Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: EISENHOWER NINTH GRADE Campus ID: 101902084 District Name: ALDINE 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 Goa	als						-
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level	or Above)										
Reading/ELA	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54% 66%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 66% 73% 80% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 63% 63% 73%	74% 78% 82% 87% 82% 82% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 54% 54% 61% 69% 77%	33% 33% 43% 55% 67% 36% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate ^A 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%
0	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.

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card& ... 1/11

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

					Afr			Ame		Рас	or More	Econ	Non Econ								Foster	r
		State	District	Campus	s Amer	Hispanio	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	t Homeless	Care	Militar
TAAR Perc End of Cou		oroacl	hes Gra	ade Lev	vel or A	bove																
English I	All Students	66%	55%	51%	44%	53%	*	-	94%	-	-	51%	53%	7%	55%	20%	42%	62%	-	*	*	-
	CWD	27%	19%	7%	5%	4%	*	-	-	-	-	5%	17%	7%	-	0%	0%	18%	-	-	*	-
	CWOD		59%	55%	48%	56%	*	-	94%	-	-	55%	56%	-	55%		46%	64%	-	*	*	-
	EL	34%	23%	20%	-	20%	-	-	*	-	-	20%	21%	0%	22%		17%	25%	-	-	-	-
	Male	60%	50%	42%	32%	45%	-	-	100%	-	-	42%	46%	0%	46%		42%	-	-	*	*	-
	Female	73%	61%	62%	56%	62%	*	-	90%	-	-	61%	63%	18%	64%	25%	-	62%	-	*	*	-
Algebra I	All	83%	76%	72%	63%	76%	*	-	88%	-	-	72%	72%	38%	75%	66%	69%	76%	-	*	40%	-
	Students	E 00/	200/	200/	200/	250/	*					200/	E00/	200/		400/	270/	400/			*	
	CWD	52%	38%	38%	38%	35%	*	-	-	-	-	36%	50%	38%	-		37%	40%	-	-	*	-
	CWOD	73%	79%	75%	66%	79%		-	88%	-	-	75%	74%		75%		72%	78%	-			-
	EL	79%	60% 71%	66% 69%	- 61%	66% 73%	-	-	*	-	-	67% 69%	62% 69%	42% 37%	68% 72%		64% 69%	70%	-	-	- *	-
	Male						-	-		-	-								-		*	-
	Female	88%	81%	76%	65%	81%		-		-	-	76%	76%	40%	78%	70%	-	76%	-	-		-
Biology	All Students	87%	81%	78%	73%	79%	*	-	100%	-	-	78%	77%	48%	80%	59%	73%	83%	-	*	60%	-
	CWD	60%	46%	48%	40%	52%	*	-	-	-	-	46%	57%	48%	-	46%	35%	67%	-	-	*	-
	CWOD	90%	84%	80%	77%	81%	*	-	100%	-	-	80%	78%	-	80%		77%	84%	-	*	*	-
	EL	68%	57%	59%	-	59%	-	-	*	-	-	59%	59%	46%	60%		58%	61%	-	-	-	-
	Male	84%	78%	73%	67%	75%	-	-	100%	-	-	73%	76%	35%	77%		73%	-	-	*	*	-
	Female		85%	83%	79%	84%	*	-	100%	-	-	84%	78%	67%	84%	61%	-	83%	-	*	*	-
End of Cou	1150																					
