# **Texas Education Agency** 2018-19 Federal Report Card for Texas Public Schools Campus Name: O'BRIEN MIDDLE Campus ID: 138902041 District Name: KNOX CITY-O'BRIEN CISD

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

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

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

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

(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 vear.

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

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

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status. To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics

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

		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	Military
	t at Annroad			-		mopanie	Winte	ind	Asian	131	Naces	Disauv	Disauv	0110	CIIOD		Male	remaie	Migrant	nomeress	Gale	wintary
STAAR Percen Grade 5					love																	
Reading	All Students CWD	86% 55%	79% *	79% *	2	67% *	100%	-	-	-	-	69% *	100% -	*	76%	-	80% *	79% *	-	-	-	-
	CWOD EL	89% 77%	76% -	76% -	2	60%	100% -	-	-	-	-	64% -	100% -	2	76% -	-	-	77% -	-	-	-	-
	Male Female	83% 88%	80% 79%	80% 79%	-	* 63%	* 100%	-	-	-	-	* 67%	* 100%	*	* 77%	-	80%	- 79%	-	-	-	-
Mathematica															71%		60%					
Mathematics	All Students CWD	89% 68%	74%	74%	-	58%	100%	-	-	-	-	62% *	100%	*	-	-	60%	79%	-	-	-	-
	CWOD EL	92% 85%	71%	71% -	1	50% -	100% -	-	-	-	-	55% -	100% -	-	71% -	-	-	77% -	-	-	-	-
	Male Female	88% 90%	60% 79%	60% 79%	2	* 63%	* 100%	-	-	-	-	* 67%	* 100%	*	* 77%	-	60% -	- 79%	-	-	-	-
Science	All Students	74%	37%	37%	_	8%	86%	_			_	23%	67%		41%	_	40%	36%		_		_
Science	CWD	45%	*	*	-	*	-	-	-	-	-	*	-	٠	-	-	+0 %	*	-	-	-	-
	CWOD EL	77% 60%	41%	41%	-	10% - *	86% - *	-	-	-	-	27%	67% - *	-	41% - *	-	-	38%	-	-	-	-
	Male Female	74% 73%	40% 36%	40% 36%	2	0%	83%	-	-	-	-	22%	60%	*	38%	-	40% -	- 36%	-	-	-	-
Grade 6																						
Reading	All Students CWD	67% 33%	63%	63%	-	53%	86%	-	-	-	*	53%	88%	-	63%	*	53%	75%	-	-	-	-
	CWOD	71%	63%	63%	-	53%	86%	-	-	-	*	53%	88%	-	63%	÷	53%	75%	-	-	-	-
	EL Male	42% 62%	53%	53%	-	40%	÷	-	-	-	÷	33%	83%	-	53%	*	53%	-	-	-	-	-
	Female	71%	75%	75%	-	67%	*	-	-	-	-	70%	*	-	75%	-	-	75%	-	-	-	-
Mathematics	All Students CWD	80% 50%	89%	89%		84%	100%	-	-	-	*	84%	100%		89%	*	93%	83%		-	-	-
	CWOD	83%	89%	89%	-	84%	100%	-	-	-	*	84%	100%	-	89%		93%	83%	-	-	-	-
	EL Male	67% 78%	93%	93%	-	90%	÷	-	-	-	÷	89%	100%	-	93%	*	93%	-	-	-	-	-
	Female	81%	83%	83%	-	78%	•	-	-	-	-	80%	*	-	83%	-	-	83%	-	-	-	-
Grade 7 Reading	All Students	74%	77%	77%	*	70%		-	_	_	-	73%	*		73%		86%	67%	_	*	_	-
