-	64%	-	*	70%	64%	50%	80%	-	-	-	-
	Male	78%	80%	<b>66%</b>	77%	70%	50%	-	-	-	*	58%	88%	*	75%	50%	66%	-	-	*	-	-
	Female	81%	84%	<b>68%</b>	50%	85%	*	-	-	-	*	75%	40%	*	70%	80%	-	68%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>24%</b>	28%	20%	22%	-	-	-	*	25%	17%	0%	26%	42%	26%	21%	-	*	*	-
	CWD	26%	19%	<b>0%</b>	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	46%	39%	<b>26%</b>	29%	22%	22%	-	-	-	*	27%	17%	-	26%	42%	30%	22%	-	*	*	-
	EL	35%	34%	<b>42%</b>	*	36%	-	-	-	-	-	42%	-	-	42%	42%	40%	43%	-	-	-	-
	Male	41%	34%	<b>26%</b>	36%	20%	*	-	-	-	*	29%	*	*	30%	40%	26%	-	-	-	*	-
	Female	47%	39%	<b>21%</b>	14%	20%	20%	-	-	-	*	20%	*	*	22%	43%	-	21%	-	*	-	-
Mathematics	All Students	48%	39%	<b>31%</b>	28%	30%	33%	-	-	-	*	26%	67%	0%	33%	42%	32%	29%	-	*	*	-
	CWD	30%	21%	<b>0%</b>	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	50%	42%	<b>33%</b>	29%	33%	33%	-	-	-	*	29%	67%	-	33%	42%	37%	30%	-	*	*	-
	EL	41%	41%	<b>42%</b>	*	36%	-	-	-	-	-	42%	-	-	42%	42%	40%	43%	-	-	-	-
	Male	49%	41%	<b>32%</b>	36%	33%	*	-	-	-	*	29%	*	*	37%	40%	32%	-	-	-	*	-
	Female	46%	38%	<b>29%</b>	14%	27%	40%	-	-	-	*	24%	*	*	30%	43%	-	29%	-	*	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>36%</b>	24%	38%	40%	-	-	-	*	33%	57%	13%	38%	33%	33%	37%	-	*	-	*
	CWD	24%	16%	<b>13%</b>	*	*	*	-	-	-	-	0%	*	13%	-	*	20%	*	-	*	-	-
	CWOD	46%	38%	<b>38%</b>	25%	43%	42%	-	-	-	*	36%	60%	-	38%	36%	35%	41%	-	-	-	*
	EL	30%	30%	<b>33%</b>	-	27%	*	-	-	-	-	33%	-	*	36%	33%	33%	33%	-	-	-	-
	Male	41%	33%	<b>33%</b>	33%	31%	20%	-	-	-	*	25%	*	20%	35%	33%	33%	-	-	-	-	-
	Female	46%	38%	<b>37%</b>	18%	43%	50%	-	-	-	-	38%	*	*	41%	33%	-	37%	-	*	-	*
Mathematics	All Students	46%	39%	<b>28%</b>	24%	33%	19%	-	-	-	*	26%	43%	13%	31%	31%	36%	23%	-	*	-	*
	CWD	27%	21%	<b>13%</b>	*	*	*	-	-	-	-	0%	*	13%	-	*	20%	*	-	*	-	-
	CWOD	49%	41%	<b>31%</b>	25%	39%	15%	-	-	-	*	30%	40%	-	31%	33%	40%	25%	-	-	-	*
	EL	39%	39%	<b>31%</b>	-	36%	20%	-	-	-	-	31%	-	*	33%	31%	44%	14%	-	-	-	-
	Male	48%	40%	<b>36%</b>	33%	38%	20%	-	-	-	*	29%	*	20%	40%	44%	36%	-	-	-	-	-
	Female																					

		State	District	Campus	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
Female		45%	38%	23%	18%	29%	18%	-	-	-	-	25%	*	*	25%	14%	-	23%	-	*	-	*
Grade 5 Reading	All	53%	46%	36%	45%	17%	42%	-	-	-	*	33%	56%	9%	41%	27%	44%	30%	-	*	-	-
	Students																					
	CWD	27%	23%	9%	17%	*	*	-	-	-	-	10%	*	9%	-	*	*	0%	-	-	-	-
	CWOD	56%	49%	41%	52%	20%	50%	-	-	-	*	38%	63%	-	41%	30%	46%	37%	-	*	-	-
	EL	36%	35%	27%	-	33%	*	-	-	-	-	20%	*	*	30%	27%	33%	20%	-	-	-	-
	Male	50%	42%	44%	47%	30%	*	-	-	-	*	41%	*	*	46%	33%	44%	-	-	*	-	-
	Female	56%	51%	30%	44%	8%	38%	-	-	-	-	26%	50%	0%	37%	20%	-	30%	-	-	-	-
Mathematics	All	57%	47%	23%	29%	17%	17%	-	-	-	*	22%	33%	9%	26%	27%	34%	14%	-	*	-	-
	Students																					
	CWD	31%	28%	9%	17%	*	*	-	-	-	-	10%	*	9%	-	*	*	0%	-	-	-	-
	CWOD	60%	49%	26%	32%	20%	20%	-	-	-	*	24%	38%	-	26%	30%	36%	17%	-	*	-	-
	EL	46%	41%	27%	-	33%	*	-	-	-	-	20%	*	*	30%	27%	33%	20%	-	-	-	-
	Male	56%	47%	34%	40%	30%	*	-	-	-	*	31%	*	*	36%	33%	34%	-	-	*	-	-
	Female	57%	47%	14%	19%	8%	13%	-	-	-	-	13%	17%	0%	17%	20%	-	14%	-	-	-	-
Science	All	48%	38%	15%	17%	9%	17%	-	-	-	*	12%	33%	0%	18%	9%	19%	11%	-	*	-	-
	Students																					
	CWD	27%	27%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	50%	39%	18%	21%	11%	20%	-	-	-	*	15%	38%	-	18%	10%	22%	13%	-	*	-	-
	EL	31%	26%	9%	-	11%	*	-	-	-	-	0%	*	*	10%	9%	17%	0%	-	-	-	-
	Male	50%	40%	19%	20%	20%	*	-	-	-	*	18%	*	*	22%	17%	19%	-	-	*	-	-
	Female	45%	37%	11%	13%	0%	25%	-	-	-	-	7%	33%	0%	13%	0%	-	11%	-	-	-	-
Grade 6 Reading	All	36%	37%	23%	24%	26%	18%	-	-	-	*	16%	46%	0%	25%	9%	19%	28%	-	*	-	*
	Students																					
	CWD	19%	17%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	38%	40%	25%	25%	29%	25%	-	-	-	*	18%	46%	-	25%	10%	21%	30%	-	*	-	*
	EL	14%	17%	9%	-	11%	*	-	-	-	-	9%	-	*	10%	9%	0%	20%	-	-	-	-
	Male	33%	33%	19%	31%	0%	25%	-	-	-	*	8%	50%	*	21%	0%	19%	-	-	*	-	-
	Female	40%	42%	28%	13%	46%	*	-	-	-	*	25%	40%	*	30%	20%	-	28%	-	-	-	*
Mathematics	All	46%	49%	33%	38%	30%	36%	-	-	-	*	27%	54%	17%	35%	9%	31%	36%	-	*	-	*
	Students																					
	CWD	23%	21%	17%	*	*	*	-	-	-	-	17%	-	17%	-	*	*	*	-	*	-	-
	CWOD	48%	52%	35%	40%	33%	38%	-	-	-	*	29%	54%	-	35%	10%	36%	35%	-	*	-	*
	EL	27%	35%	9%	-	11%	*	-	-	-	-	9%	-	*	10%	9%	0%	20%	-	-	-	-
	Male	45%	48%	31%	54%	10%	25%	-	-	-	*	21%	63%	*	36%	0%	31%	-	-	*	-	-
	Female	46%	50%	36%	13%	46%	*	-	-	-	*	35%	40%	*	35%	20%	-	36%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	8%	6%	10%	0%	-	-	-	*	8%	17%	0%	9%	17%	10%	7%	-	*	*	-
	Students																					
	CWD	10%	7%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	29%	23%	9%	6%	11%	0%	-	-	-	*	8%	17%	-	9%	17%	11%	7%	-	*	*	-
	EL	19%	20%	17%	*	18%	-	-	-	-	-	17%	-	-	17%	17%	20%	14%	-	-	-	-
	Male	24%	19%	10%	9%	13%	*	-	-	-	*	11%	*	*	11%	20%	10%	-	-	-	*	-
	Female	29%	24%	7%	0%	7%	0%	-	-	-	*	4%	*	*	7%	14%	-	7%	-	*	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	8%	11%	10%	0%	-	-	-	*	8%	17%	0%	9%	17%	13%	4%	-	*	*	-
	Students																					
	CWD	12%	8%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	25%	19%	9%	12%	11%	0%	-	-	-	*	8%	17%	-	9%	17%	15%	4%	-	*	*	-
	EL	18%	20%	17%	*	18%	-	-	-	-	-	17%	-	-	17%	17%	20%	14%	-	-	-	-
	Male	26%	20%	13%	18%	13%	*	-	-	-	*	11%	*	*	15%	20%	13%	-	-	-	*	-
	Female	22%	16%	4%	0%	7%	0%	-	-	-	*	4%	*	*	4%	14%	-	4%	-	*	-	-
Grade 4 Reading	All	21%	17%	8%	6%	8%	7%	-	-	-	*	6%	29%	0%	10%	7%	13%	6%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	23%	18%	10%	6%	9%	8%	-	-	-	*	6%	40%	-	10%	7%	15%	6%	-	-	-	*
	EL	12%	13%	7%	-	9%	*	-	-	-	-	7%	-	*	7%	7%	11%	0%	-	-	-	-
	Male	20%	15%	13%	17%	8%	0%	-	-	-	*	10%	*	0%	15%	11%	13%	-	-	-	-	-
	Female	23%	18%	6%	0%	7%	10%	-	-	-	-	3%	*	*	6%	0%	-	6%	-	*	-	*
Mathematics	All	27%	22%	15%	12%	15%	13%	-	-	-	*	11%	43%	13%	15%	13%	24%	9%	-	*	-	*
	Students																					
	CWD	13%	7%	13%	*	*	*	-	-	-	-	0%	*	13%	-	*	20%	*	-	*	-	-
	CWOD	29%	23%	15%	13%	17%	8%	-	-	-	*	13%	40%	-	15%	13%	25%	9%	-	-	-	*
	EL	20%	22%	13%	-	18%	0%	-	-	-	-	13%	-	*	13%	13%	22%	0%	-	-	-	-
	Male	29%	23%	24%	17%	23%	20%	-	-	-	*	14%	*	20%	25%	22%	24%	-	-	-	-	-
	Female	25%	20%	9%	9%	7%	9%	-	-	-	-	9%	*	*	9%	0%	-	9%	-	*	-	*
Grade 5 Reading	All	29%	24%	14%	19%	9%	17%	-	-	-	*	10%	44%	9%	16%	9%	16%	14%	-	*	-	-
	Students																					
	CWD	9%	8%	9%	17%	*	*	-	-	-	-	10%	*	9%	-	*	*	0%	-	-	-	-
	CWOD	31%	26%	16%	20%	10%	20%	-	-	-	*	10%	50%	-	16%	10%	14%	17%	-	*	-	-
	EL	14%	13%	9%	-	11%	*	-	-	-	-	0%	*	*	10%	9%	17%	0%	-	-	-	-
	Male	26%	21%	16%	20%	20%	*	-	-	-	*	14%	*	*	14%	17%	16%	-	-	*	-	-
	Female	31%	27%	14%	19%	0%	25%	-	-	-	-	6%	50%	0%	17%	0%	-	14%	-	-	-	-
Mathematics	All	36%	27%	12%	10%	13%	8%	-	-	-	*	10%	22%	0%	14%	18%	16%	8%	-	*	-	-
	Students																					
	CWD	14%	12%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	38%	28%	14%	12%	15%	10%	-	-	-	*	12%	25%	-	14%	20%	18%	10%	-	*	-	-
	EL	24%	20%	18%	-	22%	*	-	-	-	-	10%	*	*	20%	18%	33%	0%	-	-	-	-
	Male	36%	28%	16%	7%	30%	*	-	-	-	*	14%	*	*	18%	33%	16%	-	-	*	-	-
	Female	35%	26%	8%	13%	0%	13%	-	-	-	-	6%	17%	0%	10%	0%	-	8%	-	-	-	-
Science	All	23%	17%	9%	7%	5%	17%	-	-	-	*	7%	22%	0%	11%	0%	10%	8%	-	*	-	-
	Students																					
	CWD	11%	9%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	25%	18%	11%	8%	5%	20%	-	-	-	*	8%	25%	-	11%	0%	11%	10%	-	*	-	-
	EL	11%	9%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	19%	10%	7%	10%	*	-	-	-	*	11%	*	*	11%	0%	10%	-	-	*	-	-
	Female	21%	15%	8%	6%	0%	25%	-	-	-	-	3%	33%	0%	10%	0%	-	8%	-	-	-	-
Grade 6 Reading	All	17%	18%	16%	14%	17%	18%	-	-	-	*	9%	38%	0%	18%	0%	13%	20%	-	*	-	*
	Students																					
	CWD	6%	5%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	18%	19%	18%	15%	19%	25%	-	-	-	*	11%	38%	-	18%	0%	14%	22%	-	*	-	*
	EL	4%	5%	0%	-	0%	*	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	14%	15%	13%	15%	0%	25%	-	-	-	*	4%	38%	*	14%	0%	13%	-	-	*	-	-



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	20%	13%	31%	*	-	-	-	*	15%	40%	*	22%	0%	-	20%	-	-	-	*
Mathematics	All	20%	24%	16%	24%	13%	9%	-	-	-	*	9%	38%	0%	18%	0%	16%	16%	-	*	-	*
	Students																					
	CWD	9%	6%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	22%	26%	18%	25%	14%	13%	-	-	-	*	11%	38%	-	18%	0%	18%	17%	-	*	-	*
	EL	8%	12%	0%	-	0%	*	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	24%	16%	31%	0%	13%	-	-	-	*	4%	50%	*	18%	0%	16%	-	-	*	-	-
	Female	20%	23%	16%	13%	23%	*	-	-	-	*	15%	20%	*	17%	0%	-	16%	-	-	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	60%	59%	58%	63%	-	-	-	68%	59%	68%	28%	65%	63%	61%	59%	-	64%	*	*
	Students																					
	CWD	46%	38%	28%	21%	19%	50%	-	-	-	*	24%	57%	28%	-	43%	27%	28%	-	*	-	-
	CWOD	81%	77%	65%	64%	63%	66%	-	-	-	76%	64%	69%	-	65%	65%	66%	63%	-	71%	*	*
	EL	62%	63%	63%	*	66%	44%	-	-	-	-	62%	*	43%	65%	63%	60%	67%	-	-	-	-
	Male	74%	70%	61%	63%	58%	59%	-	-	-	73%	58%	77%	27%	66%	60%	61%	-	-	57%	*	-
	Female	80%	76%	59%	56%	59%	67%	-	-	-	*	59%	60%	28%	63%	67%	-	59%	-	*	-	*
Reading	All	73%	69%	60%	57%	57%	70%	-	-	-	63%	58%	69%	38%	63%	63%	56%	63%	-	60%	*	*
	Students																					
	CWD	39%	30%	38%	22%	25%	75%	-	-	-	*	35%	*	38%	-	*	35%	38%	-	*	-	-
	CWOD	78%	73%	63%	62%	60%	69%	-	-	-	71%	62%	69%	-	63%	63%	59%	66%	-	*	*	*
	EL	54%	55%	63%	*	63%	63%	-	-	-	-	63%	*	*	63%	63%	58%	70%	-	-	-	-
	Male	69%	64%	56%	58%	51%	62%	-	-	-	67%	52%	78%	35%	59%	58%	56%	-	-	*	*	-
	Female	78%	74%	63%	57%	62%	77%	-	-	-	*	64%	59%	38%	66%	70%	-	63%	-	*	-	*
Mathematics	All	81%	77%	65%	68%	65%	62%	-	-	-	63%	64%	71%	27%	71%	71%	67%	64%	-	60%	*	*
	Students																					
	CWD	53%	44%	27%	33%	17%	38%	-	-	-	*	22%	*	27%	-	*	24%	31%	-	*	-	-
	CWOD	84%	81%	71%	72%	71%	67%	-	-	-	71%	70%	72%	-	71%	74%	74%	68%	-	*	*	*
	EL	72%	74%	71%	*	78%	33%	-	-	-	-	71%	*	*	74%	71%	69%	74%	-	-	-	-
	Male	79%	75%	67%	71%	67%	57%	-	-	-	67%	65%	78%	24%	74%	69%	67%	-	-	*	*	-
	Female	82%	79%	64%	64%	64%	65%	-	-	-	*	64%	65%	31%	68%	74%	-	64%	-	*	-	*
Science	All	80%	75%	41%	40%	32%	42%	-	-	-	*	39%	56%	0%	48%	27%	52%	31%	-	*	-	-
	Students																					
	CWD	51%	44%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	84%	79%	48%	50%	37%	50%	-	-	-	*	46%	63%	-	48%	30%	59%	37%	-	*	-	-
	EL	61%	60%	27%	-	33%	*	-	-	-	-	20%	*	*	30%	27%	33%	20%	-	-	-	-
	Male	79%	74%	52%	47%	40%	*	-	-	-	*	50%	*	*	59%	33%	52%	-	-	*	-	-
	Female	81%	77%	31%	31%	23%	38%	-	-	-	-	27%	50%	0%	37%	20%	-	31%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	28%	29%	25%	27%	-	-	-	42%	25%	46%	7%	30%	27%	30%	25%	-	9%	*	*
	Students																					
	CWD	24%	18%	7%	8%	0%	17%	-	-	-	*	5%	29%	7%	-	0%	11%	3%	-	*	-	-
	CWOD	52%	47%	30%	32%	28%	30%	-	-	-	47%	28%	47%	-	30%	28%	34%	28%	-	14%	*	*
	EL	29%	29%	27%	*	27%	17%	-	-	-	-	25%	*	0%	28%	27%	28%	25%	-	-	-	-
	Male	47%	41%	30%	38%	25%	24%	-	-	-	40%	26%	56%	11%	34%	28%	30%	-	-	14%	*	-
	Female	52%	47%	25%	20%	25%	30%	-	-	-	*	23%	35%	3%	28%	25%	-	25%	-	*	-	*

		State	District	Campus	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
Reading	All	47%	42%	30%	32%	25%	32%	-	-	-	50%	27%	46%	7%	33%	29%	30%	30%	-	20%	*	*
	Students																					
	CWD	21%	15%	7%	11%	0%	13%	-	-	-	*	4%	*	7%	-	*	12%	0%	-	*	-	-
	CWOD	50%	45%	33%	35%	29%	36%	-	-	-	57%	31%	47%	-	33%	30%	33%	33%	-	*	*	*
	EL	23%	24%	29%	*	28%	25%	-	-	-	-	27%	*	*	30%	29%	27%	30%	-	-	-	-
	Male	43%	37%	30%	38%	21%	29%	-	-	-	50%	27%	50%	12%	33%	27%	30%	-	-	*	*	-
	Female	51%	47%	30%	26%	29%	35%	-	-	-	*	28%	41%	0%	33%	30%	-	30%	-	*	-	*
Mathematics	All	51%	45%	29%	30%	28%	26%	-	-	-	38%	25%	49%	10%	31%	29%	33%	24%	-	0%	*	*
	Students																					
	CWD	26%	21%	10%	11%	0%	25%	-	-	-	*	7%	*	10%	-	*	12%	8%	-	*	-	-
	CWOD	54%	49%	31%	32%	32%	26%	-	-	-	43%	28%	50%	-	31%	30%	37%	26%	-	*	*	*
	EL	37%	37%	29%	*	30%	11%	-	-	-	-	27%	*	*	30%	29%	31%	26%	-	-	-	-
	Male	50%	44%	33%	42%	29%	24%	-	-	-	33%	27%	67%	12%	37%	31%	33%	-	-	*	*	-
	Female	51%	47%	24%	17%	27%	27%	-	-	-	*	23%	29%	8%	26%	26%	-	24%	-	*	-	*
Science	All	53%	47%	15%	17%	9%	17%	-	-	-	*	12%	33%	0%	18%	9%	19%	11%	-	*	-	-
	Students																					
	CWD	25%	20%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	56%	50%	18%	21%	11%	20%	-	-	-	*	15%	38%	-	18%	10%	22%	13%	-	*	-	-
	EL	26%	25%	9%	-	11%	*	-	-	-	-	0%	*	*	10%	9%	17%	0%	-	-	-	-
	Male	53%	46%	19%	20%	20%	*	-	-	-	*	18%	*	*	22%	17%	19%	-	-	*	-	-
	Female	53%	48%	11%	13%	0%	25%	-	-	-	-	7%	33%	0%	13%	0%	-	11%	-	-	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	12%	12%	11%	10%	-	-	-	26%	9%	32%	3%	13%	9%	14%	10%	-	0%	*	*
	Students																					
	CWD	8%	6%	3%	4%	0%	6%	-	-	-	*	2%	14%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	25%	21%	13%	13%	12%	11%	-	-	-	29%	10%	33%	-	13%	10%	16%	11%	-	0%	*	*
	EL	11%	11%	9%	*	11%	0%	-	-	-	-	8%	*	0%	10%	9%	14%	4%	-	-	-	-
	Male	22%	18%	14%	15%	13%	9%	-	-	-	27%	10%	36%	5%	16%	14%	14%	-	-	0%	*	-
	Female	24%	21%	10%	9%	9%	12%	-	-	-	*	7%	28%	0%	11%	4%	-	10%	-	*	-	*
Reading	All	20%	17%	12%	13%	11%	11%	-	-	-	25%	8%	34%	3%	13%	8%	13%	11%	-	0%	*	*
	Students																					
	CWD	7%	5%	3%	11%	0%	0%	-	-	-	*	4%	*	3%	-	*	6%	0%	-	*	-	-
	CWOD	22%	19%	13%	13%	12%	13%	-	-	-	29%	9%	38%	-	13%	9%	14%	13%	-	*	*	*
	EL	8%	8%	8%	*	10%	0%	-	-	-	-	6%	*	*	9%	8%	12%	4%	-	-	-	-
	Male	17%	14%	13%	16%	11%	10%	-	-	-	17%	10%	28%	6%	14%	12%	13%	-	-	*	*	-
	Female	23%	20%	11%	10%	11%	12%	-	-	-	*	6%	41%	0%	13%	4%	-	11%	-	*	-	*
Mathematics	All	26%	22%	13%	14%	13%	9%	-	-	-	25%	10%	31%	3%	14%	12%	17%	9%	-	0%	*	*
	Students																					
	CWD	11%	6%	3%	0%	0%	13%	-	-	-	*	0%	*	3%	-	*	6%	0%	-	*	-	-
	CWOD	28%	24%	14%	15%	14%	8%	-	-	-	29%	11%	31%	-	14%	13%	18%	10%	-	*	*	*
	EL	16%	16%	12%	*	15%	0%	-	-	-	-	10%	*	*	13%	12%	19%	4%	-	-	-	-
	Male	25%	22%	17%	18%	17%	10%	-	-	-	33%	11%	50%	6%	18%	19%	17%	-	-	*	*	-
	Female	26%	22%	9%	10%	9%	8%	-	-	-	*	8%	12%	0%	10%	4%	-	9%	-	*	-	*
Science	All	24%	20%	9%	7%	5%	17%	-	-	-	*	7%	22%	0%	11%	0%	10%	8%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	26%	22%	11%	8%	5%	20%	-	-	-	*	8%	25%	-	11%	0%	11%	10%	-	*	-	-
	EL	7%	7%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	21%	10%	7%	10%	*	-	-	-	*	11%	*	*	11%	0%	10%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	8%	6%	0%	25%	-	-	-	-	3%	33%	0%	10%	0%	-	8%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	61	60	57	-	-	-	33	58	50	59
CWD	50	50	44	56	-	-	-	-	48	50	*
CWOD	60	62	62	57	-	-	-	33	60	-	57
EL	59	-	69	17	-	-	-	-	58	*	59
Male	54	47	63	56	-	-	-	40	53	50	75
Female	63	74	57	58	-	-	-	*	62	50	35
<b>Mathematics</b>											
All Students	64	67	59	68	-	-	-	58	64	52	56
CWD	52	56	25	75	-	-	-	-	50	52	*
CWOD	66	68	64	66	-	-	-	58	67	-	59
EL	56	-	55	58	-	-	-	-	54	*	56
Male	65	63	68	66	-	-	-	70	62	38	60
Female	62	71	53	70	-	-	-	*	66	67	50

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	Indicates results are masked due to small numbers to protect student confidentiality.												
'-'	Indicates there are no students in the group.												
'^'	Ever EL in grades 9-12												

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.  
(EL: English learner)

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	92	20	22%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	33	33	31	33	-	-	-	45	31	13	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N	N					N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All	99%	100%	99%	99%	-	-	-	100%	99%	100%	97%	99%	99%	99%	99%	-
	Students																
	CWD	97%	100%	93%	100%	-	-	-	*	97%	100%	97%	-	100%	97%	97%	-
	CWOD	99%	99%	100%	99%	-	-	-	100%	99%	100%	-	99%	99%	99%	100%	-
	EL	99%	*	100%	95%	-	-	-	-	99%	*	100%	99%	99%	100%	98%	-
	Male	99%	99%	98%	100%	-	-	-	100%	99%	100%	97%	99%	100%	99%	-	-
	Female	99%	100%	99%	98%	-	-	-	*	99%	100%	97%	100%	98%	-	99%	-
Reading	All	100%	100%	99%	100%	-	-	-	100%	100%	100%	97%	100%	100%	99%	100%	-
	Students																
	CWD	97%	100%	92%	100%	-	-	-	*	96%	*	97%	-	*	94%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	-	-	-	100%	99%	100%	94%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	98%	-	-	-	100%	100%	100%	100%	100%	98%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	*	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	98%	-	-	-	100%	99%	100%	-	100%	98%	100%	99%	-
	EL	98%	*	100%	89%	-	-	-	-	98%	*	*	98%	98%	100%	96%	-
	Male	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	96%	-	-	-	*	99%	100%	100%	99%	96%	-	99%	-
Science	All	96%	97%	91%	100%	-	-	-	*	95%	100%	91%	97%	100%	94%	97%	-
	Students																
	CWD	91%	100%	*	*	-	-	-	-	90%	*	91%	-	*	*	86%	-
	CWOD	97%	96%	95%	100%	-	-	-	*	96%	100%	-	97%	100%	93%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	94%	93%	90%	*	-	-	-	*	93%	*	*	93%	100%	94%	-	-
	Female	97%	100%	92%	100%	-	-	-	-	97%	100%	86%	100%	100%	-	97%	-
Non-Participation Rate																	
All Subjects	All	1%	0%	1%	1%	-	-	-	0%	1%	0%	3%	1%	1%	1%	1%	-
	Students																
	CWD	3%	0%	7%	0%	-	-	-	*	3%	0%	3%	-	0%	3%	3%	-
	CWOD	1%	1%	0%	1%	-	-	-	0%	1%	0%	-	1%	1%	1%	0%	-
	EL	1%	*	0%	5%	-	-	-	-	1%	*	0%	1%	1%	0%	2%	-
	Male	1%	1%	2%	0%	-	-	-	0%	1%	0%	3%	1%	0%	1%	-	-
	Female	1%	0%	1%	2%	-	-	-	*	1%	0%	3%	0%	2%	-	1%	-
Reading	All	0%	0%	1%	0%	-	-	-	0%	0%	0%	3%	0%	0%	1%	0%	-
	Students																
	CWD	3%	0%	8%	0%	-	-	-	*	4%	*	3%	-	*	6%	0%	-
	CWOD	0%	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	-	-	-	0%	1%	0%	6%	0%	0%	1%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	2%	-	-	-	0%	0%	0%	0%	0%	2%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	2%	-	-	-	0%	1%	0%	-	0%	2%	0%	1%	-
	EL	2%	*	0%	11%	-	-	-	-	2%	*	*	2%	2%	0%	4%	-
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	4%	-	-	-	*	1%	0%	0%	1%	4%	-	1%	-
Science	All Students	4%	3%	9%	0%	-	-	-	*	5%	0%	9%	3%	0%	6%	3%	-
	CWD	9%	0%	*	*	-	-	-	-	10%	*	9%	-	*	*	14%	-
	CWOD	3%	4%	5%	0%	-	-	-	*	4%	0%	-	3%	0%	7%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	6%	7%	10%	*	-	-	-	*	7%	*	*	7%	0%	6%	-	-
	Female	3%	0%	8%	0%	-	-	-	-	3%	0%	14%	0%	0%	-	3%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	37	20	8	2	0	2	0	5	2		
	Female	11	5	2	2	0	0	0	2	2		
	Total	48	25	10	4	0	2	0	7	4		
<b>Out-of-School Suspensions</b>												
	Male	18	10	4	4	0	0	0	0	2		
	Female	6	2	0	2	0	0	0	2	0		
	Total	24	12	4	6	0	0	0	2	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	13	8	5	0	0	0	0	0	2		8
	Female	6	2	0	2	0	0	0	2	0		2
	Total	19	10	5	2	0	0	0	2	2		10
Out-of-School Suspensions	Male	8	2	4	2	0	0	0	0	2		7
	Female	6	0	0	2	0	0	0	4	2		2
	Total	14	2	4	4	0	0	0	4	4		9
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	39	14	14	11	0	0	0	0	2	8	5
	Female	43	14	11	11	2	0	0	5	11	2	2
	Total	82	28	25	22	2	0	0	5	13	10	7

Total



	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	26	8	11	5	0	0	0	2	5	2
	Female	39	11	14	8	2	2	0	2	14	0
	Total	65	19	25	13	2	2	0	4	19	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	11.1	31.6%
Teachers Teaching with Emergency or Provisional Credentials	3.3	10.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	5.4%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SOUTH DAVIS EL

**Campus ID:** 220901111

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All	75%	68%	51%	58%	46%	63%	-	*	-	*	51%	50%	25%	55%	41%	50%	52%	-	*	*	*	
	Students																						
	CWD	49%	38%	25%	*	33%	*	-	-	-	-	33%	*	25%	-	*	43%	0%	-	-	*	-	
	CWOD	79%	72%	55%	65%	47%	83%	-	*	-	*	54%	62%	-	55%	42%	51%	59%	-	*	-	*	
	EL	69%	67%	41%	*	39%	-	-	*	-	-	41%	40%	*	42%	41%	40%	42%	-	*	-	*	
	Male	73%	65%	50%	50%	46%	*	-	*	-	*	53%	29%	43%	51%	40%	50%	-	-	-	*	*	
Female	78%	72%	52%	67%	46%	57%	-	*	-	-	49%	67%	0%	59%	42%	-	52%	-	*	-	-		
Mathematics	All	78%	72%	58%	50%	61%	63%	-	*	-	*	58%	63%	33%	62%	54%	70%	46%	-	*	*	*	
	Students																						
	CWD	52%	44%	33%	*	50%	*	-	-	-	-	33%	*	33%	-	*	57%	0%	-	-	*	-	
	CWOD	81%	76%	62%	55%	62%	83%	-	*	-	*	61%	69%	-	62%	56%	72%	51%	-	*	-	*	
	EL	75%	75%	54%	*	53%	-	-	*	-	-	53%	60%	*	56%	54%	77%	25%	-	*	-	*	
	Male	78%	72%	70%	33%	80%	*	-	*	-	*	70%	71%	57%	72%	77%	70%	-	-	-	*	*	
Female	78%	72%	46%	67%	35%	57%	-	*	-	-	43%	56%	0%	51%	25%	-	46%	-	*	-	-		
Grade 4																							
Reading	All	74%	66%	60%	63%	59%	*	*	*	-	-	57%	86%	33%	63%	58%	52%	68%	-	*	*	-	
	Students																						
	CWD	44%	34%	33%	*	*	*	-	-	-	-	40%	*	33%	-	-	*	40%	-	-	*	-	
	CWOD	78%	70%	63%	67%	60%	*	*	*	-	-	59%	100%	-	63%	58%	53%	72%	-	*	*	-	
	EL	64%	64%	58%	*	55%	*	*	*	-	-	54%	*	-	58%	58%	53%	61%	-	-	-	-	
	Male	71%	63%	52%	43%	52%	*	*	-	-	-	46%	*	*	53%	53%	52%	-	-	*	*	-	
Female	77%	70%	68%	78%	64%	*	-	*	-	-	67%	*	40%	72%	61%	-	68%	-	-	*	-		
Mathematics	All	74%	67%	44%	31%	48%	*	*	*	-	-	46%	29%	0%	48%	50%	42%	46%	-	*	*	-	
	Students																						
	CWD	46%	36%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	*	-	
	CWOD	78%	71%	48%	42%	49%	*	*	*	-	-	50%	33%	-	48%	50%	43%	53%	-	*	*	-	
	EL	69%	69%	50%	*	48%	*	*	*	-	-	51%	*	-	50%	50%	47%	52%	-	-	-	-	
	Male	74%	67%	42%	29%	48%	*	*	-	-	-	46%	*	*	43%	47%	42%	-	-	*	*	-	
Female	74%	68%	46%	33%	48%	*	-	*	-	-	45%	*	0%	53%	52%	-	46%	-	-	*	-		
Grade 5																							
Reading	All	86%	82%	80%	93%	77%	86%	-	*	-	-	78%	100%	60%	83%	71%	83%	78%	-	*	-	-	
	Students																						
	CWD	55%	48%	60%	*	50%	*	-	-	-	-	60%	-	60%	-	*	50%	*	-	-	-	-	
	CWOD	89%	86%	83%	93%	79%	*	-	*	-	-	81%	100%	*	83%	76%	89%	76%	-	*	-	-	
	EL	77%	76%	71%	-	71%	-	-	*	-	-	69%	*	*	76%	71%	68%	75%	-	-	-	-	
	Male	83%	78%	83%	100%	78%	80%	-	-	-	-	81%	100%	50%	89%	68%	83%	-	-	*	-	-	
Female	88%	85%	78%	*	76%	*	-	*	-	-	75%	*	*	76%	75%	-	78%	-	-	-	-	-	
Mathematics	All	89%	84%	87%	80%	90%	71%	-	*	-	-	88%	78%	73%	89%	86%	87%	88%	-	*	-	-	
	Students																						
	CWD	68%	61%	73%	*	71%	*	-	-	-	-	73%	-	73%	-	60%	67%	*	-	-	-	-	
	CWOD	92%	87%	89%	79%	92%	*	-	*	-	-	90%	78%	-	89%	89%	91%	87%	-	*	-	-	
	EL	85%	82%	86%	-	86%	-	-	*	-	-	89%	*	60%	89%	86%	88%	83%	-	-	-	-	
	Male	88%	83%	87%	73%	92%	80%	-	-	-	-	85%	100%	67%	91%	88%	87%	-	-	*	-	-	
Female	90%	85%	88%	*	88%	*	-	*	-	-	92%	*	*	87%	83%	-	88%	-	-	-	-	-	
Science	All	74%	65%	66%	60%	66%	71%	-	*	-	-	67%	56%	36%	70%	62%	72%	58%	-	*	-	-	
	Students																						
CWD	45%	43%	36%	*	29%	*	-	-	-	-	-	36%	-	36%	-	20%	44%	*	-	-	-	-	



		2018-19 Federal Report Card																					
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military	
					Amer			Ind		Isl	Races	Disadv	Econ								Care		
Grade 6	CWOD	77%	68%	70%	64%	70%	*	-	*	-	-	71%	56%	-	70%	67%	77%	61%	-	*	-	-	
	EL	60%	55%	62%	-	61%	-	-	*	-	-	63%	*	20%	67%	62%	73%	50%	-	-	-	-	
	Male	74%	65%	72%	55%	76%	80%	-	-	-	-	73%	60%	44%	77%	73%	72%	-	-	*	-	-	
	Female	73%	64%	58%	*	55%	*	-	*	-	-	58%	*	*	61%	50%	-	58%	-	-	-	-	
	All	67%	68%	59%	76%	49%	60%	*	-	-	*	61%	40%	15%	67%	39%	52%	66%	-	-	-	*	
	Students																						
	CWD	33%	32%	15%	*	18%	-	-	-	-	-	15%	-	15%	-	29%	20%	*	-	-	-	-	
	CWOD	71%	72%	67%	84%	57%	60%	*	-	-	*	71%	40%	-	67%	42%	62%	71%	-	-	-	*	
	EL	42%	49%	39%	*	39%	*	-	-	-	-	44%	*	29%	42%	39%	41%	38%	-	-	-	-	
	Male	62%	64%	52%	69%	46%	*	*	-	-	-	56%	20%	20%	62%	41%	52%	-	-	-	-	-	
	Female	71%	72%	66%	88%	52%	*	-	-	-	*	67%	60%	*	71%	38%	-	66%	-	-	-	*	
	Mathematics	All	80%	82%	72%	86%	64%	80%	*	-	-	*	72%	70%	15%	83%	61%	64%	82%	-	-	-	*
		Students																					
	CWD	50%	47%	15%	*	18%	-	-	-	-	-	15%	-	15%	-	29%	20%	*	-	-	-	-	
	CWOD	83%	86%	83%	95%	76%	80%	*	-	-	*	85%	70%	-	83%	68%	76%	89%	-	-	-	*	
	EL	67%	77%	61%	*	61%	*	-	-	-	-	62%	*	29%	68%	61%	50%	75%	-	-	-	-	
	Male	78%	80%	64%	85%	54%	*	*	-	-	-	64%	60%	20%	76%	50%	64%	-	-	-	-	-	
	Female	81%	84%	82%	88%	76%	*	-	-	-	*	82%	80%	*	89%	75%	-	82%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3	Reading																						
	All	44%	37%	22%	21%	18%	38%	-	*	-	*	23%	19%	0%	25%	15%	22%	22%	-	*	*	*	
	Students																						
	CWD	26%	19%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	*	-	
	CWOD	46%	39%	25%	25%	20%	50%	-	*	-	*	25%	23%	-	25%	16%	26%	24%	-	*	-	*	
	EL	35%	34%	15%	*	14%	-	-	*	-	-	16%	0%	*	16%	15%	17%	13%	-	*	-	*	
	Male	41%	34%	22%	17%	17%	*	-	*	-	*	23%	14%	0%	26%	17%	22%	-	-	-	*	*	
	Female	47%	39%	22%	25%	19%	29%	-	*	-	-	22%	22%	0%	24%	13%	-	22%	-	*	-	-	
Mathematics	All	48%	39%	24%	13%	28%	25%	-	*	-	*	26%	13%	8%	26%	22%	28%	20%	-	*	*	*	
	Students																						
	CWD	30%	21%	8%	*	17%	*	-	-	-	-	11%	*	8%	-	*	14%	0%	-	-	*	-	
	CWOD	50%	42%	26%	15%	29%	33%	-	*	-	*	28%	15%	-	26%	24%	30%	22%	-	*	-	*	
	EL	41%	41%	22%	*	22%	-	-	*	-	-	24%	0%	*	24%	22%	30%	13%	-	*	-	*	
	Male	49%	41%	28%	0%	34%	*	-	*	-	*	30%	14%	14%	30%	30%	28%	-	-	-	*	*	
	Female	46%	38%	20%	25%	19%	14%	-	*	-	-	22%	11%	0%	22%	13%	-	20%	-	*	-	-	
Grade 4	Reading																						
	All	43%	35%	19%	25%	17%	*	*	*	-	-	16%	43%	0%	21%	16%	16%	22%	-	*	*	-	
	Students																						
	CWD	24%	16%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	*	-	
	CWOD	46%	38%	21%	33%	18%	*	*	*	-	-	18%	50%	-	21%	16%	17%	25%	-	*	*	-	
	EL	30%	30%	16%	*	15%	*	*	*	-	-	17%	*	-	16%	16%	7%	22%	-	-	-	-	
	Male	41%	33%	16%	29%	14%	*	*	-	-	-	11%	*	*	17%	7%	16%	-	-	*	*	-	
	Female	46%	38%	22%	22%	20%	*	-	*	-	-	21%	*	0%	25%	22%	-	22%	-	-	*	-	
Mathematics	All	46%	39%	19%	25%	17%	*	*	*	-	-	20%	14%	0%	21%	13%	23%	16%	-	*	*	-	
	Students																						
	CWD	27%	21%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	*	-	
	CWOD	49%	41%	21%	33%	18%	*	*	*	-	-	21%	17%	-	21%	13%	23%	19%	-	*	*	-	
	EL	39%	39%	13%	*	15%	*	*	*	-	-	14%	*	-	13%	13%	13%	13%	-	-	-	-	
	Male	48%	40%	23%	29%	19%	*	*	-	-	-	25%	*	*	23%	13%	23%	-	-	*	*	-	
	Female																						

		State	District	Campus	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
Female		45%	38%	16%	22%	16%	*	-	*	-	-	15%	*	0%	19%	13%	-	16%	-	-	*	-
Grade 5 Reading	All	53%	46%	41%	40%	39%	57%	-	*	-	-	42%	33%	20%	44%	33%	42%	40%	-	*	-	-
	Students																					
	CWD	27%	23%	20%	*	17%	*	-	-	-	-	20%	-	20%	-	*	25%	*	-	-	-	-
	CWOD	56%	49%	44%	43%	41%	*	-	*	-	-	45%	33%	-	44%	36%	45%	42%	-	*	-	-
	EL	36%	35%	33%	-	31%	-	-	*	-	-	33%	*	*	36%	33%	36%	29%	-	-	-	-
	Male	50%	42%	42%	27%	44%	60%	-	-	-	-	45%	20%	25%	45%	36%	42%	-	-	*	-	-
	Female	56%	51%	40%	*	33%	*	-	*	-	-	39%	*	*	42%	29%	-	40%	-	-	-	-
Mathematics	All	57%	47%	35%	27%	37%	29%	-	*	-	-	38%	11%	0%	40%	34%	42%	28%	-	*	-	-
	Students																					
	CWD	31%	28%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	60%	49%	40%	29%	41%	*	-	*	-	-	44%	11%	-	40%	38%	50%	29%	-	*	-	-
	EL	46%	41%	34%	-	33%	-	-	*	-	-	35%	*	0%	38%	34%	46%	21%	-	-	-	-
	Male	56%	47%	42%	27%	49%	20%	-	-	-	-	44%	20%	0%	50%	46%	42%	-	-	*	-	-
	Female	57%	47%	28%	*	24%	*	-	*	-	-	31%	*	*	29%	21%	-	28%	-	-	-	-
Science	All	48%	38%	39%	40%	34%	71%	-	*	-	-	39%	33%	18%	41%	32%	45%	30%	-	*	-	-
	Students																					
	CWD	27%	27%	18%	*	0%	*	-	-	-	-	18%	-	18%	-	0%	22%	*	-	-	-	-
	CWOD	50%	39%	41%	43%	38%	*	-	*	-	-	42%	33%	-	41%	36%	50%	32%	-	*	-	-
	EL	31%	26%	32%	-	31%	-	-	*	-	-	33%	*	0%	36%	32%	38%	25%	-	-	-	-
	Male	50%	40%	45%	36%	43%	80%	-	-	-	-	46%	40%	22%	50%	38%	45%	-	-	*	-	-
	Female	45%	37%	30%	*	24%	*	-	*	-	-	31%	*	*	32%	25%	-	30%	-	-	-	-
Grade 6 Reading	All	36%	37%	17%	24%	11%	40%	*	-	-	*	17%	20%	0%	20%	3%	9%	26%	-	-	-	*
	Students																					
	CWD	19%	17%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	38%	40%	20%	26%	14%	40%	*	-	-	*	20%	20%	-	20%	3%	12%	29%	-	-	-	*
	EL	14%	17%	3%	*	3%	*	-	-	-	-	3%	*	0%	3%	3%	5%	0%	-	-	-	-
	Male	33%	33%	9%	8%	11%	*	*	-	-	-	10%	0%	0%	12%	5%	9%	-	-	-	-	-
	Female	40%	42%	26%	50%	12%	*	-	-	-	*	24%	40%	*	29%	0%	-	26%	-	-	-	*
Mathematics	All	46%	49%	29%	33%	25%	60%	*	-	-	*	32%	10%	0%	35%	21%	25%	34%	-	-	-	*
	Students																					
	CWD	23%	21%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	48%	52%	35%	37%	31%	60%	*	-	-	*	39%	10%	-	35%	26%	32%	37%	-	-	-	*
	EL	27%	35%	21%	*	22%	*	-	-	-	-	24%	*	0%	26%	21%	18%	25%	-	-	-	-
	Male	45%	48%	25%	23%	25%	*	*	-	-	-	28%	0%	0%	32%	18%	25%	-	-	-	-	-
	Female	46%	50%	34%	50%	24%	*	-	-	-	*	36%	20%	*	37%	25%	-	34%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	10%	0%	8%	38%	-	*	-	*	10%	13%	0%	12%	6%	10%	11%	-	*	*	*
	Students																					
	CWD	10%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	*	-
	CWOD	29%	23%	12%	0%	9%	50%	-	*	-	*	11%	15%	-	12%	6%	12%	12%	-	*	-	*
	EL	19%	20%	6%	*	6%	-	-	*	-	-	6%	0%	*	6%	6%	3%	8%	-	*	-	*
	Male	24%	19%	10%	0%	6%	*	-	*	-	*	9%	14%	0%	12%	3%	10%	-	-	-	*	*
	Female	29%	24%	11%	0%	12%	29%	-	*	-	-	11%	11%	0%	12%	8%	-	11%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	9%	Amer	11%	0%	-	*	-	* Races	11%	0%	0%	11%	7%	8%	11%	-	*	*	*
Mathematics	All	24%	18%	9%	4%	11%	0%	-	*	-	*	11%	0%	0%	11%	7%	8%	11%	-	*	*	*
	Students																					
	CWD	12%	8%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	*	-
	CWOD	25%	19%	11%	5%	13%	0%	-	*	-	*	13%	0%	-	11%	8%	9%	12%	-	*	-	*
	EL	18%	20%	7%	*	8%	-	-	*	-	-	8%	0%	*	8%	7%	7%	8%	-	*	-	*
	Male	26%	20%	8%	0%	9%	*	-	*	-	*	9%	0%	0%	9%	7%	8%	-	-	-	*	*
	Female	22%	16%	11%	8%	15%	0%	-	*	-	-	14%	0%	0%	12%	8%	-	11%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	7%	19%	2%	*	*	*	-	-	7%	14%	0%	8%	5%	6%	8%	-	*	*	-
	Students																					
	CWD	8%	4%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	*	-
	CWOD	23%	18%	8%	25%	2%	*	*	*	-	-	7%	17%	-	8%	5%	7%	9%	-	*	*	-
	EL	12%	13%	5%	*	3%	*	*	*	-	-	6%	*	-	5%	5%	7%	4%	-	-	-	-
	Male	20%	15%	6%	14%	5%	*	*	-	-	-	7%	*	*	7%	7%	6%	-	-	*	*	-
	Female	23%	18%	8%	22%	0%	*	-	*	-	-	6%	*	0%	9%	4%	-	8%	-	-	*	-
Mathematics																						
	All	27%	22%	7%	13%	7%	*	*	*	-	-	7%	14%	0%	8%	8%	3%	11%	-	*	*	-
	Students																					
	CWD	13%	7%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	*	-
	CWOD	29%	23%	8%	17%	7%	*	*	*	-	-	7%	17%	-	8%	8%	3%	13%	-	*	*	-
	EL	20%	22%	8%	*	9%	*	*	*	-	-	9%	*	-	8%	8%	7%	9%	-	-	-	-
	Male	29%	23%	3%	0%	5%	*	*	-	-	-	4%	*	*	3%	7%	3%	-	-	*	*	-
	Female	25%	20%	11%	22%	8%	*	-	*	-	-	9%	*	0%	13%	9%	-	11%	-	-	*	-
Grade 5																						
Reading	All	29%	24%	21%	27%	17%	29%	-	*	-	-	20%	22%	0%	23%	14%	19%	23%	-	*	-	-
	Students																					
	CWD	9%	8%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	26%	23%	29%	19%	*	-	*	-	-	23%	22%	-	23%	16%	23%	24%	-	*	-	-
	EL	14%	13%	14%	-	13%	-	-	*	-	-	13%	*	*	16%	14%	20%	8%	-	-	-	-
	Male	26%	21%	19%	18%	19%	20%	-	-	-	-	19%	20%	0%	23%	20%	19%	-	-	*	-	-
	Female	31%	27%	23%	*	15%	*	-	*	-	-	22%	*	*	24%	8%	-	23%	-	-	-	-
Mathematics																						
	All	36%	27%	20%	27%	19%	14%	-	*	-	-	21%	11%	0%	23%	22%	23%	18%	-	*	-	-
	Students																					
	CWD	14%	12%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	38%	28%	23%	29%	21%	*	-	*	-	-	25%	11%	-	23%	24%	27%	18%	-	*	-	-
	EL	24%	20%	22%	-	20%	-	-	*	-	-	22%	*	0%	24%	22%	27%	17%	-	-	-	-
	Male	36%	28%	23%	27%	24%	0%	-	-	-	-	23%	20%	0%	27%	27%	23%	-	-	*	-	-
	Female	35%	26%	18%	*	12%	*	-	*	-	-	19%	*	*	18%	17%	-	18%	-	-	-	-
Science																						
Reading	All	23%	17%	13%	20%	10%	29%	-	*	-	-	12%	22%	9%	13%	6%	19%	5%	-	*	-	-
	Students																					
	CWD	11%	9%	9%	*	0%	*	-	-	-	-	9%	-	9%	-	0%	11%	*	-	-	-	-
	CWOD	25%	18%	13%	21%	11%	*	-	*	-	-	12%	22%	-	13%	7%	20%	5%	-	*	-	-
	EL	11%	9%	6%	-	6%	-	-	*	-	-	4%	*	0%	7%	6%	12%	0%	-	-	-	-
	Male	25%	19%	19%	18%	16%	40%	-	-	-	-	19%	20%	11%	20%	12%	19%	-	-	*	-	-
	Female	21%	15%	5%	*	3%	*	-	*	-	-	3%	*	*	5%	0%	-	5%	-	-	-	-
Grade 6																						
Reading	All	17%	18%	6%	0%	4%	40%	*	-	-	*	6%	10%	0%	7%	0%	2%	11%	-	-	-	*
	Students																					
	CWD	6%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	19%	7%	0%	5%	40%	*	-	-	*	7%	10%	-	7%	0%	3%	11%	-	-	-	*
	EL	4%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	14%	15%	2%	0%	4%	*	*	-	-	-	3%	0%	0%	3%	0%	2%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	11%	0%	4%	*	-	-	-	*	9%	20%	*	11%	0%	-	11%	-	-	-	*
Mathematics	All	20%	24%	6%	10%	2%	20%	*	-	-	*	7%	0%	0%	7%	3%	2%	11%	-	-	-	*
	Students																					
	CWD	9%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	26%	7%	11%	2%	20%	*	-	-	*	8%	0%	-	7%	3%	3%	11%	-	-	-	*
	EL	8%	12%	3%	*	3%	*	-	-	-	-	3%	*	0%	3%	3%	0%	6%	-	-	-	-
	Male	20%	24%	2%	8%	0%	*	*	-	-	-	3%	0%	0%	3%	0%	2%	-	-	-	-	-
	Female	20%	23%	11%	13%	4%	*	-	-	-	*	12%	0%	*	11%	6%	-	11%	-	-	-	*

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	65%	66%	64%	66%	*	82%	-	100%	65%	62%	33%	69%	58%	65%	64%	-	45%	33%	*
	Students																					
	CWD	46%	38%	33%	26%	34%	40%	-	-	-	-	35%	13%	33%	-	31%	40%	19%	-	-	*	-
	CWOD	81%	77%	69%	72%	67%	76%	*	82%	-	100%	70%	67%	-	69%	61%	70%	68%	-	45%	*	*
	EL	62%	63%	58%	100%	58%	*	*	78%	-	-	59%	53%	31%	61%	58%	61%	56%	-	*	-	*
	Male	74%	70%	65%	62%	66%	68%	*	*	-	*	66%	60%	40%	70%	61%	65%	-	-	40%	*	*
	Female	80%	76%	64%	71%	61%	64%	-	78%	-	*	64%	65%	19%	68%	56%	-	64%	-	50%	*	*
Reading	All	73%	69%	63%	71%	59%	65%	*	80%	-	*	63%	64%	32%	67%	53%	60%	65%	-	60%	*	*
	Students																					
	CWD	39%	30%	32%	36%	29%	33%	-	-	-	-	35%	*	32%	-	27%	35%	27%	-	-	*	-
	CWOD	78%	73%	67%	77%	62%	76%	*	80%	-	*	66%	71%	-	67%	55%	65%	69%	-	60%	*	*
	EL	54%	55%	53%	*	51%	*	*	*	-	-	52%	56%	27%	55%	53%	50%	55%	-	*	-	*
	Male	69%	64%	60%	67%	57%	60%	*	*	-	*	61%	55%	35%	65%	50%	60%	-	-	*	*	*
	Female	78%	74%	65%	76%	61%	69%	-	*	-	*	64%	73%	27%	69%	55%	-	65%	-	*	*	*
Mathematics	All	81%	77%	67%	62%	68%	65%	*	80%	-	*	67%	62%	33%	71%	63%	69%	65%	-	40%	*	*
	Students																					
	CWD	53%	44%	33%	18%	40%	33%	-	-	-	-	34%	*	33%	-	38%	44%	13%	-	-	*	-
	CWOD	84%	81%	71%	69%	71%	76%	*	80%	-	*	72%	66%	-	71%	66%	73%	70%	-	40%	*	*
	EL	72%	74%	63%	*	63%	*	*	*	-	-	65%	50%	38%	66%	63%	69%	57%	-	*	-	*
	Male	79%	75%	69%	58%	72%	70%	*	*	-	*	69%	65%	44%	73%	69%	69%	-	-	*	*	*
	Female	82%	79%	65%	67%	63%	62%	-	*	-	*	65%	59%	13%	70%	57%	-	65%	-	*	*	*
Science	All	80%	75%	66%	60%	66%	71%	-	*	-	-	67%	56%	36%	70%	62%	72%	58%	-	*	-	-
	Students																					
	CWD	51%	44%	36%	*	29%	*	-	-	-	-	36%	-	36%	-	20%	44%	*	-	-	-	-
	CWOD	84%	79%	70%	64%	70%	*	-	*	-	-	71%	56%	-	70%	67%	77%	61%	-	*	-	-
	EL	61%	60%	62%	-	61%	-	-	*	-	-	63%	*	20%	67%	62%	73%	50%	-	-	-	-
	Male	79%	74%	72%	55%	76%	80%	-	-	-	-	73%	60%	44%	77%	73%	72%	-	-	*	-	-
	Female	81%	77%	58%	*	55%	*	-	*	-	-	58%	*	*	61%	50%	-	58%	-	-	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	28%	26%	26%	42%	*	55%	-	50%	29%	20%	5%	31%	22%	29%	26%	-	18%	0%	*
	Students																					
	CWD	24%	18%	5%	0%	4%	20%	-	-	-	-	6%	0%	5%	-	0%	8%	0%	-	-	*	-
	CWOD	52%	47%	31%	31%	29%	50%	*	55%	-	50%	32%	22%	-	31%	24%	33%	29%	-	18%	*	*
	EL	29%	29%	22%	25%	22%	*	*	44%	-	-	23%	8%	0%	24%	22%	25%	18%	-	*	-	*
	Male	47%	41%	29%	21%	31%	48%	*	*	-	*	31%	18%	8%	33%	25%	29%	-	-	0%	*	*
	Female	52%	47%	26%	34%	22%	36%	-	44%	-	*	27%	23%	0%	29%	18%	-	26%	-	33%	*	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	25%	Amer	23%	39%	Ind	60%	Isl	Races	Disadv	Econ	5%	28%	17%	24%	27%	-	20%	*	*
Reading	All	47%	42%	25%	26%	23%	39%	*	60%	-	*	25%	26%	5%	28%	17%	24%	27%	-	20%	*	*
	Students																					
	CWD	21%	15%	5%	0%	4%	17%	-	-	-	-	5%	*	5%	-	0%	8%	0%	-	-	*	-
	CWOD	50%	45%	28%	31%	25%	47%	*	60%	-	*	28%	29%	-	28%	19%	26%	30%	-	20%	*	*
	EL	23%	24%	17%	*	17%	*	*	*	-	-	18%	6%	0%	19%	17%	17%	17%	-	*	-	*
	Male	43%	37%	24%	19%	23%	40%	*	*	-	*	24%	20%	8%	26%	17%	24%	-	-	*	*	*
	Female	51%	47%	27%	36%	22%	38%	-	*	-	*	27%	32%	0%	30%	17%	-	27%	-	*	*	*
Mathematics	All	51%	45%	27%	24%	28%	35%	*	40%	-	*	30%	12%	2%	31%	23%	30%	24%	-	20%	*	*
	Students																					
	CWD	26%	21%	2%	0%	4%	0%	-	-	-	-	3%	*	2%	-	0%	4%	0%	-	-	*	-
	CWOD	54%	49%	31%	28%	31%	47%	*	40%	-	*	34%	13%	-	31%	26%	35%	27%	-	20%	*	*
	EL	37%	37%	23%	*	24%	*	*	*	-	-	25%	6%	0%	26%	23%	29%	17%	-	*	-	*
	Male	50%	44%	30%	19%	34%	40%	*	*	-	*	33%	10%	4%	35%	29%	30%	-	-	*	*	*
	Female	51%	47%	24%	30%	21%	31%	-	*	-	*	26%	14%	0%	27%	17%	-	24%	-	*	*	*
Science	All	53%	47%	39%	40%	34%	71%	-	*	-	-	39%	33%	18%	41%	32%	45%	30%	-	*	-	-
	Students																					
	CWD	25%	20%	18%	*	0%	*	-	-	-	-	18%	-	18%	-	0%	22%	*	-	-	-	-
	CWOD	56%	50%	41%	43%	38%	*	-	*	-	-	42%	33%	-	41%	36%	50%	32%	-	*	-	-
	EL	26%	25%	32%	-	31%	-	-	*	-	-	33%	*	0%	36%	32%	38%	25%	-	-	-	-
	Male	53%	46%	45%	36%	43%	80%	-	-	-	-	46%	40%	22%	50%	38%	45%	-	-	*	-	-
	Female	53%	48%	30%	*	24%	*	-	*	-	-	31%	*	*	32%	25%	-	30%	-	-	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	12%	11%	10%	21%	*	45%	-	50%	12%	11%	1%	13%	8%	11%	12%	-	18%	0%	*
	Students																					
	CWD	8%	6%	1%	0%	0%	7%	-	-	-	-	1%	0%	1%	-	0%	2%	0%	-	-	*	-
	CWOD	25%	21%	13%	13%	11%	26%	*	45%	-	50%	13%	12%	-	13%	9%	13%	13%	-	18%	*	*
	EL	11%	11%	8%	0%	8%	*	*	33%	-	-	8%	8%	0%	9%	8%	9%	7%	-	*	-	*
	Male	22%	18%	11%	9%	11%	16%	*	*	-	*	12%	9%	2%	13%	9%	11%	-	-	0%	*	*
	Female	24%	21%	12%	14%	8%	25%	-	33%	-	*	12%	13%	0%	13%	7%	-	12%	-	33%	*	*
Reading	All	20%	17%	12%	9%	9%	30%	*	60%	-	*	11%	14%	0%	13%	7%	10%	13%	-	20%	*	*
	Students																					
	CWD	7%	5%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	*	-
	CWOD	22%	19%	13%	11%	10%	41%	*	60%	-	*	13%	16%	-	13%	7%	12%	14%	-	20%	*	*
	EL	8%	8%	7%	*	6%	*	*	*	-	-	7%	6%	0%	7%	7%	8%	6%	-	*	-	*
	Male	17%	14%	10%	7%	9%	20%	*	*	-	*	10%	10%	0%	12%	8%	10%	-	-	*	*	*
	Female	23%	20%	13%	12%	8%	38%	-	*	-	*	12%	18%	0%	14%	6%	-	13%	-	*	*	*
Mathematics	All	26%	22%	11%	12%	10%	9%	*	40%	-	*	12%	5%	0%	13%	11%	10%	12%	-	20%	*	*
	Students																					
	CWD	11%	6%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	*	-
	CWOD	28%	24%	13%	14%	12%	12%	*	40%	-	*	14%	5%	-	13%	12%	12%	14%	-	20%	*	*
	EL	16%	16%	11%	*	11%	*	*	*	-	-	11%	6%	0%	12%	11%	11%	10%	-	*	-	*
	Male	25%	22%	10%	9%	11%	0%	*	*	-	*	11%	5%	0%	12%	11%	10%	-	-	*	*	*
	Female	26%	22%	12%	15%	10%	15%	-	*	-	*	14%	5%	0%	14%	10%	-	12%	-	*	*	*
Science	All	24%	20%	13%	20%	10%	29%	-	*	-	-	12%	22%	9%	13%	6%	19%	5%	-	*	-	-
	Students																					
	CWD	8%	5%	9%	*	0%	*	-	-	-	-	9%	-	9%	-	0%	11%	*	-	-	-	-
	CWOD	26%	22%	13%	21%	11%	*	-	*	-	-	12%	22%	-	13%	7%	20%	5%	-	*	-	-
	EL	7%	7%	6%	-	6%	-	-	*	-	-	4%	*	0%	7%	6%	12%	0%	-	-	-	-
	Male	25%	21%	19%	18%	16%	40%	-	-	-	-	19%	20%	11%	20%	12%	19%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	5%	*	3%	*	-	*	-	-	3%	*	*	5%	0%	-	5%	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	56	57	54	50	*	*	-	*	56	56	54
CWD	56	57	56	*	-	-	-	-	58	56	67
CWOD	56	57	54	50	*	*	-	*	55	-	53
EL	54	*	53	*	*	*	-	-	53	67	54
Male	60	56	60	56	*	-	-	-	61	59	58
Female	51	59	49	*	-	*	-	*	50	50	51
<b>Mathematics</b>											
All Students	63	74	60	73	*	*	-	*	63	66	53
CWD	66	71	58	*	-	-	-	-	64	66	59
CWOD	63	75	60	64	*	*	-	*	62	-	53
EL	53	*	55	*	*	*	-	-	53	59	53
Male	66	73	63	69	*	-	-	-	66	63	58
Female	60	76	56	*	-	*	-	*	59	70	48

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	286	30	10%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	34	33	43	*	61	-	67	35	13	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)



			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
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%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	*	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%	-	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%	100%	100%	-
	Male	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%	-
	EL	100%	*	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%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	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%	-	-
	Female	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	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%	-	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%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	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%	-
	EL	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%	-
Science	All Students	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%	-
	EL	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%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	51	8	32	5	2	0	2	2	20		
	Female	7	2	5	0	0	0	0	0	2		
	Total	58	10	37	5	2	0	2	2	22		
<b>Out-of-School Suspensions</b>												
	Male	25	4	13	4	2	0	2	0	13		
	Female	6	2	4	0	0	0	0	0	0		
	Total	31	6	17	4	2	0	2	0	13		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	36	8	20	2	2	2	0	2	23	0
	Female	40	11	23	2	0	2	0	2	23	2
	Total	76	19	43	4	2	4	0	4	46	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	13.5%
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 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%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.



# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SPEER EL

**Campus ID:** 220901112

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	68%	45%	69%	*	-	-	-	*	67%	73%	20%	70%	74%	66%	69%	-	60%	-	*
	CWD	49%	38%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	*	-	-
	CWOD	79%	72%	70%	45%	71%	*	-	-	-	*	70%	73%	-	70%	76%	70%	70%	-	*	-	*
	EL	69%	67%	74%	-	74%	*	-	-	-	-	72%	100%	*	76%	74%	70%	79%	-	*	-	*
	Male	73%	65%	66%	*	65%	*	-	-	-	*	63%	86%	*	70%	70%	66%	-	-	*	-	*
	Female	78%	72%	69%	43%	73%	*	-	-	-	-	71%	*	*	70%	79%	-	69%	-	*	-	*
	Mathematics	All Students	78%	72%	70%	64%	69%	*	-	-	-	*	68%	82%	40%	71%	73%	71%	67%	-	60%	-
CWD	52%	44%	40%	-	40%	-	-	-	-	-	40%	-	40%	-	*	*	*	-	*	-	-	
CWOD	81%	76%	71%	64%	70%	*	-	-	-	*	70%	82%	-	71%	73%	74%	68%	-	*	-	*	
EL	75%	75%	73%	-	72%	*	-	-	-	-	72%	80%	*	73%	73%	70%	76%	-	*	-	*	
Male	78%	72%	71%	*	69%	*	-	-	-	*	67%	100%	*	74%	70%	71%	-	-	-	*	-	*
Female	78%	72%	67%	57%	68%	*	-	-	-	-	69%	*	*	68%	76%	-	67%	-	-	*	-	*
Grade 4 Reading	All Students	74%	66%	57%	42%	62%	71%	*	-	-	*	58%	55%	0%	61%	58%	55%	60%	-	*	-	*
	CWD	44%	34%	0%	*	*	-	*	-	-	*	0%	-	0%	-	*	*	*	-	-	-	*
	CWOD	78%	70%	61%	47%	64%	71%	-	-	-	*	62%	55%	-	61%	58%	58%	63%	-	*	-	*
	EL	64%	64%	58%	-	58%	*	-	-	-	-	57%	*	*	58%	58%	58%	58%	-	*	-	-
	Male	71%	63%	55%	50%	61%	*	-	-	-	*	56%	50%	*	58%	58%	55%	-	-	*	-	*
	Female	77%	70%	60%	29%	64%	80%	*	-	-	-	60%	60%	*	63%	58%	-	60%	-	*	-	*
	Mathematics	All Students	74%	67%	51%	26%	60%	43%	*	-	-	*	53%	36%	17%	53%	56%	46%	56%	-	*	-
CWD	46%	36%	17%	*	*	-	*	-	-	*	17%	-	17%	-	*	*	*	-	-	-	*	
CWOD	78%	71%	53%	29%	61%	43%	-	-	-	*	55%	36%	-	53%	57%	47%	59%	-	*	-	*	
EL	69%	69%	56%	-	58%	*	-	-	-	-	55%	*	*	57%	56%	52%	61%	-	*	-	-	
Male	74%	67%	46%	25%	55%	*	-	-	-	*	48%	33%	*	47%	52%	46%	-	-	-	*	-	*
Female	74%	68%	56%	29%	64%	40%	*	-	-	-	57%	40%	*	59%	61%	-	56%	-	-	*	-	*
Grade 5 Reading	All Students	86%	82%	64%	68%	63%	*	*	*	*	*	67%	47%	14%	67%	61%	67%	61%	-	78%	-	-
	CWD	55%	48%	14%	*	20%	-	-	-	-	-	0%	*	14%	-	*	*	*	-	*	-	-
	CWOD	89%	86%	67%	76%	65%	*	*	*	*	*	71%	43%	-	67%	63%	71%	64%	-	88%	-	-
	EL	77%	76%	61%	-	61%	*	-	*	-	-	63%	43%	*	63%	61%	62%	59%	-	*	-	-
	Male	83%	78%	67%	71%	65%	*	-	*	-	*	67%	67%	*	71%	62%	67%	-	-	*	-	-
	Female	88%	85%	61%	67%	61%	*	*	-	*	*	66%	33%	*	64%	59%	-	61%	-	83%	-	-
	Mathematics	All Students	89%	84%	63%	53%	63%	*	*	*	*	*	65%	47%	14%	66%	65%	69%	57%	-	67%	-
CWD	68%	61%	14%	*	20%	-	-	-	-	-	0%	*	14%	-	*	*	*	-	*	-	-	
CWOD	92%	87%	66%	59%	66%	*	*	*	*	*	69%	43%	-	66%	68%	73%	59%	-	75%	-	-	
EL	85%	82%	65%	-	63%	*	-	*	-	-	66%	57%	*	68%	65%	70%	60%	-	*	-	-	
Male	88%	83%	69%	57%	65%	*	-	*	-	*	67%	83%	*	73%	70%	69%	-	-	-	*	-	-
Female	90%	85%	57%	50%	62%	*	*	-	*	*	63%	22%	*	59%	60%	-	57%	-	-	50%	-	-
Science	All Students	74%	65%	37%	39%	36%	*	*	*	*	*	38%	27%	14%	39%	28%	35%	39%	-	33%	-	-
	CWD	45%	43%	14%	*	20%	-	-	-	-	-	0%	*	14%	-	*	*	*	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	More	Disadv	Econ								Care	
	CWOD	77%	68%	<b>39%</b>	41%	37%	*	*	*	*	*	41%	21%	-	39%	29%	37%	40%	-	38%	-	-
	EL	60%	55%	<b>28%</b>	-	30%	*	-	*	-	-	30%	14%	*	29%	28%	24%	32%	-	*	-	-
	Male	74%	65%	<b>35%</b>	29%	33%	*	-	*	-	*	35%	33%	*	37%	24%	35%	-	-	*	-	-
	Female	73%	64%	<b>39%</b>	42%	39%	*	*	-	*	*	42%	22%	*	40%	32%	-	39%	-	33%	-	-
Grade 6	Reading																					
	All	67%	68%	<b>53%</b>	50%	52%	80%	-	*	-	-	52%	60%	*	54%	30%	41%	64%	-	*	-	-
	Students																					
	CWOD	33%	32%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	*	-	-
	CWOD	71%	72%	<b>54%</b>	56%	53%	80%	-	*	-	-	53%	60%	-	54%	30%	43%	64%	-	*	-	-
	EL	42%	49%	<b>30%</b>	-	29%	*	-	*	-	-	27%	*	*	30%	30%	22%	35%	-	-	-	-
	Male	62%	64%	<b>41%</b>	17%	46%	*	-	*	-	-	44%	20%	*	43%	22%	41%	-	-	*	-	-
	Female	71%	72%	<b>64%</b>	*	58%	*	-	-	-	-	60%	100%	-	64%	35%	-	64%	-	*	-	-
Mathematics	All	80%	82%	<b>75%</b>	60%	75%	100%	-	*	-	-	74%	80%	*	75%	66%	68%	81%	-	*	-	-
	Students																					
	CWOD	50%	47%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	*	-	-
	CWOD	83%	86%	<b>75%</b>	67%	74%	100%	-	*	-	-	75%	80%	-	75%	65%	69%	81%	-	*	-	-
	EL	67%	77%	<b>66%</b>	-	64%	*	-	*	-	-	63%	*	*	65%	66%	61%	69%	-	-	-	-
	Male	78%	80%	<b>68%</b>	33%	71%	*	-	*	-	-	69%	60%	*	69%	61%	68%	-	-	*	-	-
	Female	81%	84%	<b>81%</b>	*	78%	*	-	-	-	-	79%	100%	-	81%	69%	-	81%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All	44%	37%	<b>35%</b>	36%	35%	*	-	-	-	*	33%	55%	20%	36%	39%	32%	39%	-	20%	-	*
	Students																					
	CWOD	26%	19%	<b>20%</b>	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	*	-	-
	CWOD	46%	39%	<b>36%</b>	36%	36%	*	-	-	-	*	34%	55%	-	36%	39%	34%	38%	-	*	-	*
	EL	35%	34%	<b>39%</b>	-	38%	*	-	-	-	-	36%	80%	*	39%	39%	33%	47%	-	*	-	*
	Male	41%	34%	<b>32%</b>	*	31%	*	-	-	-	*	29%	57%	*	34%	33%	32%	-	-	*	-	*
	Female	47%	39%	<b>39%</b>	29%	39%	*	-	-	-	-	38%	*	*	38%	47%	-	39%	-	*	-	*
Mathematics	All	48%	39%	<b>35%</b>	27%	34%	*	-	-	-	*	33%	55%	20%	36%	38%	38%	33%	-	40%	-	*
	Students																					
	CWOD	30%	21%	<b>20%</b>	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	*	-	-
	CWOD	50%	42%	<b>36%</b>	27%	35%	*	-	-	-	*	34%	55%	-	36%	38%	40%	32%	-	*	-	*
	EL	41%	41%	<b>38%</b>	-	37%	*	-	-	-	-	36%	60%	*	38%	38%	35%	41%	-	*	-	*
	Male	49%	41%	<b>38%</b>	*	33%	*	-	-	-	*	33%	71%	*	40%	35%	38%	-	-	*	-	*
	Female	46%	38%	<b>33%</b>	14%	34%	*	-	-	-	-	33%	*	*	32%	41%	-	33%	-	*	-	*
Grade 4	Reading																					
	All	43%	35%	<b>22%</b>	21%	21%	57%	*	-	-	*	21%	36%	0%	24%	15%	21%	23%	-	*	-	*
	Students																					
	CWOD	24%	16%	<b>0%</b>	*	*	-	*	-	-	*	0%	-	0%	-	*	*	*	-	-	-	*
	CWOD	46%	38%	<b>24%</b>	24%	21%	57%	-	-	-	*	22%	36%	-	24%	15%	23%	24%	-	*	-	*
	EL	30%	30%	<b>15%</b>	-	14%	*	-	-	-	-	14%	*	*	15%	15%	18%	12%	-	*	-	-
	Male	41%	33%	<b>21%</b>	17%	24%	*	-	-	-	*	22%	17%	*	23%	18%	21%	-	-	*	-	*
	Female	46%	38%	<b>23%</b>	29%	18%	60%	*	-	-	-	19%	60%	*	24%	12%	-	23%	-	*	-	*
Mathematics	All	46%	39%	<b>28%</b>	16%	34%	14%	*	-	-	*	29%	18%	0%	29%	29%	27%	29%	-	*	-	*
	Students																					
	CWOD	27%	21%	<b>0%</b>	*	*	-	*	-	-	*	0%	-	0%	-	*	*	*	-	-	-	*
	CWOD	49%	41%	<b>29%</b>	18%	35%	14%	-	-	-	*	31%	18%	-	29%	29%	28%	31%	-	*	-	*
	EL	39%	39%	<b>29%</b>	-	30%	*	-	-	-	-	28%	*	*	29%	29%	27%	30%	-	*	-	-
	Male	48%	40%	<b>27%</b>	17%	32%	*	-	-	-	*	28%	17%	*	28%	27%	27%	-	-	*	-	*

					Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non								Foster		
		State	District	Campus	Amer	Hispanic	White	Ind	-	-	-	30%	20%	*	31%	30%	-	29%	-	*	-	*	
		45%	38%	29%	14%	36%	0%	*	-	-	-	30%	20%	*	31%	30%	-	29%	-	*	-	*	
Grade 5 Reading	All	53%	46%	26%	26%	23%	*	*	*	*	*	25%	33%	0%	27%	17%	24%	27%	-	44%	-	-	
	Students																						
	CWD	27%	23%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-	
	CWOD	56%	49%	27%	29%	25%	*	*	*	*	*	26%	36%	-	27%	18%	25%	29%	-	50%	-	-	
	EL	36%	35%	17%	-	16%	*	-	*	-	-	16%	29%	*	18%	17%	19%	15%	-	*	-	-	
	Male	50%	42%	24%	0%	23%	*	-	*	-	*	18%	67%	*	25%	19%	24%	-	-	*	-	-	
	Female	56%	51%	27%	42%	24%	*	*	-	*	*	30%	11%	*	29%	15%	-	27%	-	50%	-	-	
Mathematics	All	57%	47%	23%	21%	22%	*	*	*	*	*	24%	13%	14%	23%	22%	22%	24%	-	11%	-	-	
	Students																						
	CWD	31%	28%	14%	*	20%	-	-	-	-	-	0%	*	14%	-	*	*	*	-	*	-	-	
	CWOD	60%	49%	23%	24%	22%	*	*	*	*	*	26%	7%	-	23%	23%	23%	24%	-	13%	-	-	
	EL	46%	41%	22%	-	22%	*	-	*	-	-	23%	14%	*	23%	22%	19%	26%	-	*	-	-	
	Male	56%	47%	22%	14%	18%	*	-	*	-	*	22%	17%	*	23%	19%	22%	-	-	*	-	-	
	Female	57%	47%	24%	25%	26%	*	*	-	*	*	26%	11%	*	24%	26%	-	24%	-	0%	-	-	
Science	All	48%	38%	17%	22%	14%	*	*	*	*	*	19%	7%	0%	18%	10%	20%	15%	-	22%	-	-	
	Students																						
	CWD	27%	27%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-	
	CWOD	50%	39%	18%	24%	15%	*	*	*	*	*	20%	7%	-	18%	10%	21%	16%	-	25%	-	-	
	EL	31%	26%	10%	-	10%	*	-	*	-	-	11%	0%	*	10%	10%	11%	9%	-	*	-	-	
	Male	50%	40%	20%	14%	15%	*	-	*	-	*	20%	17%	*	21%	11%	20%	-	-	*	-	-	
	Female	45%	37%	15%	25%	13%	*	*	-	*	*	17%	0%	*	16%	9%	-	15%	-	17%	-	-	
Grade 6 Reading	All	36%	37%	20%	30%	19%	20%	-	*	-	-	22%	0%	*	20%	7%	18%	21%	-	*	-	-	
	Students																						
	CWD	19%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	*	-	-	
	CWOD	38%	40%	20%	33%	19%	20%	-	*	-	-	23%	0%	-	20%	7%	19%	21%	-	*	-	-	
	EL	14%	17%	7%	-	7%	*	-	*	-	-	7%	*	*	7%	7%	11%	4%	-	-	-	-	
	Male	33%	33%	18%	17%	20%	*	-	*	-	-	21%	0%	*	19%	11%	18%	-	-	*	-	-	
	Female	40%	42%	21%	*	18%	*	-	-	-	-	24%	0%	-	21%	4%	-	21%	-	*	-	-	
Mathematics	All	46%	49%	34%	20%	37%	20%	-	*	-	-	33%	40%	*	35%	23%	34%	34%	-	*	-	-	
	Students																						
	CWD	23%	21%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	*	-	-	
	CWOD	48%	52%	35%	22%	38%	20%	-	*	-	-	34%	40%	-	35%	23%	36%	34%	-	*	-	-	
	EL	27%	35%	23%	-	24%	*	-	*	-	-	22%	*	*	23%	23%	28%	19%	-	-	-	-	
	Male	45%	48%	34%	17%	37%	*	-	*	-	-	33%	40%	*	36%	28%	34%	-	-	*	-	-	
	Female	46%	50%	34%	*	38%	*	-	-	-	-	33%	40%	-	34%	19%	-	34%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3 Reading	All	27%	21%	19%	18%	18%	*	-	-	-	*	16%	45%	20%	19%	19%	16%	22%	-	0%	-	*	
	Students																						
	CWD	10%	7%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	*	-	-	
	CWOD	29%	23%	19%	18%	18%	*	-	-	-	*	16%	45%	-	19%	19%	17%	21%	-	*	-	*	
	EL	19%	20%	19%	-	18%	*	-	-	-	-	15%	80%	*	19%	19%	14%	26%	-	*	-	*	
	Male	24%	19%	16%	*	15%	*	-	-	-	*	12%	43%	*	17%	14%	16%	-	-	*	-	*	
	Female	29%	24%	22%	14%	22%	*	-	-	-	-	20%	*	*	21%	26%	-	22%	-	*	-	*	

		State	District	Campus	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
Mathematics	All	24%	18%	13%	9%	12%	*	-	-	-	*	14%	9%	20%	13%	14%	16%	10%	-	40%	-	*
	Students																					
	CWD	12%	8%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	*	-	-
	CWOD	25%	19%	13%	9%	12%	*	-	-	-	*	13%	9%	-	13%	14%	17%	9%	-	*	-	*
	EL	18%	20%	14%	-	13%	*	-	-	-	-	14%	20%	*	14%	14%	14%	15%	-	*	-	*
	Male	26%	20%	16%	*	15%	*	-	-	-	*	16%	14%	*	17%	14%	16%	-	-	*	-	*
	Female	22%	16%	10%	0%	10%	*	-	-	-	-	11%	*	*	9%	15%	-	10%	-	*	-	*
Grade 4	Reading																					
	All	21%	17%	9%	11%	9%	14%	*	-	-	*	8%	18%	0%	10%	5%	9%	10%	-	*	-	*
	Students																					
	CWD	8%	4%	0%	*	*	-	*	-	-	*	0%	-	0%	-	*	*	*	-	-	-	*
	CWOD	23%	18%	10%	12%	9%	14%	-	-	-	*	9%	18%	-	10%	5%	9%	10%	-	*	-	*
	EL	12%	13%	5%	-	5%	*	-	-	-	-	5%	*	*	5%	5%	9%	0%	-	*	-	-
	Male	20%	15%	9%	8%	11%	*	-	-	-	*	8%	17%	*	9%	9%	9%	-	-	*	-	*
	Female	23%	18%	10%	14%	8%	20%	*	-	-	-	9%	20%	*	10%	0%	-	10%	-	*	-	*
Mathematics	All	27%	22%	14%	11%	17%	0%	*	-	-	*	15%	0%	0%	15%	14%	13%	15%	-	*	-	*
	Students																					
	CWD	13%	7%	0%	*	*	-	*	-	-	*	0%	-	0%	-	*	*	*	-	-	-	*
	CWOD	29%	23%	15%	12%	17%	0%	-	-	-	*	16%	0%	-	15%	14%	13%	16%	-	*	-	*
	EL	20%	22%	14%	-	14%	*	-	-	-	-	14%	*	*	14%	14%	12%	15%	-	*	-	-
	Male	29%	23%	13%	8%	16%	*	-	-	-	*	14%	0%	*	13%	12%	13%	-	-	*	-	*
	Female	25%	20%	15%	14%	18%	0%	*	-	-	-	17%	0%	*	16%	15%	-	15%	-	*	-	*
Grade 5	Reading																					
	All	29%	24%	9%	11%	6%	*	*	*	*	*	8%	13%	0%	9%	6%	9%	8%	-	11%	-	-
	Students																					
	CWD	9%	8%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	31%	26%	9%	12%	6%	*	*	*	*	*	8%	14%	-	9%	6%	10%	9%	-	13%	-	-
	EL	14%	13%	6%	-	4%	*	-	*	-	-	5%	14%	*	6%	6%	11%	0%	-	*	-	-
	Male	26%	21%	9%	0%	8%	*	-	*	-	*	8%	17%	*	10%	11%	9%	-	-	*	-	-
	Female	31%	27%	8%	17%	4%	*	*	-	*	*	8%	11%	*	9%	0%	-	8%	-	17%	-	-
Mathematics	All	36%	27%	14%	11%	11%	*	*	*	*	*	15%	7%	0%	14%	13%	13%	14%	-	0%	-	-
	Students																					
	CWD	14%	12%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	38%	28%	14%	12%	12%	*	*	*	*	*	15%	7%	-	14%	13%	13%	15%	-	0%	-	-
	EL	24%	20%	13%	-	12%	*	-	*	-	-	12%	14%	*	13%	13%	11%	14%	-	*	-	-
	Male	36%	28%	13%	0%	8%	*	-	*	-	*	12%	17%	*	13%	11%	13%	-	-	*	-	-
	Female	35%	26%	14%	17%	15%	*	*	-	*	*	17%	0%	*	15%	14%	-	14%	-	0%	-	-
Science	All	23%	17%	4%	0%	2%	*	*	*	*	*	4%	7%	0%	5%	1%	7%	2%	-	11%	-	-
	Students																					
	CWD	11%	9%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	25%	18%	5%	0%	2%	*	*	*	*	*	4%	7%	-	5%	1%	8%	2%	-	13%	-	-
	EL	11%	9%	1%	-	1%	*	-	*	-	-	2%	0%	*	1%	1%	0%	3%	-	*	-	-
	Male	25%	19%	7%	0%	3%	*	-	*	-	*	6%	17%	*	8%	0%	7%	-	-	*	-	-
	Female	21%	15%	2%	0%	2%	*	*	-	*	*	2%	0%	*	2%	3%	-	2%	-	0%	-	-
Grade 6	Reading																					
	All	17%	18%	7%	20%	5%	0%	-	*	-	-	7%	0%	*	7%	0%	5%	9%	-	*	-	-
	Students																					
	CWD	6%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	*	-	-
	CWOD	18%	19%	7%	22%	5%	0%	-	*	-	-	8%	0%	-	7%	0%	5%	9%	-	*	-	-
	EL	4%	5%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	14%	15%	5%	17%	3%	*	-	*	-	-	5%	0%	*	5%	0%	5%	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	9%	Amer	8%	*	Ind	-	Isl	Races	Disadv	Econ	-	9%	0%	-	9%	-	*	-	-
Mathematics	All	20%	24%	5%	0%	7%	0%	-	*	-	-	6%	0%	*	6%	2%	5%	6%	-	*	-	-
	Students																					
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	*	-	-
	CWOD	22%	26%	6%	0%	7%	0%	-	*	-	-	6%	0%	-	6%	2%	5%	6%	-	*	-	-
	EL	8%	12%	2%	-	2%	*	-	*	-	-	2%	*	*	2%	2%	0%	4%	-	-	-	-
	Male	20%	24%	5%	0%	6%	*	-	*	-	-	5%	0%	*	5%	0%	5%	-	-	*	-	-
	Female	20%	23%	6%	*	8%	*	-	-	-	-	7%	0%	-	6%	4%	-	6%	-	*	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All	77%	73%	59%	49%	61%	74%	60%	64%	*	50%	60%	55%	17%	62%	58%	58%	61%	-	53%	-	50%
	Students																					
	CWD	46%	38%	17%	0%	23%	-	*	-	-	*	11%	*	17%	-	21%	12%	23%	-	0%	-	*
	CWOD	81%	77%	62%	53%	63%	74%	*	64%	*	50%	63%	53%	-	62%	59%	60%	63%	-	61%	-	67%
	EL	62%	63%	58%	-	58%	55%	-	55%	-	-	58%	62%	21%	59%	58%	57%	59%	-	47%	-	*
	Male	74%	70%	58%	43%	59%	76%	-	64%	-	60%	57%	61%	12%	60%	57%	58%	-	-	56%	-	*
	Female	80%	76%	61%	54%	63%	71%	60%	-	*	*	62%	48%	23%	63%	59%	-	61%	-	50%	-	*
Reading	All	73%	69%	61%	53%	62%	79%	*	60%	*	50%	61%	57%	10%	63%	59%	58%	63%	-	57%	-	*
	Students																					
	CWD	39%	30%	10%	0%	15%	-	*	-	-	*	5%	*	10%	-	13%	0%	22%	-	*	-	*
	CWOD	78%	73%	63%	57%	64%	79%	*	60%	*	57%	64%	57%	-	63%	60%	62%	65%	-	67%	-	*
	EL	54%	55%	59%	-	59%	60%	-	*	-	-	58%	69%	13%	60%	59%	58%	59%	-	43%	-	*
	Male	69%	64%	58%	48%	60%	67%	-	60%	-	57%	58%	58%	0%	62%	58%	58%	-	-	45%	-	*
	Female	78%	74%	63%	57%	64%	90%	*	-	*	*	64%	57%	22%	65%	59%	-	63%	-	70%	-	*
Mathematics	All	81%	77%	64%	47%	66%	74%	*	100%	*	50%	65%	60%	25%	66%	65%	64%	64%	-	57%	-	*
	Students																					
	CWD	53%	44%	25%	0%	31%	-	*	-	-	*	21%	*	25%	-	38%	27%	22%	-	*	-	*
	CWOD	84%	81%	66%	52%	68%	74%	*	100%	*	43%	67%	59%	-	66%	66%	66%	66%	-	67%	-	*
	EL	72%	74%	65%	-	65%	60%	-	*	-	-	65%	75%	38%	66%	65%	64%	66%	-	71%	-	*
	Male	79%	75%	64%	41%	65%	89%	-	100%	-	57%	63%	71%	27%	66%	64%	64%	-	-	73%	-	*
	Female	82%	79%	64%	53%	68%	60%	*	-	*	*	66%	48%	22%	66%	66%	-	64%	-	40%	-	*
Science	All	80%	75%	37%	39%	36%	*	*	*	*	*	38%	27%	14%	39%	28%	35%	39%	-	33%	-	-
	Students																					
	CWD	51%	44%	14%	*	20%	-	-	-	-	-	0%	*	14%	-	*	*	*	-	*	-	-
	CWOD	84%	79%	39%	41%	37%	*	*	*	*	*	41%	21%	-	39%	29%	37%	40%	-	38%	-	-
	EL	61%	60%	28%	-	30%	*	-	*	-	-	30%	14%	*	29%	28%	24%	32%	-	*	-	-
	Male	79%	74%	35%	29%	33%	*	-	*	-	*	35%	33%	*	37%	24%	35%	-	-	*	-	-
	Female	81%	77%	39%	42%	39%	*	*	-	*	*	42%	22%	*	40%	32%	-	39%	-	33%	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All	49%	44%	26%	24%	26%	40%	0%	36%	*	22%	26%	28%	6%	28%	23%	26%	27%	-	24%	-	0%
	Students																					
	CWD	24%	18%	6%	0%	10%	-	*	-	-	*	5%	*	6%	-	11%	0%	14%	-	0%	-	*
	CWOD	52%	47%	28%	26%	27%	40%	*	36%	*	25%	28%	28%	-	28%	24%	28%	27%	-	27%	-	0%
	EL	29%	29%	23%	-	23%	27%	-	18%	-	-	22%	33%	11%	24%	23%	23%	23%	-	12%	-	*
	Male	47%	41%	26%	18%	26%	48%	-	36%	-	27%	25%	35%	0%	28%	23%	26%	-	28%	-	*	
	Female	52%	47%	27%	28%	27%	33%	0%	-	*	*	28%	20%	14%	27%	23%	-	27%	-	19%	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	26%	27%	25%	42%	*	40%	*	25%	25%	32%	5%	27%	21%	24%	28%	-	29%	-	*
Reading	All Students	21%	15%	5%	0%	8%	-	*	-	-	*	5%	*	5%	-	13%	0%	11%	-	*	-	*
	CWD	50%	45%	27%	30%	25%	42%	*	40%	*	29%	26%	33%	-	27%	22%	26%	28%	-	33%	-	*
	CWOD	23%	24%	21%	-	21%	40%	-	*	-	-	20%	44%	13%	22%	21%	22%	20%	-	14%	-	*
	EL	43%	37%	24%	17%	25%	22%	-	40%	-	29%	22%	38%	0%	26%	22%	24%	-	-	18%	-	*
	Male	51%	47%	28%	37%	25%	60%	*	-	*	*	28%	26%	11%	28%	20%	-	28%	-	40%	-	*
	Female																					
Mathematics	All Students	51%	45%	30%	20%	31%	37%	*	40%	*	13%	30%	30%	10%	31%	29%	30%	29%	-	19%	-	*
	CWD	26%	21%	10%	0%	15%	-	*	-	-	*	5%	*	10%	-	13%	0%	22%	-	*	-	*
	CWOD	54%	49%	31%	22%	32%	37%	*	40%	*	14%	31%	28%	-	31%	29%	32%	30%	-	22%	-	*
	EL	37%	37%	29%	-	29%	20%	-	*	-	-	28%	38%	13%	29%	29%	27%	30%	-	14%	-	*
	Male	50%	44%	30%	21%	30%	67%	-	40%	-	14%	29%	38%	0%	32%	27%	30%	-	-	36%	-	*
	Female	51%	47%	29%	20%	33%	10%	*	-	*	*	30%	22%	22%	30%	30%	-	29%	-	0%	-	*
Science	All Students	53%	47%	17%	22%	14%	*	*	*	*	*	19%	7%	0%	18%	10%	20%	15%	-	22%	-	-
	CWD	25%	20%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	56%	50%	18%	24%	15%	*	*	*	*	*	20%	7%	-	18%	10%	21%	16%	-	25%	-	-
	EL	26%	25%	10%	-	10%	*	-	*	-	-	11%	0%	*	10%	10%	11%	9%	-	*	-	-
	Male	53%	46%	20%	14%	15%	*	-	*	-	*	20%	17%	*	21%	11%	20%	-	-	*	-	-
	Female	53%	48%	15%	25%	13%	*	*	-	*	*	17%	0%	*	16%	9%	-	15%	-	17%	-	-

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All	23%	19%	11%	10%	10%	21%	0%	29%	*	11%	10%	11%	4%	11%	9%	10%	11%	-	10%	-	0%
	Students																					
	CWD	8%	6%	4%	0%	6%	-	*	-	-	*	5%	*	4%	-	11%	0%	9%	-	0%	-	*
	CWOD	25%	21%	11%	10%	10%	21%	*	29%	*	13%	11%	11%	-	11%	9%	11%	11%	-	11%	-	0%
	EL	11%	11%	9%	-	9%	18%	-	18%	-	-	8%	18%	11%	9%	9%	9%	9%	-	6%	-	*
	Male	22%	18%	10%	8%	9%	24%	-	29%	-	13%	10%	15%	0%	11%	9%	10%	-	-	16%	-	*
Reading	All	24%	21%	11%	11%	10%	19%	0%	-	*	*	11%	7%	9%	11%	9%	-	11%	-	4%	-	*
	Students																					
	CWD	20%	17%	11%	14%	10%	21%	*	20%	*	13%	10%	19%	5%	11%	9%	10%	12%	-	5%	-	*
	CWOD	7%	5%	5%	0%	8%	-	*	-	-	*	5%	*	5%	-	13%	0%	11%	-	*	-	*
	EL	22%	19%	11%	15%	10%	21%	*	20%	*	14%	10%	20%	-	11%	8%	11%	12%	-	6%	-	*
	Male	8%	8%	9%	-	8%	20%	-	*	-	-	7%	31%	13%	8%	9%	10%	7%	-	0%	-	*
Mathematics	All	17%	14%	10%	10%	9%	11%	-	20%	-	14%	9%	21%	0%	11%	10%	10%	-	-	0%	-	*
	Students																					
	CWD	23%	20%	12%	17%	10%	30%	*	-	*	*	11%	17%	11%	12%	7%	-	12%	-	10%	-	*
	CWOD	26%	22%	12%	10%	13%	10%	*	-	*	*	13%	0%	11%	12%	13%	-	12%	-	0%	-	*
	EL	11%	6%	5%	0%	8%	-	*	-	-	*	5%	*	5%	-	13%	0%	11%	-	*	-	*
	Male	28%	24%	12%	9%	12%	21%	*	40%	*	0%	13%	4%	-	12%	12%	13%	12%	-	17%	-	*
Science	All	16%	16%	12%	-	11%	20%	-	*	-	-	12%	13%	13%	12%	12%	11%	13%	-	14%	-	*
	Students																					
	CWD	25%	22%	12%	7%	11%	33%	-	40%	-	0%	12%	8%	0%	13%	11%	12%	-	-	27%	-	*
	CWOD	26%	22%	12%	10%	13%	10%	*	-	*	*	13%	0%	11%	12%	13%	-	12%	-	0%	-	*
	EL	24%	20%	4%	0%	2%	*	*	*	*	*	4%	7%	0%	5%	1%	7%	2%	-	11%	-	-
	Male	8%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
Science	All	26%	22%	5%	0%	2%	*	*	*	*	*	4%	7%	-	5%	1%	8%	2%	-	13%	-	-
	Students																					
	CWD	7%	7%	1%	-	1%	*	-	*	-	-	2%	0%	*	1%	1%	0%	3%	-	*	-	-
	Male	25%	21%	7%	0%	3%	*	-	*	-	*	6%	17%	*	8%	0%	7%	-	-	*	-	-



	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	23%	20%	2%	0%	2%	*	*	-	*	*	2%	0%	*	2%	3%	-	2%	-	0%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	51	71	48	46	*	40	*	*	52	46	45
CWD	46	40	57	-	*	-	-	-	42	46	*
CWOD	52	75	48	46	*	40	*	*	52	-	45
EL	45	-	45	*	-	*	-	-	45	*	45
Male	49	68	47	33	-	40	-	*	50	33	48
Female	54	73	50	58	*	-	*	*	53	57	43
<b>Mathematics</b>											
All Students	58	68	57	38	*	90	*	*	59	92	52
CWD	92	100	86	-	*	-	-	-	92	92	*
CWOD	57	63	56	38	*	90	*	*	58	-	52
EL	52	-	52	*	-	*	-	-	52	*	52
Male	57	55	55	75	-	90	-	*	58	83	49
Female	59	80	58	0	*	-	*	*	60	100	56

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	430	49	11%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	32	28	32	45	20	43	*	28	32	9	30
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American			Pacific	Two or	Econ	Non					
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	99%	100%	100%	100%	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	100%	-	*	*	100%	98%	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%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	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%	-
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%	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%	-
Science	All Students	99%	95%	100%	*	*	*	*	*	100%	93%	100%	99%	100%	100%	98%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	*	*	*	-
	CWOD	99%	94%	100%	*	*	*	*	*	100%	93%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	98%	92%	100%	*	*	-	*	*	100%	89%	*	98%	100%	-	98%	-
Non-Participation Rate																	
All Subjects	All Students	0%	1%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	*	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	0%	0%	-	*	0%	2%	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%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	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%	0%	0%	0%	-
	EL	0%	-	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%	-
Science	All Students	1%	5%	0%	*	*	*	*	*	0%	7%	0%	1%	0%	0%	2%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	1%	6%	0%	*	*	*	*	*	0%	7%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	2%	8%	0%	*	*	-	*	*	0%	11%	*	2%	0%	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	35	14	17	2	0	0	0	2	5		
	Female	7	5	0	2	0	0	0	0	0		
	Total	42	19	17	4	0	0	0	2	5		
<b>Out-of-School Suspensions</b>												
	Male	15	5	10	0	0	0	0	0	7		
	Female	6	2	2	2	0	0	0	0	0		
	Total	21	7	12	2	0	0	0	0	7		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	2	2	2	0	0	0	0	2		2
	Female	4	2	2	0	0	0	0	0	0		2
	Total	10	4	4	2	0	0	0	0	2		4
Out-of-School Suspensions	Male	6	2	2	2	0	0	0	0	0		0
	Female	2	2	0	0	0	0	0	0	0		2
	Total	8	4	2	2	0	0	0	0	0		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	73	11	53	5	0	2	0	2	29	8	2
	Female	45	11	29	5	0	0	0	0	17	0	2
	Total	118	22	82	10	0	2	0	2	46	8	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	32	5	23	2	0	2	0	0	17	0
	Female	30	5	20	5	0	0	0	0	17	0
	Total	62	10	43	7	0	2	0	0	34	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	8.9	18.6%
Teachers Teaching with Emergency or Provisional Credentials	5.0	10.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.9	2.0%

' ' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7 Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8 Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** STARRETT EL

**Campus ID:** 220901140

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	67%	57%	70%	90%	*	*	-	*	65%	71%	40%	72%	81%	54%	86%	-	*	-	-
	CWD	49%	38%	40%	*	40%	*	*	-	-	-	38%	*	40%	-	*	29%	*	-	*	-	-
	CWOD	79%	72%	72%	63%	76%	88%	-	*	-	*	71%	74%	-	72%	80%	59%	88%	-	-	-	-
	EL	69%	67%	81%	*	73%	-	-	*	-	*	75%	*	*	80%	81%	50%	100%	-	-	-	-
	Male	73%	65%	54%	36%	55%	83%	-	-	-	*	52%	58%	29%	59%	50%	54%	-	-	*	-	-
	Female	78%	72%	86%	80%	100%	*	*	*	-	*	84%	89%	*	88%	100%	-	86%	-	-	-	-
Mathematics	All Students	78%	72%	60%	33%	67%	90%	*	*	-	*	59%	62%	40%	63%	69%	49%	75%	-	*	-	-
	CWD	52%	44%	40%	*	40%	*	*	-	-	-	38%	*	40%	-	*	29%	*	-	*	-	-
	CWOD	81%	76%	63%	37%	72%	88%	-	*	-	*	63%	63%	-	63%	67%	53%	76%	-	-	-	-
	EL	75%	75%	69%	*	73%	-	-	*	-	*	67%	*	*	67%	69%	33%	90%	-	-	-	-
	Male	78%	72%	49%	18%	50%	100%	-	-	-	*	44%	58%	29%	53%	33%	49%	-	-	*	-	-
	Female	78%	72%	75%	50%	100%	*	*	*	-	*	79%	67%	*	76%	90%	-	75%	-	-	-	-
Grade 4 Reading	All Students	74%	66%	65%	68%	65%	57%	-	-	-	*	62%	71%	38%	67%	67%	65%	65%	-	*	*	-
	CWD	44%	34%	38%	*	*	*	-	-	-	-	*	*	38%	-	-	*	*	-	*	*	-
	CWOD	78%	70%	67%	69%	69%	50%	-	-	-	*	64%	75%	-	67%	67%	71%	64%	-	-	-	-
	EL	64%	64%	67%	*	71%	-	-	-	-	-	64%	*	-	67%	67%	70%	60%	-	-	-	-
	Male	71%	63%	65%	64%	65%	*	-	-	-	*	68%	58%	*	71%	70%	65%	-	-	*	-	-
	Female	77%	70%	65%	67%	65%	*	-	-	-	-	59%	83%	*	64%	60%	-	65%	-	-	*	-
Mathematics	All Students	74%	67%	71%	66%	73%	86%	-	-	-	*	71%	71%	38%	74%	73%	63%	76%	-	*	*	-
	CWD	46%	36%	38%	*	*	*	-	-	-	-	*	*	38%	-	-	*	*	-	*	*	-
	CWOD	78%	71%	74%	69%	78%	83%	-	-	-	*	74%	75%	-	74%	73%	71%	77%	-	-	-	-
	EL	69%	69%	73%	*	71%	-	-	-	-	-	82%	*	-	73%	73%	70%	80%	-	-	-	-
	Male	74%	67%	63%	55%	65%	*	-	-	-	*	65%	58%	*	71%	70%	63%	-	-	*	-	-
	Female	74%	68%	76%	70%	80%	*	-	-	-	-	74%	83%	*	77%	80%	-	76%	-	-	*	-
Grade 5 Reading	All Students	86%	82%	79%	76%	86%	70%	*	*	-	83%	76%	84%	27%	87%	71%	74%	85%	-	*	-	*
	CWD	55%	48%	27%	*	*	*	-	*	-	*	25%	*	27%	-	*	22%	*	-	*	-	-
	CWOD	89%	86%	87%	82%	91%	88%	*	*	-	*	86%	89%	-	87%	80%	88%	87%	-	-	-	*
	EL	77%	76%	71%	-	79%	*	-	*	-	-	67%	75%	*	80%	71%	60%	86%	-	-	-	-
	Male	83%	78%	74%	81%	81%	*	*	*	-	*	76%	69%	22%	88%	60%	74%	-	-	-	-	-
	Female	88%	85%	85%	67%	90%	86%	-	*	-	*	77%	94%	*	87%	86%	-	85%	-	*	-	*
Mathematics	All Students	89%	84%	83%	76%	83%	90%	*	*	-	100%	80%	87%	45%	89%	82%	83%	83%	-	*	-	*
	CWD	68%	61%	45%	*	*	*	-	*	-	*	50%	*	45%	-	*	44%	*	-	*	-	-
	CWOD	92%	87%	89%	82%	88%	100%	*	*	-	*	86%	93%	-	89%	93%	94%	84%	-	-	-	*
	EL	85%	82%	82%	-	86%	*	-	*	-	-	78%	88%	*	93%	82%	80%	86%	-	-	-	-
	Male	88%	83%	83%	81%	88%	*	*	*	-	*	86%	77%	44%	94%	80%	83%	-	-	-	-	-
	Female	90%	85%	83%	67%	80%	100%	-	*	-	*	73%	94%	*	84%	86%	-	83%	-	*	-	*
Science	All Students	74%	65%	62%	60%	63%	60%	*	*	-	67%	55%	72%	20%	68%	47%	64%	59%	-	-	-	*
	CWD	45%	43%	20%	*	*	*	-	*	-	*	14%	*	20%	-	*	11%	*	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>68%</b>	64%	64%	75%	*	*	-	*	62%	76%	-	68%	53%	79%	58%	-	-	-	*
	EL	60%	55%	<b>47%</b>	-	50%	*	-	*	-	-	44%	50%	*	53%	47%	50%	43%	-	-	-	-
	Male	74%	65%	<b>64%</b>	75%	69%	*	*	*	-	*	62%	69%	11%	79%	50%	64%	-	-	-	-	-
	Female	73%	64%	<b>59%</b>	33%	58%	71%	-	*	-	*	45%	74%	*	58%	43%	-	59%	-	-	-	*
Grade 6	Reading																					
	All Students	67%	68%	<b>66%</b>	63%	69%	70%	-	*	*	*	59%	79%	0%	75%	73%	60%	72%	-	*	*	-
	CWD	33%	32%	<b>0%</b>	*	*	*	-	-	*	-	0%	*	0%	-	-	0%	*	-	*	*	-
	CWOD	71%	72%	<b>75%</b>	73%	76%	88%	-	*	-	*	71%	81%	-	75%	73%	74%	76%	-	-	-	-
	EL	42%	49%	<b>73%</b>	-	77%	-	-	*	-	-	77%	*	-	73%	73%	71%	75%	-	-	-	-
	Male	62%	64%	<b>60%</b>	57%	72%	57%	-	*	*	-	53%	77%	0%	74%	71%	60%	-	-	*	-	-
	Female	71%	72%	<b>72%</b>	69%	67%	*	-	*	-	*	67%	80%	*	76%	75%	-	72%	-	-	*	-
Mathematics	All Students	80%	82%	<b>74%</b>	77%	69%	80%	-	*	*	*	69%	86%	10%	83%	67%	72%	77%	-	*	*	-
	CWD	50%	47%	<b>10%</b>	*	*	*	-	-	*	-	11%	*	10%	-	-	0%	*	-	*	*	-
	CWOD	83%	86%	<b>83%</b>	85%	76%	100%	-	*	-	*	80%	89%	-	83%	67%	89%	78%	-	-	-	-
	EL	67%	77%	<b>67%</b>	-	62%	-	-	*	-	-	69%	*	-	67%	67%	86%	50%	-	-	-	-
	Male	78%	80%	<b>72%</b>	64%	78%	71%	-	*	*	-	63%	92%	0%	89%	86%	72%	-	-	*	-	-
	Female	81%	84%	<b>77%</b>	88%	61%	*	-	*	-	*	75%	80%	*	78%	50%	-	77%	-	-	*	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>33%</b>	19%	37%	60%	*	*	-	*	33%	33%	10%	37%	38%	23%	46%	-	*	-	-
	CWD	26%	19%	<b>10%</b>	*	0%	*	*	-	-	-	0%	*	10%	-	*	14%	*	-	*	-	-
	CWOD	46%	39%	<b>37%</b>	21%	44%	63%	-	*	-	*	39%	32%	-	37%	40%	25%	52%	-	-	-	-
	EL	35%	34%	<b>38%</b>	*	36%	-	-	*	-	*	42%	*	*	40%	38%	0%	60%	-	-	-	-
	Male	41%	34%	<b>23%</b>	9%	20%	67%	-	-	-	*	22%	25%	14%	25%	0%	23%	-	-	*	-	-
	Female	47%	39%	<b>46%</b>	30%	70%	*	*	*	-	*	47%	44%	*	52%	60%	-	46%	-	-	-	-
Mathematics	All Students	48%	39%	<b>27%</b>	19%	30%	40%	*	*	-	*	20%	43%	10%	30%	31%	21%	36%	-	*	-	-
	CWD	30%	21%	<b>10%</b>	*	0%	*	*	-	-	-	0%	*	10%	-	*	14%	*	-	*	-	-
	CWOD	50%	42%	<b>30%</b>	21%	36%	38%	-	*	-	*	24%	42%	-	30%	33%	22%	40%	-	-	-	-
	EL	41%	41%	<b>31%</b>	*	27%	-	-	*	-	*	25%	*	*	33%	31%	17%	40%	-	-	-	-
	Male	49%	41%	<b>21%</b>	9%	15%	67%	-	-	-	*	15%	33%	14%	22%	17%	21%	-	-	*	-	-
	Female	46%	38%	<b>36%</b>	30%	60%	*	*	*	-	*	26%	56%	*	40%	40%	-	36%	-	-	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>32%</b>	27%	35%	43%	-	-	-	*	25%	50%	13%	33%	33%	35%	29%	-	*	*	-
	CWD	24%	16%	<b>13%</b>	*	*	*	-	-	-	-	*	*	13%	-	-	*	*	-	*	*	-
	CWOD	46%	38%	<b>33%</b>	29%	39%	33%	-	-	-	*	26%	55%	-	33%	33%	39%	30%	-	-	-	-
	EL	30%	30%	<b>33%</b>	*	36%	-	-	-	-	-	27%	*	-	33%	33%	40%	20%	-	-	-	-
	Male	41%	33%	<b>35%</b>	27%	35%	*	-	-	-	*	32%	42%	*	39%	40%	35%	-	-	*	-	-
	Female	46%	38%	<b>29%</b>	26%	35%	*	-	-	-	-	21%	58%	*	30%	20%	-	29%	-	-	*	-
Mathematics	All Students	46%	39%	<b>41%</b>	32%	48%	43%	-	-	-	*	39%	46%	25%	42%	47%	46%	37%	-	*	*	-
	CWD	27%	21%	<b>25%</b>	*	*	*	-	-	-	-	*	*	25%	-	-	*	*	-	*	*	-
	CWOD	49%	41%	<b>42%</b>	34%	50%	33%	-	-	-	*	40%	50%	-	42%	47%	52%	36%	-	-	-	-
	EL	39%	39%	<b>47%</b>	*	43%	-	-	-	-	-	55%	*	-	47%	47%	40%	60%	-	-	-	-
	Male	48%	40%	<b>46%</b>	45%	40%	*	-	-	-	*	52%	33%	*	52%	40%	46%	-	-	*	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	37%	26%	55%	*	-	-	-	-	31%	58%	*	36%	60%	-	37%	-	-	*	-
Grade 5 Reading	All Students	53%	46%	39%	32%	42%	40%	*	*	-	33%	31%	52%	9%	44%	35%	31%	48%	-	*	-	*
	CWD	27%	23%	9%	*	*	*	-	*	-	*	0%	*	9%	-	*	0%	*	-	*	-	-
	CWOD	56%	49%	44%	36%	42%	50%	*	*	-	*	37%	54%	-	44%	40%	39%	47%	-	-	-	*
	EL	36%	35%	35%	-	36%	*	-	*	-	-	33%	38%	*	40%	35%	30%	43%	-	-	-	-
	Male	50%	42%	31%	25%	31%	*	*	*	-	*	28%	38%	0%	39%	30%	31%	-	-	-	-	-
	Female	56%	51%	48%	44%	50%	43%	-	*	-	*	36%	61%	*	47%	43%	-	48%	-	*	-	*
Mathematics	All Students	57%	47%	40%	36%	44%	40%	*	*	-	17%	39%	42%	18%	44%	35%	40%	40%	-	*	-	*
	CWD	31%	28%	18%	*	*	*	-	*	-	*	13%	*	18%	-	*	11%	*	-	*	-	-
	CWOD	60%	49%	44%	36%	45%	50%	*	*	-	*	44%	43%	-	44%	40%	48%	39%	-	-	-	*
	EL	46%	41%	35%	-	36%	*	-	*	-	-	33%	38%	*	40%	35%	20%	57%	-	-	-	-
	Male	56%	47%	40%	38%	44%	*	*	*	-	*	41%	38%	11%	48%	20%	40%	-	-	-	-	-
	Female	57%	47%	40%	33%	45%	43%	-	*	-	*	36%	44%	*	39%	57%	-	40%	-	*	-	*
Science	All Students	48%	38%	28%	12%	31%	50%	*	*	-	33%	20%	41%	10%	31%	24%	24%	33%	-	-	-	*
	CWD	27%	27%	10%	*	*	*	-	*	-	*	0%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	50%	39%	31%	14%	30%	63%	*	*	-	*	24%	41%	-	31%	27%	30%	32%	-	-	-	*
	EL	31%	26%	24%	-	21%	*	-	*	-	-	11%	38%	*	27%	24%	20%	29%	-	-	-	-
	Male	50%	40%	24%	6%	38%	*	*	*	-	*	17%	38%	0%	30%	20%	24%	-	-	-	-	-
	Female	45%	37%	33%	22%	26%	57%	-	*	-	*	25%	42%	*	32%	29%	-	33%	-	-	-	*
Grade 6 Reading	All Students	36%	37%	33%	30%	25%	60%	-	*	*	*	26%	46%	0%	38%	27%	33%	33%	-	*	*	-
	CWD	19%	17%	0%	*	*	*	-	-	*	-	0%	*	0%	-	-	0%	*	-	*	*	-
	CWOD	38%	40%	38%	35%	27%	75%	-	*	-	*	31%	48%	-	38%	27%	40%	35%	-	-	-	-
	EL	14%	17%	27%	-	23%	-	-	*	-	-	31%	*	-	27%	27%	29%	25%	-	-	-	-
	Male	33%	33%	33%	36%	28%	43%	-	*	*	-	27%	46%	0%	40%	29%	33%	-	-	*	-	-
	Female	40%	42%	33%	25%	22%	*	-	*	-	*	25%	47%	*	35%	25%	-	33%	-	-	*	-
Mathematics	All Students	46%	49%	34%	40%	31%	30%	-	*	*	*	26%	50%	0%	39%	27%	40%	28%	-	*	*	-
	CWD	23%	21%	0%	*	*	*	-	-	*	-	0%	*	0%	-	-	0%	*	-	*	*	-
	CWOD	48%	52%	39%	46%	33%	38%	-	*	-	*	31%	52%	-	39%	27%	49%	30%	-	-	-	-
	EL	27%	35%	27%	-	23%	-	-	*	-	-	23%	*	-	27%	27%	43%	13%	-	-	-	-
	Male	45%	48%	40%	36%	44%	29%	-	*	*	-	27%	69%	0%	49%	43%	40%	-	-	*	-	-
	Female	46%	50%	28%	44%	17%	*	-	*	-	*	25%	33%	*	30%	13%	-	28%	-	-	*	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	15%	14%	13%	20%	*	*	-	*	13%	19%	10%	16%	19%	13%	18%	-	*	-	-
	CWD	10%	7%	10%	*	0%	*	*	-	-	-	0%	*	10%	-	*	14%	*	-	*	-	-
	CWOD	29%	23%	16%	16%	16%	13%	-	*	-	*	16%	16%	-	16%	20%	13%	20%	-	-	-	-
	EL	19%	20%	19%	*	9%	-	-	*	-	*	17%	*	*	20%	19%	0%	30%	-	-	-	-
	Male	24%	19%	13%	0%	15%	33%	-	-	-	*	15%	8%	14%	13%	0%	13%	-	-	*	-	-
	Female	29%	24%	18%	30%	10%	*	*	*	-	*	11%	33%	*	20%	30%	-	18%	-	-	-	-