End of Cou English I	All	48%	33%	35%	26%	37%	*	-	81%	-	-	34%	39%	2%	37%	8%	25%	45%	-	*	*	-
	All Students						*	-	81% -	-	-				37% -				-	*	*	-
	All	15%	12%	2%	0%	4%	* *	-	-	-	-	3%	0%	2% 2% -	-	0%	0%	6%	-	* - *	* *	-
	All Students CWD CWOD	15% 53%	12% 35%	2% 37%		4% 39%	* * -	-	81% - 81% *	-	- - -	3% 36%	0% 41%	2% -	- 37%	0% 9%	0% 28%	6% 47%	-	* - *	* * *	-
	All Students CWD	15%	12% 35% 6%	2% 37% 8%	0% 29% -	4% 39% 7%	* * - -		- 81% *			3%	0% 41% 7%	2%	- 37% 9%	0% 9% 8%	0% 28% 6%	6%		* - * -	* * = *	- - -
	All Students CWD CWOD EL	15% 53% 14% 42%	12% 35%	2% 37%	0% 29%	4% 39%	* * - *	- - - -	-			3% 36% 8%	0% 41%	2% - 0%	- 37%	0% 9% 8%	0% 28%	6% 47% 11%		* * - *	* * = *	
	All Students CWD CWOD EL Male Female	15% 53% 14% 42%	12% 35% 6% 28%	2% 37% 8% 25%	0% 29% - 16%	4% 39% 7% 28%	* * = = *		- 81% * 83%			3% 36% 8% 24%	0% 41% 7% 35%	2% - 0% 0%	- 37% 9% 28%	0% 9% 8% 6% 11%	0% 28% 6%	6% 47% 11% -		* - * - * *	* * - * *	
English I	All Students CWD CWOD EL Male Female All Students	15% 53% 14% 42% 56% 59%	12% 35% 6% 28% 39% 44%	2% 37% 8% 25% 45% 32%	0% 29% - 16% 37% 22%	4% 39% 7% 28% 47% 35%	* * * - * *	-	81% * 83% 80%		- - - -	3% 36% 8% 24% 45% 33%	0% 41% 7% 35% 43% 27%	2% - 0% 6% 17%	- 37% 9% 28% 47%	0% 9% 8% 6% 11%	0% 28% 6% 25% - 27%	6% 47% 11% - 45% 37%	-	* - * - * *	* * * * 0%	-
English I	All Students CWD CWOD EL Male Female All Students CWD	15% 53% 14% 42% 56% 59% 24%	12% 35% 6% 28% 39% 44% 18%	2% 37% 8% 25% 45% 32%	0% 29% - 16% 37% 22% 14%	4% 39% 7% 28% 47% 35%	* * * - * * *	-	81% * 83% 80% 63%		- - - - -	3% 36% 8% 24% 45% 33%	0% 41% 7% 35% 43% 27% 17%	2% - 0% 0% 6% 17%	- 37% 9% 28% 47% 33%	0% 9% 8% 6% 11% 19% 25%	0% 28% 6% 25% - 27% 15%	6% 47% 11% - 45% 37% 20%	-	* - * - * *	* * - * * 0%	
English I	All Students CWD EL Male Female All Students CWD CWOD	15% 53% 14% 42% 56% 59% 24% 63%	12% 35% 6% 28% 39% 44% 18% 46%	2% 37% 8% 25% 45% 32% 17% 33%	0% 29% - 16% 37% 22% 14% 23%	4% 39% 7% 28% 47% 35% 15% 37%	* * * * * * *	-	81% * 83% 80%	-		3% 36% 8% 24% 45% 33% 17% 34%	0% 41% 7% 35% 43% 27% 17% 27%	2% - 0% 6% 17% 17%	37% 9% 28% 47% 33%	0% 9% 8% 6% 11% 19% 25% 19%	0% 28% 6% 25% - 27% 15% 28%	6% 47% 11% - 45% 37% 20% 38%	-	* - * - * *	* * * * 0% *	
English I	All Students CWD EL Male Female All Students CWD CWOD EL	15% 53% 14% 42% 56% 59% 24% 63% 40%	12% 35% 6% 28% 39% 44% 18% 46% 21%	2% 37% 8% 25% 45% 32% 17% 33% 19%	0% 29% 16% 37% 22% 14% 23%	4% 39% 7% 28% 47% 35% 15% 37% 18%	* * * * *	-	81% * 83% 80% 63%	-	-	3% 36% 8% 24% 45% 33% 17% 34% 22%	0% 41% 7% 35% 43% 27% 17% 27% 7%	2% 0% 0% 6% 17% 17% -	37% 9% 28% 47% 33% - 33% 19%	0% 9% 8% 6% 11% 19% 25% 19% 19%	0% 28% 6% 25% - 27% 15% 28% 15%	6% 47% 11% - 45% 37% 20% 38% 24%		* - * * * *	* * * * 0% * *	-