recounty	CWD	37%	*	*	-	*	:	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD EL	78% 49%	73%	73%	-	67%	-	-	-	-	-	70%	-	-	73%	*	86%	*	-	-	-	-
	Male Female	70% 79%	86% 67%	86% 67%	-	80% 60%	*	-	-	-	-	83% 60%	*	*	86%	*	86% -	- 67%	-	-	-	-
Mathematics	All Students	73%	92%	92%	*	90%		-	-	-	-	91%	*	*	91%	*	86%	100%	-	*	-	-
mationatio	CWD	43% 77%	91%	91%	-	89%	:	-	-	-	-	90%	*	•	91%	-	86%	*	-	-	-	-
	EL	57%	*	*	÷	*	:	-	-	-	-	*	÷	-	*	*	-	٠	-	÷	-	-
	Male Female	72% 75%	86% 100%	86% 100%	-	80% 100%	*	-	-	-	-	83% 100%	*	*	86% *	*	86% -	- 100%	-	-	-	-
Grade 8																						
Reading	All Students CWD	84% 47%	85% *	85% *	*	*	88% *	-	-	-	-	78%	*	*	100%	*	*	100%	-	-	-	-
	CWOD	88% 62%	100%	100%	-	*	100%	-	-	-	-	100%	*	-	100%	:	*	100%	-	-	-	-
	Male	81%	*	*	*	÷	*	-	-	-	-	*			*	÷	*	-	-	-	-	-
	Female	88%	100%	100%	-		100%	-	-	-	-	100%			100%		-	100%	-	-	-	-
Mathematics	All Students CWD	87% 58%	92%	92% *	*	*	100%	-	-	-	-	89%	-	*	100% -	-	*	100%	-	-	-	-
	CWOD EL	90% 77%	100%	100%	-	*	100%	-	-	-	-	100%	*	-	100%	*	* -	100%	-	-	-	-
	Male Female	84% 89%	* 100%	* 100%	*	-	* 100%	-	-	-		* 100%	*	*	* 100%	÷	*	- 100%		-	-	
						*																
Science	All Students CWD	79% 46%	69% *	69% *	*	-	88%	-	-	-	-	56% *	-	*	70%	-		78%	-	-	-	-
	CWOD EL	83% 55%	70% *	70% *	1	*	83% -	-	-	-	-	50% *	-	2	70% *	*	-	75% *	2	-	-	-
	Male Female	78% 81%	* 78%	* 78%	*	-	* 100%	-	-	-	-	* 67%	*	*	* 75%		* -	- 78%	2	-	-	-
STAAR Percen	t at Meets G	irade l	_evel or	Above																		
Grade 5 Reading	All Students	53%	32%	32%	-	17%	57%	-	-	-	-	8%	83%		35%	-	20%	36%	-	-	-	-
5	CWD CWOD	27% 56%	* 35%	* 35%	-	* 20%	- 57%	-	-	-	-	* 9%	- 83%	*	35%	-	*	* 38%		-	-	
	EL Male	36% 50%	20%	20%	2	- *	-	-	-	-	-	- *	-	÷	-	2	- 20%	-	-	-	-	-
	Female	56%	36%	36%	-	25%	50%	-	-	-	-	11%	80%	٠	38%	-	-	36%	-	-	-	-
Mathematics	All Students	57%	32%	32%	-	8%	71%	-	-	-	-	8%	83%	٠	35%	-	20%	36%		-	-	-
	CWD CWOD	31% 60%	* 35%	* 35%	-	* 10%	- 71%	-	-	-	-	* 9%	- 83%	* -	- 35%	-	*	* 38%	-	-	-	-
	EL Male	46% 56%	20%	20%	2	- *	-	-	-	-	-	-	-	-	- *	2	- 20%	-	-	-	-	-
	Female	50% 57%	36%	36%	-	13%	67%	-	-	-	-	11%	80%	٠	38%	-	-	36%	-	-	-	-
Science	All Students	48%	16%	16%	-	0%	43%	-	-	-	-	0%	50%	٠	18%	-	20%	14%	-	-	-	-
	CWD CWOD	27% 50%	* 18%	* 18%	1	* 0%	- 43%	2	-	-	1	* 0%	- 50%	-	- 18%	2	*	* 15%	1	-	-	2
	EL Male	31% 50%	- 20%	- 20%	-		÷	-	-	-	-	÷	-	÷	- *	2	- 20%	-	-	-	-	-
	Female	45%	14%	14%	-	0%	33%	-	-	-	-	0%	40%	٠	15%	-	-	14%	-	-	-	-
Grade 6																						
Reading	All Students CWD	36% 19%	19% -	19% -	2	21% -	0% -	2	2	-	* -	16% -	25%	1	19% -	-	13% -	25%	1	-	2	1
	CWOD	38%	19%	19%	-	21%	0%	-	-	-	٠	16%	25%	-	19%	٠	13%	25%	-	-	-	-