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	18%	10%	Amer	10%	10%	Ind	*	Isl	Races	Disadv	Econ	10%	11%	6%	5%	18%	-	*	-	-
Mathematics	All	24%	18%	10%	14%	10%	10%	*	*	-	*	7%	19%	10%	11%	6%	5%	18%	-	*	-	-
	Students																					
	CWD	12%	8%	10%	*	0%	*	*	-	-	-	0%	*	10%	-	*	14%	*	-	*	-	-
	CWOD	25%	19%	11%	16%	12%	0%	-	*	-	*	8%	16%	-	11%	7%	3%	20%	-	-	-	-
	EL	18%	20%	6%	*	0%	-	-	*	-	*	8%	*	*	7%	6%	0%	10%	-	-	-	-
	Male	26%	20%	5%	0%	5%	17%	-	-	-	*	4%	8%	14%	3%	0%	5%	-	-	*	-	-
	Female	22%	16%	18%	30%	20%	*	*	*	-	*	11%	33%	*	20%	10%	-	18%	-	-	-	-
Grade 4																						
Reading	All	21%	17%	16%	11%	18%	43%	-	-	-	*	13%	25%	13%	17%	7%	15%	18%	-	*	*	-
	Students																					
	CWD	8%	4%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	*	*	-	*	*	-
	CWOD	23%	18%	17%	11%	19%	33%	-	-	-	*	14%	25%	-	17%	7%	16%	17%	-	-	-	-
	EL	12%	13%	7%	*	7%	-	-	-	-	-	9%	*	-	7%	7%	0%	20%	-	-	-	-
	Male	20%	15%	15%	9%	10%	*	-	-	-	*	18%	8%	*	16%	0%	15%	-	-	*	-	-
	Female	23%	18%	18%	11%	25%	*	-	-	-	-	10%	42%	*	17%	20%	-	18%	-	-	*	-
Mathematics																						
	All	27%	22%	22%	18%	23%	43%	-	-	-	*	18%	33%	13%	23%	27%	29%	18%	-	*	*	-
	Students																					
	CWD	13%	7%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	*	*	-	*	*	-
	CWOD	29%	23%	23%	20%	25%	33%	-	-	-	*	19%	35%	-	23%	27%	32%	17%	-	-	-	-
	EL	20%	22%	27%	*	21%	-	-	-	-	-	27%	*	-	27%	27%	30%	20%	-	-	-	-
	Male	29%	23%	29%	27%	25%	*	-	-	-	*	30%	25%	*	32%	30%	29%	-	-	*	-	-
	Female	25%	20%	18%	15%	20%	*	-	-	-	-	10%	42%	*	17%	20%	-	18%	-	-	*	-
Grade 5																						
Reading	All	29%	24%	20%	16%	19%	20%	*	*	-	17%	12%	32%	9%	21%	6%	14%	25%	-	*	-	*
	Students																					
	CWD	9%	8%	9%	*	*	*	-	*	-	*	0%	*	9%	-	*	0%	*	-	*	-	-
	CWOD	31%	26%	21%	18%	18%	25%	*	*	-	*	14%	32%	-	21%	7%	18%	24%	-	-	-	*
	EL	14%	13%	6%	-	7%	*	-	*	-	-	0%	13%	*	7%	6%	10%	0%	-	-	-	-
	Male	26%	21%	14%	13%	19%	*	*	*	-	*	7%	31%	0%	18%	10%	14%	-	-	-	-	-
	Female	31%	27%	25%	22%	20%	29%	-	*	-	*	18%	33%	*	24%	0%	-	25%	-	*	-	*
Mathematics																						
	All	36%	27%	22%	12%	25%	20%	*	*	-	17%	18%	29%	0%	25%	18%	24%	20%	-	*	-	*
	Students																					
	CWD	14%	12%	0%	*	*	*	-	*	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	38%	28%	25%	14%	27%	25%	*	*	-	*	21%	32%	-	25%	20%	30%	21%	-	-	-	*
	EL	24%	20%	18%	-	21%	*	-	*	-	-	11%	25%	*	20%	18%	20%	14%	-	-	-	-
	Male	36%	28%	24%	13%	25%	*	*	*	-	*	17%	38%	0%	30%	20%	24%	-	-	-	-	-
	Female	35%	26%	20%	11%	25%	14%	-	*	-	*	18%	22%	*	21%	14%	-	20%	-	*	-	*
Science																						
Reading	All	23%	17%	9%	0%	14%	0%	*	*	-	17%	8%	9%	0%	10%	12%	14%	3%	-	-	-	*
	Students																					
	CWD	11%	9%	0%	*	*	*	-	*	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	18%	10%	0%	15%	0%	*	*	-	*	10%	10%	-	10%	13%	18%	3%	-	-	-	*
	EL	11%	9%	12%	-	14%	*	-	*	-	-	0%	25%	*	13%	12%	20%	0%	-	-	-	-
	Male	25%	19%	14%	0%	31%	*	*	*	-	*	14%	15%	0%	18%	20%	14%	-	-	-	-	-
	Female	21%	15%	3%	0%	0%	0%	-	*	-	*	0%	5%	*	3%	0%	-	3%	-	-	-	*
Grade 6																						
Reading	All	17%	18%	9%	3%	8%	30%	-	*	*	*	6%	14%	0%	10%	0%	12%	5%	-	*	*	-
	Students																					
	CWD	6%	5%	0%	*	*	*	-	-	*	-	0%	*	0%	-	-	0%	*	-	*	*	-
	CWOD	18%	19%	10%	4%	9%	38%	-	*	-	*	7%	15%	-	10%	0%	14%	5%	-	-	-	-
	EL	4%	5%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	14%	15%	12%	7%	11%	29%	-	*	*	-	7%	23%	0%	14%	0%	12%	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	5%	0%	6%	*	-	*	-	*	4%	7%	*	5%	0%	-	5%	-	-	*	-
Mathematics	All	20%	24%	15%	13%	17%	20%	-	*	*	*	13%	18%	0%	17%	13%	14%	15%	-	*	*	-
	Students																					
	CWD	9%	6%	0%	*	*	*	-	-	*	-	0%	*	0%	-	-	0%	*	-	*	*	-
	CWOD	22%	26%	17%	15%	18%	25%	-	*	-	*	16%	19%	-	17%	13%	17%	16%	-	-	-	-
	EL	8%	12%	13%	-	15%	-	-	*	-	-	15%	*	-	13%	13%	14%	13%	-	-	-	-
	Male	20%	24%	14%	7%	22%	14%	-	*	*	-	10%	23%	0%	17%	14%	14%	-	-	*	-	-
	Female	20%	23%	15%	19%	11%	*	-	*	-	*	17%	13%	*	16%	13%	-	15%	-	-	*	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	70%	65%	72%	77%	60%	71%	*	75%	66%	77%	29%	76%	70%	65%	75%	-	10%	*	*
	Students																					
	CWD	46%	38%	29%	23%	28%	44%	*	*	*	50%	25%	39%	29%	-	25%	17%	61%	-	10%	*	-
	CWOD	81%	77%	76%	70%	77%	85%	*	81%	-	82%	73%	81%	-	76%	73%	76%	76%	-	-	-	*
	EL	62%	63%	70%	67%	71%	*	-	57%	-	*	70%	70%	25%	73%	70%	64%	76%	-	-	-	-
	Male	74%	70%	65%	62%	68%	68%	*	53%	*	60%	63%	69%	17%	76%	64%	65%	-	-	13%	-	-
	Female	80%	76%	75%	68%	75%	86%	*	100%	-	92%	70%	83%	61%	76%	76%	-	75%	-	*	*	*
Reading	All	73%	69%	69%	66%	73%	73%	*	60%	*	64%	66%	77%	26%	75%	73%	63%	75%	-	20%	*	*
	Students																					
	CWD	39%	30%	26%	17%	27%	43%	*	*	*	*	21%	40%	26%	-	*	15%	55%	-	20%	*	-
	CWOD	78%	73%	75%	72%	78%	80%	*	67%	-	67%	72%	81%	-	75%	75%	73%	77%	-	-	-	*
	EL	54%	55%	73%	*	75%	*	-	50%	-	*	71%	78%	*	75%	73%	64%	83%	-	-	-	-
	Male	69%	64%	63%	63%	68%	63%	*	33%	*	50%	62%	66%	15%	73%	64%	63%	-	-	*	-	-
	Female	78%	74%	75%	69%	78%	83%	*	*	-	80%	69%	87%	55%	77%	83%	-	75%	-	*	*	*
Mathematics	All	81%	77%	73%	65%	73%	86%	*	90%	*	91%	70%	78%	33%	78%	73%	67%	78%	-	0%	*	*
	Students																					
	CWD	53%	44%	33%	25%	27%	57%	*	*	*	*	31%	40%	33%	-	*	21%	64%	-	0%	*	-
	CWOD	84%	81%	78%	70%	79%	93%	*	100%	-	89%	76%	82%	-	78%	75%	77%	79%	-	-	-	*
	EL	72%	74%	73%	*	73%	*	-	83%	-	*	73%	72%	*	75%	73%	70%	77%	-	-	-	-
	Male	79%	75%	67%	58%	69%	79%	*	83%	*	83%	65%	72%	21%	77%	70%	67%	-	-	*	-	-
	Female	82%	79%	78%	71%	78%	94%	*	*	-	100%	75%	83%	64%	79%	77%	-	78%	-	*	*	*
Science	All	80%	75%	62%	60%	63%	60%	*	*	-	67%	55%	72%	20%	68%	47%	64%	59%	-	-	-	*
	Students																					
	CWD	51%	44%	20%	*	*	*	-	*	-	*	14%	*	20%	-	*	11%	*	-	-	-	-
	CWOD	84%	79%	68%	64%	64%	75%	*	*	-	*	62%	76%	-	68%	53%	79%	58%	-	-	-	*
	EL	61%	60%	47%	-	50%	*	-	*	-	-	44%	50%	*	53%	47%	50%	43%	-	-	-	-
	Male	79%	74%	64%	75%	69%	*	*	*	-	*	62%	69%	11%	79%	50%	64%	-	-	-	-	-
	Female	81%	77%	59%	33%	58%	71%	-	*	-	*	45%	74%	*	58%	43%	-	59%	-	-	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	34%	28%	36%	45%	40%	50%	*	25%	29%	45%	10%	38%	33%	32%	36%	-	0%	*	*
	Students																					
	CWD	24%	18%	10%	4%	13%	25%	*	*	*	0%	3%	30%	10%	-	0%	5%	26%	-	0%	*	-
	CWOD	52%	47%	38%	31%	39%	50%	*	57%	-	32%	33%	47%	-	38%	35%	38%	37%	-	-	-	*
	EL	29%	29%	33%	50%	31%	*	-	29%	-	*	31%	36%	0%	35%	33%	28%	39%	-	-	-	-
	Male	47%	41%	32%	26%	32%	49%	*	40%	*	27%	28%	41%	5%	38%	28%	32%	-	-	0%	-	-
	Female	52%	47%	36%	30%	40%	42%	*	67%	-	23%	29%	49%	26%	37%	39%	-	36%	-	*	*	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		47%	42%	34%	27%	35%	51%	*	50%	*	27%	28%	46%	8%	38%	33%	30%	38%	-	0%	*	*
Reading	All Students																					
	CWD	21%	15%	8%	0%	7%	29%	*	*	*	*	0%	30%	8%	-	*	4%	18%	-	0%	*	-
	CWOD	50%	45%	38%	30%	38%	57%	*	56%	-	33%	33%	48%	-	38%	35%	36%	39%	-	-	-	*
	EL	23%	24%	33%	*	33%	*	-	33%	-	*	33%	33%	*	35%	33%	27%	40%	-	-	-	-
	Male	43%	37%	30%	25%	28%	53%	*	33%	*	17%	27%	38%	4%	36%	27%	30%	-	-	*	-	-
	Female	51%	47%	38%	29%	41%	50%	*	*	-	40%	30%	54%	18%	39%	40%	-	38%	-	*	*	*
Mathematics	All Students	51%	45%	36%	32%	39%	38%	*	50%	*	18%	31%	45%	13%	39%	35%	36%	35%	-	0%	*	*
	CWD	26%	21%	13%	8%	13%	29%	*	*	*	*	7%	30%	13%	-	*	7%	27%	-	0%	*	-
	CWOD	54%	49%	39%	35%	42%	40%	*	56%	-	22%	35%	47%	-	39%	37%	43%	36%	-	-	-	*
	EL	37%	37%	35%	*	33%	*	-	33%	-	*	33%	39%	*	37%	35%	30%	40%	-	-	-	-
	Male	50%	44%	36%	33%	35%	47%	*	50%	*	33%	33%	44%	7%	43%	30%	36%	-	-	*	-	-
	Female	51%	47%	35%	32%	43%	28%	*	*	-	0%	30%	46%	27%	36%	40%	-	35%	-	*	*	*
Science	All Students	53%	47%	28%	12%	31%	50%	*	*	-	33%	20%	41%	10%	31%	24%	24%	33%	-	-	-	*
	CWD	25%	20%	10%	*	*	*	-	*	-	*	0%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	56%	50%	31%	14%	30%	63%	*	*	-	*	24%	41%	-	31%	27%	30%	32%	-	-	-	*
	EL	26%	25%	24%	-	21%	*	-	*	-	-	11%	38%	*	27%	24%	20%	29%	-	-	-	-
	Male	53%	46%	24%	6%	38%	*	*	*	-	*	17%	38%	0%	30%	20%	24%	-	-	-	-	-
	Female	53%	48%	33%	22%	26%	57%	-	*	-	*	25%	42%	*	32%	29%	-	33%	-	-	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All Students	23%	19%	15%	12%	17%	21%	20%	25%	*	11%	12%	22%	6%	17%	12%	15%	15%	-	0%	*	*
	CWD	8%	6%	6%	0%	3%	25%	*	*	*	0%	0%	22%	6%	-	0%	3%	13%	-	0%	*	-
	CWOD	25%	21%	17%	13%	18%	21%	*	29%	-	14%	14%	22%	-	17%	13%	18%	16%	-	-	-	*
	EL	11%	11%	12%	50%	11%	*	-	7%	-	*	10%	16%	0%	13%	12%	12%	12%	-	-	-	-
	Male	22%	18%	15%	8%	18%	27%	*	13%	*	13%	13%	20%	3%	18%	12%	15%	-	-	0%	-	-
	Female	24%	21%	15%	14%	15%	16%	*	44%	-	8%	11%	24%	13%	16%	12%	-	15%	-	*	*	*
Reading	All Students	20%	17%	15%	11%	15%	27%	*	30%	*	9%	11%	23%	8%	16%	8%	13%	16%	-	0%	*	*
	CWD	7%	5%	8%	0%	7%	29%	*	*	*	*	0%	30%	8%	-	*	4%	18%	-	0%	*	-
	CWOD	22%	19%	16%	12%	16%	27%	*	33%	-	11%	13%	22%	-	16%	8%	15%	16%	-	-	-	*
	EL	8%	8%	8%	*	6%	*	-	17%	-	*	7%	11%	*	8%	8%	3%	13%	-	-	-	-
	Male	17%	14%	13%	8%	14%	32%	*	17%	*	0%	11%	18%	4%	15%	3%	13%	-	-	*	-	-
	Female	23%	20%	16%	13%	16%	22%	*	*	-	20%	11%	28%	18%	16%	13%	-	16%	-	*	*	*
Mathematics	All Students	26%	22%	18%	15%	19%	22%	*	20%	*	9%	14%	25%	5%	19%	16%	18%	18%	-	0%	*	*
	CWD	11%	6%	5%	0%	0%	29%	*	*	*	*	0%	20%	5%	-	*	4%	9%	-	0%	*	-
	CWOD	28%	24%	19%	17%	21%	20%	*	22%	-	11%	16%	26%	-	19%	17%	21%	18%	-	-	-	*
	EL	16%	16%	16%	*	15%	*	-	0%	-	*	16%	17%	*	17%	16%	18%	13%	-	-	-	-
	Male	25%	22%	18%	12%	19%	26%	*	17%	*	17%	15%	24%	4%	21%	18%	18%	-	-	*	-	-
	Female	26%	22%	18%	18%	19%	17%	*	*	-	0%	13%	26%	9%	18%	13%	-	18%	-	*	*	*
Science	All Students	24%	20%	9%	0%	14%	0%	*	*	-	17%	8%	9%	0%	10%	12%	14%	3%	-	-	-	*
	CWD	8%	5%	0%	*	*	*	-	*	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	22%	10%	0%	15%	0%	*	*	-	*	10%	10%	-	10%	13%	18%	3%	-	-	-	*
	EL	7%	7%	12%	-	14%	*	-	*	-	-	0%	25%	*	13%	12%	20%	0%	-	-	-	-
	Male	25%	21%	14%	0%	31%	*	*	*	-	*	14%	15%	0%	18%	20%	14%	-	-	-	-	-

	State	District	Campus	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
Female	23%	20%	3%	0%	0%	0%	-	*	-	*	0%	5%	*	3%	0%	-	3%	-	-	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	57	72	67	-	38	*	67	60	52	74
CWD	52	25	56	80	-	*	*	*	47	52	*
CWOD	67	61	74	64	-	43	-	60	62	-	76
EL	74	*	83	*	-	*	-	-	73	*	74
Male	66	59	75	69	-	17	*	*	63	53	67
Female	64	55	70	65	-	*	-	*	58	50	86
<b>Mathematics</b>											
All Students	69	64	72	75	-	50	*	92	67	40	67
CWD	40	39	44	40	-	*	*	*	48	40	*
CWOD	72	67	74	83	-	57	-	90	70	-	68
EL	67	*	70	*	-	*	-	-	67	*	67
Male	68	62	78	62	-	33	*	*	64	39	70
Female	69	65	65	88	-	*	-	*	71	44	63

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
**	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
	98	15	15%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	35	42	48	40	49	*	37	36	15	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%20](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%20) 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	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 Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	*	-	*	0%	*	0%	-	*	0%	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	36	29	5	2	0	0	0	0	2		
	Female	15	11	2	2	0	0	0	0	0		
	Total	51	40	7	4	0	0	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	14	10	0	4	0	0	0	0	0		
	Female	6	4	2	0	0	0	0	0	0		
	Total	20	14	2	4	0	0	0	0	0		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		



**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	26	11	11	0	0	2	0	2	8	0
	Female	32	11	17	2	0	0	0	2	11	0
	Total	58	22	28	2	0	2	0	4	19	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	7.0	17.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	2.1%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		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
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SWIFT EL

**Campus ID:** 220901113

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	76%	56%	71%	82%	*	100%	-	*	74%	81%	38%	83%	93%	75%	77%	-	*	*	-
	CWD	49%	38%	38%	*	*	*	-	-	-	*	33%	*	38%	-	*	29%	*	-	-	-	-
	CWOD	79%	72%	83%	63%	76%	100%	*	100%	-	*	82%	86%	-	83%	93%	90%	76%	-	*	*	-
	EL	69%	67%	93%	*	86%	*	-	100%	-	-	91%	*	*	93%	93%	100%	80%	-	-	-	-
	Male	73%	65%	75%	60%	73%	67%	-	*	-	*	71%	82%	29%	90%	100%	75%	-	-	-	*	-
	Female	78%	72%	77%	*	70%	100%	*	*	-	*	76%	80%	*	76%	80%	-	77%	-	*	-	-
Mathematics	All Students	78%	72%	60%	33%	62%	55%	*	100%	-	*	62%	56%	13%	69%	73%	64%	55%	-	*	*	-
	CWD	52%	44%	13%	*	*	*	-	-	-	*	17%	*	13%	-	*	0%	*	-	-	-	-
	CWOD	81%	76%	69%	38%	71%	67%	*	100%	-	*	71%	64%	-	69%	79%	86%	52%	-	*	*	-
	EL	75%	75%	73%	*	57%	*	-	100%	-	-	73%	*	*	79%	73%	80%	60%	-	-	-	-
	Male	78%	72%	64%	40%	73%	50%	-	*	-	*	71%	55%	0%	86%	80%	64%	-	-	-	*	-
	Female	78%	72%	55%	*	50%	60%	*	*	-	*	53%	60%	*	52%	60%	-	55%	-	*	-	-
Grade 4 Reading	All Students	74%	66%	59%	38%	40%	79%	-	*	-	*	61%	53%	*	63%	45%	42%	77%	-	-	-	*
	CWD	44%	34%	*	-	*	*	-	-	-	*	*	*	*	-	*	*	-	-	-	-	-
	CWOD	78%	70%	63%	38%	43%	83%	-	*	-	-	63%	62%	-	63%	50%	48%	77%	-	-	-	*
	EL	64%	64%	45%	*	33%	*	-	*	-	-	50%	*	*	50%	45%	0%	83%	-	-	-	-
	Male	71%	63%	42%	40%	25%	60%	-	-	-	*	53%	22%	*	48%	0%	42%	-	-	-	-	*
	Female	77%	70%	77%	*	57%	100%	-	*	-	-	69%	100%	-	77%	83%	-	77%	-	-	-	-
Mathematics	All Students	74%	67%	74%	38%	80%	84%	-	*	-	*	77%	67%	*	77%	82%	67%	82%	-	-	-	*
	CWD	46%	36%	*	-	*	*	-	-	-	*	*	*	*	-	*	*	-	-	-	-	-
	CWOD	78%	71%	77%	38%	86%	83%	-	*	-	-	80%	69%	-	77%	90%	71%	82%	-	-	-	*
	EL	69%	69%	82%	*	83%	*	-	*	-	-	80%	*	*	90%	82%	60%	100%	-	-	-	-
	Male	74%	67%	67%	40%	88%	70%	-	-	-	*	80%	44%	*	71%	60%	67%	-	-	-	-	*
	Female	74%	68%	82%	*	71%	100%	-	*	-	-	75%	100%	-	82%	100%	-	82%	-	-	-	-
Grade 5 Reading	All Students	86%	82%	82%	90%	72%	86%	-	*	-	*	76%	95%	57%	84%	46%	75%	88%	-	*	*	-
	CWD	55%	48%	57%	*	*	*	-	-	-	-	50%	*	57%	-	*	*	*	-	-	*	-
	CWOD	89%	86%	84%	89%	82%	84%	-	*	-	*	79%	95%	-	84%	60%	79%	90%	-	*	-	-
	EL	77%	76%	46%	-	40%	*	-	*	-	-	46%	-	*	60%	46%	17%	71%	-	-	*	-
	Male	83%	78%	75%	*	71%	79%	-	-	-	*	65%	92%	*	79%	17%	75%	-	-	*	*	-
	Female	88%	85%	88%	100%	73%	93%	-	*	-	-	84%	100%	*	90%	71%	-	88%	-	*	-	-
Mathematics	All Students	89%	84%	88%	90%	76%	96%	-	*	-	*	84%	95%	57%	91%	62%	84%	91%	-	*	*	-
	CWD	68%	61%	57%	*	*	*	-	-	-	-	50%	*	57%	-	*	*	*	-	-	*	-
	CWOD	92%	87%	91%	89%	86%	96%	-	*	-	*	90%	95%	-	91%	80%	90%	93%	-	*	-	-
	EL	85%	82%	62%	-	50%	*	-	*	-	-	62%	-	*	80%	62%	50%	71%	-	-	*	-
	Male	88%	83%	84%	*	79%	93%	-	-	-	*	80%	92%	*	90%	50%	84%	-	-	*	*	-
	Female	90%	85%	91%	100%	73%	100%	-	*	-	-	88%	100%	*	93%	71%	-	91%	-	*	-	-
Science	All Students	74%	65%	72%	70%	60%	82%	-	*	-	*	71%	75%	43%	76%	46%	75%	70%	-	*	*	-
	CWD	45%	43%	43%	*	*	*	-	-	-	-	33%	*	43%	-	*	*	*	-	-	*	-

		State	District	Campus	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	CWOD	77%	68%	<b>76%</b>	67%	68%	84%	-	*	-	*	77%	74%	-	76%	60%	79%	72%	-	*	-	-
	EL	60%	55%	<b>46%</b>	-	40%	*	-	*	-	-	46%	-	*	60%	46%	17%	71%	-	-	*	-
	Male	74%	65%	<b>75%</b>	*	64%	86%	-	-	-	*	70%	83%	*	79%	17%	75%	-	-	*	*	-
	Female	73%	64%	<b>70%</b>	71%	55%	79%	-	*	-	-	72%	63%	*	72%	71%	-	70%	-	*	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>74%</b>	75%	75%	73%	*	*	-	*	72%	78%	21%	89%	57%	62%	89%	-	*	-	-
	CWD	33%	32%	<b>21%</b>	*	*	17%	*	-	-	-	11%	40%	21%	-	*	10%	*	-	*	-	-
	CWOD	71%	72%	<b>89%</b>	*	86%	94%	-	*	-	*	88%	92%	-	89%	67%	83%	96%	-	*	-	-
	EL	42%	49%	<b>57%</b>	-	*	*	-	*	-	-	50%	*	*	67%	57%	50%	*	-	-	-	-
	Male	62%	64%	<b>62%</b>	67%	55%	58%	-	*	-	*	56%	78%	10%	83%	50%	62%	-	-	*	-	-
Mathematics	All Students	71%	72%	<b>89%</b>	*	92%	90%	*	*	-	-	94%	78%	*	96%	*	-	89%	-	*	-	-
	CWD	80%	82%	<b>72%</b>	75%	71%	73%	*	*	-	*	72%	72%	21%	87%	57%	71%	74%	-	*	-	-
	CWOD	50%	47%	<b>21%</b>	*	*	0%	*	-	-	-	22%	20%	21%	-	*	30%	*	-	*	-	-
	EL	83%	86%	<b>87%</b>	*	76%	100%	-	*	-	*	85%	92%	-	87%	67%	88%	87%	-	*	-	-
	Male	67%	77%	<b>57%</b>	-	*	*	-	*	-	-	50%	*	*	67%	57%	50%	*	-	-	-	-
	Female	78%	80%	<b>71%</b>	83%	64%	67%	-	*	-	*	68%	78%	30%	88%	50%	71%	-	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3	Reading																					
	All Students	44%	37%	<b>36%</b>	44%	29%	36%	*	40%	-	*	26%	56%	0%	43%	33%	29%	45%	-	*	*	-
	CWD	26%	19%	<b>0%</b>	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	39%	<b>43%</b>	50%	35%	44%	*	40%	-	*	32%	64%	-	43%	36%	38%	48%	-	*	*	-
	EL	35%	34%	<b>33%</b>	*	14%	*	-	40%	-	-	27%	*	*	36%	33%	30%	40%	-	-	-	-
	Male	41%	34%	<b>29%</b>	60%	27%	17%	-	*	-	*	12%	55%	0%	38%	30%	29%	-	-	-	*	-
Mathematics	All Students	47%	39%	<b>45%</b>	*	30%	60%	*	*	-	*	41%	60%	*	48%	40%	-	45%	-	*	-	-
	CWD	48%	39%	<b>36%</b>	22%	29%	45%	*	60%	-	*	29%	50%	13%	40%	47%	32%	41%	-	*	*	-
	CWOD	30%	21%	<b>13%</b>	*	*	*	-	-	-	*	17%	*	13%	-	*	0%	*	-	-	-	-
	EL	50%	42%	<b>40%</b>	25%	29%	56%	*	60%	-	*	32%	57%	-	40%	50%	43%	38%	-	*	*	-
	Male	41%	41%	<b>47%</b>	*	29%	*	-	60%	-	-	45%	*	*	50%	47%	40%	60%	-	-	-	-
	Female	49%	41%	<b>32%</b>	20%	36%	33%	-	*	-	*	24%	45%	0%	43%	40%	32%	-	-	-	*	-
Grade 4	Reading																					
	All Students	46%	38%	<b>41%</b>	*	20%	60%	*	*	-	*	35%	60%	*	38%	60%	-	41%	-	*	-	-
	CWD	43%	35%	<b>30%</b>	25%	27%	26%	-	*	-	*	39%	13%	*	33%	36%	25%	36%	-	-	-	*
	CWOD	24%	16%	<b>*</b>	-	*	*	-	-	-	*	*	*	*	-	*	*	-	-	-	-	-
	EL	46%	38%	<b>33%</b>	25%	29%	28%	-	*	-	-	40%	15%	*	33%	40%	29%	36%	-	-	-	*
	Male	30%	30%	<b>36%</b>	*	17%	*	-	*	-	-	40%	*	-	40%	36%	0%	67%	-	-	-	-
Mathematics	All Students	41%	33%	<b>25%</b>	40%	13%	30%	-	-	-	*	33%	11%	*	29%	0%	25%	-	-	-	-	*
	CWD	46%	38%	<b>36%</b>	*	43%	22%	-	*	-	-	44%	17%	-	36%	67%	-	36%	-	-	-	-
	CWOD	46%	39%	<b>37%</b>	25%	27%	42%	-	*	-	*	42%	27%	*	40%	45%	29%	45%	-	-	-	*
	EL	27%	21%	<b>*</b>	-	*	*	-	-	-	*	*	*	*	-	*	*	-	-	-	-	-
	Male	49%	41%	<b>40%</b>	25%	29%	44%	-	*	-	-	43%	31%	-	40%	50%	33%	45%	-	-	-	*
	Female	39%	39%	<b>45%</b>	*	33%	*	-	*	-	-	50%	*	*	50%	45%	0%	83%	-	-	-	-
Mathematics	Male	48%	40%	<b>29%</b>	40%	13%	40%	-	-	-	*	40%	11%	*	33%	0%	29%	-	-	-	-	*

		State	District	Campus	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
	Female	45%	38%	45%	*	43%	44%	-	*	-	-	44%	50%	-	45%	83%	-	45%	-	-	-	-
Grade 5 Reading	All	53%	46%	51%	40%	36%	68%	-	*	-	*	44%	65%	29%	53%	15%	56%	45%	-	*	*	-
	Students																					
	CWD	27%	23%	29%	*	*	*	-	-	-	-	17%	*	29%	-	*	*	*	-	-	*	-
	CWOD	56%	49%	53%	44%	41%	68%	-	*	-	*	49%	63%	-	53%	20%	59%	48%	-	*	-	-
	EL	36%	35%	15%	-	10%	*	-	*	-	-	15%	-	*	20%	15%	0%	29%	-	-	*	-
	Male	50%	42%	56%	*	43%	79%	-	-	-	*	50%	67%	*	59%	0%	56%	-	-	*	*	-
	Female	56%	51%	45%	57%	27%	57%	-	*	-	-	40%	63%	*	48%	29%	-	45%	-	*	-	-
Mathematics	All	57%	47%	55%	40%	44%	68%	-	*	-	*	56%	55%	14%	60%	31%	63%	48%	-	*	*	-
	Students																					
	CWD	31%	28%	14%	*	*	*	-	-	-	-	17%	*	14%	-	*	*	*	-	-	*	-
	CWOD	60%	49%	60%	44%	50%	72%	-	*	-	*	62%	58%	-	60%	40%	69%	52%	-	*	-	-
	EL	46%	41%	31%	-	20%	*	-	*	-	-	31%	-	*	40%	31%	0%	57%	-	-	*	-
	Male	56%	47%	63%	*	50%	71%	-	-	-	*	60%	67%	*	69%	0%	63%	-	-	*	*	-
	Female	57%	47%	48%	29%	36%	64%	-	*	-	-	52%	38%	*	52%	57%	-	48%	-	*	-	-
Science	All	48%	38%	51%	30%	40%	64%	-	*	-	*	56%	40%	29%	53%	31%	59%	42%	-	*	*	-
	Students																					
	CWD	27%	27%	29%	*	*	*	-	-	-	-	17%	*	29%	-	*	*	*	-	-	*	-
	CWOD	50%	39%	53%	33%	45%	64%	-	*	-	*	62%	37%	-	53%	40%	62%	45%	-	*	-	-
	EL	31%	26%	31%	-	20%	*	-	*	-	-	31%	-	*	40%	31%	17%	43%	-	-	*	-
	Male	50%	40%	59%	*	50%	71%	-	-	-	*	65%	50%	*	62%	17%	59%	-	-	*	*	-
	Female	45%	37%	42%	29%	27%	57%	-	*	-	-	48%	25%	*	45%	43%	-	42%	-	*	-	-
Grade 6 Reading	All	36%	37%	41%	38%	42%	45%	*	*	-	*	35%	56%	7%	51%	14%	38%	44%	-	*	-	-
	Students																					
	CWD	19%	17%	7%	*	*	17%	*	-	-	-	11%	0%	7%	-	*	0%	*	-	*	-	-
	CWOD	38%	40%	51%	*	48%	56%	-	*	-	*	41%	77%	-	51%	17%	54%	48%	-	*	-	-
	EL	14%	17%	14%	-	*	*	-	*	-	-	17%	*	*	17%	14%	17%	*	-	-	-	-
	Male	33%	33%	38%	50%	45%	33%	-	*	-	*	32%	56%	0%	54%	17%	38%	-	-	*	-	-
	Female	40%	42%	44%	*	38%	60%	*	*	-	-	39%	56%	*	48%	*	-	44%	-	*	-	-
Mathematics	All	46%	49%	56%	50%	58%	55%	*	*	-	*	51%	67%	7%	70%	43%	53%	59%	-	*	-	-
	Students																					
	CWD	23%	21%	7%	*	*	0%	*	-	-	-	0%	20%	7%	-	*	10%	*	-	*	-	-
	CWOD	48%	52%	70%	*	67%	75%	-	*	-	*	65%	85%	-	70%	50%	71%	70%	-	*	-	-
	EL	27%	35%	43%	-	*	*	-	*	-	-	33%	*	*	50%	43%	50%	*	-	-	-	-
	Male	45%	48%	53%	67%	55%	42%	-	*	-	*	48%	67%	10%	71%	50%	53%	-	-	*	-	-
	Female	46%	50%	59%	*	62%	70%	*	*	-	-	56%	67%	*	70%	*	-	59%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All	27%	21%	14%	11%	10%	18%	*	20%	-	*	12%	19%	0%	17%	13%	11%	18%	-	*	*	-
	Students																					
	CWD	10%	7%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	17%	13%	12%	22%	*	20%	-	*	14%	21%	-	17%	14%	14%	19%	-	*	*	-
	EL	19%	20%	13%	*	0%	*	-	20%	-	-	18%	*	*	14%	13%	10%	20%	-	-	-	-
	Male	24%	19%	11%	20%	9%	17%	-	*	-	*	6%	18%	0%	14%	10%	11%	-	-	-	*	-
	Female	29%	24%	18%	*	10%	20%	*	*	-	*	18%	20%	*	19%	20%	-	18%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Mathematics	All	24%	18%	24%	11%	10%	36%	*	60%	-	*	21%	31%	0%	29%	47%	21%	27%	-	*	*	-
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	19%	29%	13%	12%	44%	*	60%	-	*	25%	36%	-	29%	50%	29%	29%	-	*	*	-
	EL	18%	20%	47%	*	29%	*	-	60%	-	-	45%	*	*	50%	47%	40%	60%	-	-	-	-
	Male	26%	20%	21%	20%	9%	33%	-	*	-	*	18%	27%	0%	29%	40%	21%	-	-	-	*	-
	Female	22%	16%	27%	*	10%	40%	*	*	-	*	24%	40%	*	29%	60%	-	27%	-	*	-	-
Grade 4																						
Reading	All	21%	17%	11%	13%	7%	5%	-	*	-	*	13%	7%	*	12%	18%	8%	14%	-	-	-	*
	Students																					
	CWD	8%	4%	*	-	*	*	-	-	-	*	*	*	*	-	*	*	-	-	-	-	-
	CWOD	23%	18%	12%	13%	7%	6%	-	*	-	-	13%	8%	-	12%	20%	10%	14%	-	-	-	*
	EL	12%	13%	18%	*	0%	*	-	*	-	-	20%	*	*	20%	18%	0%	33%	-	-	-	-
	Male	20%	15%	8%	20%	0%	10%	-	-	-	*	13%	0%	*	10%	0%	8%	-	-	-	-	*
	Female	23%	18%	14%	*	14%	0%	-	*	-	-	13%	17%	-	14%	33%	-	14%	-	-	-	-
Mathematics	All	27%	22%	28%	13%	27%	32%	-	*	-	*	32%	20%	*	30%	36%	21%	36%	-	-	-	*
	Students																					
	CWD	13%	7%	*	-	*	*	-	-	-	*	*	*	*	-	*	*	-	-	-	-	-
	CWOD	29%	23%	30%	13%	29%	33%	-	*	-	-	33%	23%	-	30%	40%	24%	36%	-	-	-	*
	EL	20%	22%	36%	*	33%	*	-	*	-	-	40%	*	*	40%	36%	0%	67%	-	-	-	-
	Male	29%	23%	21%	20%	13%	30%	-	-	-	*	27%	11%	*	24%	0%	21%	-	-	-	-	*
	Female	25%	20%	36%	*	43%	33%	-	*	-	-	38%	33%	-	36%	67%	-	36%	-	-	-	-
Grade 5																						
Reading	All	29%	24%	34%	30%	24%	46%	-	*	-	*	29%	45%	29%	34%	15%	41%	27%	-	*	*	-
	Students																					
	CWD	9%	8%	29%	*	*	*	-	-	-	-	17%	*	29%	-	*	*	*	-	-	*	-
	CWOD	31%	26%	34%	33%	27%	44%	-	*	-	*	31%	42%	-	34%	20%	41%	28%	-	*	-	-
	EL	14%	13%	15%	-	10%	*	-	*	-	-	15%	-	*	20%	15%	0%	29%	-	-	*	-
	Male	26%	21%	41%	*	29%	64%	-	-	-	*	40%	42%	*	41%	0%	41%	-	-	*	*	-
	Female	31%	27%	27%	43%	18%	29%	-	*	-	-	20%	50%	*	28%	29%	-	27%	-	*	-	-
Mathematics	All	36%	27%	32%	20%	28%	43%	-	*	-	*	40%	15%	14%	34%	15%	38%	27%	-	*	*	-
	Students																					
	CWD	14%	12%	14%	*	*	*	-	-	-	-	17%	*	14%	-	*	*	*	-	-	*	-
	CWOD	38%	28%	34%	22%	32%	44%	-	*	-	*	44%	16%	-	34%	20%	41%	28%	-	*	-	-
	EL	24%	20%	15%	-	10%	*	-	*	-	-	15%	-	*	20%	15%	0%	29%	-	-	*	-
	Male	36%	28%	38%	*	29%	50%	-	-	-	*	45%	25%	*	41%	0%	38%	-	-	*	*	-
	Female	35%	26%	27%	14%	27%	36%	-	*	-	-	36%	0%	*	28%	29%	-	27%	-	*	-	-
Science	All	23%	17%	25%	0%	20%	36%	-	*	-	*	27%	20%	14%	26%	8%	44%	6%	-	*	*	-
	Students																					
	CWD	11%	9%	14%	*	*	*	-	-	-	-	17%	*	14%	-	*	*	*	-	-	*	-
	CWOD	25%	18%	26%	0%	23%	36%	-	*	-	*	28%	21%	-	26%	10%	48%	3%	-	*	-	-
	EL	11%	9%	8%	-	10%	*	-	*	-	-	8%	-	*	10%	8%	17%	0%	-	-	*	-
	Male	25%	19%	44%	*	36%	57%	-	-	-	*	50%	33%	*	48%	17%	44%	-	-	*	*	-
	Female	21%	15%	6%	0%	0%	14%	-	*	-	-	8%	0%	*	3%	0%	-	6%	-	*	-	-
Grade 6																						
Reading	All	17%	18%	20%	25%	13%	23%	*	*	-	*	16%	28%	0%	26%	14%	21%	19%	-	*	-	-
	Students																					
	CWD	6%	5%	0%	*	*	0%	*	-	-	-	0%	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	18%	19%	26%	*	14%	31%	-	*	-	*	21%	38%	-	26%	17%	29%	22%	-	*	-	-
	EL	4%	5%	14%	-	*	*	-	*	-	-	17%	*	*	17%	14%	17%	*	-	-	-	-
	Male	14%	15%	21%	33%	9%	25%	-	*	-	*	16%	33%	0%	29%	17%	21%	-	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	19%	*	15%	20%	*	*	-	-	17%	22%	*	22%	*	-	19%	-	*	-	-
Mathematics	All	20%	24%	25%	25%	21%	23%	*	*	-	*	21%	33%	0%	32%	29%	26%	22%	-	*	-	-
	Students																					
	CWD	9%	6%	0%	*	*	0%	*	-	-	-	0%	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	26%	32%	*	24%	31%	-	*	-	*	26%	46%	-	32%	33%	38%	26%	-	*	-	-
	EL	8%	12%	29%	-	*	*	-	*	-	-	17%	*	*	33%	29%	33%	*	-	-	-	-
	Male	20%	24%	26%	33%	18%	25%	-	*	-	*	24%	33%	0%	38%	33%	26%	-	-	*	-	-
	Female	20%	23%	22%	*	23%	20%	*	*	-	-	17%	33%	*	26%	*	-	22%	-	*	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	74%	64%	68%	81%	*	100%	-	67%	73%	76%	31%	81%	64%	69%	79%	-	37%	20%	*
	Students																					
	CWD	46%	38%	31%	54%	16%	37%	*	-	-	*	28%	38%	31%	-	7%	20%	55%	-	*	*	-
	CWOD	81%	77%	81%	66%	76%	88%	*	100%	-	82%	80%	82%	-	81%	73%	80%	81%	-	40%	*	*
	EL	62%	63%	64%	*	53%	57%	-	100%	-	-	61%	83%	7%	73%	64%	53%	78%	-	-	*	-
	Male	74%	70%	69%	59%	67%	72%	-	100%	-	62%	68%	71%	20%	80%	53%	69%	-	-	40%	20%	*
	Female	80%	76%	79%	69%	70%	90%	*	100%	-	*	77%	83%	55%	81%	78%	-	79%	-	33%	-	-
Reading	All	73%	69%	73%	66%	67%	80%	*	100%	-	71%	71%	78%	31%	81%	63%	64%	84%	-	38%	*	*
	Students																					
	CWD	39%	30%	31%	50%	18%	33%	*	-	-	*	27%	40%	31%	-	17%	17%	67%	-	*	*	-
	CWOD	78%	73%	81%	69%	74%	88%	*	100%	-	80%	79%	85%	-	81%	70%	76%	85%	-	50%	*	*
	EL	54%	55%	63%	*	52%	50%	-	100%	-	-	60%	83%	17%	70%	63%	52%	79%	-	-	*	-
	Male	69%	64%	64%	58%	59%	67%	-	100%	-	67%	61%	71%	17%	76%	52%	64%	-	-	*	*	*
	Female	78%	74%	84%	75%	76%	95%	*	100%	-	*	82%	89%	67%	85%	79%	-	84%	-	*	-	-
Mathematics	All	81%	77%	74%	60%	72%	81%	*	100%	-	57%	75%	74%	28%	82%	70%	72%	77%	-	38%	*	*
	Students																					
	CWD	53%	44%	28%	50%	18%	33%	*	-	-	*	27%	30%	28%	-	0%	22%	44%	-	*	*	-
	CWOD	84%	81%	82%	62%	80%	90%	*	100%	-	80%	82%	81%	-	82%	80%	84%	80%	-	33%	*	*
	EL	72%	74%	70%	*	59%	67%	-	100%	-	-	68%	83%	0%	80%	70%	63%	79%	-	-	*	-
	Male	79%	75%	72%	58%	75%	74%	-	100%	-	50%	74%	68%	22%	84%	63%	72%	-	-	*	*	*
	Female	82%	79%	77%	63%	68%	89%	*	100%	-	*	75%	82%	44%	80%	79%	-	77%	-	*	-	-
Science	All	80%	75%	72%	70%	60%	82%	-	*	-	*	71%	75%	43%	76%	46%	75%	70%	-	*	*	-
	Students																					
	CWD	51%	44%	43%	*	*	*	-	-	-	-	33%	*	43%	-	*	*	*	-	-	*	-
	CWOD	84%	79%	76%	67%	68%	84%	-	*	-	*	77%	74%	-	76%	60%	79%	72%	-	*	-	-
	EL	61%	60%	46%	-	40%	*	-	*	-	-	46%	-	*	60%	46%	17%	71%	-	-	*	-
	Male	79%	74%	75%	*	64%	86%	-	-	-	*	70%	83%	*	79%	17%	75%	-	-	*	*	-
	Female	81%	77%	70%	71%	55%	79%	-	*	-	-	72%	63%	*	72%	71%	-	70%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	45%	35%	38%	53%	*	70%	-	33%	43%	49%	11%	50%	33%	44%	46%	-	21%	0%	*
	Students																					
	CWD	24%	18%	11%	8%	4%	22%	*	-	-	*	10%	14%	11%	-	0%	6%	23%	-	*	*	-
	CWOD	52%	47%	50%	40%	43%	58%	*	70%	-	45%	49%	54%	-	50%	39%	53%	48%	-	27%	*	*
	EL	29%	29%	33%	*	20%	36%	-	65%	-	-	32%	42%	0%	39%	33%	20%	51%	-	-	*	-
	Male	47%	41%	44%	44%	39%	51%	-	50%	-	23%	41%	49%	6%	53%	20%	44%	-	-	10%	0%	*
	Female	52%	47%	46%	26%	37%	56%	*	92%	-	*	45%	48%	23%	48%	51%	-	46%	-	33%	-	-

		State	District	Campus	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
Reading	All	47%	42%	41%	37%	34%	48%	*	54%	-	29%	37%	49%	9%	46%	26%	38%	43%	-	25%	*	*
	Students																					
	CWD	21%	15%	9%	0%	0%	25%	*	-	-	*	9%	10%	9%	-	0%	4%	22%	-	*	*	-
	CWOD	50%	45%	46%	45%	39%	51%	*	54%	-	40%	41%	56%	-	46%	30%	46%	45%	-	33%	*	*
	EL	23%	24%	26%	*	15%	33%	-	45%	-	-	25%	33%	0%	30%	26%	15%	42%	-	-	*	-
	Male	43%	37%	38%	42%	34%	45%	-	29%	-	17%	32%	49%	4%	46%	15%	38%	-	-	*	*	*
	Female	51%	47%	43%	31%	34%	50%	*	83%	-	*	41%	50%	22%	45%	42%	-	43%	-	*	-	-
Mathematics	All	51%	45%	47%	34%	41%	55%	*	85%	-	29%	46%	51%	9%	54%	41%	46%	49%	-	25%	*	*
	Students																					
	CWD	26%	21%	9%	17%	9%	8%	*	-	-	*	9%	10%	9%	-	0%	4%	22%	-	*	*	-
	CWOD	54%	49%	54%	38%	46%	63%	*	85%	-	40%	52%	58%	-	54%	48%	56%	52%	-	33%	*	*
	EL	37%	37%	41%	*	26%	33%	-	82%	-	-	40%	50%	0%	48%	41%	26%	63%	-	-	*	-
	Male	50%	44%	46%	47%	41%	50%	-	71%	-	17%	44%	49%	4%	56%	26%	46%	-	-	*	*	*
	Female	51%	47%	49%	19%	41%	61%	*	100%	-	*	47%	54%	22%	52%	63%	-	49%	-	*	-	-
Science	All	53%	47%	51%	30%	40%	64%	-	*	-	*	56%	40%	29%	53%	31%	59%	42%	-	*	*	-
	Students																					
	CWD	25%	20%	29%	*	*	*	-	-	-	-	17%	*	29%	-	*	*	*	-	-	*	-
	CWOD	56%	50%	53%	33%	45%	64%	-	*	-	*	62%	37%	-	53%	40%	62%	45%	-	*	-	-
	EL	26%	25%	31%	-	20%	*	-	*	-	-	31%	-	*	40%	31%	17%	43%	-	-	*	-
	Male	53%	46%	59%	*	50%	71%	-	-	-	*	65%	50%	*	62%	17%	59%	-	-	*	*	-
	Female	53%	48%	42%	29%	27%	57%	-	*	-	-	48%	25%	*	45%	43%	-	42%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	24%	16%	18%	31%	*	48%	-	13%	24%	25%	6%	27%	22%	26%	22%	-	0%	0%	*
	Students																					
	CWD	8%	6%	6%	0%	0%	15%	*	-	-	*	6%	5%	6%	-	0%	2%	14%	-	*	*	-
	CWOD	25%	21%	27%	19%	21%	34%	*	48%	-	18%	27%	28%	-	27%	26%	32%	22%	-	0%	*	*
	EL	11%	11%	22%	*	14%	21%	-	39%	-	-	22%	25%	0%	26%	22%	15%	31%	-	-	*	-
	Male	22%	18%	26%	22%	19%	38%	-	36%	-	8%	27%	26%	2%	32%	15%	26%	-	-	0%	0%	*
	Female	24%	21%	22%	10%	17%	23%	*	62%	-	*	21%	23%	14%	22%	31%	-	22%	-	0%	-	-
Reading	All	20%	17%	21%	20%	14%	26%	*	38%	-	0%	18%	26%	6%	23%	15%	21%	20%	-	0%	*	*
	Students																					
	CWD	7%	5%	6%	0%	0%	17%	*	-	-	*	5%	10%	6%	-	0%	4%	11%	-	*	*	-
	CWOD	22%	19%	23%	24%	16%	28%	*	38%	-	0%	21%	29%	-	23%	18%	25%	21%	-	0%	*	*
	EL	8%	8%	15%	*	7%	17%	-	27%	-	-	18%	0%	0%	18%	15%	7%	26%	-	-	*	-
	Male	17%	14%	21%	21%	14%	33%	-	14%	-	0%	19%	24%	4%	25%	7%	21%	-	-	*	*	*
	Female	23%	20%	20%	19%	15%	18%	*	67%	-	*	17%	29%	11%	21%	26%	-	20%	-	*	-	-
Mathematics	All	26%	22%	27%	17%	21%	34%	*	62%	-	14%	29%	25%	3%	32%	33%	27%	28%	-	0%	*	*
	Students																					
	CWD	11%	6%	3%	0%	0%	8%	*	-	-	*	5%	0%	3%	-	0%	0%	11%	-	*	*	-
	CWOD	28%	24%	32%	21%	24%	38%	*	62%	-	20%	33%	29%	-	32%	38%	34%	29%	-	0%	*	*
	EL	16%	16%	33%	*	22%	33%	-	55%	-	-	30%	50%	0%	38%	33%	22%	47%	-	-	*	-
	Male	25%	22%	27%	26%	18%	36%	-	57%	-	0%	29%	24%	0%	34%	22%	27%	-	-	*	*	*
	Female	26%	22%	28%	6%	24%	32%	*	67%	-	*	29%	25%	11%	29%	47%	-	28%	-	*	-	-
Science	All	24%	20%	25%	0%	20%	36%	-	*	-	*	27%	20%	14%	26%	8%	44%	6%	-	*	*	-
	Students																					
	CWD	8%	5%	14%	*	*	*	-	-	-	-	17%	*	14%	-	*	*	*	-	-	*	-
	CWOD	26%	22%	26%	0%	23%	36%	-	*	-	*	28%	21%	-	26%	10%	48%	3%	-	*	-	-
	EL	7%	7%	8%	-	10%	*	-	*	-	-	8%	-	*	10%	8%	17%	0%	-	-	*	-
	Male	25%	21%	44%	*	36%	57%	-	-	-	*	50%	33%	*	48%	17%	44%	-	-	*	*	-

	State	District	Campus	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
Female	23%	20%	6%	0%	0%	14%	-	*	-	-	8%	0%	*	3%	0%	-	6%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	61	52	54	66	*	94	-	*	61	45	62
CWD	45	30	67	44	*	-	-	-	50	45	*
CWOD	63	58	53	70	-	94	-	*	63	-	64
EL	62	*	55	*	-	92	-	-	61	*	62
Male	59	46	48	70	-	*	-	*	62	31	43
Female	63	58	60	63	*	100	-	-	60	69	82
<b>Mathematics</b>											
All Students	73	73	66	77	*	100	-	*	74	55	80
CWD	55	60	57	44	*	-	-	-	56	55	80
CWOD	76	76	67	82	-	100	-	*	76	-	80
EL	80	*	70	*	-	100	-	-	79	80	80
Male	72	67	72	73	-	*	-	*	76	50	75
Female	74	79	60	81	*	100	-	-	71	63	86

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	90	24	27%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	48	38	41	55	*	73	-	38	47	16	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%2019](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%2019) 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	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 Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	44	11	14	17	0	2	0	0	8		
	Female	12	2	5	5	0	0	0	0	2		
	Total	56	13	19	22	0	2	0	0	10		
<b>Out-of-School Suspensions</b>												
	Male	20	4	4	10	0	0	0	2	2		
	Female	7	0	0	5	2	0	0	0	0		
	Total	27	4	4	15	2	0	0	2	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

**Total**

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	34	5	17	8	0	2	0	2	17	0
	Female	29	5	14	8	0	2	0	0	8	2
	Total	63	10	31	16	0	4	0	2	25	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	4.1	11.9%
Teachers Teaching with Emergency or Provisional Credentials	1.3	4.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	2.5%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%



Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** TARRANT CO J J A E P

**Campus ID:** 220901010

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

There is no data for this campus.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.  
(EL: English learner)

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)

There is no data for this campus.

**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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
Referrals to Law Enforcement												
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
	Total	-	-	-	-	-	-	-	-	-		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
	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	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Without Educational Services	Male	-	-	-	-	-	-	-	-	0		0
	Female	-	-	-	-	-	-	-	-	0		0
	Total	-	-	-	-	-	-	-	-	0		0
Under Zero Tolerance Policies	Male	-	-	-	-	-	-	-	-	0		0
	Female	-	-	-	-	-	-	-	-	0		0
	Total	-	-	-	-	-	-	-	-	0		0
School-Related Arrests												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Referrals to Law Enforcement												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
<b>All Students</b>												
Chronic Absenteeism												
	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	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
Incidents of physical attack or fight with a weapon	1
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0

On the basis of religion

**Total**  
0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

There is no data for this campus.

#### 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..

There is no data for this campus.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** THORNTON EL