English I	All Students CWD EL Male Female All Students CWD CWOD	15% 53% 14% 42% 56% 59% 24% 63% 40% 53%	12% 35% 6% 28% 39% 44% 18% 46%	2% 37% 8% 25% 45% 32% 17% 33%	0% 29% - 16% 37% 22% 14% 23%	4% 39% 7% 28% 47% 35% 15% 37%	* * * *	-	81% * 83% 80% 63%	-	-	3% 36% 8% 24% 45% 33% 17% 34%	0% 41% 7% 35% 43% 27% 17% 27%	2% - 0% 6% 17% 17%	37% 9% 28% 47% 33%	0% 9% 8% 6% 11% 19% 25% 19% 19%	0% 28% 6% 25% - 27% 15% 28% 15% 27%	6% 47% 11% - 45% 37% 20% 38%	-	* -* * * * *	* * - * 0% * * *	
English I	All Students CWD EL Male Female All Students CWD CWOD EL Male Female All	15% 53% 14% 42% 56% 59% 24% 63% 40% 53%	12% 35% 6% 28% 39% 44% 18% 46% 21% 39%	2% 37% 8% 25% 45% 32% 17% 33% 19% 27%	0% 29% - 16% 37% 22% 14% 23% - 18%	4% 39% 7% 28% 47% 35% 15% 37% 18% 31%	* * * * * * * *	-	81% * 83% 80% 63%	· · · ·	-	3% 36% 8% 24% 45% 33% 17% 34% 22% 28%	0% 41% 7% 35% 43% 27% 17% 27% 7% 20%	2% 0% 0% 6% 17% 17% - 25% 15%	37% 9% 28% 47% 33% - 33% 19% 28%	0% 9% 8% 6% 11% 19% 25% 19% 19% 15% 24%	0% 28% 6% 25% - 27% 15% 28% 15% 27%	6% 47% 11% - 45% 37% 20% 38% 24%	-	* - * - * * - * - * - * *	* * - * * 0% * * * * *	-
English I Algebra I	All Students CWD EL Male Female All Students CWD EL Male Female All Students	15% 53% 14% 42% 56% 59% 24% 63% 65% 65%	12% 35% 6% 28% 39% 44% 18% 46% 21% 39% 50% 48%	2% 37% 8% 25% 45% 32% 17% 33% 19% 27% 37% 36%	0% 29% 16% 37% 22% 14% 23% - 18% 27% 28%	4% 39% 28% 47% 35% 15% 37% 18% 31% 40% 38%	* * * * * * *	-	81% * 83% 80% 63% - 63% * *	-	-	3% 36% 8% 24% 45% 33% 17% 34% 22% 28% 38% 35%	0% 41% 7% 35% 43% 27% 27% 27% 20% 34% 41%	2% 0% 6% 17% 17% 25% 15% 20% 9%	37% 9% 28% 47% 33% - 33% 19% 28% 38% 38%	0% 9% 8% 6% 11% 25% 19% 19% 15% 24%	0% 28% 6% 25% - 27% 15% 28% 15% 27% - 33%	6% 47% 11% - 45% 37% 20% 38% 24% - 37% 40%		* - * - * * - * * - * * *	* - *	-
English I Algebra I	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	15% 53% 14% 42% 56% 59% 24% 63% 63% 65% 60% 24%	12% 35% 6% 28% 39% 44% 18% 46% 21% 39% 50% 48% 20%	2% 37% 8% 25% 45% 32% 17% 33% 19% 37% 36% 9%	0% 29% 16% 37% 22% 14% 23% 18% 27% 28% 5%	4% 39% 28% 47% 35% 15% 37% 18% 31% 40% 38% 9%	* *** * * * *	· · · · ·	81% 83% 80% 63% - 63% * * 88% -		-	3% 36% 24% 45% 33% 17% 34% 22% 28% 38% 35% 8%	0% 41% 7% 35% 43% 27% 27% 7% 20% 34% 41%	2% 0% 0% 6% 17% 17% 25% 15% 20% 9%	37% 9% 28% 47% 33% 19% 28% 38% 38% -	0% 9% 8% 6% 11% 25% 19% 19% 15% 24% 15% 8%	0% 28% 6% 25% - 27% 15% 28% 15% 27% - 33% 8%	6% 47% 11% - 45% 37% 20% 38% 24% - 37% 40% 11%		* - * * * * * * * *	* - *	-