	EL	State 14%	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	Mili
	EL Male Female	33% 40%	13% 25%	13% 25%	-	10% 33%	*	-	-	-	- * -	0% 30%	- 33% *	-	13% 25%	*	13%	- 25%	-	-	-	
Mathematics	All Students	46%	59%	59%	-	58%	57%	-	-	-	*	58%	63%	-	59%	*	53%	67%	-	-	-	
	CWD CWOD	23% 48%	- 59%	- 59%	2	- 58%	- 57%	2	2	-	÷	- 58%	- 63%	-	- 59%	÷	- 53%	- 67%	2	-	2	
	EL	27%	*	*	-	*	-	-	-	-	÷	*	-	-	*	:	*	-	-	-	-	
	Male Female	45% 46%	53% 67%	53% 67%	-	50% 67%	*	-	-	-	-	56% 60%	50% *	-	53% 67%	-	53% -	67%	-	-	-	
Grade 7 Reading	All Students	48%	46%	46%	*	40%						36%			45%		43%	50%				
Reading	CWD	21%	*	*		*	*	-	-	-	-	*	٠	*	-	-	-	*	-	-	-	
	CWOD EL	51% 19%	45%	45% *	*	44%	÷.	2	2	2	-	40%	-	2	45%	*	43%	:	-	*	2	
	Male	44%	43%	43%	*	40%	:	-	-	-	-	33%	:	-	43%	-	43%	-	-	*	-	
	Female	52%	50%	50%	-	40%		-	-	-	-	40%					-	50%	-	-	-	
Mathematics	All Students CWD	41% 22%	62% *	62% *	* -	60% *	:	-	-	-		55% *	:	:	55%	÷.	57%	67%		*	-	
	CWOD	44%	55%	55%	*	56%	٠	-	-	-	-	50%	*	-	55%	:	57%	•	-	*	-	
	EL Male	22% 41%	57%	* 57%	*	60%	*	-	-	-	-	* 50%	*	-	* 57%	-	- 57%	-	-	*	-	
	Female	42%	67%	67%	-	60%	*	-	-	-	-	60%	*	*	*	*	-	67%	-	-	-	
Grade 8 Reading	All Students	53%	38%	38%	*	*	50%	-	-	-	-	22%	*	*	50%	٠	*	44%	-	-	-	
	CWD CWOD	22% 57%	* 50%	* 50%	*	-	* 67%	-	-	-	-	* 33%	-	*	- 50%	÷	*	* 50%	-	-	-	
	EL	19%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	
	Male Female	49% 58%	* 44%	* 44%	-	-	* 60%	-	-	-	-	* 33%	*	*	* 50%	÷	-	- 44%	2	-	-	
Mothematic					*	*								*								
Mathematics	All Students CWD	55% 27%	69% *	69% *	*	-	75% *	-	-	-	-	56% *	-	*	90%	-	*	78%	-	-	-	
	CWOD EL	59% 36%	90%	90% *	2	*	100%	-	-	-	2	83%	*	-	90%	÷	*	88%	-	-	-	
	Male Female	52% 59%	* 78%	* 78%	*	-	* 80%	-	-	-	-	* 67%	*	*	* 88%	-	*	- 78%	-	-	-	
					-			-	-	-	-						-		-	-	-	
Science	All Students CWD	50% 23%	38%	38%	*	-	50% *	-	-	-	2	22%	-	*	50% -	-	*	44% *	2	-	-	
	CWOD EL	53% 20%	50% *	50% *	-	*	67%	-	-	-	-	33%	*	-	50%	:	*	50% *	-	-	-	
	Male Female	50% 50%	* 44%	* 44%	*	-	* 60%	-	-	-	-	* 33%	*	*	* 50%	÷	*	- 44%	-	-	-	
	1 ciliaic	0070	4470	4470			0070					0070			0070							
	t at Masters	Grade	e Level																			
Grade 5 Reading	All Students		16%	16%	-	8%	29%	-	-	-	-	8%	33%	*	18%	-	20%	14%	-	-	-	
	CWD CWOD	9% 31%	18%	18%	-	10%	29%	-	-	-	-	9%	33%	-	18%	-	٠	15%	-	-	-	
	EL Male	14% 26%	- 20%	- 20%	2	-	÷	-	-	-	-	-	-	-	-	2	- 20%	-	-	-	-	
	Female	31%	14%	14%	-	13%	17%	-	-	-	-	11%	20%	*	15%	-	-	14%	-	-	-	
Mathematics	All Students	36%	16%	16%	-	8%	29%	-	-	-	-	0%	50%	*	18%	-	20%	14%	-	-	-	
	CWD CWOD	14% 38%	* 18%	* 18%	1	* 10%	- 29%	-	-	-	2	* 0%	- 50%	-	- 18%	2	*	* 15%	2	-	-	
	EL	24%	20%	20%		-	-	-	-	-	-	-	-	÷	-	-	- 20%	-	-		-	
				14%	-	13%	17%	-	-	-	-	00/	40%	*	15%	-	-	14%	-	-	-	
	Male Female	36% 35%	14%			1070						0%			6%	-	0%					
Science	Female	35%	14%		-		14%	-	-	-	-		17%	*				7%	-	-	-	
Science	Female All Students CWD	35% 23% 11%	14% 5% *	5% *	-	0%	14%	-	-	-	-	0%	17% - 17%	*	-	-	*	7% *	-	-	-	
Science	Female All Students CWD CWOD EL	35% 23% 11% 25% 11%	14% 5% * 6%	5% * 6%	-	0% * -	- 14% -	- - -	- - -	- - -		0% * -	- 17% -	* - -	6% -	-	* -	* 8% -	-	-	-	
Science	Female All Students CWD CWOD	35% 23% 11% 25%	14% 5% *	5% *		0%	- 14%	- - - -	- - - -			0% *	- 17%	* - - *	-	-	*	*				
	Female All Students CWD CWOD EL Male	35% 23% 11% 25% 11% 25%	14% 5% 6% - 0%	5% * 6% - 0%	2	0% * - *	- 14% - *	- - -	- - - -		- - - -	0% * 0% -	- 17% - *	* - - *	- 6% - *		* -	* 8% - -	-		- - -	
Grade 6	Female All Students CWD CWOD EL Male Female All Students	35% 23% 11% 25% 25% 21% 17%	14% 5% 6% - 0% 7%	5% * 6% - 0%	-	0% * - *	- 14% - * 17%				- - - -	0% * 0% 5%	- 17% - 20% 13%	* - - *	- 6% - *		* - 0% - 7%	* 8% - -				