**Campus ID:** 220901114

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	58%	*	59%	*	-	-	-	-	59%	*	33%	62%	61%	53%	65%	-	*	-	-
	CWD	49%	38%	33%	-	33%	-	-	-	-	-	27%	*	33%	-	17%	33%	*	-	-	-	-
	CWOD	79%	72%	62%	*	63%	*	-	-	-	-	64%	*	-	62%	65%	57%	68%	-	*	-	-
	EL	69%	67%	61%	-	61%	*	-	-	-	-	62%	*	17%	65%	61%	56%	66%	-	*	-	-
	Male	73%	65%	53%	*	54%	*	-	-	-	-	55%	*	33%	57%	56%	53%	-	-	*	-	-
	Female	78%	72%	65%	-	65%	-	-	-	-	-	65%	-	*	68%	66%	-	65%	-	-	-	-
Mathematics	All Students	78%	72%	68%	*	69%	*	-	-	-	-	69%	*	50%	71%	68%	72%	62%	-	*	-	-
	CWD	52%	44%	50%	-	50%	-	-	-	-	-	45%	*	50%	-	33%	56%	*	-	-	-	-
	CWOD	81%	76%	71%	*	73%	*	-	-	-	-	72%	*	-	71%	71%	75%	65%	-	*	-	-
	EL	75%	75%	68%	-	68%	*	-	-	-	-	68%	*	33%	71%	68%	72%	63%	-	*	-	-
	Male	78%	72%	72%	*	75%	*	-	-	-	-	73%	*	56%	75%	72%	72%	-	-	*	-	-
	Female	78%	72%	62%	-	62%	-	-	-	-	-	62%	-	*	65%	63%	-	62%	-	-	-	-
Grade 4 Reading	All Students	74%	66%	54%	83%	51%	*	-	-	-	-	53%	*	33%	56%	51%	53%	54%	*	-	-	-
	CWD	44%	34%	33%	*	14%	-	-	-	-	-	33%	-	33%	-	33%	40%	*	-	-	-	-
	CWOD	78%	70%	56%	*	55%	*	-	-	-	-	56%	*	-	56%	52%	55%	57%	*	-	-	-
	EL	64%	64%	51%	*	50%	*	-	-	-	-	50%	*	33%	52%	51%	50%	51%	*	-	-	-
	Male	71%	63%	53%	*	51%	*	-	-	-	-	55%	*	40%	55%	50%	53%	-	*	-	-	-
	Female	77%	70%	54%	*	51%	-	-	-	-	-	51%	*	*	57%	51%	-	54%	-	-	-	-
Mathematics	All Students	74%	67%	55%	50%	55%	*	-	-	-	-	56%	*	11%	60%	55%	47%	64%	*	-	-	-
	CWD	46%	36%	11%	*	0%	-	-	-	-	-	11%	-	11%	-	17%	0%	*	-	-	-	-
	CWOD	78%	71%	60%	*	61%	*	-	-	-	-	61%	*	-	60%	59%	53%	69%	*	-	-	-
	EL	69%	69%	55%	*	55%	*	-	-	-	-	56%	*	17%	59%	55%	47%	63%	*	-	-	-
	Male	74%	67%	47%	*	49%	*	-	-	-	-	48%	*	0%	53%	47%	47%	-	*	-	-	-
	Female	74%	68%	64%	*	62%	-	-	-	-	-	65%	*	*	69%	63%	-	64%	-	-	-	-
Grade 5 Reading	All Students	86%	82%	79%	100%	80%	-	*	-	-	*	79%	80%	25%	84%	77%	80%	79%	-	*	-	-
	CWD	55%	48%	25%	*	20%	-	*	-	-	*	14%	*	25%	-	17%	40%	*	-	-	-	-
	CWOD	89%	86%	84%	*	83%	-	-	-	-	-	84%	*	-	84%	81%	84%	83%	-	*	-	-
	EL	77%	76%	77%	-	78%	-	*	-	-	-	78%	*	17%	81%	77%	80%	75%	-	*	-	-
	Male	83%	78%	80%	*	81%	-	-	-	-	*	79%	*	40%	84%	80%	80%	-	-	-	-	-
	Female	88%	85%	79%	*	79%	-	*	-	-	-	80%	*	*	83%	75%	-	79%	-	*	-	-
Mathematics	All Students	89%	84%	79%	60%	81%	-	*	-	-	*	79%	60%	25%	83%	77%	78%	79%	-	*	-	-
	CWD	68%	61%	25%	*	40%	-	*	-	-	*	29%	*	25%	-	33%	20%	*	-	-	-	-
	CWOD	92%	87%	83%	*	83%	-	-	-	-	-	83%	*	-	83%	80%	84%	81%	-	*	-	-
	EL	85%	82%	77%	-	78%	-	*	-	-	-	78%	*	33%	80%	77%	78%	77%	-	*	-	-
	Male	88%	83%	78%	*	81%	-	-	-	-	*	81%	*	20%	84%	78%	78%	-	-	-	-	-
	Female	90%	85%	79%	*	81%	-	*	-	-	-	78%	*	*	81%	77%	-	79%	-	*	-	-
Science	All Students	74%	65%	63%	60%	64%	-	*	-	-	*	64%	40%	50%	63%	61%	57%	67%	-	*	-	-
	CWD	45%	43%	50%	*	80%	-	*	-	-	*	57%	*	50%	-	67%	40%	*	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 6 Reading	CWOD	77%	68%	63%	*	63%	-	-	-	-	-	64%	*	-	63%	61%	59%	67%	-	*	-	-
	EL	60%	55%	61%	-	62%	-	*	-	-	-	62%	*	67%	61%	61%	59%	63%	-	*	-	-
	Male	74%	65%	57%	*	59%	-	-	-	-	*	58%	*	40%	59%	59%	57%	-	-	-	-	-
	Female	73%	64%	67%	*	68%	-	*	-	-	-	68%	*	*	67%	63%	-	67%	-	*	-	-
	All Students	67%	68%	46%	*	46%	*	*	*	-	-	45%	56%	43%	46%	34%	47%	46%	*	-	-	-
	CWD	33%	32%	43%	-	50%	*	-	-	-	-	43%	-	43%	-	*	50%	*	-	-	-	-
	CWOD	71%	72%	46%	*	46%	*	*	*	-	-	45%	56%	-	46%	35%	47%	47%	*	-	-	-
	EL	42%	49%	34%	-	35%	*	*	-	-	-	36%	*	*	35%	34%	33%	35%	*	-	-	-
	Male	62%	64%	47%	*	47%	*	-	-	-	-	48%	*	50%	47%	33%	47%	-	-	-	-	-
	Female	71%	72%	46%	*	47%	-	*	*	-	-	43%	67%	*	47%	35%	-	46%	-	-	-	-
Mathematics	All Students	80%	82%	81%	*	81%	*	*	*	-	-	82%	78%	57%	83%	75%	78%	86%	*	-	-	-
	CWD	50%	47%	57%	-	67%	*	-	-	-	-	57%	-	57%	-	*	67%	*	-	-	-	-
	CWOD	83%	86%	83%	*	82%	*	*	*	-	-	84%	78%	-	83%	76%	80%	88%	*	-	-	-
	EL	67%	77%	75%	-	74%	*	*	-	-	-	77%	*	*	76%	75%	70%	82%	*	-	-	-
	Male	78%	80%	78%	*	79%	*	-	-	-	-	79%	*	67%	80%	70%	78%	-	-	-	-	-
	Female	81%	84%	86%	*	84%	-	*	*	-	-	86%	83%	*	88%	82%	-	86%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3 Reading	All Students	44%	37%	30%	*	31%	*	-	-	-	-	30%	*	33%	29%	32%	30%	30%	-	*	-	-
	CWD	26%	19%	33%	-	33%	-	-	-	-	-	27%	*	33%	-	17%	33%	*	-	-	-	-
	CWOD	46%	39%	29%	*	30%	*	-	-	-	-	31%	*	-	29%	34%	30%	29%	-	*	-	-
	EL	35%	34%	32%	-	33%	*	-	-	-	-	33%	*	17%	34%	32%	31%	34%	-	*	-	-
	Male	41%	34%	30%	*	31%	*	-	-	-	-	31%	*	33%	30%	31%	30%	-	-	*	-	-
	Female	47%	39%	30%	-	30%	-	-	-	-	-	30%	-	*	29%	34%	-	30%	-	-	-	-
	Mathematics	All Students	48%	39%	31%	*	31%	*	-	-	-	-	31%	*	33%	31%	31%	42%	16%	-	*	-
CWD		30%	21%	33%	-	33%	-	-	-	-	-	27%	*	33%	-	17%	33%	*	-	-	-	-
CWOD		50%	42%	31%	*	30%	*	-	-	-	-	32%	*	-	31%	32%	43%	15%	-	*	-	-
EL		41%	41%	31%	-	30%	*	-	-	-	-	32%	*	17%	32%	31%	41%	19%	-	*	-	-
Male		49%	41%	42%	*	42%	*	-	-	-	-	43%	*	33%	43%	41%	42%	-	-	*	-	-
Female		46%	38%	16%	-	16%	-	-	-	-	-	16%	-	*	15%	19%	-	16%	-	-	-	-
Grade 4 Reading	All Students	43%	35%	24%	50%	23%	*	-	-	-	-	24%	*	22%	25%	24%	19%	31%	*	-	-	-
	CWD	24%	16%	22%	*	0%	-	-	-	-	-	22%	-	22%	-	17%	20%	*	-	-	-	-
	CWOD	46%	38%	25%	*	25%	*	-	-	-	-	24%	*	-	25%	25%	18%	31%	*	-	-	-
	EL	30%	30%	24%	*	23%	*	-	-	-	-	24%	*	17%	25%	24%	19%	29%	*	-	-	-
	Male	41%	33%	19%	*	19%	*	-	-	-	-	19%	*	20%	18%	19%	19%	-	-	*	-	-
	Female	46%	38%	31%	*	27%	-	-	-	-	-	30%	*	*	31%	29%	-	31%	-	-	-	-
	Mathematics	All Students	46%	39%	28%	33%	28%	*	-	-	-	-	29%	*	11%	30%	25%	23%	33%	*	-	-
CWD		27%	21%	11%	*	0%	-	-	-	-	-	11%	-	11%	-	17%	0%	*	-	-	-	-
CWOD		49%	41%	30%	*	31%	*	-	-	-	-	31%	*	-	30%	26%	26%	34%	*	-	-	-
EL		39%	39%	25%	*	25%	*	-	-	-	-	26%	*	17%	26%	25%	19%	31%	*	-	-	-
Male		48%	40%	23%	*	24%	*	-	-	-	-	24%	*	0%	26%	19%	23%	-	*	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	33%	*	32%	-	-	-	-	-	35%	*	*	34%	31%	-	33%	-	-	-	-
Grade 5 Reading	Female																					
	All	53%	46%	31%	60%	30%	-	*	-	-	*	30%	60%	13%	33%	28%	26%	35%	-	*	-	-
	Students																					
	CWD	27%	23%	13%	*	0%	-	*	-	-	*	0%	*	13%	-	0%	20%	*	-	-	-	-
	CWOD	56%	49%	33%	*	32%	-	-	-	-	-	32%	*	-	33%	30%	27%	37%	-	*	-	-
	EL	36%	35%	28%	-	29%	-	*	-	-	-	28%	*	0%	30%	28%	23%	33%	-	*	-	-
	Male	50%	42%	26%	*	25%	-	-	-	-	*	23%	*	20%	27%	23%	26%	-	-	-	-	-
	Female	56%	51%	35%	*	35%	-	*	-	-	-	35%	*	*	37%	33%	-	35%	-	*	-	-
Mathematics	All	57%	47%	36%	40%	36%	-	*	-	-	*	36%	40%	13%	38%	34%	34%	37%	-	*	-	-
	Students																					
	CWD	31%	28%	13%	*	20%	-	*	-	-	*	14%	*	13%	-	17%	0%	*	-	-	-	-
	CWOD	60%	49%	38%	*	37%	-	-	-	-	-	37%	*	-	38%	35%	38%	37%	-	*	-	-
	EL	46%	41%	34%	-	34%	-	*	-	-	-	34%	*	17%	35%	34%	35%	33%	-	*	-	-
	Male	56%	47%	34%	*	35%	-	-	-	-	*	34%	*	0%	38%	35%	34%	-	-	-	-	-
	Female	57%	47%	37%	*	37%	-	*	-	-	-	37%	*	*	37%	33%	-	37%	-	*	-	-
Science	All	48%	38%	20%	20%	20%	-	*	-	-	*	19%	40%	25%	19%	19%	20%	20%	-	*	-	-
	Students																					
	CWD	27%	27%	25%	*	40%	-	*	-	-	*	29%	*	25%	-	33%	0%	*	-	-	-	-
	CWOD	50%	39%	19%	*	19%	-	-	-	-	-	18%	*	-	19%	18%	22%	17%	-	*	-	-
	EL	31%	26%	19%	-	20%	-	*	-	-	-	19%	*	33%	18%	19%	22%	17%	-	*	-	-
	Male	50%	40%	20%	*	20%	-	-	-	-	*	19%	*	0%	22%	22%	20%	-	-	-	-	-
	Female	45%	37%	20%	*	20%	-	*	-	-	-	19%	*	*	17%	17%	-	20%	-	*	-	-
Grade 6 Reading	All	36%	37%	18%	*	18%	*	*	*	-	-	18%	11%	29%	17%	7%	22%	14%	*	-	-	-
	Students																					
	CWD	19%	17%	29%	-	33%	*	-	-	-	-	29%	-	29%	-	*	33%	*	-	-	-	-
	CWOD	38%	40%	17%	*	17%	*	*	*	-	-	17%	11%	*	17%	8%	20%	14%	*	-	-	-
	EL	14%	17%	7%	-	8%	*	*	-	-	-	8%	*	*	8%	7%	6%	9%	*	-	-	-
	Male	33%	33%	22%	*	23%	*	-	-	-	-	23%	*	33%	20%	6%	22%	-	-	-	-	-
	Female	40%	42%	14%	*	13%	-	*	*	-	-	14%	17%	*	14%	9%	-	14%	-	-	-	-
Mathematics	All	46%	49%	35%	*	35%	*	*	*	-	-	33%	56%	43%	35%	21%	39%	32%	*	-	-	-
	Students																					
	CWD	23%	21%	43%	-	50%	*	-	-	-	-	43%	-	43%	-	*	50%	*	-	-	-	-
	CWOD	48%	52%	35%	*	34%	*	*	*	-	-	33%	56%	-	35%	21%	38%	33%	*	-	-	-
	EL	27%	35%	21%	-	21%	*	*	-	-	-	22%	*	*	21%	21%	24%	18%	*	-	-	-
	Male	45%	48%	39%	*	40%	*	-	-	-	-	40%	*	50%	38%	24%	39%	-	-	-	-	-
	Female	46%	50%	32%	*	31%	-	*	*	-	-	27%	67%	*	33%	18%	-	32%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	9%	*	9%	*	-	-	-	-	9%	*	0%	10%	11%	13%	3%	-	*	-	-
	Students																					
	CWD	10%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	23%	10%	*	11%	*	-	-	-	-	11%	*	-	10%	12%	16%	3%	-	*	-	-
	EL	19%	20%	11%	-	12%	*	-	-	-	-	12%	*	0%	12%	11%	18%	3%	-	*	-	-
	Male	24%	19%	13%	*	15%	*	-	-	-	-	14%	*	0%	16%	18%	13%	-	-	*	-	-
	Female	29%	24%	3%	-	3%	-	-	-	-	-	3%	-	*	3%	3%	-	3%	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Mathematics	All	24%	18%	17%	*	16%	*	-	-	-	-	16%	*	17%	17%	15%	21%	11%	-	*	-	-	-
	Students																						
	CWD	12%	8%	17%	-	17%	-	-	-	-	-	9%	*	17%	-	0%	22%	*	-	-	-	-	-
	CWOD	25%	19%	17%	*	16%	*	-	-	-	-	17%	*	-	17%	17%	20%	12%	-	*	-	-	-
	EL	18%	20%	15%	-	16%	*	-	-	-	-	16%	*	0%	17%	15%	18%	13%	-	*	-	-	-
	Male	26%	20%	21%	*	21%	*	-	-	-	-	20%	*	22%	20%	18%	21%	-	-	*	-	-	-
	Female	22%	16%	11%	-	11%	-	-	-	-	-	11%	-	*	12%	13%	-	11%	-	-	-	-	-
Grade 4																							
Reading	All	21%	17%	9%	0%	9%	*	-	-	-	-	9%	*	0%	10%	10%	5%	13%	*	-	-	-	-
	Students																						
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	-
	CWOD	23%	18%	10%	*	10%	*	-	-	-	-	10%	*	-	10%	11%	5%	14%	*	-	-	-	-
	EL	12%	13%	10%	*	11%	*	-	-	-	-	11%	*	0%	11%	10%	6%	14%	*	-	-	-	-
	Male	20%	15%	5%	*	5%	*	-	-	-	-	5%	*	0%	5%	6%	5%	-	*	-	-	-	-
	Female	23%	18%	13%	*	14%	-	-	-	-	-	14%	*	*	14%	14%	-	13%	-	-	-	-	-
Mathematics	All	27%	22%	15%	33%	14%	*	-	-	-	-	15%	*	11%	15%	12%	9%	21%	*	-	-	-	-
	Students																						
	CWD	13%	7%	11%	*	0%	-	-	-	-	-	11%	-	11%	-	17%	0%	*	-	-	-	-	-
	CWOD	29%	23%	15%	*	15%	*	-	-	-	-	16%	*	-	15%	11%	11%	20%	*	-	-	-	-
	EL	20%	22%	12%	*	11%	*	-	-	-	-	12%	*	17%	11%	12%	3%	20%	*	-	-	-	-
	Male	29%	23%	9%	*	8%	*	-	-	-	-	10%	*	0%	11%	3%	9%	-	*	-	-	-	-
	Female	25%	20%	21%	*	19%	-	-	-	-	-	22%	*	*	20%	20%	-	21%	-	-	-	-	-
Grade 5																							
Reading	All	29%	24%	12%	20%	11%	-	*	-	-	*	10%	40%	0%	13%	10%	8%	15%	-	*	-	-	-
	Students																						
	CWD	9%	8%	0%	*	0%	-	*	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-	-
	CWOD	31%	26%	13%	*	12%	-	-	-	-	-	11%	*	-	13%	10%	9%	15%	-	*	-	-	-
	EL	14%	13%	10%	-	10%	-	*	-	-	-	9%	*	0%	10%	10%	8%	12%	-	*	-	-	-
	Male	26%	21%	8%	*	8%	-	-	-	-	*	6%	*	0%	9%	8%	8%	-	-	-	-	-	-
	Female	31%	27%	15%	*	14%	-	*	-	-	-	13%	*	*	15%	12%	-	15%	-	*	-	-	-
Mathematics	All	36%	27%	11%	20%	10%	-	*	-	-	*	11%	0%	0%	12%	8%	8%	13%	-	*	-	-	-
	Students																						
	CWD	14%	12%	0%	*	0%	-	*	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-	-
	CWOD	38%	28%	12%	*	11%	-	-	-	-	-	12%	*	-	12%	8%	9%	14%	-	*	-	-	-
	EL	24%	20%	8%	-	8%	-	*	-	-	-	8%	*	0%	8%	8%	5%	10%	-	*	-	-	-
	Male	36%	28%	8%	*	8%	-	-	-	-	*	9%	*	0%	9%	5%	8%	-	-	-	-	-	-
	Female	35%	26%	13%	*	12%	-	*	-	-	-	13%	*	*	14%	10%	-	13%	-	*	-	-	-
Science	All	23%	17%	5%	0%	6%	-	*	-	-	*	6%	0%	0%	6%	5%	10%	2%	-	*	-	-	-
	Students																						
	CWD	11%	9%	0%	*	0%	-	*	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-	-
	CWOD	25%	18%	6%	*	6%	-	-	-	-	-	6%	*	-	6%	6%	11%	2%	-	*	-	-	-
	EL	11%	9%	5%	-	5%	-	*	-	-	-	6%	*	0%	6%	5%	10%	2%	-	*	-	-	-
	Male	25%	19%	10%	*	10%	-	-	-	-	*	10%	*	0%	11%	10%	10%	-	-	-	-	-	-
	Female	21%	15%	2%	*	2%	-	*	-	-	-	2%	*	*	2%	2%	-	2%	-	*	-	-	-
Grade 6																							
Reading	All	17%	18%	7%	*	8%	*	*	*	-	-	6%	11%	14%	6%	3%	10%	4%	*	-	-	-	-
	Students																						
	CWD	6%	5%	14%	-	17%	*	-	-	-	-	14%	-	14%	-	*	17%	*	-	-	-	-	-
	CWOD	18%	19%	6%	*	7%	*	*	*	-	-	6%	11%	-	6%	3%	9%	4%	*	-	-	-	-
	EL	4%	5%	3%	-	3%	*	*	-	-	-	3%	*	*	3%	3%	3%	3%	*	-	-	-	-
	Male	14%	15%	10%	*	11%	*	-	-	-	-	10%	*	17%	9%	3%	10%	-	-	-	-	-	-



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	4%	*	4%	-	*	*	-	-	2%	17%	*	4%	3%	-	4%	-	-	-	-
Mathematics	All	20%	24%	15%	*	15%	*	*	*	-	-	15%	11%	29%	14%	4%	22%	8%	*	-	-	-
	Students																					
	CWD	9%	6%	29%	-	33%	*	-	-	-	-	29%	-	29%	-	*	33%	*	-	-	-	-
	CWOD	22%	26%	14%	*	14%	*	*	*	-	-	14%	11%	-	14%	5%	20%	8%	*	-	-	-
	EL	8%	12%	4%	-	5%	*	*	-	-	-	5%	*	*	5%	4%	6%	3%	*	-	-	-
	Male	20%	24%	22%	*	23%	*	-	-	-	-	23%	*	33%	20%	6%	22%	-	-	-	-	-
	Female	20%	23%	8%	*	7%	-	*	*	-	-	7%	17%	*	8%	3%	-	8%	-	-	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	65%	66%	66%	50%	20%	*	-	*	66%	57%	36%	68%	63%	63%	68%	17%	50%	-	-
	Students																					
	CWD	46%	38%	36%	57%	38%	*	*	-	-	*	35%	60%	36%	-	30%	40%	28%	-	-	-	-
	CWOD	81%	77%	68%	68%	69%	58%	*	*	-	-	69%	57%	-	68%	65%	66%	71%	17%	50%	-	-
	EL	62%	63%	63%	*	64%	50%	20%	-	-	-	64%	39%	30%	65%	63%	61%	65%	*	50%	-	-
	Male	74%	70%	63%	47%	65%	50%	-	-	-	*	64%	44%	40%	66%	61%	63%	-	*	*	-	-
	Female	80%	76%	68%	82%	68%	-	20%	*	-	-	68%	73%	28%	71%	65%	-	68%	-	33%	-	-
Reading	All	73%	69%	60%	72%	60%	43%	*	*	-	*	60%	57%	33%	63%	57%	58%	62%	*	*	-	-
	Students																					
	CWD	39%	30%	33%	*	30%	*	*	-	-	*	29%	*	33%	-	20%	40%	18%	-	-	-	-
	CWOD	78%	73%	63%	67%	63%	50%	*	*	-	-	63%	53%	-	63%	60%	61%	65%	*	*	-	-
	EL	54%	55%	57%	*	58%	40%	*	-	-	-	58%	30%	20%	60%	57%	56%	59%	*	*	-	-
	Male	69%	64%	58%	67%	59%	43%	-	-	-	*	59%	45%	40%	61%	56%	58%	-	*	*	-	-
	Female	78%	74%	62%	78%	62%	-	*	*	-	-	62%	70%	18%	65%	59%	-	62%	-	*	-	-
Mathematics	All	81%	77%	72%	61%	73%	57%	*	*	-	*	72%	62%	36%	75%	69%	70%	74%	*	*	-	-
	Students																					
	CWD	53%	44%	36%	*	40%	*	*	-	-	*	35%	*	36%	-	30%	40%	27%	-	-	-	-
	CWOD	84%	81%	75%	67%	76%	67%	*	*	-	-	76%	63%	-	75%	72%	74%	77%	*	*	-	-
	EL	72%	74%	69%	*	70%	60%	*	-	-	-	70%	50%	30%	72%	69%	67%	72%	*	*	-	-
	Male	79%	75%	70%	33%	72%	57%	-	-	-	*	71%	45%	40%	74%	67%	70%	-	*	*	-	-
	Female	82%	79%	74%	89%	74%	-	*	*	-	-	74%	80%	27%	77%	72%	-	74%	-	*	-	-
Science	All	80%	75%	63%	60%	64%	-	*	-	-	*	64%	40%	50%	63%	61%	57%	67%	-	*	-	-
	Students																					
	CWD	51%	44%	50%	*	80%	-	*	-	-	*	57%	*	50%	-	67%	40%	*	-	-	-	-
	CWOD	84%	79%	63%	*	63%	-	-	-	-	-	64%	*	-	63%	61%	59%	67%	-	*	-	-
	EL	61%	60%	61%	-	62%	-	*	-	-	-	62%	*	67%	61%	61%	59%	63%	-	*	-	-
	Male	79%	74%	57%	*	59%	-	-	-	-	*	58%	*	40%	59%	59%	57%	-	-	-	-	-
	Female	81%	77%	67%	*	68%	-	*	-	-	-	68%	*	*	67%	63%	-	67%	-	*	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	28%	37%	28%	14%	0%	*	-	*	28%	34%	25%	28%	25%	29%	28%	0%	38%	-	-
	Students																					
	CWD	24%	18%	25%	57%	25%	*	*	-	-	*	23%	60%	25%	-	15%	24%	28%	-	-	-	-
	CWOD	52%	47%	28%	32%	29%	17%	*	*	-	-	28%	31%	-	28%	26%	29%	28%	0%	38%	-	-
	EL	29%	29%	25%	*	25%	10%	0%	-	-	-	25%	13%	15%	26%	25%	25%	25%	*	38%	-	-
	Male	47%	41%	29%	26%	29%	14%	-	-	-	*	29%	28%	24%	29%	25%	29%	-	*	*	-	-
	Female	52%	47%	28%	45%	27%	-	0%	*	-	-	27%	41%	28%	28%	25%	-	28%	-	17%	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					Amer			Ind		Isl	Races	Disadv	Econ								Care	
Reading	All	47%	42%	26%	44%	26%	0%	*	*	-	*	26%	29%	25%	26%	23%	24%	28%	*	*	-	-
	Students																					
	CWD	21%	15%	25%	*	20%	*	*	-	-	*	21%	*	25%	-	10%	28%	18%	-	-	-	-
	CWOD	50%	45%	26%	33%	26%	0%	*	*	-	-	26%	21%	-	26%	24%	24%	28%	*	*	-	-
	EL	23%	24%	23%	*	24%	0%	*	-	-	-	24%	10%	10%	24%	23%	20%	27%	*	*	-	-
	Male	43%	37%	24%	33%	25%	0%	-	-	-	*	24%	27%	28%	24%	20%	24%	-	*	*	-	-
	Female	51%	47%	28%	56%	27%	-	*	*	-	-	28%	30%	18%	28%	27%	-	28%	-	*	-	-
Mathematics	All	51%	45%	33%	33%	33%	29%	*	*	-	*	33%	38%	25%	34%	28%	35%	31%	*	*	-	-
	Students																					
	CWD	26%	21%	25%	*	27%	*	*	-	-	*	24%	*	25%	-	15%	24%	27%	-	-	-	-
	CWOD	54%	49%	34%	33%	34%	33%	*	*	-	-	34%	37%	-	34%	29%	37%	31%	*	*	-	-
	EL	37%	37%	28%	*	28%	20%	*	-	-	-	29%	10%	15%	29%	28%	31%	26%	*	*	-	-
	Male	50%	44%	35%	22%	36%	29%	-	-	-	*	35%	27%	24%	37%	31%	35%	-	*	*	-	-
	Female	51%	47%	31%	44%	30%	-	*	*	-	-	30%	50%	27%	31%	26%	-	31%	-	*	-	-
Science	All	53%	47%	20%	20%	20%	-	*	-	-	*	19%	40%	25%	19%	19%	20%	20%	-	*	-	-
	Students																					
	CWD	25%	20%	25%	*	40%	-	*	-	-	*	29%	*	25%	-	33%	0%	*	-	-	-	-
	CWOD	56%	50%	19%	*	19%	-	-	-	-	-	18%	*	-	19%	18%	22%	17%	-	*	-	-
	EL	26%	25%	19%	-	20%	-	*	-	-	-	19%	*	33%	18%	19%	22%	17%	-	*	-	-
	Male	53%	46%	20%	*	20%	-	-	-	-	*	19%	*	0%	22%	22%	20%	-	-	-	-	-
	Female	53%	48%	20%	*	20%	-	*	-	-	-	19%	*	*	17%	17%	-	20%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	11%	15%	11%	0%	0%	*	-	*	11%	11%	8%	11%	9%	12%	10%	0%	25%	-	-
	Students																					
	CWD	8%	6%	8%	14%	8%	*	*	-	-	*	7%	20%	8%	-	2%	9%	4%	-	-	-	-
	CWOD	25%	21%	11%	15%	11%	0%	*	*	-	-	11%	10%	-	11%	9%	12%	10%	0%	25%	-	-
	EL	11%	11%	9%	*	9%	0%	0%	-	-	-	9%	4%	2%	9%	9%	9%	9%	*	25%	-	-
	Male	22%	18%	12%	11%	12%	0%	-	-	-	*	12%	8%	9%	12%	9%	12%	-	*	*	-	-
	Female	24%	21%	10%	18%	9%	-	0%	*	-	-	9%	14%	4%	10%	9%	-	10%	-	0%	-	-
Reading	All	20%	17%	9%	6%	10%	0%	*	*	-	*	9%	14%	3%	10%	9%	9%	9%	*	*	-	-
	Students																					
	CWD	7%	5%	3%	*	3%	*	*	-	-	*	3%	*	3%	-	0%	4%	0%	-	-	-	-
	CWOD	22%	19%	10%	7%	10%	0%	*	*	-	-	9%	16%	-	10%	9%	10%	10%	*	*	-	-
	EL	8%	8%	9%	*	9%	0%	*	-	-	-	9%	10%	0%	9%	9%	9%	8%	*	*	-	-
	Male	17%	14%	9%	0%	10%	0%	-	-	-	*	9%	9%	4%	10%	9%	9%	-	*	*	-	-
	Female	23%	20%	9%	11%	9%	-	*	*	-	-	8%	20%	0%	10%	8%	-	9%	-	*	-	-
Mathematics	All	26%	22%	14%	28%	14%	0%	*	*	-	*	14%	10%	14%	14%	10%	15%	13%	*	*	-	-
	Students																					
	CWD	11%	6%	14%	*	13%	*	*	-	-	*	12%	*	14%	-	5%	16%	9%	-	-	-	-
	CWOD	28%	24%	14%	27%	14%	0%	*	*	-	-	15%	5%	-	14%	10%	15%	13%	*	*	-	-
	EL	16%	16%	10%	*	10%	0%	*	-	-	-	10%	0%	5%	10%	10%	8%	11%	*	*	-	-
	Male	25%	22%	15%	22%	16%	0%	-	-	-	*	16%	9%	16%	15%	8%	15%	-	*	*	-	-
	Female	26%	22%	13%	33%	12%	-	*	*	-	-	13%	10%	9%	13%	11%	-	13%	-	*	-	-
Science	All	24%	20%	5%	0%	6%	-	*	-	-	*	6%	0%	0%	6%	5%	10%	2%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	*	0%	-	*	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	26%	22%	6%	*	6%	-	-	-	-	-	6%	*	-	6%	6%	11%	2%	-	*	-	-
	EL	7%	7%	5%	-	5%	-	*	-	-	-	6%	*	0%	6%	5%	10%	2%	-	*	-	-
	Male	25%	21%	10%	*	10%	-	-	-	-	*	10%	*	0%	11%	10%	10%	-	-	-	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Female	23%	20%	2%	*	2%	-	*	-	-	-	2%	*	*	2%	2%	-	2%	-	*	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	73	60	*	*	*	-	*	60	59	61
CWD	59	*	53	*	-	-	-	*	57	59	58
CWOD	60	63	60	*	*	*	-	-	61	-	61
EL	61	*	60	*	*	-	-	-	61	58	61
Male	61	60	61	*	-	-	-	*	62	63	63
Female	59	83	59	-	*	*	-	-	59	50	58
<b>Mathematics</b>											
All Students	71	68	72	40	*	*	-	*	70	38	70
CWD	38	*	44	*	*	-	-	*	39	38	50
CWOD	74	81	74	*	*	*	-	-	74	-	71
EL	70	*	70	*	*	-	-	-	69	50	70
Male	70	60	72	40	-	-	-	*	69	38	67
Female	72	75	72	-	*	*	-	-	72	38	72

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	514	57	11%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	39	35	21	7	*	-	*	35	23	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American			Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																		
All Subjects	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%	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%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*	
	CWD	100%	*	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	*	
	EL	100%	*	100%	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%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*	
	CWD	100%	*	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	*	
	EL	100%	*	100%	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 Students	100%	100%	100%	-	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	-	*	-	-	*	100%	*	100%	-	100%	100%	*	-	
	CWOD	100%	*	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	
	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%	-
Non-Participation Rate																		
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%	
	EL	0%	*	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%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*	
	CWD	0%	*	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	*	
	EL	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	-	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	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%	-
Science	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%	-
	EL	0%	-	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	*	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	-	*	-	-	-	0%	*	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	7	2	5	0	0	0	0	0	2		
	Female	4	0	2	2	0	0	0	0	2		
	Total	11	2	7	2	0	0	0	0	4		
<b>Out-of-School Suspensions</b>												
	Male	4	0	4	0	0	0	0	0	4		
	Female	8	2	4	2	0	0	0	0	4		
	Total	12	2	8	2	0	0	0	0	8		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
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	6	0	4	2	0	0	0	0	4		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	4	2	0	0	0	0	4		0
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	39	2	35	2	0	0	0	0	23	8	2
	Female	40	2	38	0	0	0	0	0	23	2	0
	Total	79	4	73	2	0	0	0	0	46	10	2

Total



	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	51	2	47	0	0	2	0	0	44	0
	Female	57	5	50	2	0	0	0	0	47	2
	Total	108	7	97	2	0	2	0	0	91	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	8.9	17.4%
Teachers Teaching with Emergency or Provisional Credentials	3.0	6.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.0%

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	*	4%
Mathematics	5,880	1%	45	1%	*	4%
Grade 4						
Reading	6,312	2%	55	1%	*	2%
Mathematics	6,311	2%	55	1%	*	2%
Grade 5						
Reading	6,133	1%	59	1%	*	3%
Mathematics	6,131	1%	59	1%	*	3%
Science	6,133	1%	59	1%	*	3%
Grade 6						
Reading	6,038	1%	50	1%	*	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
Mathematics	6,036	1%	50	1%	*	3%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	27	3%
Reading	45,064	1%	367	1%	12	3%
Mathematics	40,350	1%	327	1%	12	3%
Science	16,337	1%	131	1%	*	3%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced		
			TX	US	TX	US	TX	US	TX	US	
Grade 8		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	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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** TURNING POINT SECONDARY SCHOOL

**Campus ID:** 220901007

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-
<b>Mathematics</b>											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	-	-	0.0%	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	-	-	0.0%	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	-	-	0.0%	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

^ Ever EL in grades 9-12

### Part (iv): English Language Proficiency



This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.  
(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
^	^	^
^ Indicates data reporting does not meet for Minimum Size. ** Indicates results are masked due to small numbers to protect student confidentiality. - Indicates zero observations reported for this group.		

#### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	-	-	-	-	-	-	-	-	-	-	-
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'^' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	All Students	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
Reading	All Students	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
Mathematics	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
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	41	16	16	7	0	0	0	2	5		
	Female	13	5	2	4	0	0	0	2	0		
	Total	54	21	18	11	0	0	0	4	5		
Expulsions												
With Educational Services												
	Male	4	2	2	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	2	2	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		

		Total 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)
Referrals to Law Enforcement	Total	0	0	0	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		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
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	17	4	7	4	0	0	0	2	4		2
	Female	2	2	0	0	0	0	0	0	0		0
	Total	19	6	7	4	0	0	0	2	4		2
Expulsions												
With Educational Services	Male	4	0	2	2	0	0	0	0	2		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	2	2	0	0	0	0	2		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism												
	Male	49	17	17	11	0	2	0	2	8	8	2
	Female	18	11	5	2	0	0	0	0	2	5	0
	Total	67	28	22	13	0	2	0	2	10	13	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												13

	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	6
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
	Advanced Placement Courses										
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

All School  
Number Percent

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	6.8	18.5%
Teachers Teaching with Emergency or Provisional Credentials	2.8	8.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	2.9%

' ' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	61	65	39	35	12	10	2	1
		Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
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%

\* Indicates reporting standards not met.  
'n/a' Indicates data reporting is not applicable for this group.

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

\* Indicates results are masked due to small numbers to protect student confidentiality.  
- Indicates there are no students in the group.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** VENTURE ALTER H S

**Campus ID:** 220901006

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
End of Course																							
English I	All	66%	59%	30%	32%	16%	70%	*	*	*	*	28%	33%	17%	31%	13%	21%	38%	-	40%	-	-	
	Students																						
	CWD	27%	17%	17%	*	17%	20%	-	-	-	-	17%	17%	17%	-	*	13%	*	-	*	-	-	
	CWOD	71%	65%	31%	33%	16%	79%	*	*	*	*	28%	35%	-	31%	11%	22%	39%	-	44%	-	-	
	EL	34%	35%	13%	-	13%	-	-	*	-	-	15%	7%	*	11%	13%	6%	17%	-	*	-	-	
	Male	60%	52%	21%	24%	10%	42%	*	*	*	*	22%	19%	13%	22%	6%	21%	-	-	40%	-	-	
Female	73%	68%	38%	43%	20%	92%	-	-	-	*	33%	50%	*	39%	17%	-	38%	-	40%	-	-		
English II	All	67%	62%	27%	19%	25%	50%	*	*	*	0%	27%	26%	8%	28%	17%	23%	31%	-	17%	-	-	
	Students																						
	CWD	27%	18%	8%	*	0%	*	-	*	-	-	14%	0%	8%	-	*	13%	0%	-	*	-	-	
	CWOD	72%	67%	28%	18%	27%	57%	*	*	*	0%	28%	28%	-	28%	19%	23%	32%	-	18%	-	-	
	EL	30%	32%	17%	-	18%	*	-	*	-	-	20%	12%	*	19%	17%	10%	22%	-	*	-	-	
	Male	62%	55%	23%	18%	19%	50%	*	*	*	*	21%	27%	13%	23%	10%	23%	-	-	33%	-	-	
Female	73%	69%	31%	21%	30%	47%	-	-	*	*	33%	23%	0%	32%	22%	-	31%	-	0%	-	-		
Algebra I	All	83%	80%	52%	55%	41%	75%	*	-	-	*	57%	40%	20%	54%	38%	50%	53%	-	*	-	-	
	Students																						
	CWD	52%	43%	20%	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-	
	CWOD	87%	85%	54%	55%	44%	89%	*	-	-	*	59%	41%	-	54%	43%	50%	57%	-	*	-	-	
	EL	73%	73%	38%	-	38%	-	-	*	-	-	42%	*	*	43%	38%	33%	40%	-	*	-	-	
	Male	79%	76%	50%	44%	33%	75%	*	-	-	*	53%	42%	*	50%	33%	50%	-	-	-	-	-	
Female	88%	85%	53%	58%	47%	*	-	-	-	*	61%	33%	*	57%	40%	-	53%	-	*	-	-		
Biology	All	87%	84%	69%	68%	57%	83%	*	*	-	*	67%	71%	60%	70%	47%	75%	60%	-	*	-	-	
	Students																						
	CWD	60%	51%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-	
	CWOD	90%	88%	70%	63%	60%	82%	*	*	-	*	67%	75%	-	70%	53%	72%	64%	-	*	-	-	
	EL	68%	69%	47%	-	47%	*	-	*	-	-	44%	*	*	53%	47%	50%	45%	-	*	-	-	
	Male	84%	81%	75%	73%	67%	86%	*	*	-	*	76%	71%	*	72%	50%	75%	-	-	*	-	-	
Female	90%	88%	60%	56%	50%	80%	-	-	-	*	57%	71%	*	64%	45%	-	60%	-	*	-	-		
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All	48%	42%	12%	12%	4%	35%	*	*	*	*	11%	14%	8%	13%	0%	9%	15%	-	20%	-	-	
	Students																						
	CWD	15%	9%	8%	*	0%	20%	-	-	-	-	0%	17%	8%	-	*	13%	*	-	*	-	-	
	CWOD	53%	46%	13%	12%	5%	37%	*	*	*	*	12%	14%	-	13%	0%	9%	16%	-	22%	-	-	
	EL	14%	14%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-	
	Male	42%	34%	9%	3%	7%	25%	*	*	*	*	8%	11%	13%	9%	0%	9%	-	-	20%	-	-	
Female	56%	51%	15%	24%	3%	42%	-	-	-	*	13%	18%	*	16%	0%	-	15%	-	20%	-	-		
English II	All	48%	45%	12%	6%	12%	24%	*	*	*	0%	13%	10%	0%	13%	12%	9%	15%	-	0%	-	-	
	Students																						
	CWD	16%	9%	0%	*	0%	*	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-	
	CWOD	52%	49%	13%	6%	12%	27%	*	*	*	0%	13%	11%	-	13%	13%	9%	16%	-	0%	-	-	
	EL	11%	15%	12%	-	12%	*	-	*	-	-	14%	6%	*	13%	12%	5%	16%	-	*	-	-	
	Male	42%	38%	9%	0%	7%	33%	*	*	*	*	10%	6%	0%	9%	5%	9%	-	-	0%	-	-	
Female	55%	53%	15%	14%	15%	12%	-	-	*	*	15%	13%	0%	16%	16%	-	15%	-	0%	-	-		
Algebra I	All	59%	56%	8%	5%	7%	17%	*	-	-	*	5%	15%	0%	9%	0%	3%	13%	-	*	-	-	
	Students																						

		State	District	Campus	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
	CWD	24%	17%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	63%	61%	9%	5%	8%	22%	*	-	-	*	5%	18%	-	9%	0%	4%	13%	-	*	-	-
	EL	40%	41%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	53%	50%	3%	0%	8%	0%	*	-	-	*	0%	8%	*	4%	0%	3%	-	-	-	-	-
	Female	65%	62%	13%	8%	7%	*	-	-	-	*	9%	22%	*	13%	0%	-	13%	-	*	-	-
Biology	All Students	60%	56%	16%	5%	4%	58%	*	*	-	*	13%	29%	20%	16%	5%	19%	13%	-	*	-	-
	CWD	24%	15%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	64%	62%	16%	5%	4%	55%	*	*	-	*	13%	25%	-	16%	6%	17%	14%	-	*	-	-
	EL	24%	28%	5%	-	6%	*	-	*	-	-	6%	*	*	6%	5%	13%	0%	-	*	-	-
	Male	58%	52%	19%	0%	8%	57%	*	*	-	*	16%	29%	*	17%	13%	19%	-	-	*	-	-
	Female	62%	61%	13%	11%	0%	60%	-	-	-	*	9%	29%	*	14%	0%	-	13%	-	*	-	-

**STAAR Percent at Masters Grade Level****End of Course**

English I	All Students	10%	9%	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	CWD	3%	2%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	11%	10%	0%	0%	0%	0%	*	*	*	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	1%	1%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	7%	6%	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-	0%	-	-
	Female	14%	13%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	0%	-	-
English II	All Students	8%	7%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	CWD	4%	2%	0%	*	0%	*	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	8%	7%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	0%	0%	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	6%	4%	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-	0%	-	-
	Female	10%	9%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-	0%	-	-
Algebra I	All Students	36%	33%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	9%	5%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	39%	37%	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	19%	18%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	31%	28%	0%	0%	0%	0%	*	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	40%	38%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Biology	All Students	24%	22%	3%	0%	0%	17%	*	*	-	*	2%	7%	0%	4%	0%	3%	3%	-	*	-	-
	CWD	6%	2%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	25%	4%	0%	0%	18%	*	*	-	*	2%	8%	-	4%	0%	3%	4%	-	*	-	-
	EL	4%	4%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	24%	21%	3%	0%	0%	14%	*	*	-	*	4%	0%	*	3%	0%	3%	-	-	*	-	-
	Female	25%	24%	3%	0%	0%	20%	-	-	-	*	0%	14%	*	4%	0%	-	3%	-	*	-	-

**STAAR Percent at Approaches Grade Level or Above****All Grades**

All Subjects	All Students	77%	73%	36%	34%	28%	66%	*	17%	*	31%	37%	35%	21%	37%	23%	33%	40%	-	45%	-	-
	CWD	46%	38%	21%	*	12%	23%	-	*	-	-	24%	17%	21%	-	8%	29%	8%	-	*	-	-
	CWOD	81%	77%	37%	34%	29%	73%	*	20%	*	31%	37%	37%	-	37%	24%	33%	41%	-	48%	-	-

		State	District	Campus	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
	EL	62%	63%	<b>23%</b>	-	23%	*	-	20%	-	-	26%	16%	8%	24%	23%	18%	26%	-	50%	-	-
	Male	74%	70%	<b>33%</b>	30%	24%	60%	*	17%	-	43%	33%	31%	29%	33%	18%	33%	-	-	46%	-	-
	Female	80%	76%	<b>40%</b>	39%	31%	70%	-	-	*	17%	40%	39%	8%	41%	26%	-	40%	-	44%	-	-
Reading	All Students	73%	69%	<b>28%</b>	25%	21%	58%	*	0%	*	13%	27%	29%	12%	29%	15%	22%	34%	-	27%	-	-
	CWD	39%	30%	<b>12%</b>	*	8%	11%	-	*	-	-	15%	8%	12%	-	13%	13%	11%	-	*	-	-
	CWOD	78%	73%	<b>29%</b>	25%	22%	67%	*	*	*	13%	28%	31%	-	29%	15%	23%	35%	-	30%	-	-
	EL	54%	55%	<b>15%</b>	-	16%	*	-	*	-	-	18%	10%	13%	15%	15%	8%	20%	-	*	-	-
	Male	69%	64%	<b>22%</b>	21%	15%	48%	*	0%	*	20%	21%	24%	13%	23%	8%	22%	-	-	36%	-	-
	Female	78%	74%	<b>34%</b>	30%	26%	68%	-	-	*	*	33%	35%	11%	35%	20%	-	34%	-	18%	-	-
Mathematics	All Students	81%	77%	<b>52%</b>	55%	41%	75%	*	-	-	*	57%	40%	20%	54%	38%	50%	53%	-	*	-	-
	CWD	53%	44%	<b>20%</b>	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	84%	81%	<b>54%</b>	55%	44%	89%	*	-	-	*	59%	41%	-	54%	43%	50%	57%	-	*	-	-
	EL	72%	74%	<b>38%</b>	-	38%	-	-	-	-	-	42%	*	*	43%	38%	33%	40%	-	*	-	-
	Male	79%	75%	<b>50%</b>	44%	33%	75%	*	-	-	*	53%	42%	*	50%	33%	50%	-	-	-	-	-
	Female	82%	79%	<b>53%</b>	58%	47%	*	-	-	-	*	61%	33%	*	57%	40%	-	53%	-	*	-	-
Science	All Students	80%	75%	<b>69%</b>	68%	57%	83%	*	*	-	*	67%	71%	60%	70%	47%	75%	60%	-	*	-	-
	CWD	51%	44%	<b>60%</b>	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	84%	79%	<b>70%</b>	63%	60%	82%	*	*	-	*	67%	75%	-	70%	53%	72%	64%	-	*	-	-
	EL	61%	60%	<b>47%</b>	-	47%	*	-	*	-	-	44%	*	*	53%	47%	50%	45%	-	*	-	-
	Male	79%	74%	<b>75%</b>	73%	67%	86%	*	*	-	*	76%	71%	*	72%	50%	75%	-	-	*	-	-
	Female	81%	77%	<b>60%</b>	56%	50%	80%	-	-	-	*	57%	71%	*	64%	45%	-	60%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	<b>12%</b>	8%	8%	32%	*	0%	*	15%	11%	14%	6%	12%	6%	10%	14%	-	14%	-	-
	CWD	24%	18%	<b>6%</b>	*	0%	15%	-	*	-	-	0%	11%	6%	-	0%	10%	0%	-	*	-	-
	CWOD	52%	47%	<b>12%</b>	8%	9%	34%	*	0%	*	15%	12%	14%	-	12%	6%	10%	15%	-	15%	-	-
	EL	29%	29%	<b>6%</b>	-	6%	*	-	0%	-	-	7%	3%	0%	6%	6%	4%	7%	-	0%	-	-
	Male	47%	41%	<b>10%</b>	1%	7%	30%	*	0%	*	29%	9%	10%	10%	10%	4%	10%	-	-	23%	-	-
	Female	52%	47%	<b>14%</b>	16%	8%	32%	-	-	*	0%	13%	18%	0%	15%	7%	-	14%	-	6%	-	-
Reading	All Students	47%	42%	<b>12%</b>	9%	9%	28%	*	0%	*	13%	12%	12%	4%	13%	7%	9%	15%	-	9%	-	-
	CWD	21%	15%	<b>4%</b>	*	0%	11%	-	*	-	-	0%	8%	4%	-	0%	6%	0%	-	*	-	-
	CWOD	50%	45%	<b>13%</b>	9%	9%	31%	*	*	*	13%	13%	12%	-	13%	7%	9%	16%	-	10%	-	-
	EL	23%	24%	<b>7%</b>	-	7%	*	-	*	-	-	8%	3%	0%	7%	7%	3%	9%	-	*	-	-
	Male	43%	37%	<b>9%</b>	1%	7%	31%	*	0%	*	20%	9%	8%	6%	9%	3%	9%	-	-	9%	-	-
	Female	51%	47%	<b>15%</b>	18%	10%	25%	-	-	*	*	15%	16%	0%	16%	9%	-	15%	-	9%	-	-
Mathematics	All Students	51%	45%	<b>8%</b>	5%	7%	17%	*	-	-	*	5%	15%	0%	9%	0%	3%	13%	-	*	-	-
	CWD	26%	21%	<b>0%</b>	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	54%	49%	<b>9%</b>	5%	8%	22%	*	-	-	*	5%	18%	-	9%	0%	4%	13%	-	*	-	-
	EL	37%	37%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	50%	44%	<b>3%</b>	0%	8%	0%	*	-	-	*	0%	8%	*	4%	0%	3%	-	-	-	-	-
	Female	51%	47%	<b>13%</b>	8%	7%	*	-	-	-	*	9%	22%	*	13%	0%	-	13%	-	*	-	-
Science	All Students	53%	47%	<b>16%</b>	5%	4%	58%	*	*	-	*	13%	29%	20%	16%	5%	19%	13%	-	*	-	-

	State	District	Campus	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
CWD	25%	20%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
CWOD	56%	50%	16%	5%	4%	55%	*	*	-	*	13%	25%	-	16%	6%	17%	14%	-	*	-	-
EL	26%	25%	5%	-	6%	*	-	*	-	-	6%	*	*	6%	5%	13%	0%	-	*	-	-
Male	53%	46%	19%	0%	8%	57%	*	*	-	*	16%	29%	*	17%	13%	19%	-	-	*	-	-
Female	53%	48%	13%	11%	0%	60%	-	-	-	*	9%	29%	*	14%	0%	-	13%	-	*	-	-

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	0%	0%	0%	3%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	-	0%	-	-
	Students																					
	CWD	8%	6%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	25%	21%	0%	0%	0%	3%	*	0%	*	0%	0%	1%	-	0%	0%	0%	0%	-	0%	-	-
	EL	11%	11%	0%	-	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	Male	22%	18%	0%	0%	0%	2%	*	0%	*	0%	1%	0%	0%	0%	0%	0%	-	-	0%	-	-
	Female	24%	21%	0%	0%	0%	3%	-	-	*	0%	0%	1%	0%	0%	0%	-	0%	-	0%	-	-
Reading	All	20%	17%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	Students																					
	CWD	7%	5%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	19%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	8%	8%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	17%	14%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-	0%	-	-
	Female	23%	20%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-	0%	-	-
Mathematics	All	26%	22%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Students																					
	CWD	11%	6%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	28%	24%	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	16%	16%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	25%	22%	0%	0%	0%	0%	*	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	26%	22%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Science	All	24%	20%	3%	0%	0%	17%	*	*	-	*	2%	7%	0%	4%	0%	3%	3%	-	*	-	-
	Students																					
	CWD	8%	5%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	22%	4%	0%	0%	18%	*	*	-	*	2%	8%	-	4%	0%	3%	4%	-	*	-	-
	EL	7%	7%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	25%	21%	3%	0%	0%	14%	*	*	-	*	4%	0%	*	3%	0%	3%	-	-	*	-	-
	Female	23%	20%	3%	0%	0%	20%	-	-	-	*	0%	14%	*	4%	0%	-	3%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	----------------------	----------------	-----	----



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	55	60	70	-	-	-	*	56	-	57
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	59	55	60	70	-	-	-	*	56	-	57
EL	57	-	57	-	-	-	-	-	70	-	57
Male	64	*	50	*	-	-	-	*	56	-	*
Female	54	42	70	*	-	-	-	*	55	-	*
<b>Mathematics</b>											
All Students	*	-	-	*	-	-	-	-	-	*	-
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	*	-	-	*	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	-	*	-	-	-	-	-	*	-
Female	*	-	-	*	-	-	-	-	-	-	-

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	62.5%	64.9%	57.7%	71.7%	0.0%	66.7%	-	66.7%	57.2%	85.7%	43.2%	55.8%	0.0%
CWD	85.7%	83.3%	100.0%	85.7%	-	-	-	-	60.0%	85.7%	-	60.0%	-
CWOD	61.1%	63.2%	57.4%	69.6%	0.0%	66.7%	-	66.7%	57.1%	-	43.2%	55.3%	0.0%
EL	43.2%	-	46.2%	0.0%	0.0%	33.3%	-	-	48.3%	-	43.2%	0.0%	0.0%
Male	54.4%	66.7%	43.1%	64.0%	0.0%	33.3%	-	100.0%	44.4%	100.0%	20.0%	50.0%	0.0%
Female	68.7%	63.4%	68.1%	78.6%	0.0%	100.0%	-	50.0%	64.3%	60.0%	62.5%	58.3%	-

\*\* 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
47	2	4%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' Indicates data reporting does not meet for Minimum Size.  
 '\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	16	14	12	35	*	6	*	15	16	9	10
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	24%	19%	26%	26%	*	40%	*	20%	24%	34%	11%

- '\*\*' 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N								N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N								N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N								N		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N								N		

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N	N	N	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	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ 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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	96%	94%	98%	92%	*	100%	*	100%	97%	93%	97%	96%	100%	95%	97%	-
	CWD	97%	*	100%	92%	-	*	-	-	100%	94%	97%	-	100%	95%	100%	-
	CWOD	96%	94%	98%	91%	*	100%	*	100%	96%	93%	-	96%	100%	94%	97%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	95%	96%	96%	87%	*	100%	*	100%	95%	93%	95%	94%	100%	95%	-	-
	Female	97%	92%	99%	97%	-	-	*	100%	98%	94%	100%	97%	100%	-	97%	-
Reading	All Students	96%	95%	97%	92%	*	100%	*	100%	97%	93%	100%	96%	100%	94%	97%	-
	CWD	100%	*	100%	100%	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non						
		Campus	American			Indian		Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	96%	95%	97%	90%	*	*	*	100%	97%	92%	-	96%	100%	94%	97%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	94%	96%	95%	87%	*	100%	*	100%	95%	92%	100%	94%	100%	94%	-	-
	Female	97%	94%	99%	97%	-	-	*	*	99%	95%	100%	97%	100%	-	97%	-
Mathematics	All	95%	90%	100%	92%	*	-	-	*	98%	90%	80%	97%	100%	97%	94%	-
	Students																
	CWD	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-
	CWOD	97%	90%	100%	100%	*	-	-	*	98%	94%	-	97%	100%	100%	94%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	97%	100%	100%	88%	*	-	-	*	100%	92%	*	100%	100%	97%	-	-
	Female	94%	83%	100%	*	-	-	-	*	96%	89%	*	94%	100%	-	94%	-
Science	All	95%	90%	100%	92%	*	*	-	*	94%	100%	100%	95%	100%	94%	97%	-
	Students																
	CWD	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	95%	89%	100%	91%	*	*	-	*	94%	100%	-	95%	100%	93%	97%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	94%	91%	100%	86%	*	*	-	*	92%	100%	*	93%	100%	94%	-	-
	Female	97%	89%	100%	100%	-	-	-	*	96%	100%	*	97%	100%	-	97%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	4%	6%	2%	8%	*	0%	*	0%	3%	7%	3%	4%	0%	5%	3%	-
	Students																
	CWD	3%	*	0%	8%	-	*	-	-	0%	6%	3%	-	0%	5%	0%	-
	CWOD	4%	6%	2%	9%	*	0%	*	0%	4%	7%	-	4%	0%	6%	3%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	5%	4%	4%	13%	*	0%	*	0%	5%	7%	5%	6%	0%	5%	-	-
Reading	Female	3%	8%	1%	3%	-	-	*	0%	2%	6%	0%	3%	0%	-	3%	-
	All	4%	5%	3%	8%	*	0%	*	0%	3%	7%	0%	4%	0%	6%	3%	-
	Students																
	CWD	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	4%	5%	3%	10%	*	*	*	0%	3%	8%	-	4%	0%	6%	3%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
Mathematics	Male	6%	4%	5%	13%	*	0%	*	0%	5%	8%	0%	6%	0%	6%	-	-
	Female	3%	6%	1%	3%	-	-	*	*	1%	5%	0%	3%	0%	-	3%	-
	All	5%	10%	0%	8%	*	-	-	*	2%	10%	20%	3%	0%	3%	6%	-
	Students																
	CWD	20%	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-
	CWOD	3%	10%	0%	0%	*	-	-	*	2%	6%	-	3%	0%	0%	6%	-
Science	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	3%	0%	0%	12%	*	-	-	*	0%	8%	*	0%	0%	3%	-	-
	Female	6%	17%	0%	*	-	-	-	*	4%	11%	*	6%	0%	-	6%	-
	All	5%	10%	0%	8%	*	*	-	*	6%	0%	0%	5%	0%	6%	3%	-
	Students																
	CWD	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-

		African			American		Pacific	Two or	Econ	Non						
	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
CWOD	5%	11%	0%	9%	*	*	-	*	6%	0%	-	5%	0%	7%	3%	-
EL	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
Male	6%	9%	0%	14%	*	*	-	*	8%	0%	*	7%	0%	6%	-	-
Female	3%	11%	0%	0%	-	-	-	*	4%	0%	*	3%	0%	-	3%	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	2	0	0	0	0	0	0	0		
	Total	2	2	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	22	5	11	4	0	0	2	0	2		
	Female	16	10	4	2	0	0	0	0	4		
	Total	38	15	15	6	0	0	2	0	6		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
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	Male	6	2	2	2	0	0	0	0	0		0
	Female	2	2	0	0	0	0	0	0	0		0
	Total	8	4	2	2	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
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	105	20	53	26	2	2	0	2	14	5	5
	Female	135	44	59	26	2	2	0	2	14	5	5
	Total	240	64	112	52	4	4	0	4	28	10	10

	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

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

[illegible]

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	16.7%
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	1.0	2.9%

**All School**  
**Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

#### State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	*	*	*	-	*	-	*	*	*	*

<sup>(\*)</sup> Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** WEBB EL

**Campus ID:** 220901148

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	50%	64%	46%	60%	-	*	-	*	46%	73%	54%	49%	45%	52%	48%	-	*	-	-
	CWD	49%	38%	54%	*	57%	*	-	*	-	-	54%	-	54%	-	*	55%	*	-	-	-	-
	CWOD	79%	72%	49%	75%	44%	*	-	*	-	*	45%	73%	-	49%	44%	52%	47%	-	*	-	-
	EL	69%	67%	45%	-	43%	-	-	*	-	-	45%	*	*	44%	45%	45%	46%	-	-	-	-
	Male	73%	65%	52%	71%	46%	60%	-	*	-	*	47%	75%	55%	52%	45%	52%	-	-	*	-	-
	Female	78%	72%	48%	*	45%	-	-	*	-	*	46%	*	*	47%	46%	-	48%	-	-	-	-
	Mathematics	All Students	78%	72%	66%	73%	61%	80%	-	*	-	*	66%	64%	62%	67%	61%	64%	68%	-	*	-
CWD	52%	44%	62%	*	71%	*	-	*	-	-	62%	-	62%	-	*	55%	*	-	-	-	-	
CWOD	81%	76%	67%	88%	60%	*	-	*	-	*	67%	64%	-	67%	60%	68%	66%	-	*	-	-	
EL	75%	75%	61%	-	60%	-	-	-	*	-	-	65%	*	*	60%	61%	65%	58%	-	-	-	-
Male	78%	72%	64%	71%	61%	80%	-	*	-	*	65%	63%	55%	68%	65%	64%	-	-	*	-	-	-
Female	78%	72%	68%	*	61%	-	-	*	-	*	68%	*	*	66%	58%	-	68%	-	-	-	-	-
Grade 4 Reading	All Students	74%	66%	47%	31%	50%	*	*	*	-	*	49%	14%	17%	51%	59%	42%	52%	-	*	-	-
	CWD	44%	34%	17%	*	25%	*	-	-	-	*	22%	*	17%	-	*	13%	*	-	*	-	-
	CWOD	78%	70%	51%	36%	53%	*	*	*	-	*	52%	*	-	51%	58%	48%	55%	-	*	-	-
	EL	64%	64%	59%	-	57%	*	-	*	-	-	59%	*	*	58%	59%	61%	56%	-	-	-	-
	Male	71%	63%	42%	20%	44%	*	*	*	-	*	45%	20%	13%	48%	61%	42%	-	-	*	-	-
	Female	77%	70%	52%	38%	57%	-	-	-	-	*	55%	*	*	55%	56%	-	52%	-	*	-	-
	Mathematics	All Students	74%	67%	63%	31%	68%	*	*	*	-	*	65%	43%	33%	67%	78%	63%	63%	-	*	-
CWD	46%	36%	33%	*	38%	*	-	*	-	*	44%	*	33%	-	*	25%	*	-	*	-	-	
CWOD	78%	71%	67%	36%	71%	*	*	*	-	*	67%	*	-	67%	77%	70%	64%	-	*	-	-	
EL	69%	69%	78%	-	77%	*	-	*	-	-	77%	*	*	77%	78%	84%	72%	-	-	-	-	-
Male	74%	67%	63%	40%	66%	*	*	*	-	*	68%	20%	25%	70%	84%	63%	-	-	*	-	-	-
Female	74%	68%	63%	25%	70%	-	-	-	-	*	61%	*	*	64%	72%	-	63%	-	*	-	-	-
Grade 5 Reading	All Students	86%	82%	73%	80%	71%	*	*	-	-	*	73%	75%	50%	77%	64%	68%	77%	-	*	-	*
	CWD	55%	48%	50%	*	50%	-	*	-	-	*	60%	*	50%	-	50%	43%	60%	-	*	-	-
	CWOD	89%	86%	77%	100%	73%	*	-	-	-	*	75%	100%	-	77%	66%	74%	79%	-	*	-	*
	EL	77%	76%	64%	-	64%	-	-	-	-	-	64%	*	50%	66%	64%	61%	68%	-	*	-	*
	Male	83%	78%	68%	80%	66%	-	-	-	-	*	66%	*	43%	74%	61%	68%	-	-	*	-	-
	Female	88%	85%	77%	80%	76%	*	*	-	-	*	79%	60%	60%	79%	68%	-	77%	-	*	-	*
	Mathematics	All Students	89%	84%	87%	90%	86%	*	*	-	-	*	86%	88%	75%	88%	83%	85%	88%	-	*	-
CWD	68%	61%	75%	*	83%	-	*	-	-	*	80%	*	75%	-	83%	71%	80%	-	*	-	-	
CWOD	92%	87%	88%	100%	86%	*	-	-	-	*	87%	100%	-	88%	83%	88%	88%	-	*	-	*	
EL	85%	82%	83%	-	83%	-	-	-	-	-	83%	*	83%	83%	83%	84%	82%	-	*	-	*	
Male	88%	83%	85%	80%	86%	-	-	-	-	*	84%	*	71%	88%	84%	85%	-	-	*	-	-	-
Female	90%	85%	88%	100%	86%	*	*	-	-	*	88%	80%	80%	88%	82%	-	88%	-	*	-	-	*
Science	All Students	74%	65%	44%	70%	39%	*	*	-	-	*	44%	50%	50%	43%	36%	44%	45%	-	*	-	*
	CWD	45%	43%	50%	*	33%	-	*	-	-	*	50%	*	50%	-	33%	29%	80%	-	*	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster		
					Amer			Ind		Isl	More	Disadv	Econ							Care	Military		
Grade 6	CWOD	77%	68%	43%	67%	40%	*	-	-	-	*	43%	50%	-	43%	36%	47%	40%	-	*	-	*	
	EL	60%	55%	36%	-	36%	-	-	-	-	-	36%	*	33%	36%	36%	35%	36%	-	*	-	*	
	Male	74%	65%	44%	40%	43%	-	-	-	-	*	45%	*	29%	47%	35%	44%	-	-	*	-	-	
	Female	73%	64%	45%	100%	36%	*	*	-	-	*	43%	60%	80%	40%	36%	-	45%	-	*	-	*	
	Reading	All	67%	68%	43%	20%	47%	40%	-	*	-	*	43%	43%	22%	46%	33%	47%	39%	-	*	-	-
		Students																					
		CWD	33%	32%	22%	*	25%	-	-	-	-	-	13%	*	22%	-	33%	29%	*	-	*	-	-
		CWOD	71%	72%	46%	22%	50%	40%	-	*	-	*	47%	33%	-	46%	33%	50%	42%	-	*	-	-
		EL	42%	49%	33%	-	36%	*	-	*	-	-	30%	*	33%	33%	33%	44%	20%	-	*	-	-
		Male	62%	64%	47%	0%	56%	*	-	*	-	*	45%	60%	29%	50%	44%	47%	-	-	*	-	-
Female	71%	72%	39%	40%	37%	*	-	-	-	-	42%	*	*	42%	20%	-	39%	-	*	-	-		
Mathematics	All	80%	82%	70%	30%	77%	40%	-	*	-	*	70%	71%	44%	73%	80%	76%	63%	-	*	-	-	
	Students																						
	CWD	50%	47%	44%	*	50%	-	-	-	-	-	38%	*	44%	-	67%	57%	*	-	*	-	-	
	CWOD	83%	86%	73%	33%	81%	40%	-	*	-	*	74%	67%	-	73%	82%	79%	67%	-	*	-	-	
	EL	67%	77%	80%	-	81%	*	-	*	-	-	79%	*	67%	82%	80%	84%	75%	-	*	-	-	
	Male	78%	80%	76%	40%	83%	*	-	*	-	*	73%	100%	57%	79%	84%	76%	-	-	*	-	-	
Female	81%	84%	63%	20%	70%	*	-	-	-	-	67%	*	*	67%	75%	-	63%	-	*	-	-		
STAAR Percent at Meets Grade Level or Above																							
Grade 3	Reading	All	44%	37%	27%	18%	24%	60%	-	*	-	*	28%	18%	54%	22%	18%	26%	28%	-	*	-	-
		Students																					
		CWD	26%	19%	54%	*	57%	*	-	*	-	-	54%	-	54%	-	*	55%	*	-	-	-	-
		CWOD	46%	39%	22%	13%	19%	*	-	*	-	*	22%	18%	-	22%	16%	16%	26%	-	*	-	-
		EL	35%	34%	18%	-	17%	-	-	*	-	-	20%	*	*	16%	18%	15%	21%	-	-	-	-
		Male	41%	34%	26%	14%	21%	60%	-	*	-	*	29%	13%	55%	16%	15%	26%	-	-	*	-	-
Female	47%	39%	28%	*	26%	-	-	*	-	*	27%	*	*	26%	21%	-	28%	-	-	-	-		
Mathematics	All	48%	39%	33%	27%	31%	60%	-	*	-	*	35%	18%	54%	29%	27%	33%	33%	-	*	-	-	
	Students																						
	CWD	30%	21%	54%	*	57%	*	-	*	-	-	54%	-	54%	-	*	55%	*	-	-	-	-	
	CWOD	50%	42%	29%	25%	27%	*	-	*	-	*	31%	18%	-	29%	26%	26%	32%	-	*	-	-	
	EL	41%	41%	27%	-	26%	-	-	*	-	-	30%	*	*	26%	27%	25%	29%	-	-	-	-	
	Male	49%	41%	33%	14%	32%	60%	-	*	-	*	38%	13%	55%	26%	25%	33%	-	-	*	-	-	
Female	46%	38%	33%	*	29%	-	-	*	-	*	32%	*	*	32%	29%	-	33%	-	-	-	-		
Grade 4	Reading	All	43%	35%	17%	0%	18%	*	*	*	-	*	18%	14%	17%	17%	22%	13%	22%	-	*	-	-
		Students																					
		CWD	24%	16%	17%	*	25%	*	-	-	-	*	22%	*	17%	-	*	13%	*	-	*	-	-
		CWOD	46%	38%	17%	0%	17%	*	*	*	-	*	17%	*	-	17%	21%	14%	21%	-	*	-	-
		EL	30%	30%	22%	-	20%	*	-	*	-	-	21%	*	*	21%	22%	19%	25%	-	-	-	-
		Male	41%	33%	13%	0%	10%	*	*	*	-	*	13%	20%	13%	14%	19%	13%	-	-	*	-	-
Female	46%	38%	22%	0%	27%	-	-	-	-	*	23%	*	*	21%	25%	-	22%	-	*	-	-		
Mathematics	All	46%	39%	34%	0%	37%	*	*	*	-	*	35%	14%	33%	34%	46%	31%	37%	-	*	-	-	
	Students																						
	CWD	27%	21%	33%	*	38%	*	-	-	-	*	44%	*	33%	-	*	25%	*	-	*	-	-	
	CWOD	49%	41%	34%	0%	37%	*	*	*	-	*	34%	*	-	34%	45%	32%	36%	-	*	-	-	
	EL	39%	39%	46%	-	44%	*	-	*	-	-	46%	*	*	45%	46%	45%	47%	-	-	-	-	
Male	48%	40%	31%	0%	32%	*	*	*	-	*	32%	20%	25%	32%	45%	31%	-	-	*	-	-		