English I Algebra I	All Students CWD EL Male Female All Students CWD EL Male Female All Students CWD CWOD	15% 53% 14% 42% 56% 59% 24% 63% 40% 53% 65% 60% 24% 64%	12% 35% 6% 28% 39% 44% 18% 46% 21% 39% 50% 48% 20% 51%	2% 37% 8% 25% 45% 32% 17% 33% 19% 27% 37% 36% 9% 38%	0% 29% -6% 37% 22% 14% 23% -18% 27% 28% 5% 31%	4% 39% 7% 28% 47% 35% 15% 37% 18% 31% 40% 38% 9% 39%	* *** * *** * *	· · · · ·	81% 83% 80% 63% - 63% * *	· · · · ·	-	3% 36% 8% 24% 45% 33% 17% 34% 28% 28% 38% 35% 8% 38%	0% 41% 7% 35% 43% 27% 27% 7% 20% 34% 41% 14% 43%	2% 0% 6% 17% 17% 25% 15% 20% 9% 9%	- 37% 9% 28% 47% 33% - 33% 19% 28% 38% - 38%	0% 9% 8% 6% 11% 19% 19% 15% 24% 15% 8% 16%	0% 28% 6% 25% - 27% 15% 28% 27% - 33% 8% 35%	6% 47% 11% 45% 37% 20% 38% 24% 		* - * - * - * - * - * - *	* - *	
English I Algebra I	All Students CWD EL Male Female All Students CWD EL Male Female All Students CWD CWOD EL	15% 53% 14% 42% 56% 59% 24% 63% 63% 65% 60% 24% 64% 24%	12% 35% 6% 28% 39% 44% 18% 46% 21% 39% 50% 48% 20% 51% 13%	2% 37% 8% 25% 45% 32% 17% 33% 19% 27% 37% 36% 9% 38% 15%	0% 29% 16% 37% 22% 14% 23% - 18% 27% 28% 5% 31%	4% 39% 28% 47% 35% 15% 37% 18% 31% 40% 38% 9% 39% 14%	* *** * ** -	· · · · ·	81% 83% 63% 63% * * 88% 88%	-	-	3% 36% 8% 24% 45% 33% 17% 34% 22% 28% 38% 35% 8% 35%	0% 41% 7% 35% 43% 27% 17% 27% 34% 41% 14% 43% 7%	2% 0% 6% 17% 17% 25% 15% 20% 9% 9% -	- 37% 98% 28% 47% 33% - 33% 19% 28% 38% 38% - 38% 16%	0% 9% 8% 6% 11% 19% 25% 19% 25% 15% 24% 15% 8% 16% 15%	0% 28% 6% 25% - 27% 15% 28% 15% 27% - 33% 8% 35% 15%	6% 47% 11% - 45% 37% 20% 38% 24% - 37% 40% 11%	-	* -* * * -* * * * -* *	* - *	
English I Algebra I	All Students CWD EL Male Female All Students CWD EL Male Female All Students CWD EL Male CWD CWOD EL Male	15% 53% 14% 56% 59% 24% 63% 63% 65% 60% 24% 64% 24% 58%	12% 35% 6% 28% 39% 44% 18% 46% 21% 39% 50% 48% 20% 51% 51%	2% 37% 8% 25% 45% 32% 17% 33% 27% 37% 36% 9% 38% 38% 33%	0% 29% 16% 37% 22% 14% 23% - 18% 27% 28% 5% 31% - 24%	4% 39% 7% 28% 47% 35% 15% 37% 18% 31% 40% 38% 9% 38% 14% 35%	* *** * ***		81% 83% 63% 63% - 63% * * 88% 88% - 88% 100%	-		3% 36% 8% 24% 45% 33% 17% 22% 28% 38% 35% 8% 35% 8% 38% 17% 32%	0% 41% 7% 35% 43% 27% 27% 7% 20% 34% 41% 14% 43% 7% 38%	2% 0% 6% 17% 17% 25% 15% 20% 9% 9% - 8% 8%	- 37% 9% 28% 47% 33% - 33% 19% 28% 38% 38% - 38% 38% 58%	0% 9% 8% 6% 11% 19% 25% 19% 15% 24% 15% 8% 15% 15%	0% 28% 6% 25% - 27% 15% 28% 15% 27% - 33% 8% 35% 15% 33%	6% 47% 11% 45% 37% 20% 38% 24% - - 37% 40% 11% 42% 14%		* -* -* * * -* -* *	* - *	