Grade 6	Female All Students CWD CWOD EL Male Female All Students CWD CWOD	35% 23% 11% 25% 21% 17% 6% 18%	14% 5% * 6% - 0% 7%	5% * 6% - 0% 7%	-	0% * * 0%	- 14% - * 17%			- - - -	- - - - * -	0% * 0% -	- 17% - * 20%		- 6% - * 8%	-	* - 0% -	* 8% - 7%	-			
rade 6	Female All Students CWD EL Male Female All Students CWD CWOD EL	35% 23% 11% 25% 21% 17% 6% 18% 4%	14% 5% - 0% 7% 7% - 7% *	5% * 0% 7% 7% - 7%	-	0% * 0% - 0% 5% 5%	- 14% - * 17% 0% -	-	-	-	- - - - - - - - - - - - - -	0% * 0% - 5% *	- 17% - 20% 13% - 13% -		- - * 8% 7% - 7% *	-	* - 0% - 7% - 7%	* - - 7% 8% -	-		-	
Grade 6	Female All Students CWD CWOD EL Male Female All Students CWD CWOD	35% 23% 11% 25% 21% 17% 6% 18%	14% 5% ~ 6% - 0% 7% 7%	5% * 0% 7% 7%	-	0% * 0% - 5% -	- 14% - 17% 0% - 0% -				- - - * * *	0% ~ ~ 0% 5%	- 17% - 20% 13% -		- 6% - * 8% 7%	-	* - 0% - 7% -	* - - 7% 8% -	-		-	
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Grade 6 Reading Mathematics Grade 7 Reading Mathematics	Female All Students CWD CWOD EL Male	35% 23% 11% 25% 21% 25% 21% 8% 4% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20	14% 5% * 6% - 0% 7% 7% 7% 8% 22% 27% 17% 46% * 45% 50% 38% * 57%	5% * 6% - 7% 7% * 8% 22% - 22% 27% 17% 46% * 46% * 43% 50% 38% * * 57%		0% - - 0% 5% - 5% - * 21% 21% 22% 20% 20% 40% 40% 40% 40% 40%	14% 17% 0% 0% 0% 14% 14%   					0% * 0% 5% 5% 5% 0% 10% 26% 26% 33% 20% 36% * 33% 40% * 33% 40% 50%	17% 20% 13% 13% 17% 13% 13% 13%		- 6% - 8% 7% 7% 8% 22% 22% 27% 17% 45% 45% 45% 45% *		- 7% 7% 27% 27% 27% 43% 43% 57% 57%	* 8% - 7% 8% 8% - 8% 17% - 17% 50% * 50% 17% *	-			
rade 6 Reading Mathematics rade 7 Reading Mathematics	Female All Students CWD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWD CWD CWD CWD CWD CWD CWD CWD C	35% 23% 11% 25% 21% 25% 21% 8% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20	14% 5% 6% - 0% 7% 7% 7% 8% 22% 27% 17% 46% 43% 50% 38% 45% 50% 38% 57% 17%	5% * 6% - 7% 7% * 8% 22% - 22% 27% 17% 46% * 46% * 43% 50% 38% * * 57%		0% - - 0% 5% - 5% - * 21% 21% 22% 20% 20% 40% 40% 40% 40% 40%						0% * 0% - 5% 5% 5% * 0% 26% * 33% 20% 36% * 40% * 33% 40% * 36% * 40% * 50% 20%	17% 20% 13% 13% 17% 13% 13% 13%		- 6% - 8% 7% 7% 8% 22% 22% 27% 17% 45% 45% 45% 45% *		- 7% 7% 27% 27% 27% 43% 43% 57% 57%	* 8% - 7% 8% 8% - 8% 17% - 17% 50% * - 50% 17% * 50% 17% *	-			
Grade 6 Reading Mathematics Grade 7 Reading Mathematics	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL Male Female	35% 23% 11% 25% 21% 25% 21% 8% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20	14% 5% 6% - 0% 7% 7% 7% 8% 22% - 2% 27% 17% 46% 43% 50% 38% 45% 57% 17%	5% * 6% - 0% 7% 7% * 8% 22% - 22% * 27% 17% 46% * 46% * 45% * 57% 57% 17%		0% - - 0% 5% - 5% - * 21% 21% 22% 20% 20% 40% 40% 40% 40% 40%	14% 17% 0% 0%					0% * 0% - 5% - 5% - 0% 10% 26% 26% 26% 33% 20% 36% * 40% * 33% 40% * 50% 20%	17% 20% 13% 13% 17% 13% 13% 13%		- 6% - * 8% 7% 7% 8% 22% 22% 22% 22% 22% 22% 45% 45% * 45% 45% 57% *		- 7% 7% 27% 27% 27% 43% 43% 57% 57%	* 8% - 7% 8% 8% 17% 17% - 17% 50% * * 50% 17% * 17%	-			
Science Grade 6 Reading Mathematics Grade 7 Reading Mathematics Grade 8 Reading	Female All Students CWD CWOD EL Male Female All	35% 23% 11% 25% 21% 25% 21% 77% 6% 18% 4% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20	14% 5% 6% 7% 7% 7% 8% 22% 22% 27% 17% 46% 45% 50% 38% 55% 57% 17% 31%	5% * 6% 0% 7% 7% 7% 8% 22% * 22% * 22% * 22% * 27% 17% 46% * 45% * 38% * 50% 38% * 38%		0% - - 0% 5% - 5% - * 21% 21% 22% 20% 20% 40% 40% 40% 40% 40%						0% * 0% 5% 5% 5% 0% 10% 26% * 33% 20% 36% * 40% * 36% * 40% * 36% * 40% * 11%	17% 20% 13% 13% 17% 13% 13% 13%		- 6% - 8% 7% 7% 8% 22% 22% 22% 22% 22% 27% 17% 45% 45% * 45% * 45% * 45% * 45%		- 7% 7% 27% 27% 27% 43% 43% 57% 57%	* 8% - 7% 8% - 8% 17% - 17% 50% * * 50% 17% * 17% 333%	-			