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	
		45%	38%	37%	0%	43%	-	-	-	-	More	Disadv	Econ	*	36%	47%	-	37%	-	*	Care	Military
		Female									Races	39%	Disadv	*								
Grade 5 Reading	All	53%	46%	33%	50%	31%	*	*	-	-	*	32%	38%	33%	32%	27%	27%	38%	-	*	-	*
	Students																					
	CWD	27%	23%	33%	*	33%	-	*	-	-	*	40%	*	33%	-	33%	29%	40%	-	*	-	-
	CWOD	56%	49%	32%	50%	30%	*	-	-	-	*	31%	50%	-	32%	26%	26%	37%	-	*	-	*
	EL	36%	35%	27%	-	27%	-	-	-	-	-	26%	*	33%	26%	27%	23%	32%	-	*	-	*
	Male	50%	42%	27%	20%	29%	-	-	-	-	*	26%	*	29%	26%	23%	27%	-	-	*	-	-
Female	56%	51%	38%	80%	32%	*	*	-	-	*	37%	40%	40%	37%	32%	-	38%	-	*	-	*	
Mathematics	All	57%	47%	36%	50%	33%	*	*	-	-	*	36%	38%	42%	35%	27%	37%	35%	-	*	-	*
	Students																					
	CWD	31%	28%	42%	*	33%	-	*	-	-	*	40%	*	42%	-	33%	29%	60%	-	*	-	-
	CWOD	60%	49%	35%	33%	33%	*	-	-	-	*	35%	33%	-	35%	26%	38%	33%	-	*	-	*
	EL	46%	41%	27%	-	27%	-	-	-	-	-	28%	*	33%	26%	27%	32%	21%	-	*	-	*
	Male	56%	47%	37%	20%	37%	-	-	-	-	*	37%	*	29%	38%	32%	37%	-	-	*	-	-
Female	57%	47%	35%	80%	30%	*	*	-	-	*	35%	40%	60%	33%	21%	-	35%	-	*	-	*	
Science	All	48%	38%	22%	50%	17%	*	*	-	-	*	20%	38%	42%	18%	14%	24%	19%	-	*	-	*
	Students																					
	CWD	27%	27%	42%	*	33%	-	*	-	-	*	40%	*	42%	-	33%	29%	60%	-	*	-	-
	CWOD	50%	39%	18%	33%	15%	*	-	-	-	*	17%	33%	-	18%	11%	24%	14%	-	*	-	*
	EL	31%	26%	14%	-	14%	-	-	-	-	-	14%	*	33%	11%	14%	13%	14%	-	*	-	*
	Male	50%	40%	24%	40%	20%	-	-	-	-	*	24%	*	29%	24%	13%	24%	-	-	*	-	-
Female	45%	37%	19%	60%	14%	*	*	-	-	*	17%	40%	60%	14%	14%	-	19%	-	*	-	*	
Grade 6 Reading	All	36%	37%	20%	0%	24%	0%	-	*	-	*	20%	29%	22%	20%	13%	16%	26%	-	*	-	-
	Students																					
	CWD	19%	17%	22%	*	25%	-	-	-	-	-	13%	*	22%	-	33%	29%	*	-	*	-	-
	CWOD	38%	40%	20%	0%	24%	0%	-	*	-	*	21%	17%	-	20%	10%	13%	28%	-	*	-	-
	EL	14%	17%	13%	-	14%	*	-	*	-	-	12%	*	33%	10%	13%	12%	15%	-	*	-	-
	Male	33%	33%	16%	0%	17%	*	-	*	-	*	13%	40%	29%	13%	12%	16%	-	-	*	-	-
Female	40%	42%	26%	0%	33%	*	-	-	-	-	28%	*	*	28%	15%	-	26%	-	*	-	-	
Mathematics	All	46%	49%	34%	10%	38%	20%	-	*	-	*	36%	14%	33%	34%	33%	33%	34%	-	*	-	-
	Students																					
	CWD	23%	21%	33%	*	38%	-	-	-	-	-	25%	*	33%	-	50%	43%	*	-	*	-	-
	CWOD	48%	52%	34%	11%	38%	20%	-	*	-	*	37%	0%	-	34%	31%	32%	36%	-	*	-	-
	EL	27%	35%	33%	-	33%	*	-	*	-	-	33%	*	50%	31%	33%	36%	30%	-	*	-	-
	Male	45%	48%	33%	0%	39%	*	-	*	-	*	35%	20%	43%	32%	36%	33%	-	-	*	-	-
Female	46%	50%	34%	20%	37%	*	-	-	-	-	36%	*	*	36%	30%	-	34%	-	*	-	-	
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	12%	9%	10%	40%	-	*	-	*	11%	18%	8%	13%	11%	12%	13%	-	*	-	-
	Students																					
	CWD	10%	7%	8%	*	14%	*	-	*	-	-	8%	-	8%	-	*	9%	*	-	-	-	-
	CWOD	29%	23%	13%	13%	10%	*	-	*	-	*	12%	18%	-	13%	12%	13%	13%	-	*	-	-
	EL	19%	20%	11%	-	10%	-	-	*	-	-	13%	*	*	12%	11%	10%	13%	-	-	-	-
	Male	24%	19%	12%	0%	11%	40%	-	*	-	*	12%	13%	9%	13%	10%	12%	-	-	*	-	-
Female	29%	24%	13%	*	10%	-	-	*	-	*	11%	*	*	13%	13%	-	13%	-	-	-	-	



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Mathematics	All	24%	18%	13%	0%	12%	40%	-	*	-	*	14%	9%	15%	13%	14%	14%	13%	-	*	-	-	
	Students																						
	CWD	12%	8%	15%	*	29%	*	-	*	-	-	15%	-	15%	-	*	18%	*	-	-	-	-	
	CWOD	25%	19%	13%	0%	10%	*	-	*	-	*	14%	9%	-	13%	14%	13%	13%	-	*	-	-	
	EL	18%	20%	14%	-	12%	-	-	*	-	-	15%	*	*	14%	14%	10%	17%	-	-	-	-	
	Male	26%	20%	14%	0%	14%	40%	-	*	-	*	15%	13%	18%	13%	10%	14%	-	-	*	-	-	
	Female	22%	16%	13%	*	10%	-	-	*	-	*	14%	*	*	13%	17%	-	13%	-	-	-	-	
Grade 4	Reading	21%	17%	3%	0%	4%	*	*	*	-	*	3%	0%	0%	3%	5%	0%	7%	-	*	-	-	
	All																						
	Students																						
	CWD	8%	4%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-	
	CWOD	23%	18%	3%	0%	4%	*	*	*	-	*	4%	*	-	3%	5%	0%	7%	-	*	-	-	
	EL	12%	13%	5%	-	5%	*	-	*	-	-	5%	*	*	5%	5%	0%	9%	-	-	-	-	
	Male	20%	15%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-	
	Female	23%	18%	7%	0%	8%	-	-	-	-	*	7%	*	*	7%	9%	-	7%	-	*	-	-	
Mathematics	All	27%	22%	13%	0%	13%	*	*	*	-	*	13%	14%	0%	15%	19%	13%	13%	-	*	-	-	
	Students																						
	CWD	13%	7%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-	
	CWOD	29%	23%	15%	0%	14%	*	*	*	-	*	15%	*	-	15%	19%	16%	14%	-	*	-	-	
	EL	20%	22%	19%	-	16%	*	-	*	-	-	18%	*	*	19%	19%	19%	19%	-	-	-	-	
	Male	29%	23%	13%	0%	10%	*	*	*	-	*	13%	20%	0%	16%	19%	13%	-	-	*	-	-	
	Female	25%	20%	13%	0%	16%	-	-	-	-	*	14%	*	*	14%	19%	-	13%	-	*	-	-	
Grade 5	Reading	29%	24%	11%	10%	11%	*	*	-	-	*	9%	38%	0%	13%	5%	10%	13%	-	*	-	*	
	All																						
	Students																						
	CWD	9%	8%	0%	*	0%	-	*	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	31%	26%	13%	17%	12%	*	-	-	-	*	10%	50%	-	13%	6%	12%	14%	-	*	-	*	
	EL	14%	13%	5%	-	5%	-	-	-	-	-	3%	*	0%	6%	5%	3%	7%	-	*	-	*	
	Male	26%	21%	10%	0%	11%	-	-	-	-	*	8%	*	0%	12%	3%	10%	-	-	*	-	-	
	Female	31%	27%	13%	20%	11%	*	*	-	-	*	9%	40%	0%	14%	7%	-	13%	-	*	-	*	
Mathematics	All	36%	27%	16%	20%	14%	*	*	-	-	*	15%	25%	17%	16%	8%	22%	10%	-	*	-	*	
	Students																						
	CWD	14%	12%	17%	*	17%	-	*	-	-	*	20%	*	17%	-	17%	29%	0%	-	*	-	-	
	CWOD	38%	28%	16%	17%	14%	*	-	-	-	*	14%	33%	-	16%	8%	21%	12%	-	*	-	*	
	EL	24%	20%	8%	-	8%	-	-	-	-	-	9%	*	17%	8%	8%	13%	4%	-	*	-	*	
	Male	36%	28%	22%	20%	20%	-	-	-	-	*	21%	*	29%	21%	13%	22%	-	-	*	-	-	
	Female	35%	26%	10%	20%	8%	*	*	-	-	*	9%	20%	0%	12%	4%	-	10%	-	*	-	*	
Science	All	23%	17%	5%	20%	3%	*	*	-	-	*	5%	0%	17%	3%	3%	7%	2%	-	*	-	*	
	Students																						
	CWD	11%	9%	17%	*	17%	-	*	-	-	*	20%	*	17%	-	17%	14%	20%	-	*	-	-	
	CWOD	25%	18%	3%	17%	2%	*	-	-	-	*	3%	0%	-	3%	2%	6%	0%	-	*	-	*	
	EL	11%	9%	3%	-	3%	-	-	-	-	-	3%	*	17%	2%	3%	6%	0%	-	*	-	*	
	Male	25%	19%	7%	20%	6%	-	-	-	-	*	8%	*	14%	6%	6%	7%	-	-	*	-	-	
	Female	21%	15%	2%	20%	0%	*	*	-	-	*	2%	0%	20%	0%	0%	-	2%	-	*	-	*	
Grade 6	Reading	17%	18%	10%	0%	12%	0%	-	*	-	*	9%	14%	11%	9%	4%	9%	11%	-	*	-	-	
	All																						
	Students																						
	CWD	6%	5%	11%	*	13%	-	-	-	-	-	0%	*	11%	-	17%	14%	*	-	*	-	-	
	CWOD	18%	19%	9%	0%	12%	0%	-	*	-	*	10%	0%	-	9%	3%	8%	11%	-	*	-	-	
	EL	4%	5%	4%	-	5%	*	-	*	-	-	2%	*	17%	3%	4%	4%	5%	-	*	-	-	
	Male	14%	15%	9%	0%	11%	*	-	*	-	*	8%	20%	14%	8%	4%	9%	-	-	*	-	-	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	11%	0%	13%	*	-	-	-	-	11%	*	*	11%	5%	-	11%	-	*	-	-
Mathematics	All	20%	24%	14%	0%	17%	0%	-	*	-	*	14%	14%	22%	14%	13%	20%	8%	-	*	-	-
	Students																					
	CWD	9%	6%	22%	*	25%	-	-	-	-	-	13%	*	22%	-	33%	29%	*	-	*	-	-
	CWOD	22%	26%	14%	0%	16%	0%	-	*	-	*	15%	0%	-	14%	10%	18%	8%	-	*	-	-
	EL	8%	12%	13%	-	12%	*	-	*	-	-	12%	*	33%	10%	13%	16%	10%	-	*	-	-
	Male	20%	24%	20%	0%	22%	*	-	*	-	*	20%	20%	29%	18%	16%	20%	-	-	*	-	-
	Female	20%	23%	8%	0%	10%	*	-	-	-	-	8%	*	*	8%	10%	-	8%	-	*	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	60%	53%	61%	60%	40%	92%	-	67%	60%	59%	46%	63%	61%	60%	61%	-	58%	-	*
	Students																					
	CWD	46%	38%	46%	42%	47%	33%	*	*	-	80%	49%	29%	46%	-	59%	42%	55%	-	22%	-	-
	CWOD	81%	77%	63%	57%	62%	66%	*	90%	-	63%	62%	67%	-	63%	61%	64%	61%	-	80%	-	*
	EL	62%	63%	61%	-	60%	50%	-	88%	-	-	61%	63%	59%	61%	61%	63%	58%	-	40%	-	*
	Male	74%	70%	60%	51%	61%	50%	*	83%	-	56%	60%	62%	42%	64%	63%	60%	-	-	53%	-	-
	Female	80%	76%	61%	55%	60%	73%	*	100%	-	75%	61%	55%	55%	61%	58%	-	61%	-	67%	-	*
Reading	All	73%	69%	53%	48%	54%	56%	*	83%	-	44%	53%	55%	37%	56%	52%	52%	55%	-	55%	-	*
	Students																					
	CWD	39%	30%	37%	30%	38%	*	*	*	-	*	40%	17%	37%	-	50%	36%	38%	-	*	-	-
	CWOD	78%	73%	56%	53%	56%	62%	*	80%	-	43%	55%	63%	-	56%	52%	55%	57%	-	86%	-	*
	EL	54%	55%	52%	-	52%	*	-	*	-	-	51%	67%	50%	52%	52%	54%	50%	-	*	-	*
	Male	69%	64%	52%	45%	53%	40%	*	*	-	*	50%	62%	36%	55%	54%	52%	-	-	43%	-	-
	Female	78%	74%	55%	50%	55%	83%	*	*	-	40%	56%	42%	38%	57%	50%	-	55%	-	*	-	*
Mathematics	All	81%	77%	71%	55%	73%	69%	*	100%	-	78%	72%	67%	54%	74%	76%	72%	71%	-	64%	-	*
	Students																					
	CWD	53%	44%	54%	40%	59%	*	*	*	-	*	58%	33%	54%	-	79%	52%	62%	-	*	-	-
	CWOD	84%	81%	74%	59%	75%	77%	*	100%	-	71%	74%	74%	-	74%	76%	76%	72%	-	71%	-	*
	EL	72%	74%	76%	-	76%	*	-	*	-	-	77%	67%	79%	76%	76%	80%	72%	-	*	-	*
	Male	79%	75%	72%	59%	74%	60%	*	*	-	*	72%	67%	52%	76%	80%	72%	-	-	71%	-	-
	Female	82%	79%	71%	50%	73%	83%	*	*	-	100%	71%	67%	62%	72%	72%	-	71%	-	*	-	*
Science	All	80%	75%	44%	70%	39%	*	*	-	-	*	44%	50%	50%	43%	36%	44%	45%	-	*	-	*
	Students																					
	CWD	51%	44%	50%	*	33%	-	*	-	-	*	50%	*	50%	-	33%	29%	80%	-	*	-	-
	CWOD	84%	79%	43%	67%	40%	*	-	-	-	*	43%	50%	-	43%	36%	47%	40%	-	*	-	*
	EL	61%	60%	36%	-	36%	-	-	-	-	-	36%	*	33%	36%	36%	35%	36%	-	*	-	*
	Male	79%	74%	44%	40%	43%	-	-	-	-	*	45%	*	29%	47%	35%	44%	-	-	*	-	-
	Female	81%	77%	45%	100%	36%	*	*	-	-	*	43%	60%	80%	40%	36%	-	45%	-	*	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	28%	21%	28%	31%	40%	75%	-	33%	29%	24%	38%	27%	26%	26%	30%	-	25%	-	*
	Students																					
	CWD	24%	18%	38%	42%	38%	33%	*	*	-	20%	39%	29%	38%	-	44%	36%	42%	-	11%	-	-
	CWOD	52%	47%	27%	15%	27%	31%	*	70%	-	38%	27%	23%	-	27%	24%	24%	29%	-	33%	-	*
	EL	29%	29%	26%	-	25%	33%	-	63%	-	-	26%	26%	44%	24%	26%	25%	27%	-	20%	-	*
	Male	47%	41%	26%	12%	26%	40%	*	83%	-	33%	27%	22%	36%	24%	25%	26%	-	-	20%	-	-
	Female	52%	47%	30%	31%	30%	20%	*	67%	-	33%	30%	28%	42%	29%	27%	-	30%	-	33%	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Reading	All	47%	42%	24%	16%	24%	31%	*	67%	-	22%	24%	24%	33%	23%	21%	20%	28%	-	27%	-	*
	Students																					
	CWD	21%	15%	33%	30%	34%	*	*	*	-	*	35%	17%	33%	-	43%	33%	31%	-	*	-	-
	CWOD	50%	45%	23%	12%	23%	31%	*	60%	-	29%	23%	26%	-	23%	19%	17%	28%	-	43%	-	*
	EL	23%	24%	21%	-	20%	*	-	*	-	-	20%	33%	43%	19%	21%	18%	24%	-	*	-	*
	Male	43%	37%	20%	9%	19%	40%	*	*	-	*	19%	24%	33%	17%	18%	20%	-	-	14%	-	-
	Female	51%	47%	28%	23%	30%	17%	*	*	-	20%	29%	25%	31%	28%	24%	-	28%	-	*	-	*
Mathematics	All	51%	45%	34%	20%	35%	38%	*	83%	-	33%	35%	21%	41%	33%	34%	33%	35%	-	27%	-	*
	Students																					
	CWD	26%	21%	41%	40%	41%	*	*	*	-	*	43%	33%	41%	-	50%	39%	46%	-	*	-	-
	CWOD	54%	49%	33%	15%	34%	38%	*	80%	-	29%	34%	19%	-	33%	33%	32%	34%	-	29%	-	*
	EL	37%	37%	34%	-	33%	*	-	*	-	-	35%	22%	50%	33%	34%	36%	33%	-	*	-	*
	Male	50%	44%	33%	9%	35%	40%	*	*	-	*	35%	19%	39%	32%	36%	33%	-	-	29%	-	-
	Female	51%	47%	35%	32%	35%	33%	*	*	-	40%	36%	25%	46%	34%	33%	-	35%	-	*	-	*
Science	All	53%	47%	22%	50%	17%	*	*	-	-	*	20%	38%	42%	18%	14%	24%	19%	-	*	-	*
	Students																					
	CWD	25%	20%	42%	*	33%	-	*	-	-	*	40%	*	42%	-	33%	29%	60%	-	*	-	-
	CWOD	56%	50%	18%	33%	15%	*	-	-	-	*	17%	33%	-	18%	11%	24%	14%	-	*	-	*
	EL	26%	25%	14%	-	14%	-	-	-	-	-	14%	*	33%	11%	14%	13%	14%	-	*	-	*
	Male	53%	46%	24%	40%	20%	-	-	-	-	*	24%	*	29%	24%	13%	24%	-	-	*	-	-
	Female	53%	48%	19%	60%	14%	*	*	-	-	*	17%	40%	60%	14%	14%	-	19%	-	*	-	*

**STAAR Percent at Masters Grade Level****All Grades**

All Subjects	All	23%	19%	11%	6%	10%	17%	20%	42%	-	10%	10%	15%	10%	11%	9%	12%	10%	-	0%	-	*
	Students																					
	CWD	8%	6%	10%	8%	13%	0%	*	*	-	0%	9%	14%	10%	-	15%	12%	3%	-	0%	-	-
	CWOD	25%	21%	11%	5%	10%	21%	*	50%	-	13%	11%	15%	-	11%	9%	12%	10%	-	0%	-	*
	EL	11%	11%	9%	-	8%	17%	-	50%	-	-	9%	21%	15%	9%	9%	9%	9%	-	0%	-	*
	Male	22%	18%	12%	4%	11%	25%	*	33%	-	11%	11%	16%	12%	12%	9%	12%	-	-	0%	-	-
	Female	24%	21%	10%	8%	9%	7%	*	50%	-	8%	9%	14%	3%	10%	9%	-	10%	-	0%	-	*
Reading	All	20%	17%	9%	5%	9%	13%	*	17%	-	11%	8%	18%	4%	9%	6%	7%	10%	-	0%	-	*
	Students																					
	CWD	7%	5%	4%	0%	7%	*	*	*	-	*	3%	17%	4%	-	7%	6%	0%	-	*	-	-
	CWOD	22%	19%	9%	6%	9%	15%	*	20%	-	14%	9%	19%	-	9%	6%	7%	11%	-	0%	-	*
	EL	8%	8%	6%	-	6%	*	-	*	-	-	5%	22%	7%	6%	6%	4%	9%	-	*	-	*
	Male	17%	14%	7%	0%	8%	20%	*	*	-	*	6%	14%	6%	7%	4%	7%	-	-	0%	-	-
	Female	23%	20%	10%	9%	10%	0%	*	*	-	20%	9%	25%	0%	11%	9%	-	10%	-	*	-	*
Mathematics	All	26%	22%	14%	5%	14%	25%	*	67%	-	11%	14%	15%	13%	14%	14%	17%	11%	-	0%	-	*
	Students																					
	CWD	11%	6%	13%	10%	17%	*	*	*	-	*	13%	17%	13%	-	21%	18%	0%	-	*	-	-
	CWOD	28%	24%	14%	3%	13%	31%	*	80%	-	14%	14%	15%	-	14%	13%	17%	12%	-	0%	-	*
	EL	16%	16%	14%	-	12%	*	-	*	-	-	13%	22%	21%	13%	14%	15%	13%	-	*	-	*
	Male	25%	22%	17%	5%	16%	30%	*	*	-	*	17%	19%	18%	17%	15%	17%	-	-	0%	-	-
	Female	26%	22%	11%	5%	11%	17%	*	*	-	0%	11%	8%	0%	12%	13%	-	11%	-	*	-	*
Science	All	24%	20%	5%	20%	3%	*	*	-	-	*	5%	0%	17%	3%	3%	7%	2%	-	*	-	*
	Students																					
	CWD	8%	5%	17%	*	17%	-	*	-	-	*	20%	*	17%	-	17%	14%	20%	-	*	-	-
	CWOD	26%	22%	3%	17%	2%	*	-	-	-	*	3%	0%	-	3%	2%	6%	0%	-	*	-	*
	EL	7%	7%	3%	-	3%	-	-	-	-	-	3%	*	17%	2%	3%	6%	0%	-	*	-	*
	Male	25%	21%	7%	20%	6%	-	-	-	-	*	8%	*	14%	6%	6%	7%	-	-	*	-	-

	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Female	23%	20%	2%	20%	0%	*	*	-	-	*	2%	0%	20%	0%	0%	-	2%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	55	65	55	33	*	*	-	*	55	54	54
CWD	54	*	50	-	*	-	-	*	53	54	67
CWOD	55	64	56	33	*	*	-	*	55	-	53
EL	54	-	56	*	-	*	-	-	55	67	54
Male	50	60	53	*	*	*	-	*	51	50	53
Female	60	69	58	60	*	-	-	*	58	61	55
<b>Mathematics</b>											
All Students	72	79	71	67	*	*	-	*	72	69	72
CWD	69	*	70	-	*	-	-	*	69	69	77
CWOD	73	82	71	67	*	*	-	*	72	-	71
EL	72	-	71	*	-	*	-	-	71	77	72
Male	73	95	71	*	*	*	-	*	72	71	71
Female	72	69	72	80	*	-	-	*	71	67	73

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	357	36	10%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	33	27	33	36	33	70	-	37	33	31	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						Y	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2019%20](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2019%20) 12/19

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	38	14	17	5	0	0	0	2	5		
	Female	16	5	11	0	0	0	0	0	2		
	Total	54	19	28	5	0	0	0	2	7		
<b>Out-of-School Suspensions</b>												
	Male	24	7	13	4	0	0	0	0	7		
	Female	4	0	4	0	0	0	0	0	0		
	Total	28	7	17	4	0	0	0	0	7		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		



		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	15	2	11	2	0	0	0	0	8		5
	Female	6	2	2	0	0	0	0	2	0		2
	Total	21	4	13	2	0	0	0	2	8		7
Out-of-School Suspensions	Male	10	4	4	2	0	0	0	0	4		2
	Female	4	2	2	0	0	0	0	0	0		2
	Total	14	6	6	2	0	0	0	0	4		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	55	5	38	8	2	2	0	0	29	20	2
	Female	38	14	20	2	0	0	0	2	11	11	2
	Total	93	19	58	10	2	2	0	2	40	31	4

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	34	5	23	2	2	0	0	2	23	0
	Female	42	5	35	2	0	0	0	0	26	0
	Total	76	10	58	4	2	0	0	2	49	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	11.0	22.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.1%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	<b>10</b>	<b>12%</b>
Mathematics	5,880	1%	45	1%	<b>10</b>	<b>12%</b>
Grade 4						
Reading	6,312	2%	55	1%	<b>6</b>	<b>6%</b>
Mathematics	6,311	2%	55	1%	<b>6</b>	<b>6%</b>
Grade 5						
Reading	6,133	1%	59	1%	<b>6</b>	<b>7%</b>
Mathematics	6,131	1%	59	1%	<b>6</b>	<b>7%</b>
Science	6,133	1%	59	1%	<b>6</b>	<b>7%</b>
Grade 6						
Reading	6,038	1%	50	1%	*	<b>2%</b>

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	*	2%
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	54	7%
Reading	45,064	1%	367	1%	24	7%
Mathematics	40,350	1%	327	1%	24	7%
Science	16,337	1%	131	1%	6	7%

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

\*) Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

**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)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** WEST EL

**Campus ID:** 220901152

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non								Foster		
					Amer			Ind		Isl	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
		STAAR Percent at Approaches Grade Level or Above																					
Grade 3	Reading	All	75%	68%	76%	73%	62%	100%	-	80%	-	*	70%	86%	50%	81%	75%	67%	86%	-	*	-	*
		Students																					
		CWD	49%	38%	50%	57%	*	*	-	*	-	-	63%	*	50%	-	*	56%	*	-	-	-	*
		CWOD	79%	72%	81%	80%	68%	100%	-	83%	-	*	71%	96%	-	81%	79%	70%	91%	-	*	-	*
		EL	69%	67%	75%	*	64%	*	-	78%	-	-	67%	86%	*	79%	75%	68%	85%	-	-	-	*
		Male	73%	65%	67%	60%	45%	100%	-	75%	-	*	58%	80%	56%	70%	68%	67%	-	-	*	-	*
	Female	78%	72%	86%	83%	80%	100%	-	88%	-	-	82%	92%	*	91%	85%	-	86%	-	-	-	*	
Mathematics	All	78%	72%	82%	73%	67%	100%	-	100%	-	*	80%	86%	58%	87%	81%	85%	80%	-	*	-	*	
	Students																						
	CWD	52%	44%	58%	43%	*	*	-	*	-	-	75%	*	58%	-	*	67%	*	-	-	-	*	
	CWOD	81%	76%	87%	87%	68%	100%	-	100%	-	*	82%	96%	-	87%	82%	90%	84%	-	*	-	*	
	EL	75%	75%	81%	*	55%	*	-	100%	-	-	78%	86%	*	82%	81%	84%	77%	-	-	-	*	
	Male	78%	72%	85%	80%	64%	100%	-	100%	-	*	83%	87%	67%	90%	84%	85%	-	-	*	-	*	
	Female	78%	72%	80%	67%	70%	100%	-	100%	-	-	77%	85%	*	84%	77%	-	80%	-	-	-	*	
Grade 4	Reading	All	74%	66%	77%	81%	52%	88%	*	96%	*	*	80%	73%	25%	85%	89%	69%	84%	-	*	-	*
		Students																					
		CWD	44%	34%	25%	*	*	*	-	*	-	*	33%	17%	25%	-	*	25%	*	-	*	-	-
		CWOD	78%	70%	85%	91%	60%	100%	*	95%	*	*	87%	83%	-	85%	96%	79%	90%	-	*	-	*
		EL	64%	64%	89%	*	71%	*	-	94%	-	-	100%	77%	*	96%	89%	83%	94%	-	-	-	-
		Male	71%	63%	69%	69%	45%	83%	-	91%	-	*	75%	64%	25%	79%	83%	69%	-	-	*	-	-
	Female	77%	70%	84%	92%	58%	*	*	100%	*	*	84%	84%	*	90%	94%	-	84%	-	*	-	*	
Mathematics	All	74%	67%	86%	81%	74%	100%	*	100%	*	*	87%	85%	42%	93%	89%	81%	91%	-	*	-	*	
	Students																						
	CWD	46%	36%	42%	*	*	*	-	*	-	*	50%	33%	42%	-	*	38%	*	-	*	-	-	
	CWOD	78%	71%	93%	95%	80%	100%	*	100%	*	*	92%	94%	-	93%	100%	91%	95%	-	*	-	*	
	EL	69%	69%	89%	*	71%	*	-	100%	-	-	93%	85%	*	100%	89%	83%	94%	-	-	-	-	
	Male	74%	67%	81%	69%	73%	100%	-	100%	-	*	80%	82%	38%	91%	83%	81%	-	-	*	-	-	
	Female	74%	68%	91%	92%	75%	*	*	100%	*	*	92%	89%	*	95%	94%	-	91%	-	*	-	*	
Grade 5	Reading	All	86%	82%	88%	79%	88%	85%	-	94%	-	*	83%	95%	33%	94%	90%	81%	94%	-	-	*	-
		Students																					
		CWD	55%	48%	33%	*	*	*	-	*	-	-	17%	*	33%	-	*	33%	*	-	-	-	-
		CWOD	89%	86%	94%	86%	100%	92%	-	97%	-	*	91%	97%	-	94%	93%	89%	98%	-	-	*	-
		EL	77%	76%	90%	*	*	*	-	90%	-	-	89%	92%	*	93%	90%	83%	94%	-	-	-	-
		Male	83%	78%	81%	55%	88%	100%	-	88%	-	*	75%	89%	33%	89%	83%	81%	-	-	-	*	-
	Female	88%	85%	94%	100%	88%	75%	-	100%	-	-	90%	100%	*	98%	94%	-	94%	-	-	-	-	
Mathematics	All	89%	84%	98%	100%	94%	92%	-	100%	-	*	98%	97%	100%	98%	100%	98%	98%	-	-	*	-	
	Students																						
	CWD	68%	61%	100%	*	*	*	-	*	-	-	100%	*	100%	-	*	100%	*	-	-	-	-	
	CWOD	92%	87%	98%	100%	92%	92%	-	100%	-	*	98%	97%	-	98%	100%	97%	98%	-	-	*	-	
	EL	85%	82%	100%	*	*	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-	
	Male	88%	83%	98%	100%	100%	80%	-	100%	-	*	100%	94%	100%	97%	100%	98%	-	-	-	*	-	
	Female	90%	85%	98%	100%	88%	100%	-	100%	-	-	97%	100%	*	98%	100%	-	98%	-	-	-	-	
Science	All	74%	65%	73%	54%	69%	85%	-	83%	-	*	68%	81%	22%	79%	77%	71%	75%	-	-	*	-	
	Students																						
	CWD	45%	43%	22%	*	*	*	-	*	-	-	17%	*	22%	-	*	17%	*	-	-	-	-	

		State	District	Campus	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	CWOD	77%	68%	<b>79%</b>	59%	77%	92%	-	88%	-	*	74%	85%	-	79%	81%	81%	78%	-	-	*	-
	EL	60%	55%	<b>77%</b>	*	*	*	-	70%	-	-	83%	67%	*	81%	77%	67%	83%	-	-	-	-
	Male	74%	65%	<b>71%</b>	45%	75%	100%	-	76%	-	*	63%	83%	17%	81%	67%	71%	-	-	-	*	-
	Female	73%	64%	<b>75%</b>	62%	63%	75%	-	89%	-	-	72%	79%	*	78%	83%	-	75%	-	-	-	-
Grade 6	Reading																					
	All Students	67%	68%	<b>83%</b>	72%	80%	86%	-	96%	*	*	75%	90%	33%	89%	69%	81%	88%	-	*	-	-
	CWD	33%	32%	<b>33%</b>	29%	*	*	-	-	-	-	25%	*	33%	-	*	0%	*	-	*	-	-
	CWOD	71%	72%	<b>89%</b>	84%	84%	85%	-	96%	*	*	86%	90%	-	89%	73%	88%	90%	-	*	-	-
	EL	42%	49%	<b>69%</b>	*	*	*	-	83%	-	-	67%	71%	*	73%	69%	50%	100%	-	*	-	-
	Male	62%	64%	<b>81%</b>	71%	75%	75%	-	94%	-	*	73%	88%	0%	88%	50%	81%	-	-	*	-	-
	Female	71%	72%	<b>88%</b>	73%	88%	100%	-	100%	*	-	79%	95%	*	90%	100%	-	88%	-	*	-	-
Mathematics	All Students	80%	82%	<b>94%</b>	84%	95%	100%	-	100%	*	*	88%	98%	44%	99%	94%	92%	97%	-	*	-	-
	CWD	50%	47%	<b>44%</b>	43%	*	*	-	-	-	-	38%	*	44%	-	*	20%	*	-	*	-	-
	CWOD	83%	86%	<b>99%</b>	96%	100%	100%	-	100%	*	*	100%	98%	-	99%	100%	98%	100%	-	*	-	-
	EL	67%	77%	<b>94%</b>	*	*	*	-	100%	-	-	89%	100%	*	100%	94%	90%	100%	-	*	-	-
	Male	78%	80%	<b>92%</b>	81%	83%	100%	-	100%	-	*	86%	97%	20%	98%	90%	92%	-	-	*	-	-
	Female	81%	84%	<b>97%</b>	91%	100%	100%	-	100%	*	-	93%	100%	*	100%	100%	-	97%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>51%</b>	50%	33%	80%	-	55%	-	*	41%	68%	17%	58%	44%	46%	57%	-	*	-	*
	CWD	26%	19%	<b>17%</b>	14%	*	*	-	*	-	-	13%	*	17%	-	*	22%	*	-	-	-	*
	CWOD	46%	39%	<b>58%</b>	67%	37%	78%	-	61%	-	*	47%	75%	-	58%	50%	53%	63%	-	*	-	*
	EL	35%	34%	<b>44%</b>	*	36%	*	-	50%	-	-	33%	57%	*	50%	44%	37%	54%	-	-	-	*
	Male	41%	34%	<b>46%</b>	40%	27%	100%	-	42%	-	*	33%	67%	22%	53%	37%	46%	-	-	*	-	*
	Female	47%	39%	<b>57%</b>	58%	40%	60%	-	75%	-	-	50%	69%	*	63%	54%	-	57%	-	-	-	*
Mathematics	All Students	48%	39%	<b>54%</b>	32%	43%	80%	-	75%	-	*	48%	64%	25%	60%	59%	62%	46%	-	*	-	*
	CWD	30%	21%	<b>25%</b>	29%	*	*	-	*	-	-	38%	*	25%	-	*	33%	*	-	-	-	*
	CWOD	50%	42%	<b>60%</b>	33%	47%	89%	-	78%	-	*	50%	75%	-	60%	64%	70%	50%	-	*	-	*
	EL	41%	41%	<b>59%</b>	*	45%	*	-	72%	-	-	44%	79%	*	64%	59%	68%	46%	-	-	-	*
	Male	49%	41%	<b>62%</b>	50%	45%	60%	-	83%	-	*	58%	67%	33%	70%	68%	62%	-	-	*	-	*
	Female	46%	38%	<b>46%</b>	17%	40%	100%	-	63%	-	-	36%	62%	*	50%	46%	-	46%	-	-	-	*
Grade 4	Reading																					
	All Students	43%	35%	<b>55%</b>	58%	35%	38%	*	78%	*	*	56%	54%	8%	62%	68%	45%	64%	-	*	-	*
	CWD	24%	16%	<b>8%</b>	*	*	*	-	*	-	*	0%	17%	8%	-	*	13%	*	-	*	-	-
	CWOD	46%	38%	<b>62%</b>	68%	40%	43%	*	81%	*	*	64%	60%	-	62%	75%	53%	70%	-	*	-	*
	EL	30%	30%	<b>68%</b>	*	71%	*	-	75%	-	-	73%	62%	*	75%	68%	50%	81%	-	-	-	-
	Male	41%	33%	<b>45%</b>	38%	36%	33%	-	73%	-	*	45%	45%	13%	53%	50%	45%	-	-	*	-	-
	Female	46%	38%	<b>64%</b>	77%	33%	*	*	83%	*	*	64%	63%	*	70%	81%	-	64%	-	*	-	*
Mathematics	All Students	46%	39%	<b>62%</b>	46%	52%	75%	*	91%	*	*	64%	59%	17%	69%	86%	60%	64%	-	*	-	*
	CWD	27%	21%	<b>17%</b>	*	*	*	-	*	-	*	17%	17%	17%	-	*	25%	*	-	*	-	-
	CWOD	49%	41%	<b>69%</b>	55%	55%	86%	*	95%	*	*	72%	66%	-	69%	96%	68%	70%	-	*	-	*
	EL	39%	39%	<b>86%</b>	*	71%	*	-	94%	-	-	93%	77%	*	96%	86%	75%	94%	-	-	-	-
	Male	48%	40%	<b>60%</b>	31%	55%	83%	-	91%	-	*	65%	55%	25%	68%	75%	60%	-	-	*	-	-
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	64%	62%	50%	*	*	92%	*	*	64%	63%	*	70%	94%	-	64%	-	*	-	*
Grade 5 Reading	All Students	53%	46%	48%	29%	38%	54%	-	61%	-	*	38%	62%	22%	51%	43%	45%	50%	-	-	*	-
	CWD	27%	23%	22%	*	*	*	-	*	-	-	17%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	56%	49%	51%	32%	38%	58%	-	64%	-	*	40%	65%	-	51%	44%	50%	51%	-	-	*	-
	EL	36%	35%	43%	*	*	*	-	45%	-	-	44%	42%	*	44%	43%	17%	61%	-	-	-	-
	Male	50%	42%	45%	36%	13%	80%	-	53%	-	*	38%	56%	17%	50%	17%	45%	-	-	-	*	-
	Female	56%	51%	50%	23%	63%	38%	-	68%	-	-	38%	68%	*	51%	61%	-	50%	-	-	-	-
Mathematics	All Students	57%	47%	61%	46%	56%	54%	-	75%	-	*	53%	73%	33%	64%	67%	64%	58%	-	-	*	-
	CWD	31%	28%	33%	*	*	*	-	*	-	-	17%	*	33%	-	*	33%	*	-	-	-	-
	CWOD	60%	49%	64%	50%	62%	58%	-	76%	-	*	57%	74%	-	64%	67%	69%	60%	-	-	*	-
	EL	46%	41%	67%	*	*	*	-	60%	-	-	61%	75%	*	67%	67%	58%	72%	-	-	-	-
	Male	56%	47%	64%	45%	63%	80%	-	71%	-	*	54%	78%	33%	69%	58%	64%	-	-	-	*	-
	Female	57%	47%	58%	46%	50%	38%	-	79%	-	-	52%	68%	*	60%	72%	-	58%	-	-	-	-
Science	All Students	48%	38%	48%	25%	38%	46%	-	67%	-	*	36%	65%	11%	52%	40%	50%	46%	-	-	*	-
	CWD	27%	27%	11%	*	*	*	-	*	-	-	0%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	50%	39%	52%	27%	38%	50%	-	73%	-	*	40%	68%	-	52%	44%	56%	49%	-	-	*	-
	EL	31%	26%	40%	*	*	*	-	45%	-	-	33%	50%	*	44%	40%	25%	50%	-	-	-	-
	Male	50%	40%	50%	36%	25%	60%	-	65%	-	*	42%	61%	17%	56%	25%	50%	-	-	-	*	-
	Female	45%	37%	46%	15%	50%	38%	-	68%	-	-	31%	68%	*	49%	50%	-	46%	-	-	-	-
Grade 6 Reading	All Students	36%	37%	60%	50%	50%	64%	-	81%	*	*	50%	69%	11%	66%	44%	61%	59%	-	*	-	-
	CWD	19%	17%	11%	14%	*	*	-	-	-	-	13%	*	11%	-	*	0%	*	-	*	-	-
	CWOD	38%	40%	66%	60%	53%	69%	-	81%	*	*	58%	71%	-	66%	47%	67%	63%	-	*	-	-
	EL	14%	17%	44%	*	*	*	-	67%	-	-	44%	43%	*	47%	44%	40%	50%	-	*	-	-
	Male	33%	33%	61%	52%	42%	50%	-	89%	-	*	50%	72%	0%	67%	40%	61%	-	-	*	-	-
	Female	40%	42%	59%	45%	63%	83%	-	63%	*	-	50%	65%	*	63%	50%	-	59%	-	*	-	-
Mathematics	All Students	46%	49%	78%	59%	74%	86%	-	100%	*	*	67%	87%	33%	83%	75%	75%	82%	-	*	-	-
	CWD	23%	21%	33%	29%	*	*	-	-	-	-	25%	*	33%	-	*	0%	*	-	*	-	-
	CWOD	48%	52%	83%	68%	78%	85%	-	100%	*	*	77%	86%	-	83%	80%	82%	83%	-	*	-	-
	EL	27%	35%	75%	*	*	*	-	100%	-	-	78%	71%	*	80%	75%	70%	83%	-	*	-	-
	Male	45%	48%	75%	52%	67%	75%	-	100%	-	*	66%	84%	0%	82%	70%	75%	-	-	*	-	-
	Female	46%	50%	82%	73%	75%	100%	-	100%	*	-	71%	90%	*	83%	83%	-	82%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	35%	32%	29%	60%	-	30%	-	*	26%	50%	17%	39%	31%	31%	40%	-	*	-	*
	CWD	10%	7%	17%	14%	*	*	-	*	-	-	13%	*	17%	-	*	22%	*	-	-	-	*
	CWOD	29%	23%	39%	40%	32%	56%	-	33%	-	*	29%	54%	-	39%	36%	33%	44%	-	*	-	*
	EL	19%	20%	31%	*	36%	*	-	33%	-	-	17%	50%	*	36%	31%	21%	46%	-	-	-	*
	Male	24%	19%	31%	30%	27%	60%	-	17%	-	*	21%	47%	22%	33%	21%	31%	-	-	*	-	*
	Female	29%	24%	40%	33%	30%	60%	-	50%	-	-	32%	54%	*	44%	46%	-	40%	-	-	-	*

		State	District	Campus	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
Mathematics	All	24%	18%	30%	23%	14%	40%	-	50%	-	*	20%	46%	17%	32%	31%	38%	20%	-	*	-	*
	Students																					
	CWD	12%	8%	17%	14%	*	*	-	*	-	-	25%	*	17%	-	*	22%	*	-	-	-	*
	CWOD	25%	19%	32%	27%	16%	44%	-	50%	-	*	18%	54%	-	32%	32%	43%	22%	-	*	-	*
	EL	18%	20%	31%	*	9%	*	-	50%	-	-	17%	50%	*	32%	31%	42%	15%	-	-	-	*
	Male	26%	20%	38%	30%	18%	40%	-	67%	-	*	25%	60%	22%	43%	42%	38%	-	-	*	-	*
	Female	22%	16%	20%	17%	10%	40%	-	25%	-	-	14%	31%	*	22%	15%	-	20%	-	-	-	*
Grade 4																						
Reading	All	21%	17%	31%	38%	17%	13%	*	43%	*	*	33%	29%	8%	35%	43%	21%	41%	-	*	-	*
	Students																					
	CWD	8%	4%	8%	*	*	*	-	*	-	*	0%	17%	8%	-	*	13%	*	-	*	-	-
	CWOD	23%	18%	35%	45%	20%	14%	*	43%	*	*	38%	31%	-	35%	46%	24%	45%	-	*	-	*
	EL	12%	13%	43%	*	43%	*	-	44%	-	-	47%	38%	*	46%	43%	33%	50%	-	-	-	-
	Male	20%	15%	21%	23%	9%	17%	-	36%	-	*	20%	23%	13%	24%	33%	21%	-	-	*	-	-
	Female	23%	18%	41%	54%	25%	*	*	50%	*	*	44%	37%	*	45%	50%	-	41%	-	*	-	*
Mathematics	All	27%	22%	37%	38%	22%	25%	*	61%	*	*	38%	37%	8%	42%	54%	33%	41%	-	*	-	*
	Students																					
	CWD	13%	7%	8%	*	*	*	-	*	-	*	0%	17%	8%	-	*	13%	*	-	*	-	-
	CWOD	29%	23%	42%	45%	25%	29%	*	62%	*	*	44%	40%	-	42%	58%	38%	45%	-	*	-	*
	EL	20%	22%	54%	*	43%	*	-	56%	-	-	60%	46%	*	58%	54%	50%	56%	-	-	-	-
	Male	29%	23%	33%	23%	27%	33%	-	55%	-	*	30%	36%	13%	38%	50%	33%	-	-	*	-	-
	Female	25%	20%	41%	54%	17%	*	*	67%	*	*	44%	37%	*	45%	56%	-	41%	-	*	-	*
Grade 5																						
Reading	All	29%	24%	22%	13%	25%	31%	-	25%	-	*	8%	43%	11%	23%	13%	21%	23%	-	-	*	-
	Students																					
	CWD	9%	8%	11%	*	*	*	-	*	-	-	0%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	31%	26%	23%	14%	23%	33%	-	27%	-	*	9%	44%	-	23%	15%	22%	24%	-	-	*	-
	EL	14%	13%	13%	*	*	*	-	10%	-	-	6%	25%	*	15%	13%	8%	17%	-	-	-	-
	Male	26%	21%	21%	27%	13%	40%	-	18%	-	*	8%	39%	17%	22%	8%	21%	-	-	*	-	-
	Female	31%	27%	23%	0%	38%	25%	-	32%	-	-	7%	47%	*	24%	17%	-	23%	-	-	-	-
Mathematics	All	36%	27%	47%	33%	31%	31%	-	67%	-	*	36%	62%	11%	51%	47%	48%	46%	-	-	*	-
	Students																					
	CWD	14%	12%	11%	*	*	*	-	*	-	-	0%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	38%	28%	51%	36%	31%	33%	-	73%	-	*	40%	65%	-	51%	52%	53%	49%	-	-	*	-
	EL	24%	20%	47%	*	*	*	-	45%	-	-	39%	58%	*	52%	47%	25%	61%	-	-	-	-
	Male	36%	28%	48%	36%	38%	40%	-	59%	-	*	38%	61%	17%	53%	25%	48%	-	-	*	-	-
	Female	35%	26%	46%	31%	25%	25%	-	74%	-	-	34%	63%	*	49%	61%	-	46%	-	-	-	-
Science	All	23%	17%	24%	4%	13%	38%	-	39%	-	*	17%	35%	11%	26%	17%	26%	23%	-	-	*	-
	Students																					
	CWD	11%	9%	11%	*	*	*	-	*	-	-	0%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	25%	18%	26%	5%	8%	42%	-	42%	-	*	19%	35%	-	26%	19%	28%	24%	-	-	*	-
	EL	11%	9%	17%	*	*	*	-	20%	-	-	11%	25%	*	19%	17%	8%	22%	-	-	-	-
	Male	25%	19%	26%	0%	13%	40%	-	47%	-	*	21%	33%	17%	28%	8%	26%	-	-	*	-	-
	Female	21%	15%	23%	8%	13%	38%	-	32%	-	-	14%	37%	*	24%	22%	-	23%	-	-	-	-
Grade 6																						
Reading	All	17%	18%	29%	19%	25%	36%	-	42%	*	*	18%	38%	0%	32%	6%	24%	38%	-	*	-	-
	Students																					
	CWD	6%	5%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	18%	19%	32%	24%	26%	38%	-	42%	*	*	22%	39%	-	32%	7%	26%	43%	-	*	-	-
	EL	4%	5%	6%	*	*	*	-	17%	-	-	11%	0%	*	7%	6%	10%	0%	-	*	-	-
	Male	14%	15%	24%	10%	17%	25%	-	44%	-	*	17%	31%	0%	26%	10%	24%	-	-	*	-	-

		State	District	Campus	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
	Female	20%	22%	38%	36%	38%	50%	-	38%	*	-	21%	50%	*	43%	0%	-	38%	-	*	-	-
Mathematics	All Students	20%	24%	49%	34%	42%	64%	-	65%	*	*	42%	56%	0%	55%	38%	49%	50%	-	*	-	-
	CWD	9%	6%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	26%	55%	44%	44%	69%	-	65%	*	*	51%	57%	-	55%	40%	54%	57%	-	*	-	-
	EL	8%	12%	38%	*	*	*	-	50%	-	-	56%	14%	*	40%	38%	30%	50%	-	*	-	-
	Male	20%	24%	49%	29%	33%	63%	-	72%	-	*	41%	56%	0%	54%	30%	49%	-	-	*	-	-
	Female	20%	23%	50%	45%	50%	67%	-	50%	*	-	43%	55%	*	57%	50%	-	50%	-	*	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All Students	77%	73%	84%	78%	74%	92%	*	94%	*	84%	81%	88%	45%	90%	85%	81%	88%	-	64%	*	67%
	CWD	46%	38%	45%	36%	33%	67%	-	76%	-	*	47%	42%	45%	-	52%	42%	52%	-	50%	-	*
	CWOD	81%	77%	90%	87%	80%	95%	*	96%	*	100%	87%	93%	-	90%	89%	88%	91%	-	75%	*	*
	EL	62%	63%	85%	90%	71%	85%	-	90%	-	-	86%	85%	52%	89%	85%	79%	91%	-	*	-	*
	Male	74%	70%	81%	71%	71%	92%	-	92%	-	85%	77%	85%	42%	88%	79%	81%	-	-	50%	*	*
	Female	80%	76%	88%	85%	77%	92%	*	97%	*	83%	85%	92%	52%	91%	91%	-	88%	-	83%	-	*
Reading	All Students	73%	69%	81%	76%	69%	89%	*	92%	*	78%	77%	86%	36%	88%	82%	75%	88%	-	43%	*	*
	CWD	39%	30%	36%	35%	11%	*	-	71%	-	*	36%	36%	36%	-	50%	32%	43%	-	*	-	*
	CWOD	78%	73%	88%	86%	76%	93%	*	94%	*	100%	84%	91%	-	88%	86%	83%	93%	-	*	*	*
	EL	54%	55%	82%	100%	69%	73%	-	87%	-	-	82%	83%	50%	86%	82%	72%	92%	-	*	-	*
	Male	69%	64%	75%	65%	62%	88%	-	88%	-	83%	70%	80%	32%	83%	72%	75%	-	-	*	*	*
	Female	78%	74%	88%	88%	76%	90%	*	98%	*	*	84%	93%	43%	93%	92%	-	88%	-	*	-	*
Mathematics	All Students	81%	77%	90%	85%	81%	98%	*	100%	*	89%	89%	92%	60%	95%	91%	89%	92%	-	86%	*	*
	CWD	53%	44%	60%	40%	56%	*	-	100%	-	*	64%	50%	60%	-	58%	57%	64%	-	*	-	*
	CWOD	84%	81%	95%	95%	84%	98%	*	100%	*	100%	93%	97%	-	95%	95%	95%	95%	-	*	*	*
	EL	72%	74%	91%	78%	69%	100%	-	100%	-	-	90%	91%	58%	95%	91%	89%	92%	-	*	-	*
	Male	79%	75%	89%	82%	80%	96%	-	100%	-	83%	88%	91%	57%	95%	89%	89%	-	-	*	*	*
	Female	82%	79%	92%	88%	82%	100%	*	100%	*	*	90%	94%	64%	95%	92%	-	92%	-	*	-	*
Science	All Students	80%	75%	73%	54%	69%	85%	-	83%	-	*	68%	81%	22%	79%	77%	71%	75%	-	-	*	-
	CWD	51%	44%	22%	*	*	*	-	*	-	-	17%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	84%	79%	79%	59%	77%	92%	-	88%	-	*	74%	85%	-	79%	81%	81%	78%	-	-	*	-
	EL	61%	60%	77%	*	*	*	-	70%	-	-	83%	67%	*	81%	77%	67%	83%	-	-	-	-
	Male	79%	74%	71%	45%	75%	100%	-	76%	-	*	63%	83%	17%	81%	67%	71%	-	-	-	*	-
	Female	81%	77%	75%	62%	63%	75%	-	89%	-	-	72%	79%	*	78%	83%	-	75%	-	-	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All Students	49%	44%	58%	45%	46%	64%	*	75%	*	68%	50%	67%	19%	63%	58%	58%	58%	-	36%	*	67%
	CWD	24%	18%	19%	14%	19%	22%	-	35%	-	*	16%	26%	19%	-	22%	19%	19%	-	33%	-	*
	CWOD	52%	47%	63%	52%	50%	68%	*	78%	*	87%	55%	71%	-	63%	62%	64%	61%	-	38%	*	*
	EL	29%	29%	58%	50%	46%	58%	-	64%	-	-	54%	63%	22%	62%	58%	49%	66%	-	*	-	*
	Male	47%	41%	58%	44%	43%	68%	-	74%	-	77%	50%	66%	19%	64%	49%	58%	-	-	25%	*	*
	Female	52%	47%	58%	46%	50%	60%	*	76%	*	50%	49%	69%	19%	61%	66%	-	58%	-	50%	-	*

		State	District	Campus	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
Reading	All Students	47%	42%	<b>54%</b>	47%	39%	60%	*	69%	*	67%	46%	63%	14%	59%	50%	51%	57%	-	14%	*	*
	CWD	21%	15%	<b>14%</b>	10%	11%	*	-	29%	-	*	11%	21%	14%	-	17%	14%	14%	-	*	-	*
	CWOD	50%	45%	<b>59%</b>	56%	42%	63%	*	71%	*	86%	52%	67%	-	59%	54%	57%	61%	-	*	*	*
	EL	23%	24%	<b>50%</b>	33%	42%	45%	-	57%	-	-	48%	52%	17%	54%	50%	36%	64%	-	*	-	*
	Male	43%	37%	<b>51%</b>	44%	31%	63%	-	66%	-	67%	42%	61%	14%	57%	36%	51%	-	-	*	*	*
	Female	51%	47%	<b>57%</b>	51%	47%	57%	*	72%	*	*	50%	66%	14%	61%	64%	-	57%	-	*	-	*
Mathematics	All Students	51%	45%	<b>64%</b>	47%	56%	73%	*	85%	*	67%	58%	72%	26%	70%	71%	66%	62%	-	57%	*	*
	CWD	26%	21%	<b>26%</b>	20%	22%	*	-	57%	-	*	25%	29%	26%	-	33%	25%	29%	-	*	-	*
	CWOD	54%	49%	<b>70%</b>	54%	60%	78%	*	87%	*	86%	64%	76%	-	70%	76%	74%	65%	-	*	*	*
	EL	37%	37%	<b>71%</b>	67%	54%	82%	-	77%	-	-	67%	76%	33%	76%	71%	68%	74%	-	*	-	*
	Male	50%	44%	<b>66%</b>	45%	59%	75%	-	86%	-	83%	61%	72%	25%	74%	68%	66%	-	-	*	*	*
	Female	51%	47%	<b>62%</b>	49%	53%	71%	*	83%	*	*	54%	72%	29%	65%	74%	-	62%	-	*	-	*
Science	All Students	53%	47%	<b>48%</b>	25%	38%	46%	-	67%	-	*	36%	65%	11%	52%	40%	50%	46%	-	-	*	-
	CWD	25%	20%	<b>11%</b>	*	*	*	-	*	-	-	0%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	56%	50%	<b>52%</b>	27%	38%	50%	-	73%	-	*	40%	68%	-	52%	44%	56%	49%	-	-	*	-
	EL	26%	25%	<b>40%</b>	*	*	*	-	45%	-	-	33%	50%	*	44%	40%	25%	50%	-	-	-	-
	Male	53%	46%	<b>50%</b>	36%	25%	60%	-	65%	-	*	42%	61%	17%	56%	25%	50%	-	-	-	*	-
	Female	53%	48%	<b>46%</b>	15%	50%	38%	-	68%	-	-	31%	68%	*	49%	50%	-	46%	-	-	-	-

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All Students	23%	19%	<b>34%</b>	26%	24%	39%	*	47%	*	37%	26%	44%	10%	37%	32%	33%	35%	-	7%	*	50%
	CWD	8%	6%	<b>10%</b>	5%	14%	11%	-	18%	-	*	5%	19%	10%	-	11%	15%	0%	-	0%	-	*
	CWOD	25%	21%	<b>37%</b>	31%	25%	41%	*	49%	*	47%	30%	46%	-	37%	34%	36%	39%	-	13%	*	*
	EL	11%	11%	<b>32%</b>	35%	25%	23%	-	36%	-	-	28%	38%	11%	34%	32%	26%	37%	-	*	-	*
	Male	22%	18%	<b>33%</b>	22%	22%	40%	-	47%	-	38%	25%	42%	15%	36%	26%	33%	-	-	0%	*	*
	Female	24%	21%	<b>35%</b>	31%	26%	38%	*	47%	*	33%	27%	46%	0%	39%	37%	-	35%	-	17%	-	*
Reading	All Students	20%	17%	<b>29%</b>	25%	24%	36%	*	34%	*	33%	21%	39%	10%	32%	25%	24%	35%	-	0%	*	*
	CWD	7%	5%	<b>10%</b>	5%	11%	*	-	14%	-	*	4%	21%	10%	-	8%	14%	0%	-	*	-	*
	CWOD	22%	19%	<b>32%</b>	30%	25%	37%	*	36%	*	43%	24%	41%	-	32%	28%	26%	38%	-	*	*	*
	EL	8%	8%	<b>25%</b>	22%	31%	9%	-	27%	-	-	20%	33%	8%	28%	25%	19%	32%	-	*	-	*
	Male	17%	14%	<b>24%</b>	20%	17%	33%	-	29%	-	33%	16%	33%	14%	26%	19%	24%	-	-	*	*	*
	Female	23%	20%	<b>35%</b>	31%	32%	38%	*	40%	*	*	26%	46%	0%	38%	32%	-	35%	-	*	-	*
Mathematics	All Students	26%	22%	<b>41%</b>	33%	27%	42%	*	62%	*	44%	34%	51%	10%	46%	42%	43%	40%	-	14%	*	*
	CWD	11%	6%	<b>10%</b>	5%	11%	*	-	29%	-	*	7%	14%	10%	-	17%	14%	0%	-	*	-	*
	CWOD	28%	24%	<b>46%</b>	39%	29%	46%	*	64%	*	57%	38%	54%	-	46%	46%	48%	44%	-	*	*	*
	EL	16%	16%	<b>42%</b>	56%	23%	36%	-	50%	-	-	40%	46%	17%	46%	42%	38%	47%	-	*	-	*
	Male	25%	22%	<b>43%</b>	29%	29%	46%	-	64%	-	50%	34%	53%	14%	48%	38%	43%	-	-	*	*	*
	Female	26%	22%	<b>40%</b>	37%	24%	38%	*	60%	*	*	33%	48%	0%	44%	47%	-	40%	-	*	-	*
Science	All Students	24%	20%	<b>24%</b>	4%	13%	38%	-	39%	-	*	17%	35%	11%	26%	17%	26%	23%	-	-	*	-
	CWD	8%	5%	<b>11%</b>	*	*	*	-	*	-	-	0%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	26%	22%	<b>26%</b>	5%	8%	42%	-	42%	-	*	19%	35%	-	26%	19%	28%	24%	-	-	*	-
	EL	7%	7%	<b>17%</b>	*	*	*	-	20%	-	-	11%	25%	*	19%	17%	8%	22%	-	-	-	-
	Male	25%	21%	<b>26%</b>	0%	13%	40%	-	47%	-	*	21%	33%	17%	28%	8%	26%	-	-	-	*	-