English I Algebra I	All Students CWD EL Male Female All Students CWD EL Male Female All Students CWD CWOD EL	15% 53% 14% 56% 59% 24% 63% 63% 65% 60% 24% 64% 24% 58%	12% 35% 6% 28% 39% 44% 18% 46% 21% 39% 50% 48% 20% 51% 51%	2% 37% 8% 25% 45% 32% 17% 33% 19% 27% 37% 36% 9% 38% 15%	0% 29% 16% 37% 22% 14% 23% - 18% 27% 28% 5% 31%	4% 39% 28% 47% 35% 15% 37% 18% 31% 40% 38% 9% 39% 14%	* * * * * * * *		81% 83% 63% 63% * * 88% 88%	-		3% 36% 8% 24% 45% 33% 17% 34% 22% 28% 38% 35% 8% 35%	0% 41% 7% 35% 43% 27% 27% 7% 20% 34% 41% 14% 43% 7% 38%	2% 0% 6% 17% 17% 25% 15% 20% 9% 9% -	- 37% 9% 28% 47% 33% - 33% 19% 28% 38% 38% - 38% 38% 58%	0% 9% 8% 6% 11% 19% 25% 19% 15% 24% 15% 8% 15% 15%	0% 28% 6% 25% - 27% 15% 28% 15% 27% - 33% 8% 35% 15% 33%	6% 47% 11% 45% 37% 20% 38% 24% 		* -* * * -* -* *	* - *	
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Algebra I	All	36%	23%	11%	6%	13%	*	-	38%	-	-	10%	19%	5%	12%	5%	9%	14%	-	*	0%	-
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	Male Female	24% 25%	12% 14%	7% 8%	2% 5%	8% 7%	- *	-	50% 50%	-	-	6% 7%	13% 15%	0% 0%	7% 9%	2% 0%	7% -	- 8%	-	*	*	-
All Grades	nt at App	oroact	nes Gra	ade Lev	el or A	bove																
All Subjects	All Students	77%	69%	67%	60%	69%	100%	-	95%	-	-	67%	67%	31%	70%	48%	61%	73%	-	33%	43%	-
	CWD CWOD	46% 81%	34% 72%	31% 70%	27% 63%	30% 72%	*	-	- 95%	-	-	29% 70%	42% 69%	31%	- 70%	29% 50%	23% 65%	42% 75%	-	- 33%	33% 50%	-
	EL Male	62% 74%	54% 66%	48% 61%	53%	47% 64%	-	-	89% 100%	-	-	48% 61%	47% 63%	29% 23%	50% 65%	48%	46% 61%	52% -	-	50%	- *	-
	Female	80%	72%	73%	66%	75%	100%	-	92%	-	-	73%	72%	42%	75%	52%		73%	-	*	45%	-
Reading	All Students	73%	64%	51%	44%	53%	*	-	94%	-	-	51%	53%	7%	55%		42%	62%	-	*	*	-
		39% 78%	28% 67%	7% 55%	5% 48%	4% 56%	*	-	- 94%	-	-	5% 55%	17% 56%	7% -	- 55%		0% 46%	18% 64%	-	- *	*	-
	EL Male Female	54% 69% 78%	45% 59% 69%	20% 42% 62%	- 32% 56%	20% 45% 62%	- - *	-	, 100% 90%	-	-	20% 42% 61%	21% 46% 63%	0% 0% 18%	22% 46% 64%		17% 42% -	25% - 62%	-	- * *	- * *	-
Mathematics		81%	75%	72%	63%	76%	*	-	88%			72%	72%	38%			- 69%	76%	-	*	40%	-
	Students CWD	53%	40%	38%	38%	35%	*	-	-	-	-	36%	50%	38%	-		37%	40%	-	-	*	-
	CWOD EL	72%	78% 67%	75% 66%	66% -	79% 66%	-	-	88%	-	-	75% 67%	74% 62%	- 42%	75% 68%	66%	72% 64%	78% 70%	-	*	-	-
	Male Female	79% 82%	72% 77%	69% 76%	61% 65%	73% 81%	- *	-	*	-	-	69% 76%	69% 76%	37% 40%	72% 78%	64% 70%		- 76%	-	*	*	-
Science	All Students	80%	70%	78%	73%	79%	*	-	100%	-	-	78%	77%	48%	80%	59%	73%	83%	-	*	60%	-
	CWD CWOD	51% 84%	38% 73%	48% 80%	40% 77%	52% 81%	*	-	- 100%	-	-	46% 80%	57% 78%	48%	- 80%	46% 60%	35% 77%	67% 84%	-	- *	*	-