		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 CWD	17% 9%	31%	31% *	*	*	38%	-	-	-	-	22%	*	*	40%	*	:	33%	-	-	-	-
	CWOD	18% 6%	40%	40%	-	*	50%	-	-	-	-	33%	*	-	40%	*	٠	38%	-	-	-	-
	Male Female	16% 17%	* 33%	* 33%	÷	-	- * 40%	-	-	-	-	* 33%	*	*	* 38%	÷	*	- 33%	-	-	-	-
Science	All Students	25%	31%	31%		*	50%					11%	*		40%			33%				
Science	CWD CWOD	25% 10% 26%	40%	40%	*	-	50% * 67%	-	-	-	-	17%	-	*	40% - 40%	÷	*	33% * 38%	-	-	-	-
	EL Male	20 % 5% 25%	*	40 /o * *	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Female	24%	33%	33%	-	*	60%	-	-	-	-	17%	*	٠	38%	٠	-	33%	-	-	-	-
STAAR Percen	t at Approad	ches G	irade Le	vel or Ab	ove																	
All Grades All Subjects	All Students	77%	78%	74%	40%	64%	94%	-		-	٠	67%	94%	68%	75%	57%	70%	77%	-	*	-	
	CWD CWOD	46% 81%	58% 81%	68% 75%	*	75% 63%	88% 95%	-	2	-	*	65% 67%	* 94%	68% -	- 75%	- 57%	44% 74%	90% 76%	-	*	-	-
	EL Male	62% 74%	64% 77%	57% 70%	40%	57% 64%	- 86%	-	2	-	÷	57% 61%	- 95%	- 44%	57% 74%	57% *	* 70%	60% -	-	÷	-	-
	Female	80%	79%	77%	-	64%	98%	-	-	-	-	71%	93%	90%	76%	60%	-	77%	-	-	-	-
Reading	All Students CWD	73% 39%	74% 39%	74% 71%	*	64% *	92% *	-	1	-	-	65% 67%	95%	71% 71%	74%	-	65% *	80%	2	* -	2	-
	CWOD EL	78% 54%	78% 45%	74% *	-	62% *	95% -	-	-	-	-	65% *	95% -	-	74% *	*	68% *	78%	-	-	-	-
	Male Female	69% 78%	70% 77%	65% 80%	*	58% 69%	78% 100%	-	1	-	*	55% 73%	89% 100%	*	68% 78%	:	65% -	- 80%	2	*	2	-
Mathematics	All Students	81%	87%	86%	*	80%	100%	-	-	-	*	81%	100%	86%	86%	*	84%	88%	-	*	-	-
	CWD CWOD	53% 84%	79% 88%	86% 86%	:	* 79%	* 100%	-	-	-	÷	83% 80%	* 100%	86%	- 86%	÷	* 86%	* 86%	-	- *	-	:
	EL Male	72% 79%	88% 87%	* 84%	÷	* 79%	- 100%	-	1	-	÷	* 77%	- 100%	÷	* 86%		* 84%	*	2	-	-	-
	Female	82%	87%	88%	-	81%	100%	-	-	-	-	83%	100%	٠	86%	٠	-	88%	-	-	-	-
Science	All Students CWD	80% 51%	73% 63%	50% 40%	*	19%	87% *	-	-	-	-	36% 40%	80%	40% 40%	52%	*	44% *	52% *	-	-	-	-
	CWOD	84% 61%	74%	52% *	-	21%	85%	-	-	-	-	35%	80%	-	52% *	:	50%	52% *	-	-	-	-
	Male Female	79% 81%	80% 68%	44% 52%	*	* 17%	* 91%	-	1	-	1	29% 40%	* 75%	*	50% 52%	÷	44%	- 52%	2	-	2	-
STAAR Percen All Grades																						
All Subjects	All Students CWD	49% 24%	43% 18%	39% 16%	0% *	31% 13%	54% 25%	-	-	-	-	28% 6%	68% *	16% 16%	42%	14% -	34% 0%	43% 30%	-	-	-	-
	CWOD EL	52% 29%	46% 14%	42% 14%	-	33% 14%	58% -	-	-	-	-	31% 14%	67% -	-	42% 14%	14% 14%	39% *	44% 0%	-	-	-	-
	Male Female	47% 52%	41% 44%	34% 43%	0% -	26% 34%	50% 56%	-	-	-	-	22% 32%	65% 70%	0% 30%	39% 44%	* 0%	34% -	43%	-	-	-	-