	State	District	Campus	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
Female	23%	20%	23%	8%	13%	38%	-	32%	-	-	14%	37%	*	24%	22%	-	23%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	71	66	63	*	72	*	75	67	65	74
CWD	65	62	71	*	-	90	-	*	53	65	88
CWOD	69	73	65	66	*	71	*	83	69	-	72
EL	74	71	79	30	-	83	-	-	71	88	74
Male	67	75	59	56	-	67	-	80	65	68	71
Female	71	66	73	69	*	79	*	*	68	59	76
<b>Mathematics</b>											
All Students	89	84	83	89	*	98	*	88	89	80	90
CWD	80	77	71	*	-	100	-	*	80	80	75
CWOD	90	85	85	91	*	97	*	83	91	-	92
EL	90	86	67	95	-	98	-	-	90	75	90
Male	87	77	81	91	-	96	-	100	88	79	81
Female	91	91	85	88	*	100	*	*	91	82	97

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	185	68	37%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	59	50	48	65	*	72	*	63	52	25	58
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		N			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	N	N		N			Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y		N			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	N	N		N			Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	Y

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	36%
Target Met	Y
Interim Goals (2023-2027)	38%
Target Met	Y
Interim Goals (2028-2032)	40%
Target Met	Y
Long-Term Goals	40%
Target Met	Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'^' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
Participation Rate		Campus	American			Indian		Islander	More	Disadv	Econ	CWD	CWOD				
All Subjects	All	100%	100%	99%	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%	99%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
Reading	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
	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%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	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%	-
	All	100%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	99%	100%	-
	Students																
	CWD	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	99%	100%	-	100%	100%	99%	100%	-
Science	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
	All	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	*	*	-	*	-	-	100%	*	100%	-	*	100%	*	-
Non-Participation Rate	CWOD	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%	-
	All	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
All Subjects	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
	All	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
Reading	Students																
	CWD	0%	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%	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%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	*	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	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%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	26	14	5	5	0	0	0	2	2		
	Female	12	8	2	2	0	0	0	0	2		
	Total	38	22	7	7	0	0	0	2	4		
<b>Out-of-School Suspensions</b>												
	Male	11	7	2	2	0	0	0	0	2		
	Female	4	4	0	0	0	0	0	0	0		
	Total	15	11	2	2	0	0	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	7	5	0	2	0	0	0	0	0		5
	Female	5	5	0	0	0	0	0	0	0		2
	Total	12	10	0	2	0	0	0	0	0		7
Out-of-School Suspensions	Male	8	4	2	2	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	8	4	2	2	0	0	0	0	0		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	28	8	11	5	0	2	0	2	8	2	2
	Female	29	11	11	5	0	2	0	0	2	0	5
	Total	57	19	22	10	0	4	0	2	10	2	7

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	36	8	11	5	2	8	0	2	23	0
	Female	35	11	8	2	0	14	0	0	17	0
	Total	71	19	19	7	2	22	0	2	40	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	3.0	7.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	2.6%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%



Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** WILLIAMS EL

**Campus ID:** 220901145

**District Name:** ARLINGTON 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 LEOA Goals												EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

(CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non							Foster			
					Amer			Ind		Isl	Races	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Percent at Approaches Grade Level or Above																							
Grade 3 Reading	All	75%	68%	59%	52%	50%	89%	-	83%	-	*	57%	63%	50%	61%	70%	52%	69%	-	*	*	-	
	Students																						
	CWD	49%	38%	50%	33%	50%	*	-	-	-	-	58%	33%	50%	-	*	31%	100%	-	-	-	-	
	CWOD	79%	72%	61%	57%	50%	86%	-	83%	-	*	57%	72%	-	61%	76%	60%	63%	-	*	*	-	
	EL	69%	67%	70%	60%	58%	*	-	*	-	-	65%	*	*	76%	70%	62%	80%	-	-	-	-	
	Male	73%	65%	52%	47%	48%	*	-	*	-	*	47%	63%	31%	60%	62%	52%	-	-	*	*	-	
	Female	78%	72%	69%	60%	56%	83%	-	80%	-	*	71%	63%	100%	63%	80%	-	69%	-	-	-	-	
Mathematics	All	78%	72%	58%	48%	50%	100%	-	67%	-	*	59%	54%	50%	60%	61%	52%	66%	-	*	*	-	
	Students																						
	CWD	52%	44%	50%	33%	50%	*	-	-	-	-	58%	33%	50%	-	*	31%	100%	-	-	-	-	
	CWOD	81%	76%	60%	52%	50%	100%	-	67%	-	*	59%	61%	-	60%	67%	60%	59%	-	*	*	-	
	EL	75%	75%	61%	60%	50%	*	-	*	-	-	60%	*	*	67%	61%	54%	70%	-	-	-	-	
	Male	78%	72%	52%	53%	43%	*	-	*	-	*	50%	56%	31%	60%	54%	52%	-	-	*	*	-	
	Female	78%	72%	66%	40%	67%	100%	-	60%	-	*	71%	50%	100%	59%	70%	-	66%	-	-	-	-	
Grade 4 Reading	All	74%	66%	62%	46%	70%	60%	-	90%	-	*	58%	79%	40%	66%	67%	63%	61%	-	*	*	*	
	Students																						
	CWD	44%	34%	40%	*	*	*	-	-	-	*	25%	*	40%	-	*	40%	40%	-	-	-	-	
	CWOD	78%	70%	66%	45%	75%	57%	-	90%	-	*	63%	75%	-	66%	74%	66%	65%	-	*	*	*	
	EL	64%	64%	67%	*	57%	*	-	88%	-	-	70%	*	*	74%	67%	70%	64%	-	-	-	-	
	Male	71%	63%	63%	44%	92%	56%	-	*	-	*	59%	78%	40%	66%	70%	63%	-	-	*	*	*	
	Female	77%	70%	61%	50%	53%	*	-	86%	-	-	58%	80%	40%	65%	64%	-	61%	-	*	-	*	
Mathematics	All	74%	67%	58%	42%	63%	60%	-	90%	-	*	58%	57%	40%	61%	62%	58%	58%	-	*	*	*	
	Students																						
	CWD	46%	36%	40%	*	*	*	-	-	-	*	25%	*	40%	-	*	40%	40%	-	-	-	-	
	CWOD	78%	71%	61%	41%	67%	57%	-	90%	-	*	63%	50%	-	61%	68%	61%	62%	-	*	*	*	
	EL	69%	69%	62%	*	29%	*	-	88%	-	-	65%	*	*	68%	62%	70%	55%	-	-	-	-	
	Male	74%	67%	58%	38%	83%	56%	-	*	-	*	62%	44%	40%	61%	70%	58%	-	-	*	*	*	
	Female	74%	68%	58%	50%	47%	*	-	86%	-	-	54%	80%	40%	62%	55%	-	58%	-	*	-	*	
Grade 5 Reading	All	86%	82%	81%	82%	78%	82%	-	90%	-	*	78%	92%	42%	87%	58%	74%	89%	-	*	*	-	
	Students																						
	CWD	55%	48%	42%	*	20%	*	-	-	-	-	29%	60%	42%	-	*	38%	*	-	-	-	-	
	CWOD	89%	86%	87%	90%	85%	75%	-	90%	-	*	83%	100%	-	87%	67%	80%	93%	-	*	*	-	
	EL	77%	76%	58%	*	63%	*	-	*	-	-	57%	*	*	67%	58%	46%	73%	-	-	*	-	
	Male	83%	78%	74%	76%	72%	*	-	*	-	*	70%	86%	38%	80%	46%	74%	-	-	-	*	-	
	Female	88%	85%	89%	92%	85%	86%	-	100%	-	-	86%	100%	*	93%	73%	-	89%	-	*	-	-	
Mathematics	All	89%	84%	90%	91%	84%	100%	-	100%	-	*	88%	96%	58%	94%	75%	87%	94%	-	*	*	-	
	Students																						
	CWD	68%	61%	58%	*	40%	*	-	-	-	-	43%	80%	58%	-	*	63%	*	-	-	-	-	
	CWOD	92%	87%	94%	97%	90%	100%	-	100%	-	*	93%	100%	-	94%	86%	91%	98%	-	*	*	-	
	EL	85%	82%	75%	*	69%	*	-	*	-	-	76%	*	*	86%	75%	69%	82%	-	-	*	-	
	Male	88%	83%	87%	86%	84%	*	-	*	-	*	85%	93%	63%	91%	69%	87%	-	-	-	*	-	
	Female	90%	85%	94%	100%	85%	100%	-	100%	-	-	92%	100%	*	98%	82%	-	94%	-	*	-	-	
Science	All	74%	65%	68%	71%	62%	73%	-	80%	-	*	66%	76%	50%	71%	42%	69%	68%	-	*	*	-	
	Students																						
	CWD	45%	43%	50%	*	20%	*	-	-	-	-	43%	60%	50%	-	*	50%	*	-	-	-	-	

		State	District	Campus	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	CWOD	77%	68%	71%	73%	68%	63%	-	80%	-	*	68%	80%	-	71%	48%	72%	70%	-	*	*	-		
	EL	60%	55%	42%	*	44%	*	-	*	-	-	48%	*	*	48%	42%	54%	27%	-	-	*	-		
	Male	74%	65%	69%	67%	64%	*	-	*	-	*	68%	71%	50%	72%	54%	69%	-	-	-	*	-		
	Female	73%	64%	68%	77%	60%	71%	-	71%	-	-	64%	82%	*	70%	27%	-	68%	-	*	-	-		
	Reading	All Students	67%	68%	72%	69%	67%	83%	*	75%	-	*	69%	79%	20%	82%	55%	70%	74%	-	*	-	*	
	CWD	33%	32%	20%	14%	20%	*	-	-	-	-	15%	*	20%	-	*	25%	14%	-	*	-	*		
	CWOD	71%	72%	82%	89%	75%	93%	*	75%	-	*	82%	82%	-	82%	63%	79%	86%	-	*	-	*		
Grade 6	EL	42%	49%	55%	-	50%	67%	-	*	-	-	55%	-	*	63%	55%	50%	60%	-	-	-	*		
	Male	62%	64%	70%	73%	61%	73%	*	80%	-	-	67%	80%	25%	79%	50%	70%	-	-	-	-	-		
	Female	71%	72%	74%	67%	73%	100%	-	*	-	*	71%	79%	14%	86%	60%	-	74%	-	*	-	*		
	Mathematics	All Students	80%	82%	83%	69%	85%	89%	*	100%	-	*	83%	83%	33%	93%	85%	78%	88%	-	*	-	*	
	CWD	50%	47%	33%	29%	40%	*	-	-	-	-	31%	*	33%	-	*	25%	43%	-	*	-	*		
	CWOD	83%	86%	93%	84%	93%	100%	*	100%	-	*	96%	86%	-	93%	100%	89%	97%	-	*	-	*		
	EL	67%	77%	85%	-	80%	83%	-	*	-	-	85%	-	*	100%	85%	80%	90%	-	-	-	*		
STAAR Percent at Meets Grade Level or Above	Male	78%	80%	78%	64%	78%	82%	*	100%	-	-	78%	80%	25%	89%	80%	78%	-	-	-	-	-		
	Female	81%	84%	88%	73%	93%	100%	-	*	-	*	89%	86%	43%	97%	90%	-	88%	-	*	-	*		
	Grade 3	Reading	All Students	44%	37%	20%	14%	16%	44%	-	50%	-	*	20%	21%	33%	16%	22%	17%	25%	-	*	*	-
	CWD	26%	19%	33%	33%	30%	*	-	-	-	-	33%	33%	33%	-	*	31%	40%	-	-	-	-		
	CWOD	46%	39%	16%	9%	9%	43%	-	50%	-	*	16%	17%	-	16%	24%	11%	22%	-	*	*	-		
	EL	35%	34%	22%	0%	17%	*	-	*	-	-	25%	*	*	24%	22%	8%	40%	-	-	-	-		
	Male	41%	34%	17%	16%	9%	*	-	*	-	*	9%	31%	31%	11%	8%	17%	-	-	*	*	-		
Grade 6	Female	47%	39%	25%	10%	33%	33%	-	40%	-	*	33%	0%	40%	22%	40%	-	25%	-	-	-	-		
	Mathematics	All Students	48%	39%	29%	24%	22%	56%	-	50%	-	*	30%	25%	39%	26%	35%	27%	31%	-	*	*	-	
	CWD	30%	21%	39%	33%	40%	*	-	-	-	-	42%	33%	39%	-	*	31%	60%	-	-	-	-		
	CWOD	50%	42%	26%	22%	14%	57%	-	50%	-	*	27%	22%	-	26%	38%	26%	26%	-	*	*	-		
	EL	41%	41%	35%	40%	25%	*	-	*	-	-	35%	*	*	38%	35%	23%	50%	-	-	-	-		
	Male	49%	41%	27%	26%	13%	*	-	*	-	*	25%	31%	31%	26%	23%	27%	-	-	*	*	-		
	Female	46%	38%	31%	20%	44%	33%	-	40%	-	*	38%	13%	60%	26%	50%	-	31%	-	-	-	-		
Grade 4	Reading	All Students	43%	35%	43%	33%	44%	50%	-	60%	-	*	42%	50%	40%	44%	33%	47%	39%	-	*	*	*	
CWD	24%	16%	40%	*	*	*	-	-	-	-	*	25%	*	40%	-	*	40%	40%	-	-	-	-		
CWOD	46%	38%	44%	32%	46%	43%	-	60%	-	*	44%	42%	-	44%	37%	47%	38%	-	*	*	*			
EL	30%	30%	33%	*	14%	*	-	50%	-	-	35%	*	*	37%	33%	30%	36%	-	-	-	-	-		
Male	41%	33%	47%	38%	67%	44%	-	*	-	*	44%	56%	40%	47%	30%	47%	-	-	*	*	*	*		
Female	46%	38%	39%	25%	27%	*	-	71%	-	-	38%	40%	40%	38%	36%	-	39%	-	*	-	-	*		
Grade 6	Mathematics	All Students	46%	39%	27%	17%	30%	30%	-	40%	-	*	25%	36%	40%	25%	14%	26%	29%	-	*	*	*	
	CWD	27%	21%	40%	*	*	*	-	-	-	*	25%	*	40%	-	*	40%	40%	-	-	-	-		
	CWOD	49%	41%	25%	14%	29%	14%	-	40%	-	*	25%	25%	-	25%	16%	24%	27%	-	*	*	*		
	EL	39%	39%	14%	*	0%	*	-	25%	-	-	15%	*	*	16%	14%	10%	18%	-	-	-	-		
	Male	48%	40%	26%	19%	33%	22%	-	*	-	*	26%	22%	40%	24%	10%	26%	-	-	*	*	*		
	Female																							

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	29%	13%	27%	*	-	43%	-	-	23%	60%	40%	27%	18%	-	29%	-	*	-	*
Grade 5 Reading	All Students	53%	46%	42%	44%	31%	55%	-	70%	-	*	36%	60%	25%	44%	13%	26%	60%	-	*	*	-
	CWD	27%	23%	25%	*	0%	*	-	-	-	-	14%	40%	25%	-	*	13%	*	-	-	-	-
	CWOD	56%	49%	44%	47%	35%	50%	-	70%	-	*	38%	65%	-	44%	14%	28%	60%	-	*	*	-
	EL	36%	35%	13%	*	13%	*	-	*	-	-	14%	*	*	14%	13%	8%	18%	-	-	*	-
	Male	50%	42%	26%	33%	20%	*	-	*	-	*	15%	57%	13%	28%	8%	26%	-	-	-	*	-
	Female	56%	51%	60%	62%	45%	71%	-	86%	-	-	58%	64%	*	60%	18%	-	60%	-	*	-	-
Mathematics	All Students	57%	47%	56%	47%	56%	82%	-	70%	-	*	51%	72%	50%	57%	42%	52%	62%	-	*	*	-
	CWD	31%	28%	50%	*	20%	*	-	-	-	-	43%	60%	50%	-	*	50%	*	-	-	-	-
	CWOD	60%	49%	57%	47%	60%	75%	-	70%	-	*	52%	75%	-	57%	48%	52%	63%	-	*	*	-
	EL	46%	41%	42%	*	44%	*	-	*	-	-	43%	*	*	48%	42%	31%	55%	-	-	*	-
	Male	56%	47%	52%	52%	52%	*	-	*	-	*	45%	71%	50%	52%	31%	52%	-	-	-	*	-
	Female	57%	47%	62%	38%	60%	86%	-	86%	-	-	58%	73%	*	63%	55%	-	62%	-	*	-	-
Science	All Students	48%	38%	35%	29%	31%	64%	-	40%	-	*	29%	52%	42%	34%	13%	30%	40%	-	*	*	-
	CWD	27%	27%	42%	*	0%	*	-	-	-	-	29%	60%	42%	-	*	38%	*	-	-	-	-
	CWOD	50%	39%	34%	27%	35%	50%	-	40%	-	*	29%	50%	-	34%	14%	28%	40%	-	*	*	-
	EL	31%	26%	13%	*	19%	*	-	*	-	-	14%	*	*	14%	13%	15%	9%	-	-	*	-
	Male	50%	40%	30%	33%	24%	*	-	*	-	*	23%	50%	38%	28%	15%	30%	-	-	-	*	-
	Female	45%	37%	40%	23%	40%	71%	-	43%	-	-	36%	55%	*	40%	9%	-	40%	-	*	-	-
Grade 6 Reading	All Students	36%	37%	38%	38%	30%	44%	*	38%	-	*	30%	58%	0%	45%	10%	33%	43%	-	*	-	*
	CWD	19%	17%	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	*
	CWOD	38%	40%	45%	53%	36%	53%	*	38%	-	*	37%	64%	-	45%	13%	39%	51%	-	*	-	*
	EL	14%	17%	10%	-	10%	0%	-	*	-	-	10%	-	*	13%	10%	10%	10%	-	-	-	*
	Male	33%	33%	33%	27%	28%	36%	*	40%	-	-	28%	50%	0%	39%	10%	33%	-	-	-	-	-
	Female	40%	42%	43%	47%	33%	57%	-	*	-	*	32%	64%	0%	51%	10%	-	43%	-	*	-	*
Mathematics	All Students	46%	49%	59%	54%	64%	67%	*	50%	-	*	55%	71%	7%	70%	45%	52%	67%	-	*	-	*
	CWD	23%	21%	7%	14%	0%	*	-	-	-	-	8%	*	7%	-	*	0%	14%	-	*	-	*
	CWOD	48%	52%	70%	68%	75%	80%	*	50%	-	*	67%	77%	-	70%	56%	63%	77%	-	*	-	*
	EL	27%	35%	45%	-	50%	50%	-	*	-	-	45%	-	*	56%	45%	40%	50%	-	-	-	*
	Male	45%	48%	52%	36%	56%	64%	*	60%	-	-	47%	70%	0%	63%	40%	52%	-	-	-	-	-
	Female	46%	50%	67%	67%	73%	71%	-	*	-	*	64%	71%	14%	77%	50%	-	67%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All Students	27%	21%	8%	0%	9%	11%	-	33%	-	*	9%	4%	6%	8%	13%	4%	13%	-	*	*	-
	CWD	10%	7%	6%	0%	10%	*	-	-	-	-	8%	0%	6%	-	*	8%	0%	-	-	-	-
	CWOD	29%	23%	8%	0%	9%	14%	-	33%	-	*	9%	6%	-	8%	14%	3%	15%	-	*	*	-
	EL	19%	20%	13%	0%	17%	*	-	*	-	-	15%	*	*	14%	13%	0%	30%	-	-	-	-
	Male	24%	19%	4%	0%	4%	*	-	*	-	*	3%	6%	8%	3%	0%	4%	-	-	*	*	-
	Female	29%	24%	13%	0%	22%	0%	-	40%	-	*	17%	0%	0%	15%	30%	-	13%	-	-	-	-

		State	District	Campus	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
Mathematics	All Students	24%	18%	5%	3%	3%	11%	-	17%	-	*	5%	4%	0%	6%	9%	2%	9%	-	*	*	-
	CWD	12%	8%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	19%	6%	4%	5%	14%	-	17%	-	*	7%	6%	-	6%	10%	3%	11%	-	*	*	-
	EL	18%	20%	9%	0%	8%	*	-	*	-	-	10%	*	*	10%	9%	0%	20%	-	-	-	-
	Male	26%	20%	2%	5%	0%	*	-	*	-	*	0%	6%	0%	3%	0%	2%	-	-	*	*	-
	Female	22%	16%	9%	0%	11%	17%	-	20%	-	*	13%	0%	0%	11%	20%	-	9%	-	-	-	-
Grade 4	All Students	21%	17%	16%	13%	11%	20%	-	30%	-	*	15%	21%	20%	16%	10%	21%	10%	-	*	*	*
Reading	CWD	8%	4%	20%	*	*	*	-	-	-	*	13%	*	20%	-	*	20%	20%	-	-	-	-
	CWOD	23%	18%	16%	9%	13%	14%	-	30%	-	*	15%	17%	-	16%	11%	21%	8%	-	*	*	*
	EL	12%	13%	10%	*	14%	*	-	13%	-	-	10%	*	*	11%	10%	10%	9%	-	-	-	-
	Male	20%	15%	21%	19%	25%	11%	-	*	-	*	21%	22%	20%	21%	10%	21%	-	-	*	*	*
	Female	23%	18%	10%	0%	0%	*	-	29%	-	-	8%	20%	20%	8%	9%	-	10%	-	*	-	*
Mathematics	All Students	27%	22%	14%	8%	11%	30%	-	10%	-	*	15%	7%	20%	13%	0%	16%	10%	-	*	*	*
	CWD	13%	7%	20%	*	*	*	-	-	-	*	25%	*	20%	-	*	20%	20%	-	-	-	-
	CWOD	29%	23%	13%	9%	13%	14%	-	10%	-	*	13%	8%	-	13%	0%	16%	8%	-	*	*	*
	EL	20%	22%	0%	*	0%	*	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	29%	23%	16%	6%	17%	22%	-	*	-	*	18%	11%	20%	16%	0%	16%	-	-	*	*	*
	Female	25%	20%	10%	13%	7%	*	-	0%	-	-	12%	0%	20%	8%	0%	-	10%	-	*	-	*
Grade 5	All Students	29%	24%	17%	12%	16%	27%	-	30%	-	*	16%	20%	8%	18%	0%	7%	28%	-	*	*	-
Reading	CWD	9%	8%	8%	*	0%	*	-	-	-	-	0%	20%	8%	-	*	13%	*	-	-	-	-
	CWOD	31%	26%	18%	13%	18%	25%	-	30%	-	*	17%	20%	-	18%	0%	7%	30%	-	*	*	-
	EL	14%	13%	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	*	-
	Male	26%	21%	7%	10%	4%	*	-	*	-	*	5%	14%	13%	7%	0%	7%	-	-	*	-	-
	Female	31%	27%	28%	15%	30%	29%	-	43%	-	-	28%	27%	*	30%	0%	-	28%	-	*	-	-
Mathematics	All Students	36%	27%	39%	29%	42%	36%	-	60%	-	*	33%	56%	17%	42%	29%	31%	47%	-	*	*	-
	CWD	14%	12%	17%	*	0%	*	-	-	-	-	0%	40%	17%	-	*	25%	*	-	-	-	-
	CWOD	38%	28%	42%	33%	48%	25%	-	60%	-	*	36%	60%	-	42%	33%	33%	51%	-	*	*	-
	EL	24%	20%	29%	*	38%	*	-	*	-	-	29%	*	*	33%	29%	23%	36%	-	-	*	-
	Male	36%	28%	31%	33%	28%	*	-	*	-	*	23%	57%	25%	33%	23%	31%	-	-	*	-	-
	Female	35%	26%	47%	23%	60%	29%	-	71%	-	-	44%	55%	*	51%	36%	-	47%	-	*	-	-
Science	All Students	23%	17%	16%	12%	16%	18%	-	30%	-	*	13%	24%	8%	17%	4%	13%	19%	-	*	*	-
	CWD	11%	9%	8%	*	0%	*	-	-	-	-	0%	20%	8%	-	*	13%	*	-	-	-	-
	CWOD	25%	18%	17%	13%	18%	13%	-	30%	-	*	14%	25%	-	17%	5%	13%	21%	-	*	*	-
	EL	11%	9%	4%	*	6%	*	-	*	-	-	5%	*	*	5%	4%	8%	0%	-	-	*	-
	Male	25%	19%	13%	14%	12%	*	-	*	-	*	8%	29%	13%	13%	8%	13%	-	-	*	-	-
	Female	21%	15%	19%	8%	20%	14%	-	43%	-	-	19%	18%	*	21%	0%	-	19%	-	*	-	-
Grade 6	All Students	17%	18%	20%	23%	12%	22%	*	25%	-	*	17%	29%	0%	25%	5%	17%	24%	-	*	-	*
Reading	CWD	6%	5%	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	*
	CWOD	18%	19%	25%	32%	14%	27%	*	25%	-	*	22%	32%	-	25%	6%	21%	29%	-	*	-	*
	EL	4%	5%	5%	-	0%	0%	-	*	-	-	5%	-	*	6%	5%	10%	0%	-	-	-	*
	Male	14%	15%	17%	9%	11%	27%	*	20%	-	-	17%	20%	0%	21%	10%	17%	-	-	-	-	-

		State	District	Campus	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
	Female	20%	22%	24%	33%	13%	14%	-	*	-	*	18%	36%	0%	29%	0%	-	24%	-	*	-	*
Mathematics	All Students	20%	24%	39%	27%	39%	50%	*	50%	-	*	36%	46%	0%	47%	20%	37%	40%	-	*	-	*
	CWD	9%	6%	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	*
	CWOD	22%	26%	47%	37%	46%	60%	*	50%	-	*	45%	50%	-	47%	25%	45%	49%	-	*	-	*
	EL	8%	12%	20%	-	10%	33%	-	*	-	-	20%	-	*	25%	20%	30%	10%	-	-	-	*
	Male	20%	24%	37%	0%	39%	64%	*	60%	-	-	36%	40%	0%	45%	30%	37%	-	-	-	-	-
	Female	20%	23%	40%	47%	40%	29%	-	*	-	*	36%	50%	0%	49%	10%	-	40%	-	*	-	*

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All Students	77%	73%	71%	65%	69%	82%	*	87%	-	67%	69%	76%	43%	76%	64%	67%	76%	-	47%	100%	38%
	CWD	46%	38%	43%	33%	37%	76%	-	-	-	*	37%	57%	43%	-	8%	37%	52%	-	*	-	*
	CWOD	81%	77%	76%	71%	75%	84%	*	87%	-	82%	75%	80%	-	76%	71%	74%	79%	-	60%	100%	50%
	EL	62%	63%	64%	53%	57%	65%	-	84%	-	-	64%	53%	8%	71%	64%	61%	66%	-	-	*	*
	Male	74%	70%	67%	61%	67%	74%	*	93%	-	54%	66%	72%	37%	74%	61%	67%	-	-	33%	100%	*
	Female	80%	76%	76%	70%	70%	92%	-	84%	-	88%	74%	82%	52%	79%	66%	-	76%	-	54%	-	17%
Reading	All Students	73%	69%	69%	64%	67%	79%	*	85%	-	60%	66%	78%	38%	75%	63%	65%	75%	-	44%	*	*
	CWD	39%	30%	38%	26%	35%	73%	-	-	-	*	33%	53%	38%	-	9%	32%	48%	-	*	-	*
	CWOD	78%	73%	75%	71%	74%	81%	*	85%	-	75%	73%	83%	-	75%	70%	72%	79%	-	57%	*	*
	EL	54%	55%	63%	56%	58%	57%	-	80%	-	-	62%	71%	9%	70%	63%	57%	69%	-	-	*	*
	Male	69%	64%	65%	60%	65%	70%	*	83%	-	50%	61%	76%	32%	72%	57%	65%	-	-	*	*	*
	Female	78%	74%	75%	70%	69%	90%	-	86%	-	*	73%	82%	48%	79%	69%	-	75%	-	50%	-	*
Mathematics	All Students	81%	77%	74%	65%	72%	88%	*	91%	-	70%	73%	75%	45%	79%	70%	70%	79%	-	44%	*	*
	CWD	53%	44%	45%	37%	43%	73%	-	-	-	*	40%	60%	45%	-	9%	38%	57%	-	*	-	*
	CWOD	84%	81%	79%	70%	78%	92%	*	91%	-	88%	80%	78%	-	79%	79%	76%	82%	-	57%	*	*
	EL	72%	74%	70%	56%	60%	86%	-	90%	-	-	72%	57%	9%	79%	70%	67%	74%	-	-	*	*
	Male	79%	75%	70%	61%	71%	78%	*	100%	-	50%	70%	69%	38%	76%	67%	70%	-	-	*	*	*
	Female	82%	79%	79%	70%	75%	100%	-	86%	-	*	78%	82%	57%	82%	74%	-	79%	-	50%	-	*
Science	All Students	80%	75%	68%	71%	62%	73%	-	80%	-	*	66%	76%	50%	71%	42%	69%	68%	-	*	*	-
	CWD	51%	44%	50%	*	20%	*	-	-	-	-	43%	60%	50%	-	*	50%	*	-	-	-	-
	CWOD	84%	79%	71%	73%	68%	63%	-	80%	-	*	68%	80%	-	71%	48%	72%	70%	-	*	*	-
	EL	61%	60%	42%	*	44%	*	-	*	-	-	48%	*	*	48%	42%	54%	27%	-	-	*	-
	Male	79%	74%	69%	67%	64%	*	-	*	-	*	68%	71%	50%	72%	54%	69%	-	-	-	*	-
	Female	81%	77%	68%	77%	60%	71%	-	71%	-	-	64%	82%	*	70%	27%	-	68%	-	*	-	-

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All Students	49%	44%	39%	34%	36%	55%	*	53%	-	24%	36%	50%	30%	41%	25%	34%	46%	-	37%	40%	13%
	CWD	24%	18%	30%	29%	20%	56%	-	-	-	*	23%	46%	30%	-	0%	26%	35%	-	*	-	*
	CWOD	52%	47%	41%	35%	40%	55%	*	53%	-	29%	38%	51%	-	41%	29%	36%	48%	-	47%	40%	17%
	EL	29%	29%	25%	21%	23%	26%	-	32%	-	-	26%	12%	0%	29%	25%	19%	32%	-	-	*	*
	Male	47%	41%	34%	32%	31%	48%	*	44%	-	23%	29%	48%	26%	36%	19%	34%	-	-	17%	40%	*
	Female	52%	47%	46%	37%	43%	63%	-	57%	-	25%	44%	53%	35%	48%	32%	-	46%	-	46%	-	0%



		State	District	Campus	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
Reading	All	47%	42%	36%	33%	30%	48%	*	56%	-	20%	32%	47%	24%	38%	19%	30%	43%	-	33%	*	*
	Students																					
	CWD	21%	15%	24%	21%	17%	45%	-	-	-	*	18%	40%	24%	-	0%	21%	29%	-	*	-	*
	CWOD	50%	45%	38%	35%	32%	49%	*	56%	-	25%	35%	49%	-	38%	22%	32%	46%	-	43%	*	*
	EL	23%	24%	19%	11%	13%	14%	-	40%	-	-	21%	0%	22%	19%	13%	26%	-	-	*	*	*
	Male	43%	37%	30%	28%	26%	41%	*	42%	-	17%	24%	47%	21%	32%	13%	30%	-	-	*	*	*
	Female	51%	47%	43%	39%	36%	57%	-	64%	-	*	42%	47%	29%	46%	26%	-	43%	-	50%	-	*
Mathematics	All	51%	45%	44%	36%	45%	60%	*	53%	-	30%	41%	53%	33%	47%	34%	40%	50%	-	44%	*	*
	Students																					
	CWD	26%	21%	33%	32%	26%	55%	-	-	-	*	28%	47%	33%	-	0%	29%	38%	-	*	-	*
	CWOD	54%	49%	47%	37%	48%	62%	*	53%	-	38%	44%	54%	-	47%	39%	42%	52%	-	57%	*	*
	EL	37%	37%	34%	33%	33%	43%	-	30%	-	-	35%	29%	0%	39%	34%	26%	43%	-	-	*	*
	Male	50%	44%	40%	34%	38%	56%	*	50%	-	33%	37%	49%	29%	42%	26%	40%	-	-	*	*	*
	Female	51%	47%	50%	39%	53%	67%	-	55%	-	*	47%	58%	38%	52%	43%	-	50%	-	50%	-	*
Science	All	53%	47%	35%	29%	31%	64%	-	40%	-	*	29%	52%	42%	34%	13%	30%	40%	-	*	*	-
	Students																					
	CWD	25%	20%	42%	*	0%	*	-	-	-	-	29%	60%	42%	-	*	38%	*	-	-	-	-
	CWOD	56%	50%	34%	27%	35%	50%	-	40%	-	*	29%	50%	-	34%	14%	28%	40%	-	*	*	-
	EL	26%	25%	13%	*	19%	*	-	*	-	-	14%	*	*	14%	13%	15%	9%	-	-	*	-
	Male	53%	46%	30%	33%	24%	*	-	*	-	*	23%	50%	38%	28%	15%	30%	-	-	-	*	-
	Female	53%	48%	40%	23%	40%	71%	-	43%	-	-	36%	55%	*	40%	9%	-	40%	-	*	-	-

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	19%	20%	14%	19%	27%	*	32%	-	19%	18%	25%	7%	22%	10%	17%	24%	-	16%	20%	13%
	Students																					
	CWD	8%	6%	7%	2%	2%	28%	-	-	-	*	5%	14%	7%	-	0%	9%	4%	-	*	-	*
	CWOD	25%	21%	22%	17%	22%	27%	*	32%	-	24%	21%	27%	-	22%	11%	18%	27%	-	20%	20%	17%
	EL	11%	11%	10%	0%	11%	6%	-	14%	-	-	10%	6%	0%	11%	10%	9%	12%	-	-	*	*
	Male	22%	18%	17%	12%	14%	31%	*	26%	-	15%	15%	22%	9%	18%	9%	17%	-	-	0%	20%	*
	Female	24%	21%	24%	18%	25%	22%	-	35%	-	25%	23%	28%	4%	27%	12%	-	24%	-	23%	-	0%
Reading	All	20%	17%	15%	12%	12%	21%	*	29%	-	20%	14%	18%	7%	17%	7%	12%	20%	-	11%	*	*
	Students																					
	CWD	7%	5%	7%	5%	4%	18%	-	-	-	*	5%	13%	7%	-	0%	9%	5%	-	*	-	*
	CWOD	22%	19%	17%	13%	14%	22%	*	29%	-	25%	16%	19%	-	17%	8%	13%	22%	-	14%	*	*
	EL	8%	8%	7%	0%	7%	0%	-	15%	-	-	7%	0%	0%	8%	7%	4%	10%	-	-	*	*
	Male	17%	14%	12%	9%	9%	22%	*	17%	-	17%	11%	14%	9%	13%	4%	12%	-	-	*	*	*
	Female	23%	20%	20%	15%	17%	19%	-	36%	-	*	18%	24%	5%	22%	10%	-	20%	-	17%	-	*
Mathematics	All	26%	22%	25%	18%	26%	35%	*	35%	-	20%	23%	31%	7%	29%	15%	22%	30%	-	22%	*	*
	Students																					
	CWD	11%	6%	7%	0%	0%	36%	-	-	-	*	5%	13%	7%	-	0%	9%	5%	-	*	-	*
	CWOD	28%	24%	29%	21%	32%	35%	*	35%	-	25%	27%	35%	-	29%	17%	25%	34%	-	29%	*	*
	EL	16%	16%	15%	0%	18%	14%	-	15%	-	-	15%	14%	0%	17%	15%	13%	17%	-	-	*	*
	Male	25%	22%	22%	13%	21%	41%	*	42%	-	17%	20%	29%	9%	25%	13%	22%	-	-	*	*	*
	Female	26%	22%	30%	24%	34%	29%	-	32%	-	*	28%	34%	5%	34%	17%	-	30%	-	33%	-	*
Science	All	24%	20%	16%	12%	16%	18%	-	30%	-	*	13%	24%	8%	17%	4%	13%	19%	-	*	*	-
	Students																					
	CWD	8%	5%	8%	*	0%	*	-	-	-	-	0%	20%	8%	-	*	13%	*	-	-	-	-
	CWOD	26%	22%	17%	13%	18%	13%	-	30%	-	*	14%	25%	-	17%	5%	13%	21%	-	*	*	-
	EL	7%	7%	4%	*	6%	*	-	*	-	-	5%	*	*	5%	4%	8%	0%	-	-	*	-
	Male	25%	21%	13%	14%	12%	*	-	*	-	*	8%	29%	13%	13%	8%	13%	-	-	-	*	-

	State	District	Campus	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
Female	23%	20%	19%	8%	20%	14%	-	43%	-	-	19%	18%	*	21%	0%	-	19%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	62	52	69	*	72	-	50	57	40	51
CWD	40	32	31	63	-	-	-	*	33	40	13
CWOD	63	66	55	71	*	72	-	*	61	-	57
EL	51	*	41	46	-	77	-	-	50	13	51
Male	56	57	53	66	*	50	-	*	53	36	48
Female	64	68	52	75	-	87	-	*	62	44	53
<b>Mathematics</b>											
All Students	72	69	75	73	*	74	-	50	70	75	59
CWD	75	82	73	88	-	-	-	*	69	75	63
CWOD	72	67	76	69	*	74	-	*	70	-	58
EL	59	*	68	46	-	58	-	-	59	63	59
Male	66	61	68	70	*	80	-	*	64	61	47
Female	79	79	84	79	-	70	-	*	78	91	72

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	152	31	20%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'-'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	38	41	55	*	57	-	37	41	27	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N	N		N			N	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N		N			N	N	N
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	Y		N			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N	Y	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**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	Two or	Econ	Non			EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
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%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
Reading	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%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
Mathematics	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%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
Science	All	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	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%	-
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%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	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 Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	46	17	14	11	0	2	0	2	8		
	Female	10	8	2	0	0	0	0	0	2		
	Total	56	25	16	11	0	2	0	2	10		
<b>Out-of-School Suspensions</b>												
	Male	20	7	5	4	0	2	0	2	2		
	Female	6	2	2	2	0	0	0	0	2		
	Total	26	9	7	6	0	2	0	2	4		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	20	11	5	2	0	0	0	2	2		2
	Female	4	2	2	0	0	0	0	0	2		2
	Total	24	13	7	2	0	0	0	2	4		4
Out-of-School Suspensions	Male	8	4	2	0	0	0	0	2	0		4
	Female	2	2	0	0	0	0	0	0	0		2
	Total	10	6	2	0	0	0	0	2	0		6
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	49	11	26	8	0	2	0	2	11	8	2
	Female	41	14	17	8	0	2	0	0	8	8	5
	Total	90	25	43	16	0	4	0	2	19	16	7

Total

	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	1
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	43	11	20	8	0	2	0	2	20	8
	Female	38	11	17	2	0	8	0	0	20	2
	Total	81	22	37	10	0	10	0	2	40	10
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and



percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	4.4	9.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.5	3.5%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	<b>5</b>	<b>6%</b>
Mathematics	5,880	1%	45	1%	<b>5</b>	<b>6%</b>
Grade 4						
Reading	6,312	2%	55	1%	*	<b>3%</b>
Mathematics	6,311	2%	55	1%	*	<b>3%</b>
Grade 5						
Reading	6,133	1%	59	1%	*	<b>4%</b>
Mathematics	6,131	1%	59	1%	*	<b>4%</b>
Science	6,133	1%	59	1%	*	<b>4%</b>
Grade 6						
Reading	6,038	1%	50	1%	*	<b>1%</b>
Mathematics	6,036	1%	50	1%	*	<b>1%</b>

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	28	4%
Reading	45,064	1%	367	1%	12	3%
Mathematics	40,350	1%	327	1%	12	3%
Science	16,337	1%	131	1%	*	4%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		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
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** WIMBISH EL

**Campus ID:** 220901116

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	65%	57%	76%	75%	-	-	-	40%	62%	77%	20%	68%	85%	70%	61%	-	*	-	-
	CWD	49%	38%	20%	*	*	*	-	-	-	*	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	79%	72%	68%	59%	79%	83%	-	-	-	*	67%	75%	-	68%	85%	75%	64%	-	*	-	-
	EL	69%	67%	85%	-	83%	*	-	-	-	-	85%	-	-	85%	85%	83%	86%	-	-	-	-
	Male	73%	65%	70%	60%	82%	*	-	-	-	*	65%	*	*	75%	83%	70%	-	-	-	-	-
	Female	78%	72%	61%	55%	71%	80%	-	-	-	*	59%	67%	*	64%	86%	-	61%	-	*	-	-
Mathematics	All Students	78%	72%	57%	50%	64%	63%	-	-	-	60%	58%	54%	20%	60%	85%	67%	51%	-	*	-	-
	CWD	52%	44%	20%	*	*	*	-	-	-	*	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	81%	76%	60%	52%	67%	83%	-	-	-	*	61%	58%	-	60%	85%	71%	54%	-	*	-	-
	EL	75%	75%	85%	-	83%	*	-	-	-	-	85%	-	-	85%	85%	67%	100%	-	-	-	-
	Male	78%	72%	67%	50%	73%	*	-	-	-	*	65%	*	*	71%	67%	67%	-	-	-	-	-
	Female	78%	72%	51%	50%	57%	60%	-	-	-	*	53%	44%	*	54%	100%	-	51%	-	*	-	-
Grade 4 Reading	All Students	74%	66%	41%	46%	26%	67%	-	-	-	*	46%	18%	40%	41%	18%	40%	42%	-	*	-	-
	CWD	44%	34%	40%	*	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	*	-	-
	CWOD	78%	70%	41%	48%	25%	60%	-	-	-	*	45%	20%	-	41%	18%	41%	41%	-	*	-	-
	EL	64%	64%	18%	-	18%	-	-	-	-	-	18%	-	-	18%	18%	33%	0%	-	-	-	-
	Male	71%	63%	40%	41%	31%	*	-	-	-	*	46%	22%	*	41%	33%	40%	-	-	*	-	-
	Female	77%	70%	42%	55%	18%	*	-	-	-	-	45%	*	*	41%	0%	-	42%	-	*	-	-
Mathematics	All Students	74%	67%	33%	32%	25%	67%	-	-	-	*	37%	18%	40%	33%	18%	37%	28%	-	*	-	-
	CWD	46%	36%	40%	*	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	*	-	-
	CWOD	78%	71%	33%	33%	24%	60%	-	-	-	*	36%	20%	-	33%	18%	38%	26%	-	*	-	-
	EL	69%	69%	18%	-	18%	-	-	-	-	-	18%	-	-	18%	18%	33%	0%	-	-	-	-
	Male	74%	67%	37%	35%	31%	*	-	-	-	*	42%	22%	*	38%	33%	37%	-	-	*	-	-
	Female	74%	68%	28%	27%	18%	*	-	-	-	-	30%	*	*	26%	0%	-	28%	-	*	-	-
Grade 5 Reading	All Students	86%	82%	79%	71%	88%	80%	-	*	-	*	78%	82%	38%	84%	88%	74%	83%	-	*	-	*
	CWD	55%	48%	38%	*	*	*	-	-	-	*	*	*	38%	-	-	*	*	-	-	-	-
	CWOD	89%	86%	84%	74%	91%	100%	-	*	-	*	82%	92%	-	84%	88%	78%	89%	-	*	-	*
	EL	77%	76%	88%	*	92%	-	-	*	-	-	88%	-	-	88%	88%	60%	100%	-	*	-	-
	Male	83%	78%	74%	67%	82%	67%	-	-	-	*	71%	86%	*	78%	60%	74%	-	-	*	-	-
	Female	88%	85%	83%	73%	92%	*	-	*	-	*	84%	80%	*	89%	100%	-	83%	-	*	-	*
Mathematics	All Students	89%	84%	82%	79%	92%	70%	-	*	-	*	87%	65%	75%	83%	100%	81%	83%	-	*	-	*
	CWD	68%	61%	75%	*	*	*	-	-	-	*	*	*	75%	-	-	*	*	-	-	-	-
	CWOD	92%	87%	83%	77%	91%	86%	-	*	-	*	86%	69%	-	83%	100%	81%	83%	-	*	-	*
	EL	85%	82%	100%	*	100%	-	-	*	-	-	100%	-	-	100%	100%	100%	100%	-	-	-	-
	Male	88%	83%	81%	75%	91%	67%	-	-	-	*	83%	71%	*	81%	100%	81%	-	-	*	-	-
	Female	90%	85%	83%	81%	92%	*	-	*	-	*	90%	60%	*	83%	100%	-	83%	-	*	-	*
Science	All Students	74%	65%	77%	71%	91%	70%	-	*	-	*	83%	59%	38%	83%	88%	81%	75%	-	*	-	*
	CWD	45%	43%	38%	*	*	*	-	-	-	*	*	*	38%	-	-	*	*	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>83%</b>	71%	95%	100%	-	*	-	*	86%	69%	-	83%	88%	85%	81%	-	*	-	*
	EL	60%	55%	<b>88%</b>	*	92%	-	-	*	-	-	88%	92%	-	88%	88%	80%	91%	-	*	-	-
	Male	74%	65%	<b>81%</b>	67%	100%	67%	-	-	-	*	83%	71%	*	85%	80%	81%	-	-	*	-	-
	Female	73%	64%	<b>75%</b>	73%	77%	*	-	*	-	*	83%	50%	*	81%	91%	-	75%	-	*	-	*
Grade 6	Reading																					
	All Students	67%	68%	<b>67%</b>	67%	71%	40%	-	-	-	*	68%	60%	29%	71%	63%	66%	68%	-	*	-	-
	CWOD	33%	32%	<b>29%</b>	*	*	-	-	-	-	-	20%	*	29%	-	*	*	*	-	*	-	-
	CWOD	71%	72%	<b>71%</b>	73%	75%	40%	-	-	-	*	73%	63%	-	71%	71%	68%	76%	-	*	-	-
	EL	42%	49%	<b>63%</b>	*	57%	-	-	-	-	-	63%	-	*	71%	63%	*	60%	-	-	-	-
	Male	62%	64%	<b>66%</b>	67%	70%	*	-	-	-	*	69%	56%	*	68%	*	66%	-	-	*	-	-
	Female	71%	72%	<b>68%</b>	67%	71%	*	-	-	-	-	67%	*	*	76%	60%	-	68%	-	*	-	-
Mathematics	All Students	80%	82%	<b>71%</b>	67%	83%	40%	-	-	-	*	74%	60%	29%	77%	88%	71%	71%	-	*	-	-
	CWOD	50%	47%	<b>29%</b>	*	*	-	-	-	-	-	40%	*	29%	-	*	*	*	-	*	-	-
	CWOD	83%	86%	<b>77%</b>	70%	95%	40%	-	-	-	*	77%	75%	-	77%	100%	77%	76%	-	*	-	-
	EL	67%	77%	<b>88%</b>	*	86%	-	-	-	-	-	88%	-	*	100%	88%	*	80%	-	-	-	-
	Male	78%	80%	<b>71%</b>	71%	80%	*	-	-	-	*	77%	56%	*	77%	*	71%	-	-	*	-	-
	Female	81%	84%	<b>71%</b>	58%	86%	*	-	-	-	-	70%	*	*	76%	80%	-	71%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	Reading																					
	All Students	44%	37%	<b>24%</b>	17%	32%	38%	-	-	-	0%	20%	38%	0%	25%	31%	30%	20%	-	*	-	-
	CWOD	26%	19%	<b>0%</b>	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	46%	39%	<b>25%</b>	17%	33%	50%	-	-	-	*	22%	42%	-	25%	31%	33%	21%	-	*	-	-
	EL	35%	34%	<b>31%</b>	-	33%	*	-	-	-	-	31%	-	-	31%	31%	50%	14%	-	-	-	-
	Male	41%	34%	<b>30%</b>	20%	45%	*	-	-	-	*	30%	*	*	33%	50%	30%	-	-	-	-	-
	Female	47%	39%	<b>20%</b>	15%	21%	40%	-	-	-	*	13%	44%	*	21%	14%	-	20%	-	*	-	-
Mathematics	All Students	48%	39%	<b>22%</b>	10%	24%	63%	-	-	-	20%	22%	23%	0%	24%	23%	22%	22%	-	*	-	-
	CWOD	30%	21%	<b>0%</b>	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	50%	42%	<b>24%</b>	10%	25%	83%	-	-	-	*	24%	25%	-	24%	23%	25%	23%	-	*	-	-
	EL	41%	41%	<b>23%</b>	-	17%	*	-	-	-	-	23%	-	-	23%	23%	0%	43%	-	-	-	-
	Male	49%	41%	<b>22%</b>	10%	18%	*	-	-	-	*	22%	*	*	25%	0%	22%	-	-	-	-	-
	Female	46%	38%	<b>22%</b>	10%	29%	60%	-	-	-	*	22%	22%	*	23%	43%	-	22%	-	*	-	-
Grade 4	Reading																					
	All Students	43%	35%	<b>8%</b>	7%	4%	17%	-	-	-	*	10%	0%	0%	9%	9%	9%	8%	-	*	-	-
	CWOD	24%	16%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	*	-	-
	CWOD	46%	38%	<b>9%</b>	7%	5%	20%	-	-	-	*	11%	0%	-	9%	9%	9%	9%	-	*	-	-
	EL	30%	30%	<b>9%</b>	-	9%	-	-	-	-	-	9%	-	-	9%	9%	17%	0%	-	-	-	-
	Male	41%	33%	<b>9%</b>	6%	8%	*	-	-	-	*	12%	0%	*	9%	17%	9%	-	-	*	-	-
	Female	46%	38%	<b>8%</b>	9%	0%	*	-	-	-	-	9%	*	*	9%	0%	-	8%	-	*	-	-
Mathematics	All Students	46%	39%	<b>17%</b>	18%	8%	33%	-	-	-	*	18%	9%	20%	16%	9%	17%	16%	-	*	-	-
	CWOD	27%	21%	<b>20%</b>	*	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	*	-	-
	CWOD	49%	41%	<b>16%</b>	19%	5%	40%	-	-	-	*	18%	10%	-	16%	9%	19%	13%	-	*	-	-
	EL	39%	39%	<b>9%</b>	-	9%	-	-	-	-	-	9%	-	-	9%	9%	17%	0%	-	-	-	-
	Male	48%	40%	<b>17%</b>	18%	8%	*	-	-	-	*	19%	11%	*	19%	17%	17%	-	-	*	-	-



		State	District	Campus	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
		45%	38%	16%	18%	9%	*	-	-	-	-	17%	*	*	13%	0%	-	16%	-	*	-	-
Grade 5 Reading	All	53%	46%	39%	29%	50%	30%	-	*	-	*	36%	47%	13%	42%	50%	39%	39%	-	*	-	*
	Students																					
	CWD	27%	23%	13%	*	*	*	-	-	-	*	*	*	13%	-	-	*	*	-	-	-	-
	CWOD	56%	49%	42%	32%	52%	43%	-	*	-	*	39%	54%	-	42%	50%	41%	43%	-	*	-	*
	EL	36%	35%	50%	*	46%	-	-	*	-	-	50%	-	-	50%	50%	20%	64%	-	*	-	-
	Male	50%	42%	39%	17%	55%	33%	-	-	-	*	33%	57%	*	41%	20%	39%	-	-	*	-	-
	Female	56%	51%	39%	36%	46%	*	-	*	-	*	39%	40%	*	43%	64%	-	39%	-	*	-	*
Mathematics	All	57%	47%	37%	27%	46%	30%	-	*	-	*	37%	35%	25%	38%	53%	35%	38%	-	*	-	*
	Students																					
	CWD	31%	28%	25%	*	*	*	-	-	-	*	*	*	25%	-	-	*	*	-	-	-	-
	CWOD	60%	49%	38%	27%	48%	43%	-	*	-	*	38%	38%	-	38%	53%	33%	42%	-	*	-	*
	EL	46%	41%	53%	*	54%	-	-	*	-	-	53%	-	-	53%	53%	40%	60%	-	-	-	-
	Male	56%	47%	35%	8%	55%	33%	-	-	-	*	33%	43%	*	33%	40%	35%	-	-	*	-	-
	Female	57%	47%	38%	38%	38%	*	-	*	-	*	40%	30%	*	42%	60%	-	38%	-	*	-	*
Science	All	48%	38%	37%	21%	48%	60%	-	*	-	*	39%	29%	13%	40%	38%	29%	43%	-	*	-	*
	Students																					
	CWD	27%	27%	13%	*	*	*	-	-	-	*	*	*	13%	-	-	*	*	-	-	-	-
	CWOD	50%	39%	40%	23%	50%	86%	-	*	-	*	42%	31%	-	40%	38%	30%	47%	-	*	-	*
	EL	31%	26%	38%	*	46%	-	-	*	-	-	38%	-	-	38%	38%	20%	45%	-	*	-	-
	Male	50%	40%	29%	0%	36%	50%	-	-	-	*	29%	29%	*	30%	20%	29%	-	-	*	-	-
	Female	45%	37%	43%	32%	54%	*	-	*	-	*	47%	30%	*	47%	45%	-	43%	-	*	-	*
Grade 6 Reading	All	36%	37%	37%	30%	42%	40%	-	-	-	*	38%	30%	14%	39%	25%	37%	36%	-	*	-	-
	Students																					
	CWD	19%	17%	14%	*	*	-	-	-	-	*	20%	*	14%	-	*	*	*	-	*	-	-
	CWOD	38%	40%	39%	33%	45%	40%	-	-	-	*	40%	38%	-	39%	29%	39%	40%	-	*	-	-
	EL	14%	17%	25%	*	29%	-	-	-	-	-	25%	-	*	29%	25%	*	20%	-	-	-	-
	Male	33%	33%	37%	24%	60%	*	-	-	-	*	42%	22%	*	39%	*	37%	-	-	*	-	-
	Female	40%	42%	36%	42%	29%	*	-	-	-	-	33%	*	*	40%	20%	-	36%	-	*	-	-
Mathematics	All	46%	49%	30%	27%	33%	20%	-	-	-	*	30%	30%	14%	32%	13%	34%	25%	-	*	-	-
	Students																					
	CWD	23%	21%	14%	*	*	-	-	-	-	-	20%	*	14%	-	*	*	*	-	*	-	-
	CWOD	48%	52%	32%	30%	35%	20%	-	-	-	*	31%	38%	-	32%	14%	35%	28%	-	*	-	-
	EL	27%	35%	13%	*	14%	-	-	-	-	-	13%	-	*	14%	13%	*	0%	-	-	-	-
	Male	45%	48%	34%	29%	50%	*	-	-	-	*	38%	22%	*	35%	*	34%	-	-	*	-	-
	Female	46%	50%	25%	25%	21%	*	-	-	-	-	22%	*	*	28%	0%	-	25%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All	27%	21%	15%	10%	16%	38%	-	-	-	0%	11%	31%	0%	16%	8%	15%	15%	-	*	-	-
	Students																					
	CWD	10%	7%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	29%	23%	16%	10%	17%	50%	-	-	-	*	12%	33%	-	16%	8%	17%	15%	-	*	-	-
	EL	19%	20%	8%	-	8%	*	-	-	-	-	8%	-	-	8%	8%	0%	14%	-	-	-	-
	Male	24%	19%	15%	10%	18%	*	-	-	-	*	13%	*	*	17%	0%	15%	-	-	-	-	-
	Female	29%	24%	15%	10%	14%	40%	-	-	-	*	9%	33%	*	15%	14%	-	15%	-	*	-	-

		State	District	Campus	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
Mathematics	All	24%	18%	4%	3%	4%	13%	-	-	-	0%	4%	8%	0%	5%	0%	4%	5%	-	*	-	-
	Students																					
	CWD	12%	8%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	25%	19%	5%	3%	4%	17%	-	-	-	*	4%	8%	-	5%	0%	4%	5%	-	*	-	-
	EL	18%	20%	0%	-	0%	*	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	26%	20%	4%	10%	0%	*	-	-	-	*	4%	*	*	4%	0%	4%	-	-	-	-	-
	Female	22%	16%	5%	0%	7%	20%	-	-	-	*	3%	11%	*	5%	0%	-	5%	-	*	-	-
Grade 4	All	21%	17%	2%	4%	0%	0%	-	-	-	*	2%	0%	0%	2%	0%	3%	0%	-	*	-	-
Reading	Students																					
	CWD	8%	4%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	*	-	-
	CWOD	23%	18%	2%	4%	0%	0%	-	-	-	*	2%	0%	-	2%	0%	3%	0%	-	*	-	-
	EL	12%	13%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	20%	15%	3%	6%	0%	*	-	-	-	*	4%	0%	*	3%	0%	3%	-	-	*	-	-
	Female	23%	18%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-
Mathematics	All	27%	22%	3%	4%	0%	17%	-	-	-	*	4%	0%	0%	4%	0%	3%	4%	-	*	-	-
	Students																					
	CWD	13%	7%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	*	-	-
	CWOD	29%	23%	4%	4%	0%	20%	-	-	-	*	4%	0%	-	4%	0%	3%	4%	-	*	-	-
	EL	20%	22%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	29%	23%	3%	6%	0%	*	-	-	-	*	4%	0%	*	3%	0%	3%	-	-	*	-	-
	Female	25%	20%	4%	0%	0%	*	-	-	-	-	4%	*	*	4%	0%	-	4%	-	*	-	-
Grade 5	All	29%	24%	14%	9%	21%	10%	-	*	-	*	15%	12%	0%	16%	13%	13%	15%	-	*	-	*
Reading	Students																					
	CWD	9%	8%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	31%	26%	16%	10%	22%	14%	-	*	-	*	16%	15%	-	16%	13%	15%	16%	-	*	-	*
	EL	14%	13%	13%	*	15%	-	-	*	-	-	13%	-	-	13%	13%	0%	18%	-	*	-	-
	Male	26%	21%	13%	0%	18%	17%	-	-	-	*	13%	14%	*	15%	0%	13%	-	-	*	-	-
	Female	31%	27%	15%	14%	23%	*	-	*	-	*	16%	10%	*	16%	18%	-	15%	-	*	-	*
Mathematics	All	36%	27%	13%	6%	21%	0%	-	*	-	*	15%	6%	0%	14%	20%	13%	13%	-	*	-	*
	Students																					
	CWD	14%	12%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	38%	28%	14%	7%	22%	0%	-	*	-	*	16%	8%	-	14%	20%	15%	14%	-	*	-	*
	EL	24%	20%	20%	*	15%	-	-	*	-	-	20%	-	-	20%	20%	0%	30%	-	-	-	-
	Male	36%	28%	13%	0%	27%	0%	-	-	-	*	13%	14%	*	15%	0%	13%	-	-	*	-	-
	Female	35%	26%	13%	10%	15%	*	-	*	-	*	17%	0%	*	14%	30%	-	13%	-	*	-	*
Science	All	23%	17%	17%	3%	30%	20%	-	*	-	*	17%	18%	13%	17%	19%	26%	10%	-	*	-	*
	Students																					
	CWD	11%	9%	13%	*	*	*	-	-	-	*	*	*	13%	-	-	*	*	-	-	-	-
	CWOD	25%	18%	17%	3%	32%	29%	-	*	-	*	18%	15%	-	17%	19%	26%	11%	-	*	-	*
	EL	11%	9%	19%	*	23%	-	-	*	-	-	19%	-	-	19%	19%	20%	18%	-	*	-	-
	Male	25%	19%	26%	0%	36%	33%	-	-	-	*	25%	29%	*	26%	20%	26%	-	-	*	-	-
	Female	21%	15%	10%	5%	23%	*	-	*	-	*	10%	10%	*	11%	18%	-	10%	-	*	-	*
Grade 6	All	17%	18%	10%	3%	13%	20%	-	-	-	*	11%	0%	0%	11%	13%	11%	7%	-	*	-	-
Reading	Students																					
	CWD	6%	5%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	18%	19%	11%	3%	15%	20%	-	-	-	*	13%	0%	-	11%	14%	13%	8%	-	*	-	-
	EL	4%	5%	13%	*	14%	-	-	-	-	-	13%	-	*	14%	13%	*	0%	-	-	-	-
	Male	14%	15%	11%	5%	20%	*	-	-	-	*	15%	0%	*	13%	*	11%	-	-	*	-	-