	EL Male	61% 79%	48% 69%	59% 73%	- 67%	59% 75%	-	-	* 100%	-	-	59% 73%	59% 76%	46% 35%	60% 77%	58%	58% 73%	61% -	-	- *	- *	-
	Female	81%	72%	83%	79%	84%	*	-	100%	-	-	84%	78%	67%	84%	61%	-	83%	-	*	*	-
AR Percer	nt at Mee	ets Gr	ade Le	vel or A	bove																	
All Subjects	All Students	49%	36%	34%	25%	37%	71%	-	80%	-	-	34%	35%	9%	36%			41%	-	11%	14%	-
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Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	24% 52% 47% 52% 47% 21% 50% 23% 43% 51% 51% 26% 54% 37% 51%	18% 37% 20% 33% 38% 33% 17% 34% 14% 29% 37% 39% 21% 41% 29% 38% 41%	9% 36% 14% 28% 41% 35% 2% 37% 8% 25% 45% 32% 17% 33% 19% 27% 37%	6% 28% 19% 33% 26% 0% 29% 16% 37% 22% 14% 23% - 18% 27%	9% 38% 13% 31% 43% 37% 4% 39% 28% 47% 35% 15% 37% 18% 31% 40%	* - 71% * * * * *		80% 56% 81% 79% 81% - 81% * 83% 80% 63% - 63% * *		-	9% 36% 28% 41% 34% 36% 8% 24% 45% 33% 17% 34% 22% 28% 38%	11% 37% 31% 40% 39% 0% 41% 7% 35% 43% 27% 17% 27% 7% 20% 34%	9% 17% 12% 2% 2% 0% 6% 17% 17% 17% 25% 15% 20%	- 36% 14% 30% 43% 37% - 37% 9% 28% 47% 33% - 33% 19% 28% 38%	11% 14% 12% 16% 8% 0% 9% 8% 6% 11% 19% 25% 19% 15% 24%	7% 30% 12% 28% - 25% 0% 28% 6% 25% - 27% 15% 28% 15% 27% -	12% 43% 16% 41% 45% 45% 37% 20% 38% 24% - 37%		- 11% - 17%	0% 25% - * 18% * * * * 0% * * *	-
Reading Mathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	24% 52% 29% 47% 52% 47% 21% 53% 43% 51% 51% 54% 54% 50% 51% 53%	18% 37% 20% 33% 38% 33% 17% 34% 29% 37% 21% 41% 38% 41% 37%	9% 36% 14% 28% 41% 35% 2% 35% 45% 32% 17% 33% 19% 27% 37% 36%	6% 28% 19% 33% 26% 0% 29% 16% 37% 22% 14% 23% 18% 27% 28%	9% 38% 13% 31% 43% 37% 4% 7% 28% 47% 35% 15% 37% 35% 15% 31% 40% 38%	* - 71% * * * * *		80% 56% 81% 79% 81% - 81% 83% 80% 63%			9% 36% 15% 28% 41% 34% 36% 8% 24% 45% 33% 17% 33% 17% 32% 22% 28% 38% 35%	11% 37% 31% 40% 39% 0% 41% 7% 35% 43% 27% 17% 27% 20% 34% 41%	9% 11% 7% 12% 2% 2% 0% 6% 17% 17% 15% 20% 9%	- 36% 14% 30% 43% 37% - 37% 9% 28% 47% 33% - 33% 19% 28% 38%	11% 14% 12% 16% 8% 0% 9% 8% 6% 11% 19% 19% 19% 15% 24%	7% 30% 12% 28% - 25% 6% 25% - 27% 15% 28% 15% 23% - 33%	12% 43% 16% 41% 45% 6% 47% 11% 45% 37% 20% 38% 24% 37% 40%		- 11% - 17%	0% 25% - 18% * * * *	
Reading Mathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	24% 52% 29% 47% 52% 47% 21% 50% 51% 51% 51% 26% 51% 53% 25%	18% 37% 20% 33% 38% 33% 17% 34% 14% 29% 37% 39% 21% 41% 29% 38% 41%	9% 36% 14% 28% 41% 35% 2% 37% 8% 25% 45% 32% 17% 33% 19% 27% 37%	6% 28% 19% 33% 26% 0% 29% 16% 37% 22% 14% 23% - 18% 27%	9% 38% 13% 31% 43% 37% 4% 39% 28% 47% 35% 15% 37% 18% 31% 40%	* - 71% * * * * * * *		