Reading	All Students	47%	38%	31%	*	24%	42%	-	-	-	*	19%	60%	14%	32%	*	23%	37%	-	*	-	-
	CWD CWOD	21% 50%	17% 41%	14% 32%	*	* 26%	* 43%	-	-	-	÷	0% 22%	* 58%	14% -	- 32%	÷	* 25%	* 38%	-	*	-	-
	EL Male	23% 43%	18% 33%	23%	÷	* 16%	- 33%	-	1	-	÷	* 9%	- 56%	÷	* 25%	:	* 23%	-	-	*	-	-
	Female	51%	42%	37%	-	31%	47%	-	-	-	-	27%	64%	*	38%	*	-	37%	-	-	-	-
Mathematics	All Students CWD	51% 26%	48% 29%	54% 29%	*	47%	71% *	-	1	-	-	44% 17%	80%	29% 29%	57% -	-	48%	59% *	-	*	-	-
	CWOD EL	54% 37%	51% 13%	57% *	-	48%	76% -	-	1	-	-	48% *	79% -	1	57% *	:	54% *	59% *	2	*	-	-
	Male Female	50% 51%	48% 49%	48% 59%	-	42% 50%	67% 73%	-	1	-	-	41% 47%	67% 91%	*	54% 59%	:	48% -	- 59%	-	*	-	-
Science	All Students	53%	44%	25%	*	6%	47%	-	-	-	-	9%	60%	0%	30%	*	22%	26%	-	-	-	-
	CWD CWOD	25% 56%	0% 50%	0% 30%	-	* 7%	* 54%	-	-	2	-	0% 12%	- 60%	0%	- 30%	÷	* 33%	* 29%	-	-	-	-
	EL Male	26% 53%	* 52%	* 22%	÷	*	÷	-	2	-	2	* 0%	÷	÷	* 33%	* -	- 22%	* -	-	-	-	2
	Female	53%	38%	26%	-	8%	45%	-	-	-	-	13%	50%	*	29%	*	-	26%	-	-	-	-
STAAR Percen	t at Masters	Grade	e Level																			
All Grades All Subjects	All Students	23%	16%	22%	0%	15%	32%	-	-	-	٠	15%	38%	5%	24%	14%	24%	20%	-	*	-	-
	CWD CWOD	8% 25%	5% 18%	5% 24%		0% 16%	13% 35%	-	-	-	*	0% 17%	38%	5% -	24%	14%	0% 27%	10% 21%	-	*	-	-
	EL Male	11% 22%	5% 17%	14% 24%	- 0%	14% 17%	- 36%	-	-	-	*	14% 16%	- 45%	- 0%	14% 27%	14% *	* 24%	0% -	-	-	-	-
	Female	24%	16%	20%	-	14%	29%	-	-	-	-	15%	33%	10%	21%	0%	-	20%	-	-	-	-
Reading	All Students CWD	20% 7%	14% 11%	21% 14%	*	13%	33%	-	1	-	-	13% 0%	40%	14% 14%	22%	-	19% *	22%	-	*	-	-
	CWOD EL	22% 8%	15% 0%	22% *	* -	14%	33%	-	1	-	* -	15%	37%	÷	22%	*	21%	22%	2	-	-	-
	Male Female	17% 23%	12% 16%	19% 22%	-	11% 15%	33% 33%	-	-	-	-	9% 17%	44% 36%	*	21% 22%	*	19% -	- 22%	-	-	-	-
Mathematics	All Students	26%	19%	25%	*	22%	29%	-	-	-	*	21%	35%	0%	28%	*	32%	20%	-	*	-	-
	CWD CWOD	11% 28%	0% 22%	0% 28%	*	* 24%	* 33%	-	2	-	÷	0% 24%	* 37%	0%	- 28%	-	* 36%	* 22%	-		-	-
	EL Male	16% 25%	13% 25%	* 32%	÷	* 26%	- 44%	-	-	-	- *	* 27%	- 44%	÷	* 36%	*	* 32%	* -	-	- *	-	-
	Female	26%	15%	20%	-	19%	20%	-	-	-	-	17%	27%	٠	22%	*	-	20%	-	-	-	-
Science	All Students CWD	24% 8%	16% 0%	16% 0%	*	0%	33%	-	-	-	-	5% 0%	40%	0% 0%	19%	* -	11% *	17%	-	-	-	-
	CWOD	26% 7%	19%	19%	2	0%	38%	-	-	-	-	6% *	40%	-	19%	:	17% -	19%	-	-	-	-
	Male Female	25% 23%	12% 19%	11% 17%	<u>*</u>	* 0%	* 36%	-	-	-	-	0% 7%	* 38%	*	17% 19%	÷	11% -	- 17%	-	-	-	-