		State	District	Campus	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
	Female	20%	22%	7%	0%	7%	*	-	-	-	-	7%	*	*	8%	0%	-	7%	-	*	-	-
Mathematics	All	20%	24%	10%	6%	13%	0%	-	-	-	*	11%	0%	0%	11%	13%	14%	4%	-	*	-	-
	Students																					
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	22%	26%	11%	7%	15%	0%	-	-	-	*	13%	0%	-	11%	14%	16%	4%	-	*	-	-
	EL	8%	12%	13%	*	14%	-	-	-	-	-	13%	-	*	14%	13%	*	0%	-	-	-	-
	Male	20%	24%	14%	10%	20%	*	-	-	-	*	19%	0%	*	16%	*	14%	-	-	*	-	-
	Female	20%	23%	4%	0%	7%	*	-	-	-	-	4%	*	*	4%	0%	-	4%	-	*	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	65%	61%	69%	66%	-	*	-	64%	66%	57%	38%	67%	74%	64%	65%	-	59%	-	83%
	Students																					
	CWD	46%	38%	38%	37%	32%	33%	-	-	-	80%	39%	35%	38%	-	*	44%	31%	-	*	-	-
	CWOD	81%	77%	67%	63%	72%	75%	-	*	-	60%	69%	62%	-	67%	75%	67%	68%	-	64%	-	83%
	EL	62%	63%	74%	71%	72%	*	-	*	-	-	74%	-	*	75%	74%	67%	78%	-	*	-	-
	Male	74%	70%	64%	59%	69%	61%	-	-	-	83%	67%	57%	44%	67%	67%	64%	-	-	50%	-	-
	Female	80%	76%	65%	62%	68%	72%	-	*	-	14%	66%	57%	31%	68%	78%	-	65%	-	67%	-	83%
Reading	All	73%	69%	64%	61%	66%	69%	-	*	-	64%	64%	63%	32%	67%	67%	62%	66%	-	62%	-	*
	Students																					
	CWD	39%	30%	32%	13%	33%	50%	-	-	-	*	24%	50%	32%	-	*	43%	18%	-	*	-	-
	CWOD	78%	73%	67%	64%	69%	74%	-	*	-	67%	68%	65%	-	67%	68%	64%	70%	-	73%	-	*
	EL	54%	55%	67%	*	65%	*	-	*	-	-	67%	-	*	68%	67%	60%	71%	-	*	-	-
	Male	69%	64%	62%	58%	64%	60%	-	-	-	75%	63%	59%	43%	64%	60%	62%	-	-	33%	-	-
	Female	78%	74%	66%	63%	67%	79%	-	*	-	*	65%	68%	18%	70%	71%	-	66%	-	86%	-	*
Mathematics	All	81%	77%	62%	58%	66%	62%	-	*	-	64%	64%	51%	44%	64%	74%	63%	60%	-	42%	-	*
	Students																					
	CWD	53%	44%	44%	50%	33%	33%	-	-	-	*	53%	25%	44%	-	*	43%	45%	-	*	-	-
	CWOD	84%	81%	64%	59%	69%	70%	-	*	-	56%	65%	56%	-	64%	76%	66%	62%	-	40%	-	*
	EL	72%	74%	74%	*	72%	*	-	*	-	-	74%	-	*	76%	74%	70%	78%	-	-	-	-
	Male	79%	75%	63%	58%	67%	60%	-	-	-	88%	67%	52%	43%	66%	70%	63%	-	-	50%	-	-
	Female	82%	79%	60%	58%	65%	64%	-	*	-	*	63%	50%	45%	62%	78%	-	60%	-	33%	-	*
Science	All	80%	75%	77%	71%	91%	70%	-	*	-	*	83%	59%	38%	83%	88%	81%	75%	-	*	-	*
	Students																					
	CWD	51%	44%	38%	*	*	*	-	-	-	*	*	*	38%	-	-	*	*	-	-	-	-
	CWOD	84%	79%	83%	71%	95%	100%	-	*	-	*	86%	69%	-	83%	88%	85%	81%	-	*	-	*
	EL	61%	60%	88%	*	92%	-	-	*	-	-	88%	-	-	88%	88%	80%	91%	-	*	-	-
	Male	79%	74%	81%	67%	100%	67%	-	-	-	*	83%	71%	*	85%	80%	81%	-	-	*	-	-
	Female	81%	77%	75%	73%	77%	*	-	*	-	*	83%	50%	*	81%	91%	-	75%	-	*	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	28%	21%	32%	38%	-	*	-	44%	28%	29%	12%	30%	31%	28%	29%	-	24%	-	33%
	Students																					
	CWD	24%	18%	12%	5%	16%	0%	-	-	-	60%	11%	15%	12%	-	*	19%	4%	-	*	-	-
	CWOD	52%	47%	30%	22%	34%	49%	-	*	-	40%	30%	31%	-	30%	31%	29%	31%	-	28%	-	33%
	EL	29%	29%	31%	14%	31%	*	-	*	-	-	31%	-	*	31%	31%	24%	35%	-	*	-	-
	Male	47%	41%	28%	16%	36%	33%	-	-	-	61%	29%	25%	19%	29%	24%	28%	-	-	29%	-	-
	Female	52%	47%	29%	26%	29%	44%	-	*	-	0%	28%	33%	4%	31%	35%	-	29%	-	20%	-	33%

		State	District	Campus	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
Reading	All	47%	42%	<b>27%</b>	22%	32%	31%	-	*	-	36%	27%	31%	8%	30%	31%	28%	27%	-	31%	-	*
	Students																					
	CWD	21%	15%	<b>8%</b>	0%	11%	0%	-	-	-	*	6%	13%	8%	-	*	14%	0%	-	*	-	-
	CWOD	50%	45%	<b>30%</b>	23%	34%	39%	-	*	-	33%	28%	35%	-	30%	32%	30%	29%	-	36%	-	*
	EL	23%	24%	<b>31%</b>	*	30%	*	-	*	-	-	31%	-	*	32%	31%	30%	32%	-	*	-	-
	Male	43%	37%	<b>28%</b>	17%	40%	27%	-	-	-	50%	29%	24%	14%	30%	30%	28%	-	33%	-	-	-
	Female	51%	47%	<b>27%</b>	26%	25%	36%	-	*	-	*	24%	41%	0%	29%	32%	-	27%	-	29%	-	*
Mathematics	All	51%	45%	<b>27%</b>	21%	28%	38%	-	*	-	45%	27%	25%	16%	28%	28%	27%	26%	-	8%	-	*
	Students																					
	CWD	26%	21%	<b>16%</b>	13%	22%	0%	-	-	-	*	18%	13%	16%	-	*	21%	9%	-	*	-	-
	CWOD	54%	49%	<b>28%</b>	22%	28%	48%	-	*	-	44%	28%	28%	-	28%	28%	28%	28%	-	10%	-	*
	EL	37%	37%	<b>28%</b>	*	26%	*	-	*	-	-	28%	-	*	28%	28%	20%	33%	-	-	-	-
	Male	50%	44%	<b>27%</b>	18%	31%	33%	-	-	-	63%	28%	24%	21%	28%	20%	27%	-	17%	-	-	-
	Female	51%	47%	<b>26%</b>	23%	25%	43%	-	*	-	*	26%	27%	9%	28%	33%	-	26%	-	0%	-	*
Science	All	53%	47%	<b>37%</b>	21%	48%	60%	-	*	-	*	39%	29%	13%	40%	38%	29%	43%	-	*	-	*
	Students																					
	CWD	25%	20%	<b>13%</b>	*	*	*	-	-	-	*	*	*	13%	-	-	*	*	-	-	-	-
	CWOD	56%	50%	<b>40%</b>	23%	50%	86%	-	*	-	*	42%	31%	-	40%	38%	30%	47%	-	*	-	*
	EL	26%	25%	<b>38%</b>	*	46%	-	-	*	-	-	38%	-	-	38%	38%	20%	45%	-	*	-	-
	Male	53%	46%	<b>29%</b>	0%	36%	50%	-	-	-	*	29%	29%	*	30%	20%	29%	-	-	*	-	-
	Female	53%	48%	<b>43%</b>	32%	54%	*	-	*	-	*	47%	30%	*	47%	45%	-	43%	-	*	-	*

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	19%	<b>10%</b>	5%	13%	13%	-	*	-	24%	10%	9%	2%	11%	10%	11%	9%	-	14%	-	17%
	Students																					
	CWD	8%	6%	<b>2%</b>	0%	0%	0%	-	-	-	20%	0%	5%	2%	-	*	3%	0%	-	*	-	-
	CWOD	25%	21%	<b>11%</b>	6%	14%	17%	-	*	-	25%	11%	10%	-	11%	10%	12%	10%	-	16%	-	17%
	EL	11%	11%	<b>10%</b>	0%	10%	*	-	*	-	-	10%	-	*	10%	10%	7%	12%	-	*	-	-
	Male	22%	18%	<b>11%</b>	5%	15%	11%	-	-	-	33%	12%	8%	3%	12%	7%	11%	-	21%	-	-	-
	Female	24%	21%	<b>9%</b>	5%	11%	16%	-	*	-	0%	8%	11%	0%	10%	12%	-	9%	-	7%	-	17%
Reading	All	20%	17%	<b>10%</b>	6%	13%	17%	-	*	-	18%	10%	12%	0%	11%	8%	10%	10%	-	15%	-	*
	Students																					
	CWD	7%	5%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	22%	19%	<b>11%</b>	7%	14%	22%	-	*	-	22%	11%	14%	-	11%	9%	11%	11%	-	18%	-	*
	EL	8%	8%	<b>8%</b>	*	9%	*	-	*	-	-	8%	-	*	9%	8%	5%	11%	-	*	-	-
	Male	17%	14%	<b>10%</b>	5%	13%	13%	-	-	-	25%	11%	7%	0%	11%	5%	10%	-	17%	-	-	-
	Female	23%	20%	<b>10%</b>	8%	12%	21%	-	*	-	*	9%	18%	0%	11%	11%	-	10%	-	14%	-	*
Mathematics	All	26%	22%	<b>8%</b>	5%	9%	7%	-	*	-	18%	9%	4%	0%	8%	9%	9%	7%	-	8%	-	*
	Students																					
	CWD	11%	6%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	28%	24%	<b>8%</b>	5%	10%	9%	-	*	-	22%	9%	5%	-	8%	9%	10%	7%	-	10%	-	*
	EL	16%	16%	<b>9%</b>	*	7%	*	-	*	-	-	9%	-	*	9%	9%	5%	11%	-	-	-	-
	Male	25%	22%	<b>9%</b>	7%	11%	0%	-	-	-	25%	10%	3%	0%	10%	5%	9%	-	17%	-	-	-
	Female	26%	22%	<b>7%</b>	3%	8%	14%	-	*	-	*	7%	5%	0%	7%	11%	-	7%	-	0%	-	*
Science	All	24%	20%	<b>17%</b>	3%	30%	20%	-	*	-	*	17%	18%	13%	17%	19%	26%	10%	-	*	-	*
	Students																					
	CWD	8%	5%	<b>13%</b>	*	*	*	-	-	-	*	*	*	13%	-	-	*	*	-	-	-	-
	CWOD	26%	22%	<b>17%</b>	3%	32%	29%	-	*	-	*	18%	15%	-	17%	19%	26%	11%	-	*	-	*
	EL	7%	7%	<b>19%</b>	*	23%	-	-	*	-	-	19%	-	-	19%	19%	20%	18%	-	*	-	-
	Male	25%	21%	<b>26%</b>	0%	36%	33%	-	-	-	*	25%	29%	*	26%	20%	26%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	10%	5%	23%	*	-	*	-	*	10%	10%	*	11%	18%	-	10%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	62	60	62	67	-	*	-	60	63	50	65
CWD	50	29	60	*	-	-	-	*	50	50	*
CWOD	63	63	63	61	-	*	-	*	64	-	64
EL	65	*	63	-	-	*	-	-	65	*	65
Male	61	58	64	65	-	-	-	60	62	55	46
Female	63	62	61	69	-	*	-	-	63	43	78
<b>Mathematics</b>											
All Students	58	61	54	61	-	*	-	60	59	62	65
CWD	62	50	60	*	-	-	-	*	77	62	*
CWOD	58	62	53	57	-	*	-	*	57	-	64
EL	65	*	65	-	-	*	-	-	65	*	65
Male	58	56	56	70	-	-	-	60	58	55	62
Female	59	66	51	50	-	*	-	-	59	71	68

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	70	15	21%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	29	38	39	-	*	-	44	35	17	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All	100%	100%	99%	100%	-	*	-	100%	100%	100%	100%	100%	99%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	-	*	-	100%	100%	100%	-	100%	99%	100%	99%	-
	EL	99%	100%	99%	*	-	*	-	-	99%	-	*	99%	99%	100%	98%	-
	Male	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	98%	100%	-	*	-	100%	99%	100%	100%	99%	98%	-	99%	-
Reading	All	100%	100%	99%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	-	*	-	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	*	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	98%	100%	-	*	-	*	99%	100%	100%	99%	100%	-	99%	-
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%	-
	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%	-
Science	All	99%	100%	96%	100%	-	*	-	*	98%	100%	100%	98%	94%	100%	98%	-
	Students																
	CWD	100%	*	*	*	-	-	-	*	*	*	100%	-	-	*	*	-
	CWOD	98%	100%	96%	100%	-	*	-	*	98%	100%	-	98%	94%	100%	97%	-
	EL	94%	*	92%	-	-	*	-	-	94%	-	-	94%	94%	100%	91%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	98%	100%	92%	*	-	*	-	*	97%	100%	*	97%	91%	-	98%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	1%	0%	1%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	-	*	-	0%	0%	0%	-	0%	1%	0%	1%	-
	EL	1%	0%	1%	*	-	*	-	-	1%	-	*	1%	1%	0%	2%	-
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	2%	0%	-	*	-	0%	1%	0%	0%	1%	2%	-	1%	-
Reading	All	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	-	*	-	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	-	*	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-



		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	1%	0%	2%	0%	-	*	-	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	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%	-
	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%	-
Science	All Students	1%	0%	4%	0%	-	*	-	*	2%	0%	0%	2%	6%	0%	2%	-
	CWD	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-
	CWOD	2%	0%	4%	0%	-	*	-	*	2%	0%	-	2%	6%	0%	3%	-
	EL	6%	*	8%	-	-	*	-	-	6%	-	-	6%	6%	0%	9%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	2%	0%	8%	*	-	*	-	*	3%	0%	*	3%	9%	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total 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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	87	62	14	5	0	2	2	2	5		
	Female	38	26	8	2	0	0	0	2	2		
	Total	125	88	22	7	0	2	2	4	7		
Out-of-School Suspensions												
	Male	46	34	4	4	0	0	0	4	2		
	Female	23	19	4	0	0	0	0	0	0		
	Total	69	53	8	4	0	0	0	4	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	20	11	5	2	0	0	0	2	2		2
	Female	8	8	0	0	0	0	0	0	0		2
	Total	28	19	5	2	0	0	0	2	2		4
Out-of-School Suspensions	Male	16	10	4	0	0	0	0	2	0		2
	Female	4	4	0	0	0	0	0	0	0		2
	Total	20	14	4	0	0	0	0	2	0		4
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	80	44	17	14	0	0	0	5	5	11	5
	Female	74	38	17	14	0	0	0	5	8	5	2
	Total	154	82	34	28	0	0	0	10	13	16	7

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	28	14	8	2	0	2	0	2	5	0
	Female	35	11	14	5	0	0	0	5	8	2
	Total	63	25	22	7	0	2	0	7	13	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	23.0%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.5%
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 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%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-') Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.

**Texas Education Agency**  
**2018-19 Federal Report Card for Texas Public Schools**

**Campus Name:** WIMBISH WORLD LANGUAGE ACADEMY

**Campus ID: 220901166**

District Name: ARLINGTON 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);

[illegible]

<sup>a</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)  
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status  
c. Graduation Rate: Federal Graduation Status  
d. ELP Indicator: English Learner Language Proficiency Status



e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

There is no data for this campus.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.  
(EL: English learner)

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)

There is no data for this campus.

**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)

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
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	.

**All School**  
**Number      Percent**

'-' 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..

There is no data for this campus.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

### State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

### 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:** WOOD EL

**Campus ID:** 220901133

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—

**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3 Reading	All Students	75%	68%	74%	75%	68%	77%	*	*	-	75%	62%	83%	55%	76%	59%	78%	70%	-	-	-	*
	CWD	49%	38%	55%	-	*	60%	*	-	-	*	*	50%	55%	-	*	80%	33%	-	-	-	-
	CWOD	79%	72%	76%	75%	71%	79%	-	*	-	86%	62%	88%	-	76%	53%	78%	75%	-	-	-	*
	EL	69%	67%	59%	*	45%	*	-	*	-	*	53%	*	*	53%	59%	44%	75%	-	-	-	-
	Male	73%	65%	78%	80%	75%	83%	*	*	-	*	57%	96%	80%	78%	44%	78%	-	-	-	-	-
	Female	78%	72%	70%	*	58%	73%	-	*	-	*	68%	71%	33%	75%	75%	-	70%	-	-	-	*
	Mathematics	All Students	78%	72%	86%	88%	75%	90%	*	*	-	88%	79%	91%	73%	88%	71%	90%	82%	-	-	-
	CWD	52%	44%	73%	-	*	80%	*	-	-	*	*	88%	73%	-	*	80%	67%	-	-	-	-
	CWOD	81%	76%	88%	88%	79%	91%	-	*	-	86%	82%	92%	-	88%	73%	91%	84%	-	-	-	*
	EL	75%	75%	71%	*	55%	*	-	*	-	*	67%	*	*	73%	71%	67%	75%	-	-	-	-
	Male	78%	72%	90%	100%	81%	96%	*	*	-	*	78%	100%	80%	91%	67%	90%	-	-	-	-	-
	Female	78%	72%	82%	*	67%	86%	-	*	-	*	79%	83%	67%	84%	75%	-	82%	-	-	-	*
Grade 4 Reading	All Students	74%	66%	65%	57%	59%	68%	*	*	-	57%	50%	73%	33%	71%	63%	70%	59%	-	*	*	*
	CWD	44%	34%	33%	-	29%	36%	-	-	-	-	17%	42%	33%	-	-	50%	0%	-	*	*	-
	CWOD	78%	70%	71%	57%	68%	74%	*	*	-	57%	56%	78%	-	71%	63%	74%	67%	-	*	-	*
	EL	64%	64%	63%	*	57%	-	-	-	-	-	50%	*	-	63%	63%	71%	*	-	-	-	-
	Male	71%	63%	70%	57%	61%	78%	*	*	-	40%	54%	79%	50%	74%	71%	70%	-	-	*	*	*
	Female	77%	70%	59%	-	57%	55%	*	*	-	*	42%	65%	0%	67%	*	-	59%	-	*	-	*
	Mathematics	All Students	74%	67%	65%	43%	56%	71%	*	*	-	43%	58%	68%	39%	69%	75%	70%	58%	-	*	*
	CWD	46%	36%	39%	-	29%	45%	-	-	-	-	17%	50%	39%	-	-	50%	17%	-	*	*	-
	CWOD	78%	71%	69%	43%	64%	76%	*	*	-	43%	66%	71%	-	69%	75%	74%	64%	-	*	-	*
	EL	69%	69%	75%	*	71%	-	-	-	-	67%	67%	*	-	75%	75%	86%	*	-	-	-	-
	Male	74%	67%	70%	43%	67%	78%	*	*	-	40%	62%	74%	50%	74%	86%	70%	-	-	*	*	*
	Female	74%	68%	58%	-	43%	63%	*	*	-	*	50%	61%	17%	64%	*	-	58%	-	*	-	*
Grade 5 Reading	All Students	86%	82%	87%	77%	86%	88%	*	*	-	*	87%	87%	47%	94%	93%	80%	96%	-	*	-	*
	CWD	55%	48%	47%	*	29%	75%	-	-	-	-	50%	43%	47%	-	*	38%	*	-	-	-	-
	CWOD	89%	86%	94%	91%	97%	91%	*	*	-	*	96%	93%	*	94%	100%	92%	98%	-	*	-	*
	EL	77%	76%	93%	*	89%	*	-	*	-	92%	*	*	100%	93%	86%	100%	100%	-	*	-	-
	Male	83%	78%	80%	63%	79%	85%	-	*	-	*	76%	84%	38%	92%	86%	80%	-	-	*	-	-
	Female	88%	85%	96%	100%	95%	94%	*	*	-	*	100%	90%	*	98%	100%	-	96%	-	*	-	*
	Mathematics	All Students	89%	84%	85%	69%	84%	88%	*	*	-	*	80%	90%	53%	91%	86%	84%	87%	-	*	-
	CWD	68%	61%	53%	*	43%	75%	-	-	-	-	40%	71%	53%	-	*	54%	*	-	-	-	-
	CWOD	92%	87%	91%	82%	92%	91%	*	*	-	*	89%	93%	-	91%	92%	92%	90%	-	*	-	*
	EL	85%	82%	86%	*	78%	*	-	*	-	-	85%	*	*	92%	86%	71%	100%	-	*	-	-
	Male	88%	83%	84%	75%	79%	88%	-	*	-	*	72%	94%	54%	92%	71%	84%	-	-	*	-	-
	Female	90%	85%	87%	60%	89%	88%	*	*	-	*	88%	85%	*	90%	100%	-	87%	-	*	-	*
Science	All Students	74%	65%	82%	69%	80%	86%	*	*	-	*	73%	92%	53%	88%	80%	80%	85%	-	*	-	*
	CWD	45%	43%	53%	*	43%	75%	-	-	-	-	30%	86%	53%	-	*	46%	*	-	-	-	-

		State	District	Campus	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	CWOD	77%	68%	<b>88%</b>	82%	86%	89%	*	*	-	*	82%	93%	-	88%	85%	90%	86%	-	*	-	*
	EL	60%	55%	<b>80%</b>	*	70%	*	-	*	-	-	77%	*	*	85%	80%	71%	88%	-	*	-	-
	Male	74%	65%	<b>80%</b>	63%	75%	88%	-	*	-	*	66%	94%	46%	90%	71%	80%	-	-	*	-	-
	Female	73%	64%	<b>85%</b>	80%	85%	82%	*	*	-	*	81%	90%	*	86%	88%	-	85%	-	*	-	*
Grade 6	All Students	67%	68%	<b>74%</b>	73%	69%	74%	*	100%	-	*	62%	82%	20%	79%	77%	71%	77%	-	*	-	*
	CWOD	33%	32%	<b>20%</b>	*	-	0%	-	-	-	*	20%	20%	20%	-	*	*	33%	-	-	-	-
	CWOD	71%	72%	<b>79%</b>	75%	69%	81%	*	100%	-	*	67%	86%	-	79%	75%	75%	82%	-	*	-	*
	EL	42%	49%	<b>77%</b>	*	57%	-	-	*	-	-	75%	*	*	75%	77%	67%	*	-	-	-	-
	Male	62%	64%	<b>71%</b>	*	67%	69%	*	100%	-	*	59%	79%	*	75%	67%	71%	-	-	*	-	*
Mathematics	Female	71%	72%	<b>77%</b>	82%	71%	79%	-	*	-	*	65%	85%	33%	82%	*	-	77%	-	-	-	*
	All Students	80%	82%	<b>84%</b>	73%	84%	86%	*	100%	-	*	76%	90%	10%	91%	77%	83%	85%	-	*	-	*
	CWOD	50%	47%	<b>10%</b>	*	-	0%	-	-	-	*	0%	20%	10%	-	*	*	17%	-	-	-	-
	CWOD	83%	86%	<b>91%</b>	83%	84%	94%	*	100%	-	*	84%	94%	-	91%	83%	89%	93%	-	*	-	*
	EL	67%	77%	<b>77%</b>	*	71%	-	-	*	-	-	75%	*	*	83%	77%	78%	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above	Male	78%	80%	<b>83%</b>	*	83%	80%	*	100%	-	*	74%	89%	*	89%	78%	83%	-	-	*	-	*
	Female	81%	84%	<b>85%</b>	73%	86%	91%	-	*	-	*	78%	90%	17%	93%	*	-	85%	-	-	-	*
Grade 3	All Students	44%	37%	<b>48%</b>	25%	39%	58%	*	*	-	38%	33%	59%	18%	52%	29%	48%	48%	-	-	-	*
	CWOD	26%	19%	<b>18%</b>	-	*	40%	*	-	-	*	*	13%	18%	-	*	20%	17%	-	-	-	-
	CWOD	46%	39%	<b>52%</b>	25%	46%	60%	-	*	-	43%	33%	66%	-	52%	33%	51%	52%	-	-	-	*
	EL	35%	34%	<b>29%</b>	*	18%	*	-	*	-	*	33%	*	*	33%	29%	22%	38%	-	-	-	-
	Male	41%	34%	<b>48%</b>	20%	38%	70%	*	*	-	*	26%	67%	20%	51%	22%	48%	-	-	-	-	-
Mathematics	Female	47%	39%	<b>48%</b>	*	42%	50%	-	*	-	*	42%	52%	17%	52%	38%	-	48%	-	-	-	*
	All Students	48%	39%	<b>52%</b>	25%	46%	56%	*	*	-	63%	45%	56%	27%	55%	35%	52%	51%	-	-	-	*
	CWOD	30%	21%	<b>27%</b>	-	*	40%	*	-	-	*	*	25%	27%	-	*	40%	17%	-	-	-	-
	CWOD	50%	42%	<b>55%</b>	25%	54%	57%	-	*	-	71%	46%	61%	-	55%	40%	53%	56%	-	-	-	*
	EL	41%	41%	<b>35%</b>	*	18%	*	-	*	-	*	40%	*	*	40%	35%	22%	50%	-	-	-	-
Grade 4	Male	49%	41%	<b>52%</b>	20%	44%	65%	*	*	-	*	39%	63%	40%	53%	22%	52%	-	-	-	-	-
	Female	46%	38%	<b>51%</b>	*	50%	48%	-	*	-	*	53%	50%	17%	56%	50%	-	51%	-	-	-	*
Grade 4	All Students	43%	35%	<b>40%</b>	29%	25%	50%	*	*	-	14%	11%	54%	28%	42%	50%	46%	31%	-	*	*	*
	CWOD	24%	16%	<b>28%</b>	-	14%	36%	-	-	-	-	0%	42%	28%	-	-	42%	0%	-	*	*	-
	CWOD	46%	38%	<b>42%</b>	29%	28%	53%	*	*	-	14%	13%	56%	-	42%	50%	47%	35%	-	*	-	*
	EL	30%	30%	<b>50%</b>	*	43%	-	-	-	-	-	33%	*	-	50%	50%	57%	*	-	-	-	-
	Male	41%	33%	<b>46%</b>	29%	33%	62%	*	*	-	0%	12%	67%	42%	47%	57%	46%	-	-	*	*	*
Mathematics	Female	46%	38%	<b>31%</b>	-	14%	35%	*	*	-	*	8%	38%	0%	35%	*	-	31%	-	*	-	*
	All Students	46%	39%	<b>39%</b>	14%	34%	45%	*	*	-	29%	24%	46%	28%	41%	50%	46%	28%	-	*	*	*
	CWOD	27%	21%	<b>28%</b>	-	29%	27%	-	-	-	-	17%	33%	28%	-	-	42%	0%	-	*	*	-
	CWOD	49%	41%	<b>41%</b>	14%	36%	48%	*	*	-	29%	25%	48%	-	41%	50%	47%	32%	-	*	-	*
	EL	39%	39%	<b>50%</b>	*	43%	-	-	-	-	-	33%	*	-	50%	50%	57%	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above	Male	48%	40%	<b>46%</b>	14%	50%	57%	*	*	-	20%	31%	56%	42%	47%	57%	46%	-	-	*	*	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		45%	38%	28%	-	14%	31%	*	*	-	*	8%	34%	0%	32%	*	-	28%	-	*	-	*
Grade 5 Reading	All	53%	46%	54%	46%	49%	58%	*	*	-	*	44%	65%	12%	62%	43%	48%	63%	-	*	-	*
	Students																					
	CWD	27%	23%	12%	*	0%	25%	-	-	-	-	10%	14%	12%	-	*	8%	*	-	-	-	-
	CWOD	56%	49%	62%	55%	58%	66%	*	*	-	*	51%	73%	-	62%	50%	58%	67%	-	*	-	*
	EL	36%	35%	43%	*	33%	*	-	*	-	-	38%	*	*	50%	43%	43%	43%	-	*	-	-
	Male	50%	42%	48%	38%	38%	58%	-	*	-	*	31%	63%	8%	58%	43%	48%	-	-	*	-	-
	Female	56%	51%	63%	60%	63%	59%	*	*	-	*	58%	70%	*	67%	43%	-	63%	-	*	-	*
Mathematics	All	57%	47%	61%	62%	60%	58%	*	*	-	*	49%	73%	35%	66%	50%	61%	61%	-	*	-	*
	Students																					
	CWD	31%	28%	35%	*	29%	50%	-	-	-	-	30%	43%	35%	-	*	31%	*	-	-	-	-
	CWOD	60%	49%	66%	73%	67%	60%	*	*	-	*	53%	78%	-	66%	50%	69%	62%	-	*	-	*
	EL	46%	41%	50%	*	22%	*	-	*	-	-	46%	*	*	50%	50%	57%	43%	-	*	-	-
	Male	56%	47%	61%	63%	67%	54%	-	*	-	*	45%	75%	31%	69%	57%	61%	-	-	*	-	-
	Female	57%	47%	61%	60%	53%	65%	*	*	-	*	54%	70%	*	62%	43%	-	61%	-	*	-	*
Science	All	48%	38%	59%	54%	57%	63%	*	*	-	*	44%	75%	29%	65%	47%	59%	60%	-	*	-	*
	Students																					
	CWD	27%	27%	29%	*	43%	25%	-	-	-	-	20%	43%	29%	-	*	23%	*	-	-	-	-
	CWOD	50%	39%	65%	64%	59%	71%	*	*	-	*	49%	80%	-	65%	46%	69%	60%	-	*	-	*
	EL	31%	26%	47%	*	30%	*	-	*	-	-	46%	*	*	46%	47%	57%	38%	-	*	-	-
	Male	50%	40%	59%	38%	58%	65%	-	*	-	*	38%	78%	23%	69%	57%	59%	-	-	*	-	-
	Female	45%	37%	60%	80%	55%	59%	*	*	-	*	50%	71%	*	60%	38%	-	60%	-	*	-	*
Grade 6 Reading	All	36%	37%	41%	40%	25%	46%	*	67%	-	*	30%	48%	10%	44%	23%	37%	45%	-	*	-	*
	Students																					
	CWD	19%	17%	10%	*	-	0%	-	-	-	*	20%	0%	10%	-	*	*	17%	-	-	-	-
	CWOD	38%	40%	44%	42%	25%	51%	*	67%	-	*	31%	51%	-	44%	17%	39%	48%	-	*	-	*
	EL	14%	17%	23%	*	0%	-	-	*	-	-	25%	*	*	17%	23%	22%	*	-	-	-	-
	Male	33%	33%	37%	*	33%	37%	*	60%	-	*	26%	45%	*	39%	22%	37%	-	-	*	-	*
	Female	40%	42%	45%	45%	14%	56%	-	*	-	*	35%	51%	17%	48%	*	-	45%	-	-	-	*
Mathematics	All	46%	49%	54%	33%	41%	58%	*	100%	-	*	36%	65%	0%	58%	38%	55%	52%	-	*	-	*
	Students																					
	CWD	23%	21%	0%	*	-	0%	-	-	-	*	0%	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	48%	52%	58%	42%	41%	63%	*	100%	-	*	40%	69%	-	58%	42%	59%	57%	-	*	-	*
	EL	27%	35%	38%	*	14%	-	-	*	-	-	33%	*	*	42%	38%	44%	*	-	-	-	-
	Male	45%	48%	55%	*	39%	57%	*	100%	-	*	44%	63%	*	59%	44%	55%	-	-	*	-	*
	Female	46%	50%	52%	36%	43%	59%	-	*	-	*	26%	67%	0%	57%	*	-	52%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	27%	21%	35%	13%	29%	42%	*	*	-	38%	21%	45%	9%	38%	18%	30%	40%	-	-	-	*
	Students																					
	CWD	10%	7%	9%	-	*	20%	*	-	-	*	*	0%	9%	-	*	0%	17%	-	-	-	-
	CWOD	29%	23%	38%	13%	33%	44%	-	*	-	43%	21%	52%	-	38%	20%	33%	43%	-	-	-	*
	EL	19%	20%	18%	*	9%	*	-	*	-	*	20%	*	*	20%	18%	11%	25%	-	-	-	-
	Male	24%	19%	30%	20%	19%	43%	*	*	-	*	13%	44%	0%	33%	11%	30%	-	-	-	-	-
	Female	29%	24%	40%	*	42%	40%	-	*	-	*	32%	45%	17%	43%	25%	-	40%	-	-	-	*

		State	District	Campus	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
Mathematics	All Students	24%	18%	26%	0%	25%	29%	*	*	-	25%	19%	32%	18%	27%	18%	32%	20%	-	-	-	*
	CWD	12%	8%	18%	-	*	20%	*	-	-	*	*	25%	18%	-	*	40%	0%	-	-	-	-
	CWOD	25%	19%	27%	0%	29%	30%	-	*	-	29%	21%	33%	-	27%	20%	31%	23%	-	-	-	*
	EL	18%	20%	18%	*	9%	*	-	*	-	*	20%	*	20%	20%	18%	22%	13%	-	-	-	-
	Male	26%	20%	32%	0%	25%	48%	*	*	-	*	26%	37%	40%	31%	22%	32%	-	-	-	-	-
	Female	22%	16%	20%	*	25%	14%	-	*	-	*	11%	27%	0%	23%	13%	-	20%	-	-	-	*
Grade 4 Reading	All Students	21%	17%	21%	14%	9%	29%	*	*	-	14%	5%	29%	28%	20%	25%	25%	16%	-	*	*	*
	CWD	8%	4%	28%	-	14%	36%	-	-	-	-	0%	42%	28%	-	-	42%	0%	-	*	*	-
	CWOD	23%	18%	20%	14%	8%	28%	*	*	-	14%	6%	26%	-	20%	25%	21%	19%	-	*	-	*
	EL	12%	13%	25%	*	14%	-	-	-	-	-	17%	*	-	25%	25%	29%	*	-	-	-	-
	Male	20%	15%	25%	14%	17%	35%	*	*	-	0%	8%	35%	42%	21%	29%	25%	-	-	*	*	*
	Female	23%	18%	16%	-	0%	23%	*	*	-	*	0%	22%	0%	19%	*	-	16%	-	*	-	*
Mathematics	All Students	27%	22%	19%	0%	16%	25%	*	*	-	0%	3%	27%	11%	21%	25%	22%	16%	-	*	*	*
	CWD	13%	7%	11%	-	14%	9%	-	-	-	-	0%	17%	11%	-	-	17%	0%	-	*	*	-
	CWOD	29%	23%	21%	0%	16%	28%	*	*	-	0%	3%	29%	-	21%	25%	23%	18%	-	*	-	*
	EL	20%	22%	25%	*	29%	-	-	-	-	-	0%	*	-	25%	25%	29%	*	-	-	-	-
	Male	29%	23%	22%	0%	22%	30%	*	*	-	0%	4%	33%	17%	23%	29%	22%	-	-	*	*	*
	Female	25%	20%	16%	-	7%	19%	*	*	-	*	0%	21%	0%	18%	*	-	16%	-	*	-	*
Grade 5 Reading	All Students	29%	24%	31%	15%	33%	28%	*	*	-	*	24%	38%	6%	36%	21%	23%	41%	-	*	-	*
	CWD	9%	8%	6%	*	0%	13%	-	-	-	-	0%	14%	6%	-	*	0%	*	-	-	-	-
	CWOD	31%	26%	36%	18%	39%	31%	*	*	-	*	29%	42%	-	36%	25%	29%	43%	-	*	-	*
	EL	14%	13%	21%	*	0%	*	-	*	-	-	15%	*	*	25%	21%	43%	0%	-	*	-	-
	Male	26%	21%	23%	13%	29%	15%	-	*	-	*	17%	28%	0%	29%	43%	23%	-	-	*	-	-
	Female	31%	27%	41%	20%	37%	47%	*	*	-	*	31%	55%	*	43%	0%	-	41%	-	*	-	*
Mathematics	All Students	36%	27%	41%	23%	35%	47%	*	*	-	*	27%	56%	18%	46%	36%	44%	37%	-	*	-	*
	CWD	14%	12%	18%	*	14%	25%	-	-	-	-	20%	14%	18%	-	*	23%	*	-	-	-	-
	CWOD	38%	28%	46%	27%	39%	51%	*	*	-	*	29%	62%	-	46%	42%	50%	40%	-	*	-	*
	EL	24%	20%	36%	*	11%	*	-	*	-	-	31%	*	*	42%	36%	43%	29%	-	*	-	-
	Male	36%	28%	44%	25%	42%	50%	-	*	-	*	28%	59%	23%	50%	43%	44%	-	-	*	-	-
	Female	35%	26%	37%	20%	26%	41%	*	*	-	*	27%	50%	*	40%	29%	-	37%	-	*	-	*
Science	All Students	23%	17%	33%	31%	27%	37%	*	*	-	*	20%	47%	0%	40%	13%	34%	32%	-	*	-	*
	CWD	11%	9%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	18%	40%	36%	32%	46%	*	*	-	*	24%	54%	-	40%	15%	44%	35%	-	*	-	*
	EL	11%	9%	13%	*	0%	*	-	*	-	-	8%	*	*	15%	13%	29%	0%	-	*	-	-
	Male	25%	19%	34%	25%	33%	38%	-	*	-	*	17%	50%	0%	44%	29%	34%	-	-	*	-	-
	Female	21%	15%	32%	40%	20%	35%	*	*	-	*	23%	43%	*	35%	0%	-	32%	-	*	-	*
Grade 6 Reading	All Students	17%	18%	24%	13%	9%	32%	*	50%	-	*	8%	35%	0%	26%	8%	22%	27%	-	*	-	*
	CWD	6%	5%	0%	*	-	0%	-	-	-	*	0%	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	18%	19%	26%	17%	9%	35%	*	50%	-	*	9%	38%	-	26%	8%	23%	30%	-	*	-	*
	EL	4%	5%	8%	*	0%	-	-	*	-	-	8%	*	*	8%	8%	11%	*	-	-	-	-
	Male	14%	15%	22%	*	11%	23%	*	40%	-	*	11%	29%	*	23%	11%	22%	-	-	*	-	*
	Female																					

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	20%	22%	27%	9%	7%	41%	-	*	-	*	4%	41%	0%	30%	*	-	27%	-	-	-	*
Mathematics	All	20%	24%	27%	20%	19%	29%	*	50%	-	*	16%	34%	0%	29%	23%	26%	27%	-	*	-	*
	Students																					
	CWD	9%	6%	0%	*	-	0%	-	-	-	*	0%	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	26%	29%	25%	19%	32%	*	50%	-	*	18%	36%	-	29%	25%	28%	30%	-	*	-	*
	EL	8%	12%	23%	*	14%	-	-	*	-	-	17%	*	*	25%	23%	22%	*	-	-	-	-
	Male	20%	24%	26%	*	22%	23%	*	60%	-	*	15%	34%	*	28%	22%	26%	-	-	*	-	*
	Female	20%	23%	27%	18%	14%	35%	-	*	-	*	17%	33%	0%	30%	*	-	27%	-	-	-	*

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All	77%	73%	78%	71%	75%	80%	100%	97%	-	73%	71%	83%	43%	83%	76%	78%	78%	-	76%	*	95%
	Students																					
	CWD	46%	38%	43%	25%	37%	50%	*	-	-	*	31%	54%	43%	-	58%	47%	38%	-	*	*	-
	CWOD	81%	77%	83%	77%	80%	84%	100%	97%	-	78%	77%	87%	-	83%	78%	83%	82%	-	87%	-	95%
	EL	62%	63%	76%	92%	65%	100%	-	95%	-	*	72%	100%	58%	78%	76%	70%	83%	-	*	-	-
	Male	74%	70%	78%	66%	74%	82%	100%	95%	-	68%	67%	87%	47%	83%	70%	78%	-	-	56%	*	*
	Female	80%	76%	78%	77%	75%	78%	100%	100%	-	79%	76%	79%	38%	82%	83%	-	78%	-	100%	-	94%
Reading	All	73%	69%	75%	72%	72%	76%	100%	93%	-	71%	67%	80%	39%	80%	73%	74%	75%	-	71%	*	100%
	Students																					
	CWD	39%	30%	39%	40%	33%	43%	*	-	-	*	38%	41%	39%	-	80%	44%	32%	-	*	*	-
	CWOD	78%	73%	80%	76%	78%	80%	100%	93%	-	79%	71%	86%	-	80%	72%	79%	81%	-	83%	-	100%
	EL	54%	55%	73%	100%	62%	*	-	88%	-	*	70%	100%	80%	72%	73%	66%	85%	-	*	-	-
	Male	69%	64%	74%	63%	71%	78%	*	89%	-	67%	62%	84%	44%	79%	66%	74%	-	-	*	*	*
	Female	78%	74%	75%	84%	73%	73%	*	100%	-	78%	74%	76%	32%	81%	85%	-	75%	-	*	-	100%
Mathematics	All	81%	77%	80%	70%	76%	83%	100%	100%	-	71%	74%	84%	45%	85%	77%	81%	78%	-	71%	*	89%
	Students																					
	CWD	53%	44%	45%	20%	39%	50%	*	-	-	*	25%	59%	45%	-	40%	50%	36%	-	*	*	-
	CWOD	84%	81%	85%	76%	81%	88%	100%	100%	-	74%	81%	87%	-	85%	81%	86%	83%	-	83%	-	89%
	EL	72%	74%	77%	83%	68%	*	-	100%	-	*	74%	100%	40%	81%	77%	75%	80%	-	*	-	-
	Male	79%	75%	81%	71%	78%	84%	*	100%	-	67%	71%	88%	50%	86%	75%	81%	-	-	*	*	*
	Female	82%	79%	78%	68%	73%	81%	*	100%	-	78%	78%	79%	36%	83%	80%	-	78%	-	*	-	86%
Science	All	80%	75%	82%	69%	80%	86%	*	*	-	*	73%	92%	53%	88%	80%	80%	85%	-	*	-	*
	Students																					
	CWD	51%	44%	53%	*	43%	75%	-	-	-	-	30%	86%	53%	-	*	46%	*	-	-	-	-
	CWOD	84%	79%	88%	82%	86%	89%	*	*	-	*	82%	93%	-	88%	85%	90%	86%	-	*	-	*
	EL	61%	60%	80%	*	70%	*	-	*	-	-	77%	*	*	85%	80%	71%	88%	-	*	-	-
	Male	79%	74%	80%	63%	75%	88%	-	*	-	*	66%	94%	46%	90%	71%	80%	-	-	*	-	-
	Female	81%	77%	85%	80%	85%	82%	*	*	-	*	81%	90%	*	86%	88%	-	85%	-	*	-	*

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All	49%	44%	49%	39%	43%	54%	71%	75%	-	36%	36%	59%	22%	53%	39%	50%	48%	-	47%	*	38%
	Students																					
	CWD	24%	18%	22%	8%	19%	28%	*	-	-	*	17%	27%	22%	-	25%	26%	17%	-	*	*	-
	CWOD	52%	47%	53%	44%	47%	58%	75%	75%	-	40%	39%	63%	-	53%	41%	54%	52%	-	53%	-	38%
	EL	29%	29%	39%	69%	24%	71%	-	68%	-	*	37%	57%	25%	41%	39%	41%	38%	-	*	-	-
	Male	47%	41%	50%	32%	45%	57%	67%	70%	-	24%	33%	63%	26%	54%	41%	50%	-	-	33%	*	*
	Female	52%	47%	48%	49%	41%	50%	75%	83%	-	53%	41%	53%	17%	52%	38%	-	48%	-	63%	-	41%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	47%	42%	45%	37%	36%	52%	67%	64%	-	29%	31%	55%	18%	49%	35%	44%	46%	-	43%	*	22%
	CWD	21%	15%	18%	20%	6%	27%	*	-	-	*	13%	22%	18%	-	20%	21%	14%	-	*	*	-
	CWOD	50%	45%	49%	39%	40%	56%	80%	64%	-	32%	34%	60%	-	49%	36%	48%	50%	-	50%	-	22%
	EL	23%	24%	35%	67%	24%	*	-	50%	-	*	33%	50%	20%	36%	35%	34%	35%	-	*	-	-
	Male	43%	37%	44%	29%	36%	55%	*	56%	-	8%	24%	60%	21%	48%	34%	44%	-	-	*	*	*
	Female	51%	47%	46%	47%	36%	49%	*	80%	-	56%	40%	50%	14%	50%	35%	-	46%	-	*	-	29%
Mathematics	All Students	51%	45%	51%	37%	47%	54%	67%	86%	-	48%	39%	59%	25%	55%	42%	53%	48%	-	43%	*	44%
	CWD	26%	21%	25%	0%	22%	30%	*	-	-	*	21%	28%	25%	-	20%	32%	14%	-	*	*	-
	CWOD	54%	49%	55%	42%	50%	57%	60%	86%	-	53%	42%	63%	-	55%	45%	57%	52%	-	50%	-	44%
	EL	37%	37%	42%	67%	24%	*	-	88%	-	*	39%	67%	20%	45%	42%	44%	40%	-	*	-	-
	Male	50%	44%	53%	33%	51%	58%	*	78%	-	42%	40%	64%	32%	57%	44%	53%	-	-	*	*	*
	Female	51%	47%	48%	42%	41%	49%	*	100%	-	56%	39%	54%	14%	52%	40%	-	48%	-	*	-	43%
Science	All Students	53%	47%	59%	54%	57%	63%	*	*	-	*	44%	75%	29%	65%	47%	59%	60%	-	*	-	*
	CWD	25%	20%	29%	*	43%	25%	-	-	-	-	20%	43%	29%	-	*	23%	*	-	-	-	-
	CWOD	56%	50%	65%	64%	59%	71%	*	*	-	*	49%	80%	-	65%	46%	69%	60%	-	*	-	*
	EL	26%	25%	47%	*	30%	*	-	*	-	-	46%	*	*	46%	47%	57%	38%	-	*	-	-
	Male	53%	46%	59%	38%	58%	65%	-	*	-	*	38%	78%	23%	69%	57%	59%	-	-	*	-	-
	Female	53%	48%	60%	80%	55%	59%	*	*	-	*	50%	71%	*	60%	38%	-	60%	-	*	-	*

## STAAR Percent at Masters Grade Level

## All Grades

All Subjects	All Students	23%	19%	28%	16%	23%	32%	64%	56%	-	16%	17%	37%	11%	31%	20%	28%	28%	-	18%	*	14%
	CWD	8%	6%	11%	0%	7%	15%	*	-	-	*	5%	15%	11%	-	0%	15%	4%	-	*	*	-
	CWOD	25%	21%	31%	18%	26%	35%	67%	56%	-	18%	19%	40%	-	31%	22%	31%	31%	-	20%	-	14%
	EL	11%	11%	20%	23%	9%	71%	-	47%	-	*	16%	50%	0%	22%	20%	25%	13%	-	*	-	-
	Male	22%	18%	28%	16%	26%	33%	50%	50%	-	4%	15%	38%	15%	31%	25%	28%	-	-	11%	*	*
	Female	24%	21%	28%	16%	20%	32%	75%	67%	-	32%	18%	35%	4%	31%	13%	-	28%	-	25%	-	18%
Reading	All Students	20%	17%	27%	14%	21%	33%	50%	50%	-	19%	15%	36%	13%	30%	17%	24%	31%	-	29%	*	11%
	CWD	7%	5%	13%	0%	6%	20%	*	-	-	*	4%	19%	13%	-	0%	15%	9%	-	*	*	-
	CWOD	22%	19%	30%	16%	23%	34%	60%	50%	-	21%	17%	38%	-	30%	19%	26%	34%	-	33%	-	11%
	EL	8%	8%	17%	33%	6%	*	-	38%	-	*	15%	33%	0%	19%	17%	22%	10%	-	*	-	-
	Male	17%	14%	24%	17%	20%	29%	*	44%	-	8%	12%	34%	15%	26%	22%	24%	-	-	*	*	*
	Female	23%	20%	31%	11%	22%	37%	*	60%	-	33%	19%	39%	9%	34%	10%	-	31%	-	*	-	14%
Mathematics	All Students	26%	22%	28%	14%	24%	31%	67%	64%	-	14%	17%	36%	13%	30%	25%	31%	25%	-	0%	*	11%
	CWD	11%	6%	13%	0%	11%	13%	*	-	-	*	8%	16%	13%	-	0%	21%	0%	-	*	*	-
	CWOD	28%	24%	30%	16%	26%	33%	60%	64%	-	16%	19%	38%	-	30%	28%	32%	28%	-	0%	-	11%
	EL	16%	16%	25%	17%	15%	*	-	63%	-	*	20%	67%	0%	28%	25%	28%	20%	-	*	-	-
	Male	25%	22%	31%	13%	29%	36%	*	56%	-	0%	18%	40%	21%	32%	28%	31%	-	-	*	*	*
	Female	26%	22%	25%	16%	19%	26%	*	80%	-	33%	16%	31%	0%	28%	20%	-	25%	-	*	-	14%
Science	All Students	24%	20%	33%	31%	27%	37%	*	*	-	*	20%	47%	0%	40%	13%	34%	32%	-	*	-	*
	CWD	8%	5%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	22%	40%	36%	32%	46%	*	*	-	*	24%	54%	-	40%	15%	44%	35%	-	*	-	*
	EL	7%	7%	13%	*	0%	*	-	*	-	-	8%	*	*	15%	13%	29%	0%	-	*	-	-
	Male	25%	21%	34%	25%	33%	38%	-	*	-	*	17%	50%	0%	44%	29%	34%	-	-	*	-	-

	State	District	Campus	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
Female	23%	20%	32%	40%	20%	35%	*	*	-	*	23%	43%	*	35%	0%	-	32%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	71	60	65	80	91	-	38	62	58	73
CWD	58	50	57	63	-	-	-	*	55	58	*
CWOD	65	75	60	66	80	91	-	41	63	-	70
EL	73	100	63	*	-	83	-	-	76	*	73
Male	64	76	59	65	*	86	-	38	61	65	67
Female	65	64	61	66	*	*	-	*	64	47	83
<b>Mathematics</b>											
All Students	70	73	69	70	100	91	-	50	70	57	80
CWD	57	60	64	54	-	-	-	*	67	57	*
CWOD	72	75	70	73	100	91	-	55	71	-	81
EL	80	70	78	*	-	92	-	-	77	*	80
Male	72	68	70	72	*	93	-	63	68	69	76
Female	69	79	67	69	*	*	-	*	73	38	88

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
**	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
	98	24	24%
'^'	Indicates data reporting does not meet for Minimum Size.		
**	Indicates results are masked due to small numbers to protect student confidentiality.		
'.'	Indicates zero observations reported for this group.		