					Two or		Non								
	Afr	Amer		Pac	More	Econ	Econ							Foster	
State District Campus	Amer Hispanic White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant Homeless	Care	Military
Indicates results are masked due to small num	bers to protect student	confident	tiality.												

Part (iii): Academic Growth and Graduation Rate

Indicates zero observations reported for this group.

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

Q.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	otudonto	American	mopuno		manan	Aolali	Iolallaci	Rubbb	Diouuv	0112	
Reading											
All Students	69	*	64	73	-	-	-	*	63	79	*
CWD	79	*	*	*	-	-	-	-	75	79	-
CWOD	68	*	63	74	-	-	-	*	62	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	61	*	50	72	-	-	-	*	52	*	*
Female	74	-	75	73	-	-	-	-	72	*	*
Mathematics											
All Students	79	*	74	85	-	-	-	*	78	100	*
CWD	100	*	*	*	-	-	-	-	100	100	-
CWOD	77	*	73	83	-	-	-	*	75	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	79	*	71	89	-	-	-	*	75	*	*
Female	79	-	77	83	-	-	-	-	80	*	*

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

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

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

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

Q. Indicates there are no students in the group. **י**^י

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

- **י**^י Indicates data reporting does not meet for Minimum Size.
- 1\*1 Indicates results are masked due to small numbers to protect student confidentiality. ų,
  - Indicates zero observations reported for this group.

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

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

Student Success (Student Achie		African American nain Score		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	13	37	60	-	-	-	*	37	30	28
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

1:01 Indicates results are masked due to small numbers to protect student confidentiality.

2 Indicates there are no students in the group.

Part (vi): Goal Meeting Status

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

	All	African		American		Pacific	Two or More	Econ		
	Students	American Hispan	ic White	Indian	Asian	Islander	Races	Disadv	CWD	EL +
STAAR Performance Status										
Reading										

	All	African American	Hienenie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Coole (2018 2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Interim Goals (2018-2022)	44% N	32%		00%	43%	74%	43%	30%		19%	29%
Target Met Interim Goals (2023-2027)	52%	42%	N 46%	66%	51%	78%	53%	62%	N 43%	31%	39%
		42%		00%	51%	1070	55%	0270		31%	39%
Target Met	N 62%	54%	N 58%	73%	62%	82%	63%	70%	N 55%	45%	52%
Interim Goals (2028-2032)	02% N	54%	56% N	13%	02%	0270	03%	70%		45%	52%
Target Met		CC0/		000/	700/	070/	700/	700/	N C70/	C00/	050/
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Interim Goals (2018-2022)	40% Y	31%	40% Y	59%	45%	0270	50%	3470	30% Y	23%	40%
Target Met		440/		050/	500/	050/	<b>F7</b> 0/	0.10/	-	0.40/	400/
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y CON/	E 40/	N FOW	700/	c20/	000/	000/	CO0/	N	400/	500/
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	CC0/	N	000/	700/	040/	750/	770/	N CON/	CO0/	700/
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						Ν		
English Learner Language Profi	ciency Statu	IS									
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 <sup>^</sup>											
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	2170	2.70	2.70	2.70	2.70	2.70	2170	2.770	2.70	2.70	2170
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). **י**^י

Part (vii): STAAR Participation

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

Participation Rat	e	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
All Subjects	All Students	100%	100%	100%	100%	_	_	_	*	100%	100%	100%	100%	100%	100%	100%	_
All Subjects	CWD	100%	*	100%	100%	-	-	-	_	100%	*	100%	-	-	100%	100%	-
	CWD	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%		-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%	-
0	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	-	*	*	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	100%	*	100%	100%	_	_	_	*	100%	100%	*	100%	*	100%		_
	Female	100%	-	100%	100%	-	_	_	-	100%	100%	*	100%	*	-	100%	-
Mathematics	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	-	*	*	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-
Science	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	100%	-	100%	-	-	*	*	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	100%	*	*	*	-	-	-	-	100%	*	*	100%	-	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
· · · <b>,</b> · · · ·	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%	-
	Male	0%	0%	0%	0%	-	-	_	*	0%	0%	0%	0%	*	0%	-	_
	Female	0%	-	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	-	0%	_
	I Ellidic	0 /0	-	0 /0	0 /0	-	-	-	-	0 /0	0 /0	070	0 /0	070	-	0 /0	-
Reading	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	*	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	-	0%	-

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

Q.

# 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)

Mathew of the sector	Students Without Disabilities		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)
Female         4         0         2         2         2         0         0         0         0         0           Out-of-School Sugnemions         Weil Schwart (Stressen)         Note of Schwart (Stresen)	In-School Suspensions	Male	4	٥	2	2	0	0	0	0	٥		
Total													
Out-of-School SurgensionsMale000													
Male Ferrale Wth Educational Services         Male Ferrale Male         O         O         O         O         O         O         O         O         O           Wth Educational Services         Male Ferrale         0 <td< td=""><td>Out-of-School Suspensions</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>	Out-of-School Suspensions												
Female CipulationsFemale Female000000000Services Min Educational Services FemaleMale Female00<	·	Male	0	0	0	0	0	0	0	0	0		
Explains Win Educational ServicesMale Penale 			0	0	0	0	0	0	0	0	0		
With Educational Services Female TotalMale Female Total00		Total	0	0	0	0	0	0	0	0	0		
Multiply         Female or point of tail         O <th< td=""><td>Expulsions</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	Expulsions												
Mithout Educational ServicesTotal00 <t< td=""><td>With Educational Services</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	With Educational Services												
Without Educational Services         Male Female         0													
Fendle TotalOOO <td></td>													
Inder Zero Tolerance Police         Total         0 <t< td=""><td>Without Educational Services</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	Without Educational Services												
Under Zero Tolerance Policies Female         Male Female         0<													
Female Total000 <td></td>													
School-Related ArrestsTotal000 <td>Under Zero Tolerance Policies</td> <td></td>	Under Zero Tolerance Policies												
School-Related Arrests         Male         0 <td></td>													
Male Fende TotalOO<	School Pelated Arrests	TOLAI	0	0	0	0	0	0	0	0	0		
Referais to Law EnforcementFemale Total000 <th< td=""><td>School-Related Arrests</td><td>Male</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td></td><td></td></th<>	School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
Referrals to Law EnforcementTotal00 <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>													
Referrais to Law EnforcementMake Female Female Colspan=100<													
Male Female Total00000000000Sudents With Disabilities In-School Suspensions<	Referrals to Law Enforcement	1010	Ŭ	•	Ū	•		•	Ū.	Ŭ	•		
Female Total000 <td></td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td></td>		Male	0	0	0	0	0	0	0	0	0		
TotalOO			0	0	0	0	0	0	0	0	0		
In-School SuspensionsMale Female Total000			0	0	0	0	0	0	0	0	0		
Male         0	Students With Disabilities												
Female total20200 <td>In-School Suspensions</td> <td></td>	In-School Suspensions												
Out-of-School SuspensionsTotal200<													
Out-of-School Suspensions         Male         0													
Male Female         0 <th< td=""><td></td><td>Total</td><td>2</td><td>0</td><td>2</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td></td><td>0</td></th<>		Total	2	0	2	0	0	0	0	0	0		0
Female Total000 <td>Out-of-School Suspensions</td> <td>Mala</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>~</td> <td></td> <td>0</td>	Out-of-School Suspensions	Mala	0	0	0	0	0	0	0	0	~		0
Total00													
Expulsions         Male         0         <													
With Educational Services         Male         0	Expulsions	Total	0	0	0	0	0	0	0	0	0		0
Female         6         0 <td></td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td>0</td>		Male	0	0	0	0	0	0	0	0	0		0
Without Educational Services         Total         0         <													
Without Educational Services         Male         0 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>													
Under Zero Tolerance Policies         Total         0        <	Without Educational Services					0		0			0		
Under Zero Tolerance Policies         Male         0         <		Female	0	0	0	0	0	0	0	0	0		0
Female Total         0 <t< td=""><td></td><td>Total</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td><td></td><td></td><td>0</td><td></td><td></td></t<>		Total				0		0			0		
Total         0 <td>Under Zero Tolerance Policies</td> <td>Male</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>0</td> <td></td> <td></td> <td>0</td> <td></td> <td></td>	Under Zero Tolerance Policies	Male		-		-		0			0		
School-Related Arrests         Male         0 <td></td>													
Male         0		Total	0	0	0	0	0	0	0	0	0		0
Female Total         0 <t< td=""><td>School-Related Arrests</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	School-Related Arrests												
Referrals to Law Enforcement         Total         0         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1 <th1< th=""> <th1< th="">         1         <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<></th1<></th1<>													
Male         0													
Male         0	Referrals to Law Enforcement	iotai	U	U	U	U	U	U	U	U	U		U
Female Total         0 <t< td=""><td>INCIGINAIS IN LAW ENIDIGEMENT</td><td>Male</td><td>0</td><td>0</td><td>0</td><td>Δ</td><td>0</td><td>0</td><td>Δ</td><td>0</td><td>Λ</td><td></td><td>0</td></t<>	INCIGINAIS IN LAW ENIDIGEMENT	Male	0	0	0	Δ	0	0	Δ	0	Λ		0
Total         0 <td></td>													
All Students           Chronic Absenteeism           Male         4         0         2         2         0         0         0         2         0           Female         7         0         5         2         0         0         0         2         2         0													
Male         4         0         2         2         0         0         0         2         0           Female         7         0         5         2         0         0         0         2         2         0	All Students	10101	Ū	0	5	5	0	5	U	5	U		U U
Male4022000020Female70520000220													
		Male	4	0	2	2	0	0	0	0	0	2	0
Total 11 0 7 4 0 0 0 0 2 4 0													
		Total	11	0	7	4	0	0	0	0	2	4	0

Incidents of Violence

Incidents of rape or attempted rape

Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device

Total

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

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

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

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

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

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

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### Part (ix): Teacher Quality Data

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

	All So	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 0.4	Percent 4.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	8.5%

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

Part (x): Per-pupil Expenditure

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

### To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

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

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

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

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

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

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

			% Belo	w Basic	% At or Ab	oove Basic	% At or Abo	ve Proficient	% At A	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
Ciudo 4	rtodding	Black	52	52	48	48	16	18	2	3
			48	45	52	55	21	23	3	4
		Hispanic								
		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 Disady	9 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
	<b>J</b>	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	20	41	*	59	*	19	*	1
			0	13	00	87	59	57	44	13
		Asian	8		92 *		59		11 *	
		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
	Mathematics	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
							÷	5	·	•

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

1:01

'\*\* 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.