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	52	42	47	55	78	76	-	42	41	25	45
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N					N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Y	N	N					N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American			Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate									Races		Disadv						
All Subjects	All	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	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	All	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	*	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	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%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
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%	-
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	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%	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%	-
Science	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	40	8	8	20	0	2	0	2	5		
	Female	8	2	2	2	0	0	0	2	2		
	Total	48	10	10	22	0	2	0	4	7		
<b>Out-of-School Suspensions</b>												
	Male	12	4	4	4	0	0	0	0	2		
	Female	2	0	0	2	0	0	0	0	0		
	Total	14	4	4	6	0	0	0	0	2		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	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		
<b>Without Educational Services</b>												
	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		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	17	2	2	11	0	2	0	0	2		5
	Female	4	0	0	2	0	0	0	2	0		2
	Total	21	2	2	13	0	2	0	2	2		7
Out-of-School Suspensions	Male	6	2	0	4	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	2	0	4	0	0	0	0	0		2
Expulsions	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
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	50	8	11	29	0	2	0	0	8	11	2
	Female	26	2	8	14	0	0	0	2	2	5	0
	Total	76	10	19	43	0	2	0	2	10	16	2

Total

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	17	2	5	5	0	5	0	0	8	0
	Female	19	2	8	5	0	2	0	2	5	0
	Total	36	4	13	10	0	7	0	2	13	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and

percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	5.9	12.0%
Teachers Teaching with Emergency or Provisional Credentials	0.9	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.7	3.6%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	*	1%
Mathematics	6,131	1%	59	1%	*	1%
Science	6,133	1%	59	1%	*	1%
Grade 6						
Reading	6,038	1%	50	1%	*	1%
Mathematics	6,036	1%	50	1%	*	1%

	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 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	5	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	*	1%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		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
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%



Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** WORKMAN J H

**Campus ID:** 220901050

**District Name:** ARLINGTON 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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 7																						
Reading	All Students	74%	70%	60%	57%	58%	65%	*	78%	*	64%	60%	61%	17%	65%	48%	54%	65%	-	44%	-	*
	CWD	37%	31%	17%	36%	8%	0%	-	*	-	-	18%	0%	17%	-	8%	21%	10%	-	*	-	-
	CWOD	78%	75%	65%	60%	65%	75%	*	81%	*	64%	65%	66%	-	65%	54%	59%	70%	-	54%	-	*
	EL	49%	51%	48%	38%	46%	71%	*	54%	-	*	47%	58%	8%	54%	48%	42%	54%	-	*	-	*
	Male	70%	66%	54%	54%	51%	61%	*	80%	*	*	54%	59%	21%	59%	42%	54%	-	-	40%	-	*
	Female	79%	75%	65%	60%	66%	71%	-	76%	-	71%	65%	63%	10%	70%	54%	-	65%	-	45%	-	*
Mathematics	All Students	73%	71%	59%	54%	56%	61%	*	84%	*	73%	58%	63%	16%	64%	51%	58%	59%	-	29%	-	*
	CWD	43%	31%	16%	33%	8%	0%	-	*	-	-	17%	0%	16%	-	11%	19%	10%	-	*	-	-
	CWOD	77%	76%	64%	57%	63%	71%	*	87%	*	73%	63%	69%	-	64%	58%	64%	63%	-	36%	-	*
	EL	57%	59%	51%	63%	49%	57%	*	67%	-	*	50%	68%	11%	58%	51%	54%	48%	-	*	-	*
	Male	72%	70%	58%	54%	56%	61%	*	84%	*	*	58%	64%	19%	64%	54%	58%	-	-	60%	-	*
	Female	75%	72%	59%	55%	57%	57%	-	84%	-	71%	59%	62%	10%	63%	48%	-	59%	-	17%	-	*
Grade 8																						
Reading	All Students	84%	82%	76%	70%	79%	80%	-	71%	*	78%	75%	81%	20%	81%	62%	70%	82%	-	65%	-	56%
	CWD	47%	37%	20%	16%	26%	*	-	*	-	*	18%	38%	20%	-	14%	20%	21%	-	-	-	*
	CWOD	88%	87%	81%	77%	83%	85%	-	79%	*	100%	81%	86%	-	81%	67%	76%	87%	-	65%	-	63%
	EL	62%	64%	62%	50%	65%	50%	-	38%	*	-	62%	63%	14%	67%	62%	57%	69%	-	*	-	*
	Male	81%	78%	70%	61%	76%	68%	-	63%	*	*	69%	78%	20%	76%	57%	70%	-	-	63%	-	*
	Female	88%	87%	82%	80%	82%	91%	-	80%	-	100%	82%	85%	21%	87%	69%	-	82%	-	67%	-	67%
Mathematics	All Students	87%	83%	80%	78%	81%	77%	-	69%	*	75%	79%	81%	41%	84%	78%	77%	82%	-	63%	-	57%
	CWD	58%	47%	41%	40%	43%	*	-	*	-	*	39%	50%	41%	-	43%	38%	46%	-	-	-	*
	CWOD	90%	88%	84%	84%	85%	81%	-	80%	*	100%	84%	85%	-	84%	82%	83%	85%	-	63%	-	67%
	EL	77%	79%	78%	83%	79%	63%	-	63%	*	-	79%	73%	43%	82%	78%	76%	81%	-	*	-	*
	Male	84%	80%	77%	75%	81%	75%	-	50%	*	*	77%	78%	38%	83%	76%	77%	-	-	75%	-	*
	Female	89%	87%	82%	82%	81%	80%	-	100%	-	100%	82%	86%	46%	85%	81%	-	82%	-	55%	-	*
Science	All Students	79%	76%	67%	64%	67%	72%	-	74%	*	78%	66%	73%	26%	71%	51%	65%	69%	-	57%	-	78%
	CWD	46%	37%	26%	35%	19%	*	-	*	-	*	25%	29%	26%	-	14%	29%	21%	-	-	-	*
	CWOD	83%	80%	71%	68%	71%	74%	-	82%	*	100%	70%	76%	-	71%	55%	69%	73%	-	57%	-	88%
	EL	55%	58%	51%	33%	51%	40%	-	54%	*	-	49%	63%	14%	55%	51%	54%	46%	-	*	-	*
	Male	78%	74%	65%	60%	69%	67%	-	56%	*	*	65%	65%	29%	69%	54%	65%	-	-	67%	-	*
	Female	81%	79%	69%	69%	66%	77%	-	93%	-	100%	68%	82%	21%	73%	46%	-	69%	-	50%	-	83%
End of Course																						
Algebra I	All Students	83%	80%	99%	97%	100%	100%	-	100%	-	*	99%	100%	*	99%	100%	99%	100%	-	*	-	*
	CWD	52%	43%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	87%	85%	99%	97%	100%	100%	-	100%	-	*	99%	100%	-	99%	100%	99%	100%	-	*	-	*
	EL	73%	73%	100%	-	100%	*	-	100%	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	*
	Male	79%	76%	99%	93%	100%	*	-	100%	-	-	99%	100%	*	99%	100%	99%	-	-	-	-	-
	Female	88%	85%	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	-	100%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

Grade 7

		State	District	Campus	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
Reading	All	48%	43%	30%	24%	29%	35%	*	60%	*	27%	30%	34%	1%	33%	19%	26%	34%	-	6%	-	*
	Students																					
	CWD	21%	17%	1%	5%	0%	0%	-	*	-	-	1%	0%	1%	-	0%	2%	0%	-	*	-	-
	CWOD	51%	46%	33%	26%	32%	41%	*	64%	*	27%	33%	37%	-	33%	22%	29%	37%	-	8%	-	*
	EL	19%	21%	19%	13%	18%	29%	*	25%	-	*	19%	21%	0%	22%	19%	16%	23%	-	*	-	*
	Male	44%	39%	26%	21%	23%	26%	*	64%	*	*	26%	26%	2%	29%	16%	26%	-	20%	-	-	*
	Female	52%	48%	34%	27%	34%	50%	-	56%	-	43%	33%	43%	0%	37%	23%	-	34%	-	0%	-	*
Mathematics	All	41%	41%	28%	19%	27%	28%	*	66%	*	27%	27%	30%	3%	30%	20%	27%	28%	-	0%	-	*
	Students																					
	CWD	22%	17%	3%	5%	2%	0%	-	*	-	-	3%	0%	3%	-	3%	4%	0%	-	*	-	-
	CWOD	44%	44%	30%	21%	30%	32%	*	70%	*	27%	30%	33%	-	30%	23%	31%	30%	-	0%	-	*
	EL	22%	25%	20%	0%	20%	0%	*	38%	-	*	20%	16%	3%	23%	20%	22%	18%	-	*	-	*
	Male	41%	40%	27%	18%	27%	26%	*	72%	*	*	27%	31%	4%	31%	22%	27%	-	0%	-	-	*
	Female	42%	41%	28%	21%	28%	29%	-	60%	-	14%	27%	29%	0%	30%	18%	-	28%	-	0%	-	*
Grade 8 Reading	All	53%	50%	42%	34%	43%	50%	-	61%	*	56%	42%	42%	3%	45%	18%	35%	48%	-	25%	-	33%
	Students																					
	CWD	22%	18%	3%	4%	3%	*	-	*	-	*	4%	0%	3%	-	0%	2%	4%	-	-	-	*
	CWOD	57%	53%	45%	38%	46%	55%	-	68%	*	71%	45%	47%	-	45%	20%	39%	51%	-	25%	-	38%
	EL	19%	23%	18%	17%	17%	30%	-	23%	*	-	18%	16%	0%	20%	18%	17%	19%	-	*	-	*
	Male	49%	46%	35%	24%	39%	36%	-	56%	*	*	36%	31%	2%	39%	17%	35%	-	25%	-	-	*
	Female	58%	54%	48%	44%	47%	64%	-	67%	-	71%	48%	55%	4%	51%	19%	-	48%	-	25%	-	50%
Mathematics	All	55%	44%	38%	38%	38%	37%	-	31%	*	25%	37%	42%	8%	41%	29%	36%	39%	-	21%	-	29%
	Students																					
	CWD	27%	19%	8%	12%	7%	*	-	*	-	*	7%	13%	8%	-	5%	10%	4%	-	-	-	*
	CWOD	59%	47%	41%	42%	41%	42%	-	40%	*	33%	41%	46%	-	41%	32%	40%	43%	-	21%	-	33%
	EL	36%	32%	29%	33%	29%	38%	-	13%	*	-	29%	33%	5%	32%	29%	30%	28%	-	*	-	*
	Male	52%	42%	36%	36%	38%	30%	-	13%	*	*	35%	40%	10%	40%	30%	36%	-	25%	-	-	*
	Female	59%	46%	39%	39%	38%	47%	-	60%	-	33%	39%	45%	4%	43%	28%	-	39%	-	18%	-	*
Science	All	50%	45%	31%	25%	30%	47%	-	61%	*	33%	31%	32%	5%	33%	16%	29%	33%	-	29%	-	11%
	Students																					
	CWD	23%	18%	5%	9%	0%	*	-	*	-	*	4%	14%	5%	-	0%	3%	8%	-	-	-	*
	CWOD	53%	48%	33%	27%	32%	49%	-	68%	*	43%	33%	33%	-	33%	17%	32%	34%	-	29%	-	13%
	EL	20%	22%	16%	0%	14%	40%	-	23%	*	-	15%	21%	0%	17%	16%	19%	10%	-	*	-	*
	Male	50%	45%	29%	21%	30%	43%	-	56%	*	*	30%	23%	3%	32%	19%	29%	-	44%	-	-	*
	Female	50%	45%	33%	30%	30%	50%	-	67%	-	43%	32%	41%	8%	34%	10%	-	33%	-	17%	-	17%
End of Course Algebra I	All	59%	56%	92%	91%	91%	89%	-	94%	-	*	91%	100%	*	92%	88%	88%	94%	-	*	-	*
	Students																					
	CWD	24%	17%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	63%	61%	92%	91%	92%	89%	-	94%	-	*	91%	100%	-	92%	88%	90%	94%	-	*	-	*
	EL	40%	41%	88%	-	85%	*	-	100%	-	-	87%	*	-	88%	88%	86%	92%	-	-	-	*
	Male	53%	50%	88%	86%	87%	*	-	100%	-	-	88%	100%	*	90%	86%	88%	-	-	-	-	-
	Female	65%	62%	94%	95%	95%	86%	-	90%	-	*	94%	100%	-	94%	92%	-	94%	-	*	-	*

## STAAR Percent at Masters Grade Level

## Grade 7

Reading	All	29%	24%	14%	12%	11%	22%	*	46%	*	0%	14%	19%	0%	16%	5%	10%	18%	-	0%	-	*
	Students																					
	CWD	9%	8%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	31%	26%	16%	14%	13%	25%	*	49%	*	0%	15%	21%	-	16%	6%	12%	19%	-	0%	-	*
	EL	8%	7%	5%	0%	4%	14%	*	17%	-	*	6%	0%	0%	6%	5%	6%	5%	-	*	-	*
	Male	25%	21%	10%	7%	7%	17%	*	52%	*	*	10%	15%	0%	12%	6%	10%	-	-	0%	-	*
	Female	32%	28%	18%	17%	16%	29%	-	40%	-	0%	17%	23%	0%	19%	5%	-	18%	-	0%	-	*
	Mathematics	16%	17%	9%	5%	7%	11%	*	46%	*	0%	8%	18%	0%	10%	5%	9%	9%	-	0%	-	*
	Students	7%	3%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	18%	10%	5%	7%	13%	*	49%	*	0%	9%	19%	-	10%	6%	10%	10%	-	0%	-	*
	EL	6%	7%	5%	0%	4%	0%	*	25%	-	*	5%	5%	0%	6%	5%	7%	4%	-	*	-	*
	Male	16%	16%	9%	5%	6%	9%	*	48%	*	*	8%	18%	0%	10%	7%	9%	-	-	0%	-	*
	Female	16%	18%	9%	5%	7%	14%	-	44%	-	0%	8%	18%	0%	10%	4%	-	9%	-	0%	-	*
	Grade 8	27%	25%	20%	17%	19%	32%	-	42%	*	33%	20%	25%	2%	22%	4%	15%	26%	-	15%	-	11%
	Reading	7%	6%	2%	4%	0%	*	-	*	-	*	2%	0%	2%	-	0%	0%	4%	-	-	-	*
	CWOD	30%	27%	22%	19%	21%	35%	-	46%	*	43%	22%	27%	-	22%	4%	17%	27%	-	15%	-	13%
	EL	5%	6%	4%	0%	3%	20%	-	8%	*	-	4%	0%	0%	4%	4%	4%	4%	-	*	-	*
	Male	24%	21%	15%	10%	17%	14%	-	38%	*	*	14%	20%	0%	17%	4%	15%	-	-	0%	-	*
	Female	31%	28%	26%	25%	22%	50%	-	47%	-	43%	25%	30%	4%	27%	4%	-	26%	-	25%	-	17%
	Mathematics	17%	8%	3%	4%	3%	6%	-	8%	*	0%	3%	3%	0%	4%	1%	3%	4%	-	5%	-	0%
	Students	9%	4%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*
	CWOD	18%	9%	4%	4%	3%	6%	-	10%	*	0%	4%	3%	-	4%	2%	3%	5%	-	5%	-	0%
	EL	6%	4%	1%	0%	1%	13%	-	0%	*	-	2%	0%	0%	2%	1%	2%	1%	-	*	-	*
	Male	16%	8%	3%	3%	3%	0%	-	0%	*	*	3%	3%	0%	3%	2%	3%	-	-	0%	-	*
	Female	17%	8%	4%	5%	3%	13%	-	20%	-	0%	4%	3%	0%	5%	1%	-	4%	-	9%	-	*
	Science	25%	22%	13%	10%	12%	19%	-	42%	*	11%	12%	18%	0%	14%	3%	11%	15%	-	0%	-	11%
	Students	10%	5%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*
	CWOD	26%	24%	14%	11%	13%	21%	-	46%	*	14%	13%	20%	-	14%	4%	12%	15%	-	0%	-	13%
	EL	5%	6%	3%	0%	2%	10%	-	15%	*	-	2%	16%	0%	4%	3%	4%	3%	-	*	-	*
	Male	25%	23%	11%	5%	12%	10%	-	38%	*	*	11%	12%	0%	12%	4%	11%	-	-	0%	-	*
	Female	24%	21%	15%	14%	11%	27%	-	47%	-	14%	13%	26%	0%	15%	3%	-	15%	-	0%	-	17%
	End of Course	36%	33%	75%	77%	71%	89%	-	89%	-	*	75%	73%	*	75%	69%	69%	79%	-	*	-	*
	Algebra I	9%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	39%	37%	75%	77%	72%	89%	-	89%	-	*	76%	73%	-	75%	69%	70%	79%	-	*	-	*
	EL	19%	18%	69%	-	65%	*	-	80%	-	-	70%	*	-	69%	69%	64%	75%	-	-	-	*
	Male	31%	28%	69%	64%	65%	*	-	100%	-	-	71%	50%	*	70%	64%	69%	-	-	-	-	-
	Female	40%	38%	79%	86%	76%	86%	-	80%	-	*	78%	89%	-	79%	75%	-	79%	-	*	-	*
	STAAR Percent at Approaches Grade Level or Above	77%	73%	69%	66%	70%	73%	88%	79%	60%	73%	69%	73%	23%	74%	58%	66%	73%	-	53%	-	70%
	All Grades	46%	38%	23%	32%	19%	23%	-	20%	-	0%	23%	26%	23%	-	16%	25%	21%	-	0%	-	*
	All Subjects	81%	77%	74%	70%	74%	79%	88%	84%	60%	84%	74%	78%	-	74%	63%	71%	77%	-	57%	-	77%
	Students	62%	63%	58%	53%	58%	57%	*	59%	*	*	57%	67%	16%	63%	58%	57%	59%	-	42%	-	50%
	CWOD	74%	70%	66%	62%	68%	67%	88%	73%	60%	36%	65%	70%	25%	71%	57%	66%	-	-	63%	-	55%
	Male																					

		State	District	Campus	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
	Female	80%	76%	73%	70%	72%	80%	-	85%	-	89%	72%	77%	21%	77%	59%	-	73%	-	47%	-	77%
Reading	All Students	73%	69%	68%	64%	69%	73%	*	75%	*	70%	68%	72%	18%	73%	55%	62%	74%	-	56%	-	67%
	CWD	39%	30%	18%	26%	15%	11%	-	17%	-	*	18%	21%	18%	-	11%	20%	15%	-	*	-	*
	CWOD	78%	73%	73%	69%	74%	81%	*	80%	*	78%	73%	77%	-	73%	60%	68%	79%	-	61%	-	73%
	EL	54%	55%	55%	43%	55%	59%	*	49%	*	*	54%	61%	11%	60%	55%	50%	61%	-	*	-	*
	Male	69%	64%	62%	58%	64%	64%	*	73%	*	33%	61%	69%	20%	68%	50%	62%	-	-	54%	-	*
	Female	78%	74%	74%	70%	74%	83%	-	78%	-	86%	74%	75%	15%	79%	61%	-	74%	-	57%	-	75%
Mathematics	All Students	81%	77%	72%	68%	72%	73%	*	85%	*	75%	71%	75%	27%	76%	65%	70%	73%	-	49%	-	67%
	CWD	53%	44%	27%	37%	23%	22%	-	33%	-	*	27%	29%	27%	-	23%	28%	26%	-	*	-	*
	CWOD	84%	81%	76%	72%	77%	79%	*	89%	*	83%	76%	79%	-	76%	71%	76%	77%	-	53%	-	73%
	EL	72%	74%	65%	71%	64%	63%	*	70%	*	*	65%	73%	23%	71%	65%	67%	64%	-	40%	-	*
	Male	79%	75%	70%	66%	71%	69%	*	80%	*	50%	70%	73%	28%	76%	67%	70%	-	-	69%	-	*
	Female	82%	79%	73%	70%	72%	77%	-	90%	-	86%	73%	76%	26%	77%	64%	-	73%	-	38%	-	75%
Science	All Students	80%	75%	67%	64%	67%	72%	-	74%	*	78%	66%	73%	26%	71%	51%	65%	69%	-	57%	-	78%
	CWD	51%	44%	26%	35%	19%	*	-	*	-	*	25%	29%	26%	-	14%	29%	21%	-	-	-	*
	CWOD	84%	79%	71%	68%	71%	74%	-	82%	*	100%	70%	76%	-	71%	55%	69%	73%	-	57%	-	88%
	EL	61%	60%	51%	33%	51%	40%	-	54%	*	-	49%	63%	14%	55%	51%	54%	46%	-	*	-	*
	Male	79%	74%	65%	60%	69%	67%	-	56%	*	*	65%	65%	29%	69%	54%	65%	-	-	67%	-	*
	Female	81%	77%	69%	69%	66%	77%	-	93%	-	100%	68%	82%	21%	73%	46%	-	69%	-	50%	-	83%

**STAAR Percent at Meets Grade Level or Above**

## All Grades

All Subjects	All Students	49%	44%	36%	30%	36%	42%	38%	63%	0%	35%	36%	39%	4%	40%	22%	33%	40%	-	18%	-	24%
	CWD	24%	18%	4%	7%	2%	5%	-	0%	-	0%	4%	6%	4%	-	1%	4%	3%	-	0%	-	*
	CWOD	52%	47%	40%	33%	40%	47%	38%	69%	0%	40%	39%	42%	-	40%	24%	37%	42%	-	19%	-	27%
	EL	29%	29%	22%	12%	21%	31%	*	31%	*	*	21%	24%	1%	24%	22%	22%	21%	-	8%	-	13%
	Male	47%	41%	33%	26%	34%	33%	38%	62%	0%	14%	33%	32%	4%	37%	22%	33%	-	-	26%	-	9%
	Female	52%	47%	40%	34%	39%	53%	-	64%	-	43%	39%	46%	3%	42%	21%	-	40%	-	14%	-	32%
Reading	All Students	47%	42%	36%	29%	36%	43%	*	60%	*	40%	36%	38%	2%	40%	19%	30%	41%	-	17%	-	25%
	CWD	21%	15%	2%	4%	1%	0%	-	0%	-	*	2%	0%	2%	-	0%	2%	2%	-	*	-	*
	CWOD	50%	45%	40%	32%	40%	49%	*	65%	*	44%	39%	42%	-	40%	21%	34%	45%	-	18%	-	27%
	EL	23%	24%	19%	14%	17%	29%	*	24%	*	*	19%	18%	0%	21%	19%	16%	21%	-	*	-	*
	Male	43%	37%	30%	22%	32%	31%	*	61%	*	0%	31%	29%	2%	34%	16%	30%	-	-	23%	-	*
	Female	51%	47%	41%	36%	41%	58%	-	60%	-	57%	41%	49%	2%	45%	21%	-	41%	-	13%	-	38%
Mathematics	All Students	51%	45%	39%	33%	40%	39%	*	67%	*	30%	39%	42%	5%	43%	27%	37%	41%	-	14%	-	33%
	CWD	26%	21%	5%	9%	4%	0%	-	0%	-	*	5%	7%	5%	-	4%	7%	2%	-	*	-	*
	CWOD	54%	49%	43%	36%	44%	44%	*	72%	*	33%	42%	45%	-	43%	30%	41%	44%	-	15%	-	36%
	EL	37%	37%	27%	14%	27%	25%	*	41%	*	*	27%	30%	4%	30%	27%	29%	26%	-	0%	-	*
	Male	50%	44%	37%	31%	39%	31%	*	66%	*	33%	37%	40%	7%	41%	29%	37%	-	-	15%	-	*
	Female	51%	47%	41%	35%	41%	49%	-	68%	-	29%	41%	44%	2%	44%	26%	-	41%	-	13%	-	38%
Science	All Students	53%	47%	31%	25%	30%	47%	-	61%	*	33%	31%	32%	5%	33%	16%	29%	33%	-	29%	-	11%
	CWD	25%	20%	5%	9%	0%	*	-	*	-	*	4%	14%	5%	-	0%	3%	8%	-	-	-	*
	CWOD	56%	50%	33%	27%	32%	49%	-	68%	*	43%	33%	33%	-	33%	17%	32%	34%	-	29%	-	13%

	State	District	Campus	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
EL	26%	25%	<b>16%</b>	0%	14%	40%	-	23%	*	-	15%	21%	0%	17%	16%	19%	10%	-	*	-	*
Male	53%	46%	<b>29%</b>	21%	30%	43%	-	56%	*	*	30%	23%	3%	32%	19%	29%	-	-	44%	-	*
Female	53%	48%	<b>33%</b>	30%	30%	50%	-	67%	-	43%	32%	41%	8%	34%	10%	-	33%	-	17%	-	17%

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All Students	23%	19%	<b>15%</b>	12%	14%	22%	0%	46%	0%	10%	15%	19%	0%	17%	5%	12%	18%	-	4%	-	9%
	CWD	8%	6%	<b>0%</b>	1%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	1%	-	0%	-	*
	CWOD	25%	21%	<b>17%</b>	13%	15%	24%	0%	50%	0%	12%	16%	21%	-	17%	6%	14%	20%	-	5%	-	10%
	EL	11%	11%	<b>5%</b>	0%	4%	14%	*	20%	*	*	5%	7%	0%	6%	5%	6%	5%	-	0%	-	0%
	Male	22%	18%	<b>12%</b>	8%	12%	12%	0%	46%	0%	0%	12%	15%	0%	14%	6%	12%	-	-	0%	-	0%
	Female	24%	21%	<b>18%</b>	16%	16%	33%	-	46%	-	14%	18%	24%	1%	20%	5%	-	18%	-	7%	-	14%
Reading	All Students	20%	17%	<b>17%</b>	15%	15%	27%	*	44%	*	15%	17%	22%	1%	19%	5%	13%	22%	-	8%	-	8%
	CWD	7%	5%	<b>1%</b>	2%	0%	0%	-	0%	-	*	1%	0%	1%	-	0%	0%	2%	-	*	-	*
	CWOD	22%	19%	<b>19%</b>	16%	17%	31%	*	48%	*	17%	18%	24%	-	19%	5%	15%	23%	-	9%	-	9%
	EL	8%	8%	<b>5%</b>	0%	4%	18%	*	14%	*	*	5%	0%	0%	5%	5%	5%	5%	-	*	-	*
	Male	17%	14%	<b>13%</b>	9%	12%	16%	*	46%	*	0%	12%	18%	0%	15%	5%	13%	-	-	0%	-	*
	Female	23%	20%	<b>22%</b>	21%	19%	42%	-	43%	-	21%	21%	27%	2%	23%	5%	-	22%	-	13%	-	13%
Mathematics	All Students	26%	22%	<b>15%</b>	10%	14%	18%	*	49%	*	5%	14%	17%	0%	16%	7%	13%	17%	-	3%	-	8%
	CWD	11%	6%	<b>0%</b>	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	28%	24%	<b>16%</b>	12%	15%	20%	*	53%	*	6%	16%	18%	-	16%	8%	14%	18%	-	3%	-	9%
	EL	16%	16%	<b>7%</b>	0%	5%	13%	*	27%	*	*	7%	8%	0%	8%	7%	7%	7%	-	0%	-	*
	Male	25%	22%	<b>13%</b>	8%	12%	9%	*	49%	*	0%	13%	13%	0%	14%	7%	13%	-	-	0%	-	*
	Female	26%	22%	<b>17%</b>	13%	15%	29%	-	50%	-	7%	16%	21%	0%	18%	7%	-	17%	-	4%	-	13%
Science	All Students	24%	20%	<b>13%</b>	10%	12%	19%	-	42%	*	11%	12%	18%	0%	14%	3%	11%	15%	-	0%	-	11%
	CWD	8%	5%	<b>0%</b>	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*
	CWOD	26%	22%	<b>14%</b>	11%	13%	21%	-	46%	*	14%	13%	20%	-	14%	4%	12%	15%	-	0%	-	13%
	EL	7%	7%	<b>3%</b>	0%	2%	10%	-	15%	*	-	2%	16%	0%	4%	3%	4%	3%	-	*	-	*
	Male	25%	21%	<b>11%</b>	5%	12%	10%	-	38%	*	*	11%	12%	0%	12%	4%	11%	-	-	0%	-	*
	Female	23%	20%	<b>15%</b>	14%	11%	27%	-	47%	-	14%	13%	26%	0%	15%	3%	-	15%	-	0%	-	17%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate****Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
All Students	69	68	67	75	*	82	*	47	68	51	64
CWD	51	53	47	75	-	60	-	*	47	51	41
CWOD	70	70	69	75	*	83	*	53	70	-	67
EL	64	50	63	81	*	71	*	*	63	41	64
Male	67	68	66	68	*	78	*	*	65	53	62
Female	70	68	69	84	-	86	-	54	70	47	66
<b>Mathematics</b>											
All Students	66	66	65	73	*	78	*	53	66	49	62
CWD	49	60	42	63	-	60	-	*	49	49	53
CWOD	68	67	67	74	*	79	*	60	68	-	63
EL	62	50	61	72	*	72	*	*	62	53	62
Male	66	69	64	69	*	71	*	*	66	48	64
Female	67	64	66	78	-	86	-	62	67	52	60

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
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
489	52	11%

**Total EL in Class****Proficiency of EL****Rate of Proficiency**

- 'A' Indicates data reporting does not meet for Minimum Size.  
 '\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	36	40	46	42	63	20	39	40	9	28
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Y	N		N			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N		N			N	N	N
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	N		N			Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N	N	N
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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

**Federal Graduation Status^**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

^+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	100%	99%	99%	100%	100%	100%	100%	100%	98%	99%	99%	100%	99%	100%	-
	CWD	99%	98%	100%	100%	-	100%	-	100%	99%	100%	99%	-	100%	99%	100%	-
	CWOD	99%	100%	99%	98%	100%	100%	100%	100%	100%	98%	-	99%	100%	99%	100%	-
	EL	100%	100%	100%	98%	*	100%	*	*	100%	98%	100%	100%	100%	100%	100%	-
	Male	99%	99%	99%	99%	100%	100%	100%	100%	100%	98%	99%	99%	100%	99%	-	-
	Female	100%	100%	100%	98%	-	100%	-	100%	100%	98%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	99%	100%	-
	Male	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	100%	-	-
	Female	100%	100%	100%	97%	-	100%	-	100%	100%	97%	100%	100%	100%	-	100%	-
Science	All	99%	99%	99%	96%	-	100%	*	100%	99%	93%	97%	99%	99%	98%	99%	-
	Students																
	CWD	97%	92%	100%	*	-	*	-	*	96%	100%	97%	-	100%	95%	100%	-
	CWOD	99%	100%	99%	95%	-	100%	*	100%	100%	92%	-	99%	99%	99%	99%	-
	EL	99%	100%	99%	90%	-	100%	*	-	100%	89%	100%	99%	99%	99%	98%	-
	Male	98%	98%	99%	95%	-	100%	*	*	99%	91%	95%	99%	99%	98%	-	-
	Female	99%	100%	99%	96%	-	100%	-	100%	99%	95%	100%	99%	98%	-	99%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	1%	0%	1%	1%	0%	0%	0%	0%	0%	2%	1%	1%	0%	1%	0%	-
	Students																
	CWD	1%	2%	0%	0%	-	0%	-	0%	1%	0%	1%	-	0%	1%	0%	-
	CWOD	1%	0%	1%	2%	0%	0%	0%	0%	0%	2%	-	1%	0%	1%	0%	-
	EL	0%	0%	0%	2%	*	0%	*	*	0%	2%	0%	0%	0%	0%	0%	-
	Male	1%	1%	1%	1%	0%	0%	0%	0%	0%	2%	1%	1%	0%	1%	-	-
	Female	0%	0%	0%	2%	-	0%	-	0%	0%	2%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	*	0%	*	0%	0%	1%	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%	1%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	*	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	1%	0%	-
	Male	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	1%	0%	-	-
	Female	0%	0%	0%	3%	-	0%	-	0%	0%	3%	0%	0%	0%	-	0%	-
Science	All	1%	1%	1%	4%	-	0%	*	0%	1%	7%	3%	1%	1%	2%	1%	-
	Students																
	CWD	3%	8%	0%	*	-	*	-	*	4%	0%	3%	-	0%	5%	0%	-

		African			American		Pacific	Two or	Econ	Non						
	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
CWOD	1%	0%	1%	5%	-	0%	*	0%	0%	8%	-	1%	1%	1%	1%	-
EL	1%	0%	1%	10%	-	0%	*	-	0%	11%	0%	1%	1%	1%	2%	-
Male	2%	2%	1%	5%	-	0%	*	*	1%	9%	5%	1%	1%	2%	-	-
Female	1%	0%	1%	4%	-	0%	-	0%	1%	5%	0%	1%	2%	-	1%	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	171	86	62	14	0	5	2	2	32		
	Female	127	68	47	8	2	0	0	2	20		
	Total	298	154	109	22	2	5	2	4	52		
Out-of-School Suspensions												
	Male	155	76	67	10	0	2	0	0	34		
	Female	119	64	40	7	4	0	0	4	16		
	Total	274	140	107	17	4	2	0	4	50		
Expulsions												
With Educational Services												
	Male	2	0	2	0	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	2		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Out-of-School Suspensions	Male	46	32	14	0	0	0	0	0	5		8
	Female	23	8	11	2	0	0	0	2	5		8
	Total	69	40	25	2	0	0	0	2	10		16
Expulsions	Male	42	28	10	4	0	0	0	0	2		7
	Female	15	7	4	2	0	0	0	2	4		4
	Total	57	35	14	6	0	0	0	2	6		11
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Male	67	23	32	8	0	2	0	2	14	14	5
	Female	70	29	29	8	0	2	0	2	11	8	2
	Total	137	52	61	16	0	4	0	4	25	22	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	4
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	1
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	1
Incidents of possession of a firearm or explosive device	0

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

.) Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### High Poverty

	All School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	34.8	34.2%
Teachers Teaching with Emergency or Provisional Credentials	11.8	12.2%

Teacher Who Are Not Teaching in the Subject or Field for Which  
the Teacher is Certified or Licensed

**All School**  
**Number**      **Percent**  
10.2            10.5%

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-
Grade 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	-	-
Mathematics	5,616	2%	44	1%	-	-
Grade 8						
Reading	5,251	1%	39	1%	-	-



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,254	2%	39	1%	-	-
Science	5,250	1%	39	1%	-	-
End of Course English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades All Subjects	101,751	1%	825	1%	-	-
Reading	45,064	1%	367	1%	-	-
Mathematics	40,350	1%	327	1%	-	-
Science	16,337	1%	131	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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:** YOUNG J H

**Campus ID:** 220901049

**District Name:** ARLINGTON ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>^</sup> Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (i)(III)** the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—  
**(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

**(bb)** the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Amer			Ind		Isl	Races	Disadv	Econ										
STAAR Percent at Approaches Grade Level or Above																							
Grade 7																							
Reading	All	74%	70%	82%	71%	78%	87%	*	100%	*	73%	74%	88%	33%	86%	65%	80%	84%	-	57%	-	*	
	Students																						
	CWD	37%	31%	33%	44%	8%	55%	-	-	-	*	22%	60%	33%	-	*	42%	21%	-	-	-	-	
	CWOD	78%	75%	86%	74%	89%	89%	*	100%	*	79%	82%	89%	-	86%	75%	84%	89%	-	57%	-	*	
	EL	49%	51%	65%	-	69%	*	-	*	-	-	54%	86%	*	75%	65%	62%	71%	-	-	-	-	
	Male	70%	66%	80%	74%	68%	86%	*	100%	-	60%	75%	83%	42%	84%	62%	80%	-	-	*	-	*	
Female	79%	75%	84%	68%	88%	87%	*	100%	*	80%	73%	94%	21%	89%	71%	-	84%	-	*	-	-		
Mathematics	All	73%	71%	84%	72%	79%	90%	*	100%	*	93%	77%	90%	39%	89%	65%	84%	85%	-	86%	-	*	
	Students																						
	CWD	43%	31%	39%	56%	17%	55%	-	-	-	*	30%	60%	39%	-	*	42%	36%	-	-	-	-	
	CWOD	77%	76%	89%	74%	89%	93%	*	100%	*	100%	85%	91%	-	89%	81%	89%	89%	-	86%	-	*	
	EL	57%	59%	65%	-	62%	*	-	*	-	-	62%	71%	*	81%	65%	69%	57%	-	-	-	-	
	Male	72%	70%	84%	71%	75%	90%	*	100%	-	100%	77%	88%	42%	89%	69%	84%	-	-	*	-	*	
Female	75%	72%	85%	73%	83%	90%	*	100%	*	90%	77%	91%	36%	89%	57%	-	85%	-	*	-	-		
Grade 8																							
Reading	All	84%	82%	88%	79%	81%	92%	*	100%	-	88%	79%	93%	32%	93%	75%	89%	86%	-	83%	*	*	
	Students																						
	CWD	47%	37%	32%	20%	22%	60%	-	-	-	-	10%	56%	32%	-	*	29%	33%	-	*	-	-	
	CWOD	88%	87%	93%	88%	93%	94%	*	100%	-	88%	88%	96%	-	93%	94%	93%	92%	-	80%	*	*	
	EL	62%	64%	75%	*	50%	83%	-	100%	-	-	72%	*	*	94%	75%	75%	75%	-	-	-	-	
	Male	81%	78%	89%	88%	82%	90%	-	100%	-	83%	81%	94%	29%	93%	75%	89%	-	-	*	*	*	
Female	88%	87%	86%	70%	80%	95%	*	100%	-	*	77%	93%	33%	92%	75%	-	86%	-	*	-	*		
Mathematics	All	87%	83%	87%	85%	79%	92%	*	100%	-	100%	85%	90%	39%	95%	76%	90%	85%	-	83%	*	*	
	Students																						
	CWD	58%	47%	39%	40%	28%	60%	-	-	-	-	35%	44%	39%	-	*	35%	43%	-	*	-	-	
	CWOD	90%	88%	95%	93%	95%	95%	*	100%	-	100%	93%	97%	-	95%	92%	97%	93%	-	80%	*	*	
	EL	77%	79%	76%	*	50%	100%	-	*	-	-	73%	*	*	92%	76%	78%	75%	-	-	-	-	
	Male	84%	80%	90%	89%	85%	91%	-	*	-	*	86%	93%	35%	97%	78%	90%	-	-	*	*	*	
Female	89%	87%	85%	79%	75%	94%	*	*	-	*	83%	88%	43%	93%	75%	-	85%	-	*	-	*		
Science	All	79%	76%	86%	75%	77%	94%	*	96%	-	63%	76%	93%	32%	91%	70%	87%	85%	-	83%	*	*	
	Students																						
	CWD	46%	37%	32%	10%	28%	60%	-	-	-	-	16%	50%	32%	-	*	35%	29%	-	*	-	-	
	CWOD	83%	80%	91%	84%	88%	95%	*	96%	-	63%	83%	96%	-	91%	81%	91%	91%	-	80%	*	*	
	EL	55%	58%	70%	*	38%	100%	-	80%	-	-	72%	*	*	81%	70%	83%	50%	-	-	-	-	
	Male	78%	74%	87%	78%	82%	92%	-	100%	-	50%	75%	94%	35%	91%	83%	87%	-	-	*	*	*	
Female	81%	79%	85%	72%	74%	96%	*	86%	-	*	76%	92%	29%	91%	50%	-	85%	-	*	-	*		
End of Course																							
Algebra I	All	83%	80%	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	
	Students																						
	CWD	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	87%	85%	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	
	EL	73%	73%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	79%	76%	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-	
Female	88%	85%	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-		
Biology	All	87%	84%	100%	*	*	*	-	*	-	-	*	100%	-	100%	-	100%	*	-	-	-	-	
	Students																						
CWD	60%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
					*	*	*	-	*	-	-	*	-	-	100%	-	100%	*	-	-	-	-
	CWOD	90%	88%	100%	-	-	-	-	-	-	-	-	-	-	100%	-	100%	-	-	-	-	-
	EL	68%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	84%	81%	100%	*	-	*	-	*	-	-	*	*	-	100%	-	100%	-	-	-	-	-
	Female	90%	88%	*	-	*	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-

**STAAR Percent at Meets Grade Level or Above****Grade 7****Reading**

All	48%	43%	58%	43%	50%	65%	*	90%	*	60%	44%	68%	18%	61%	25%	54%	62%	-	57%	-	*
Students																					
CWD	21%	17%	18%	22%	0%	36%	-	-	-	*	9%	40%	18%	-	*	32%	0%	-	-	-	-
CWOD	51%	46%	61%	45%	58%	66%	*	90%	*	64%	50%	69%	-	61%	31%	56%	67%	-	57%	-	*
EL	19%	21%	25%	-	15%	*	-	*	-	-	8%	57%	*	31%	25%	23%	29%	-	-	-	-
Male	44%	39%	54%	38%	41%	64%	*	78%	-	40%	39%	63%	32%	56%	23%	54%	-	-	*	-	*
Female	52%	48%	62%	46%	60%	65%	*	100%	*	70%	48%	74%	0%	67%	29%	-	62%	-	*	-	-

**Mathematics**

All	41%	41%	63%	44%	53%	73%	*	95%	*	67%	51%	72%	21%	67%	45%	62%	65%	-	43%	-	*
Students																					
CWD	22%	17%	21%	33%	0%	36%	-	-	-	*	17%	30%	21%	-	*	26%	14%	-	-	-	-
CWOD	44%	44%	67%	45%	62%	75%	*	95%	*	71%	57%	74%	-	67%	56%	66%	69%	-	43%	-	*
EL	22%	25%	45%	-	31%	*	-	*	-	-	31%	71%	*	56%	45%	46%	43%	-	-	-	-
Male	41%	40%	62%	44%	50%	71%	*	89%	-	60%	53%	67%	26%	66%	46%	62%	-	-	*	-	*
Female	42%	41%	65%	44%	57%	75%	*	100%	*	70%	49%	79%	14%	69%	43%	-	65%	-	*	-	-

**Grade 8****Reading**

All	53%	50%	60%	44%	49%	68%	*	89%	-	63%	45%	70%	18%	64%	30%	63%	58%	-	33%	*	*
Students																					
CWD	22%	18%	18%	10%	11%	40%	-	-	-	-	10%	28%	18%	-	*	18%	19%	-	*	-	-
CWOD	57%	53%	64%	49%	57%	69%	*	89%	-	63%	49%	73%	-	64%	38%	66%	62%	-	20%	*	*
EL	19%	23%	30%	*	13%	33%	-	60%	-	-	33%	*	*	38%	30%	42%	13%	-	-	-	-
Male	49%	46%	63%	48%	51%	68%	-	94%	-	50%	44%	74%	18%	66%	42%	63%	-	-	*	*	*
Female	58%	54%	58%	40%	47%	68%	*	78%	-	*	45%	66%	19%	62%	13%	-	58%	-	*	-	*

**Mathematics**

All	55%	44%	52%	45%	44%	60%	*	100%	-	20%	45%	59%	16%	58%	35%	52%	53%	-	83%	*	*
Students																					
CWD	27%	19%	16%	10%	6%	40%	-	-	-	-	10%	22%	16%	-	*	24%	10%	-	*	-	-
CWOD	59%	47%	58%	51%	55%	62%	*	100%	-	20%	51%	65%	-	58%	46%	55%	60%	-	80%	*	*
EL	36%	32%	35%	*	0%	60%	-	*	-	-	33%	*	*	46%	35%	33%	38%	-	-	-	-
Male	52%	42%	52%	50%	56%	53%	-	*	-	*	42%	62%	24%	55%	33%	52%	-	-	*	*	*
Female	59%	46%	53%	38%	34%	68%	*	*	-	*	49%	57%	10%	60%	38%	-	53%	-	*	-	*

**Science**

All	50%	45%	64%	49%	45%	76%	*	96%	-	50%	50%	74%	24%	68%	30%	69%	59%	-	33%	*	*
Students																					
CWD	23%	18%	24%	10%	17%	50%	-	-	-	-	5%	44%	24%	-	*	29%	19%	-	*	-	-
CWOD	53%	48%	68%	54%	51%	77%	*	96%	-	50%	56%	76%	-	68%	38%	72%	64%	-	40%	*	*
EL	20%	22%	30%	*	0%	33%	-	80%	-	-	33%	*	*	38%	30%	33%	25%	-	-	-	-
Male	50%	45%	69%	51%	58%	77%	-	100%	-	33%	52%	79%	29%	72%	33%	69%	-	-	*	*	*
Female	50%	45%	59%	46%	35%	75%	*	86%	-	*	49%	67%	19%	64%	25%	-	59%	-	*	-	*

**End of Course****Algebra I**

All	59%	56%	96%	75%	96%	98%	-	100%	-	*	91%	97%	-	96%	*	98%	93%	-	-	-	-
Students																					
CWD	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	63%	61%	96%	75%	96%	98%	-	100%	-	*	91%	97%	-	96%	*	98%	93%	-	-	-	-
EL	40%	41%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
Male	53%	50%	98%	83%	100%	98%	-	100%	-	*	94%	99%	-	98%	*	98%	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	65%	62%	93%	70%	93%	97%	-	100%	-	*	89%	94%	-	93%	-	-	93%	-	-	-	-
Biology	All	60%	56%	100%	*	*	*	-	*	-	-	*	100%	-	100%	-	100%	*	-	-	-	-
	Students																					
	CWD	24%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	62%	100%	*	*	*	-	*	-	-	*	100%	-	100%	-	100%	*	-	-	-	-
	EL	24%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	52%	100%	*	-	*	-	*	-	-	*	*	-	100%	-	100%	-	-	-	-	-
	Female	62%	61%	*	-	*	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-

## STAAR Percent at Masters Grade Level

## Grade 7

Reading	All	29%	24%	39%	23%	33%	42%	*	90%	*	53%	26%	48%	9%	42%	20%	32%	47%	-	14%	-	*
	Students																					
	CWD	9%	8%	9%	0%	0%	27%	-	-	-	*	0%	30%	9%	-	*	16%	0%	-	-	-	-
	CWOD	31%	26%	42%	26%	38%	43%	*	90%	*	57%	31%	49%	-	42%	25%	34%	51%	-	14%	-	*
	EL	8%	7%	20%	-	8%	*	-	*	-	-	8%	43%	*	25%	20%	15%	29%	-	-	-	-
	Male	25%	21%	32%	18%	23%	37%	*	78%	-	40%	20%	39%	16%	34%	15%	32%	-	-	*	-	*
	Female	32%	28%	47%	27%	43%	49%	*	100%	*	60%	32%	60%	0%	51%	29%	-	47%	-	*	-	-
Mathematics	All	16%	17%	39%	25%	29%	44%	*	80%	*	40%	29%	46%	9%	42%	20%	39%	38%	-	29%	-	*
	Students																					
	CWD	7%	3%	9%	22%	0%	9%	-	-	-	*	9%	10%	9%	-	*	16%	0%	-	-	-	-
	CWOD	17%	18%	42%	26%	34%	46%	*	80%	*	43%	32%	48%	-	42%	25%	42%	41%	-	29%	-	*
	EL	6%	7%	20%	-	0%	*	-	*	-	-	15%	29%	*	25%	20%	23%	14%	-	-	-	-
	Male	16%	16%	39%	24%	27%	48%	*	56%	-	40%	36%	41%	16%	42%	23%	39%	-	-	*	-	*
	Female	16%	18%	38%	27%	31%	38%	*	100%	*	40%	23%	52%	0%	41%	14%	-	38%	-	*	-	-

## Grade 8

Reading	All	27%	25%	36%	24%	29%	40%	*	63%	-	50%	19%	47%	8%	39%	15%	37%	35%	-	17%	*	*
	Students																					
	CWD	7%	6%	8%	0%	6%	20%	-	-	-	-	0%	17%	8%	-	*	12%	5%	-	*	-	-
	CWOD	30%	27%	39%	28%	34%	41%	*	63%	-	50%	22%	49%	-	39%	19%	39%	39%	-	20%	*	*
	EL	5%	6%	15%	*	0%	17%	-	40%	-	-	17%	*	*	19%	15%	17%	13%	-	-	-	-
	Male	24%	21%	37%	26%	29%	39%	-	67%	-	33%	15%	50%	12%	39%	17%	37%	-	-	*	*	*
	Female	31%	28%	35%	23%	29%	42%	*	56%	-	*	24%	44%	5%	39%	13%	-	35%	-	*	-	*
Mathematics	All	17%	8%	11%	9%	6%	14%	*	40%	-	0%	8%	14%	0%	12%	6%	9%	13%	-	0%	*	*
	Students																					
	CWD	9%	4%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	18%	9%	12%	11%	8%	15%	*	40%	-	0%	9%	16%	-	12%	8%	10%	15%	-	0%	*	*
	EL	6%	4%	6%	*	0%	0%	-	*	-	-	7%	*	*	8%	6%	11%	0%	-	-	-	-
	Male	16%	8%	9%	6%	9%	10%	-	*	-	*	6%	12%	0%	10%	11%	9%	-	-	*	*	*
	Female	17%	8%	13%	14%	5%	17%	*	*	-	*	10%	15%	0%	15%	0%	-	13%	-	*	-	*
Science	All	25%	22%	39%	19%	27%	46%	*	83%	-	50%	26%	47%	5%	42%	20%	44%	33%	-	0%	*	*
	Students																					
	CWD	10%	5%	5%	0%	6%	10%	-	-	-	-	0%	11%	5%	-	*	6%	5%	-	*	-	-
	CWOD	26%	24%	42%	21%	32%	48%	*	83%	-	50%	29%	50%	-	42%	25%	46%	37%	-	0%	*	*
	EL	5%	6%	20%	*	0%	17%	-	60%	-	-	22%	*	*	25%	20%	33%	0%	-	-	-	-
	Male	25%	23%	44%	17%	33%	50%	-	94%	-	33%	28%	53%	6%	46%	33%	44%	-	-	*	*	*
	Female	24%	21%	33%	21%	23%	42%	*	57%	-	*	24%	41%	5%	37%	0%	-	33%	-	*	-	*

End of Course



		State	District	Campus	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
Algebra I	All Students	36%	33%	81%	63%	77%	82%	-	95%	-	*	86%	80%	-	81%	*	83%	78%	-	-	-	-
	CWD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	37%	81%	63%	77%	82%	-	95%	-	*	86%	80%	-	81%	*	83%	78%	-	-	-	-
	EL	19%	18%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	31%	28%	83%	83%	82%	79%	-	100%	-	*	88%	82%	-	83%	*	83%	-	-	-	-	-
	Female	40%	38%	78%	50%	73%	87%	-	80%	-	*	83%	76%	-	78%	-	-	78%	-	-	-	-
Biology	All Students	24%	22%	78%	*	*	*	-	*	-	-	*	88%	-	78%	-	60%	*	-	-	-	-
	CWD	6%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	25%	78%	*	*	*	-	*	-	-	*	88%	-	78%	-	60%	*	-	-	-	-
	EL	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	21%	60%	*	-	*	-	*	-	-	*	*	-	60%	-	60%	-	-	-	-	-
	Female	25%	24%	*	-	*	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-

## STAAR Percent at Approaches Grade Level or Above

## All Grades

All Subjects	All Students	77%	73%	87%	77%	80%	92%	91%	99%	*	83%	79%	92%	35%	91%	71%	87%	86%	-	78%	*	93%
	CWD	46%	38%	35%	33%	22%	59%	-	-	-	*	23%	53%	35%	-	15%	38%	33%	-	*	-	-
	CWOD	81%	77%	91%	83%	91%	94%	91%	99%	*	87%	87%	95%	-	91%	85%	91%	92%	-	76%	*	93%
	EL	62%	63%	71%	*	56%	77%	-	95%	-	-	69%	80%	15%	85%	71%	74%	66%	-	-	-	-
	Male	74%	70%	87%	81%	79%	91%	*	100%	-	79%	80%	92%	38%	91%	74%	87%	-	-	100%	*	80%
	Female	80%	76%	86%	74%	81%	93%	86%	98%	*	88%	78%	92%	33%	92%	66%	-	86%	-	59%	-	100%
Reading	All Students	73%	69%	85%	75%	79%	90%	100%	100%	*	78%	76%	91%	32%	90%	70%	85%	85%	-	69%	*	100%
	CWD	39%	30%	32%	32%	17%	57%	-	-	-	*	16%	57%	32%	-	13%	36%	29%	-	*	-	-
	CWOD	78%	73%	90%	81%	91%	92%	100%	100%	*	82%	85%	93%	-	90%	84%	89%	91%	-	67%	*	100%
	EL	54%	55%	70%	*	62%	60%	-	100%	-	-	65%	89%	13%	84%	70%	68%	73%	-	-	-	-
	Male	69%	64%	85%	82%	75%	88%	*	100%	-	73%	78%	89%	36%	89%	68%	85%	-	-	100%	*	*
	Female	78%	74%	85%	69%	83%	92%	*	100%	*	83%	75%	93%	29%	91%	73%	-	85%	-	43%	-	*
Mathematics	All Students	81%	77%	88%	80%	82%	93%	80%	100%	*	96%	83%	93%	39%	93%	73%	89%	88%	-	85%	*	100%
	CWD	53%	44%	39%	47%	23%	57%	-	-	-	*	33%	50%	39%	-	13%	39%	40%	-	*	-	-
	CWOD	84%	81%	93%	85%	93%	95%	80%	100%	*	100%	90%	95%	-	93%	88%	94%	92%	-	83%	*	100%
	EL	72%	74%	73%	*	57%	80%	-	100%	-	-	71%	78%	13%	88%	73%	76%	67%	-	-	-	-
	Male	79%	75%	89%	82%	82%	93%	*	100%	-	100%	84%	93%	39%	94%	76%	89%	-	-	100%	*	*
	Female	82%	79%	88%	79%	82%	94%	*	100%	*	92%	82%	92%	40%	92%	67%	-	88%	-	71%	-	*
Science	All Students	80%	75%	86%	75%	78%	94%	*	96%	-	63%	76%	93%	32%	91%	70%	87%	85%	-	83%	*	*
	CWD	51%	44%	32%	10%	28%	60%	-	-	-	-	16%	50%	32%	-	*	35%	29%	-	*	-	-
	CWOD	84%	79%	91%	85%	88%	95%	*	96%	-	63%	83%	96%	-	91%	81%	91%	92%	-	80%	*	*
	EL	61%	60%	70%	*	38%	100%	-	80%	-	-	72%	*	*	81%	70%	83%	50%	-	-	-	-
	Male	79%	74%	87%	79%	82%	92%	-	100%	-	50%	76%	94%	35%	91%	83%	87%	-	-	*	*	*
	Female	81%	77%	85%	72%	74%	96%	*	89%	-	*	76%	92%	29%	92%	50%	-	85%	-	*	-	*

## STAAR Percent at Meets Grade Level or Above

## All Grades

All Subjects	All Students	49%	44%	63%	46%	51%	72%	45%	94%	*	59%	49%	72%	20%	67%	35%	64%	62%	-	50%	*	57%
--------------	--------------	-----	-----	-----	-----	-----	-----	-----	-----	---	-----	-----	-----	-----	-----	-----	-----	-----	---	-----	---	-----

		State	District	Campus	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
	CWD	24%	18%	<b>20%</b>	17%	8%	41%	-	-	-	*	10%	32%	20%	-	0%	26%	13%	-	*	-	-
	CWOD	52%	47%	<b>67%</b>	50%	59%	73%	45%	94%	*	62%	54%	75%	-	67%	44%	67%	67%	-	48%	*	57%
	EL	29%	29%	<b>35%</b>	*	14%	42%	-	81%	-	-	31%	50%	0%	44%	35%	39%	29%	-	-	-	-
	Male	47%	41%	<b>64%</b>	48%	53%	71%	*	94%	-	43%	48%	73%	26%	67%	39%	64%	-	-	80%	*	20%
	Female	52%	47%	<b>62%</b>	45%	49%	73%	57%	94%	*	77%	50%	71%	13%	67%	29%	-	62%	-	24%	-	78%
Reading	All Students	47%	42%	<b>59%</b>	43%	49%	66%	20%	89%	*	61%	44%	69%	18%	63%	28%	59%	59%	-	46%	*	40%
	CWD	21%	15%	<b>18%</b>	16%	7%	38%	-	-	-	*	9%	32%	18%	-	0%	25%	11%	-	*	-	-
	CWOD	50%	45%	<b>63%</b>	47%	58%	68%	20%	89%	*	64%	49%	72%	-	63%	34%	62%	64%	-	42%	*	40%
	EL	23%	24%	<b>28%</b>	*	14%	30%	-	63%	-	-	23%	44%	0%	34%	28%	32%	20%	-	-	-	-
	Male	43%	37%	<b>59%</b>	43%	46%	66%	*	89%	-	45%	42%	69%	25%	62%	32%	59%	-	-	67%	*	*
	Female	51%	47%	<b>59%</b>	43%	52%	67%	*	90%	*	75%	47%	70%	11%	64%	20%	-	59%	-	29%	-	*
Mathematics	All Students	51%	45%	<b>66%</b>	47%	55%	74%	60%	98%	*	61%	53%	75%	18%	70%	45%	66%	65%	-	62%	*	60%
	CWD	26%	21%	<b>18%</b>	21%	3%	38%	-	-	-	*	14%	25%	18%	-	0%	25%	11%	-	*	-	-
	CWOD	54%	49%	<b>70%</b>	51%	65%	76%	60%	98%	*	64%	58%	78%	-	70%	56%	70%	71%	-	58%	*	60%
	EL	37%	37%	<b>45%</b>	*	19%	60%	-	100%	-	-	39%	67%	0%	56%	45%	48%	40%	-	-	-	-
	Male	50%	44%	<b>66%</b>	50%	58%	72%	*	96%	-	45%	52%	74%	25%	70%	48%	66%	-	-	100%	*	*
	Female	51%	47%	<b>65%</b>	45%	52%	77%	*	100%	*	75%	53%	75%	11%	71%	40%	-	65%	-	29%	-	*
Science	All Students	53%	47%	<b>65%</b>	49%	46%	76%	*	96%	-	50%	51%	74%	24%	69%	30%	70%	60%	-	33%	*	*
	CWD	25%	20%	<b>24%</b>	10%	17%	50%	-	-	-	-	5%	44%	24%	-	*	29%	19%	-	*	-	-
	CWOD	56%	50%	<b>69%</b>	55%	52%	77%	*	96%	-	50%	56%	77%	-	69%	38%	72%	65%	-	40%	*	*
	EL	26%	25%	<b>30%</b>	*	0%	33%	-	80%	-	-	33%	*	*	38%	30%	33%	25%	-	-	-	-
	Male	53%	46%	<b>70%</b>	52%	58%	77%	-	100%	-	33%	52%	80%	29%	72%	33%	70%	-	-	*	*	*
	Female	53%	48%	<b>60%</b>	46%	36%	75%	*	89%	-	*	49%	68%	19%	65%	25%	-	60%	-	*	-	*

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All Students	23%	19%	<b>38%</b>	22%	28%	43%	27%	80%	*	44%	25%	47%	6%	41%	19%	38%	38%	-	13%	*	21%
	CWD	8%	6%	<b>6%</b>	4%	3%	14%	-	-	-	*	2%	12%	6%	-	0%	10%	2%	-	*	-	-
	CWOD	25%	21%	<b>41%</b>	25%	33%	44%	27%	80%	*	46%	28%	49%	-	41%	24%	40%	41%	-	14%	*	21%
	EL	11%	11%	<b>19%</b>	*	2%	19%	-	62%	-	-	18%	25%	0%	24%	19%	24%	11%	-	-	-	-
	Male	22%	18%	<b>38%</b>	20%	28%	43%	*	82%	-	32%	24%	47%	10%	40%	24%	38%	-	-	27%	*	0%
	Female	24%	21%	<b>38%</b>	24%	29%	43%	29%	78%	*	58%	25%	47%	2%	41%	11%	-	38%	-	0%	-	33%
Reading	All Students	20%	17%	<b>37%</b>	24%	31%	41%	20%	74%	*	52%	23%	48%	8%	40%	18%	34%	41%	-	15%	*	20%
	CWD	7%	5%	<b>8%</b>	0%	3%	24%	-	-	-	*	0%	21%	8%	-	0%	14%	3%	-	*	-	-
	CWOD	22%	19%	<b>40%</b>	27%	36%	42%	20%	74%	*	55%	26%	49%	-	40%	22%	36%	44%	-	17%	*	20%
	EL	8%	8%	<b>18%</b>	*	5%	20%	-	50%	-	-	13%	33%	0%	22%	18%	16%	20%	-	-	-	-
	Male	17%	14%	<b>34%</b>	22%	26%	38%	*	70%	-	36%	17%	45%	14%	36%	16%	34%	-	-	33%	*	*
	Female	23%	20%	<b>41%</b>	25%	35%	45%	*	80%	*	67%	28%	50%	3%	44%	20%	-	41%	-	0%	-	*
Mathematics	All Students	26%	22%	<b>37%</b>	22%	26%	42%	40%	83%	*	35%	26%	45%	4%	40%	20%	38%	36%	-	15%	*	20%
	CWD	11%	6%	<b>4%</b>	11%	0%	5%	-	-	-	*	5%	4%	4%	-	0%	8%	0%	-	*	-	-
	CWOD	28%	24%	<b>40%</b>	24%	31%	45%	40%	83%	*	36%	29%	47%	-	40%	25%	41%	40%	-	17%	*	20%
	EL	16%	16%	<b>20%</b>	*	0%	20%	-	75%	-	-	19%	22%	0%	25%	20%	28%	7%	-	-	-	-
	Male	25%	22%	<b>38%</b>	20%	27%	43%	*	85%	-	27%	28%	44%	8%	41%	28%	38%	-	-	33%	*	*
	Female	26%	22%	<b>36%</b>	25%	26%	41%	*	80%	*	42%	24%	46%	0%	40%	7%	-	36%	-	0%	-	*

Science	All Students	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	20%	40%	19%	28%	47%	Ind	85%	Isl	Races	Disadv	Econ	5%	43%	20%	44%	35%	-	0%	*	*
	CWD	8%	5%	5%	0%	6%	10%	-	-	-	-	0%	11%	5%	-	*	6%	5%	-	*	-	-
	CWOD	26%	22%	43%	21%	33%	48%	*	85%	-	50%	29%	51%	-	43%	25%	47%	38%	-	0%	*	*
	EL	7%	7%	20%	*	0%	17%	-	60%	-	-	22%	*	*	25%	20%	33%	0%	-	-	-	-
	Male	25%	21%	44%	17%	33%	50%	-	94%	-	33%	28%	53%	6%	47%	33%	44%	-	-	*	*	*
	Female	23%	20%	35%	21%	24%	43%	*	67%	-	*	24%	43%	5%	38%	0%	-	35%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	78	75	78	78	70	84	*	80	74	62	78
CWD	62	53	59	73	-	-	-	*	62	62	38
CWOD	80	77	82	79	70	84	*	80	76	-	89
EL	78	*	68	95	-	81	-	-	73	38	78
Male	77	74	75	79	*	81	-	68	74	63	77
Female	80	76	82	78	*	87	*	92	74	61	80
<b>Mathematics</b>											
All Students	76	73	74	76	80	94	*	67	72	52	58
CWD	52	59	55	45	-	-	-	*	56	52	38
CWOD	78	74	78	78	80	94	*	70	75	-	63
EL	58	*	40	60	-	100	-	-	55	38	58
Male	73	71	64	75	*	94	-	64	68	41	56
Female	79	74	84	78	*	94	*	71	76	64	60

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
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
41	10	24%

'^' Indicates data reporting does not meet for Minimum Size.

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	63	48	53	69	54	91	*	62	51	20	42
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		Y			Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		Y			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		Y			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		Y			Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y		Y			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	N	Y		Y			N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		Y			N	N	Y
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children

without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	100%	98%	-	-	-	*	99%	100%	99%	-	100%	99%	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%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	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%	100%	-
	CWD	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%	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	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%	-
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	*	100%	-	100%	99%	100%	97%	100%	100%	100%	100%	-
	CWD	97%	100%	100%	90%	-	-	-	-	95%	100%	97%	-	*	94%	100%	-
	CWOD	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%	99%	-	100%	-	100%	99%	100%	94%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	2%	-	-	-	*	1%	0%	1%	-	0%	1%	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%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	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%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-

			African			American		Pacific	Two or	Econ	Non						
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	0%	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%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	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%	-
Science	All	0%	0%	0%	0%	*	0%	-	0%	1%	0%	3%	0%	0%	0%	0%	-
	Students																
	CWD	3%	0%	0%	10%	-	-	-	-	5%	0%	3%	-	*	6%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	-	0%	-	0%	1%	0%	6%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	66	20	5	35	2	2	0	2	5		
	Female	26	11	2	11	0	0	0	2	0		
	Total	92	31	7	46	2	2	0	4	5		
Out-of-School Suspensions												
	Male	18	4	2	10	0	2	0	0	0		
	Female	13	4	2	5	0	0	0	2	0		
	Total	31	8	4	15	0	2	0	2	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	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		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	34	11	2	17	0	2	0	2	2		14
	Female	9	2	2	5	0	0	0	0	0		5
	Total	43	13	4	22	0	2	0	2	2		19
Out-of-School Suspensions												
	Male	15	4	4	7	0	0	0	0	0		4
	Female	4	0	0	4	0	0	0	0	0		2
	Total	19	4	4	11	0	0	0	0	0		6
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism												
	Male	30	5	5	20	0	0	0	0	0	5	5
	Female	28	2	5	17	0	2	0	2	0	2	5
	Total	58	7	10	37	0	2	0	2	0	7	10



	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	2
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	13.4%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.5	4.4%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	45	1%	-	-
Mathematics	5,880	1%	45	1%	-	-
Grade 4						
Reading	6,312	2%	55	1%	-	-
Mathematics	6,311	2%	55	1%	-	-
Grade 5						
Reading	6,133	1%	59	1%	-	-
Mathematics	6,131	1%	59	1%	-	-
Science	6,133	1%	59	1%	-	-

	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 6						
Reading	6,038	1%	50	1%	-	-
Mathematics	6,036	1%	50	1%	-	-
Grade 7						
Reading	5,616	1%	44	1%	*	0%
Mathematics	5,616	2%	44	1%	*	0%
Grade 8						
Reading	5,251	1%	39	1%	*	0%
Mathematics	5,254	2%	39	1%	*	1%
Science	5,250	1%	39	1%	*	0%
End of Course						
English I	5,150	1%	35	0%	-	-
English II	4,680	1%	40	1%	-	-
Algebra I	5,122	1%	35	1%	-	-
Biology	4,954	1%	33	1%	-	-
All Grades						
All Subjects	101,751	1%	825	1%	8	0%
Reading	45,064	1%	367	1%	*	0%
Mathematics	40,350	1%	327	1%	*	0%
Science	16,337	1%	131	1%	*	0%

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

-) Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>Rate</b>
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)

There is no data for this campus.