80% 56% 81% 79% 81% - 81% * 83% 80% 63% - 63% * *			9% 36% 28% 41% 34% 36% 8% 24% 45% 33% 17% 34% 22% 28% 38%	11% 37% 31% 40% 39% 0% 41% 7% 35% 43% 27% 17% 27% 7% 20% 34%	9% 17% 12% 2% 2% 0% 6% 17% 17% 17% 25% 15% 20%	- 36% 14% 30% 43% 37% - 37% 9% 28% 47% 33% - 33% 19% 28% 38%	11% 14% 12% 16% 8% 9% 8% 6% 11% 19% 19% 19% 15% 24% 15% 8% 16%	7% 30% 12% 28% - 25% 6% 25% - 27% 15% 28% 15% 23% - 33%	12% 43% 16% 41% 45% 45% 37% 20% 38% 24% - 37%		- 11% - 17%	0% 25% - * 18% * * * * 0% * * *	

Two or

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

Non

STAAR Percent at Masters Grade Level

OIAANTEICE	sint at mas	Ster 3	oraue	Level																		
All Grades																						
All Subjects		23%	12%	8%	4%	8%	14%	-	48%	-	-	7%	14%	2%	8%	2%	6%	10%	-	0%	0%	-
	Students	00/	E 0/	0 0/	00/	00/	*					40/	F 0/	00/		0.0/	4.07	00/			00/	
	CWD	8%	5%	2%	2%	0%		-	-	-	-	1%	5%	2%	-	0%	1%	2%	-	-	0%	-
	CWOD	25%	13%	8%	4%	9%	^	-	48%	-	-	7%	15%	-	8%	2%	6%	10%	-	0%	0%	-
	EL	11%	6%	2%	-	2%	-	-	0%	-	-	2%	2%	0%	2%	2%	1%	3%	-	-	-	-
	Male	22%	11%	6%	3%	6%	-	-	44%	-	-	5%	10%	1%	6%	1%	6%	-	-	0%	*	-
	Female	24%	13%	10%	5%	10%	14%	-	50%	-	-	8%	18%	2%	10%	3%	-	10%	-	*	0%	-
Reading	All	20%	10%	4%	2%	4%	*	-	50%	-	-	4%	9%	0%	5%	0%	2%	7%	-	*	*	-
	Students																					
	CWD	7%	4%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	22%	11%	5%	2%	4%	*	-	50%	-	-	4%	10%	-	5%	0%	2%	7%	-	*	*	-
	EL	8%	4%	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	17%	8%	2%	1%	2%	-	-	33%	-	-	2%	4%	0%	2%	0%	2%	-	-	*	*	-
	Female	23%	12%	7%	3%	6%	*	-	60%	-	-	6%	15%	0%	7%	0%	-	7%	-	*	*	-
Mathematic	s All	26%	16%	11%	6%	13%	*	-	38%	-	-	10%	19%	5%	12%	5%	9%	14%	-	*	0%	-
matromatio	Students	20/0			0.0				00/0					0,0	/*	0.0	0,0				0,0	
	CWD	11%	6%	5%	5%	0%	*	-	-	-	-	3%	17%	5%	-	0%	4%	7%	-	-	*	-
	CWOD	28%	17%	12%	6%	14%	*	_	38%	_	_	11%	19%	-	12%	5%	9%	15%	_	*	*	_
	EL	16%	10%	5%	-	5%		_	*	_	_	4%	7%	0%	5%	5%	2%	9%	_	_	_	_
	Male	25%	15%	3 % 9%	- 5%	10%	-	-	*	-	-	8%	13%	4%	9%	2%	2 /0 9%	370	-	*	*	-
	Female		16%	5 % 14%	7%	17%	*	-	*	-	-	12%	26%	4 % 7%	15%	2 % 9%	970	- 14%	-	*	*	-
Science	All	24%	11%	7%	4%	8%	*	-	50%	-	-	6%	14%	0%	8%	1%	7%	8%	-	*	0%	-
	Students																					
	CWD	8%	5%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	26%	11%	8%	4%	8%	*	-	50%	-	-	7%	15%	-	8%	1%	7%	9%	-	*	*	-
	EL	7%	2%	1%	-	1%	-	-	*	-	-	1%	0%	0%	1%	1%	2%	0%	-	-	-	-
	Male	25%	11%	7%	2%	8%	-	-	50%	-	-	6%	13%	0%	7%	2%	7%	-	-	*	*	-
	Female	23%	10%	8%	5%	7%	*	-	50%	-	-	7%	15%	0%	9%	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
Academic Growth Score											
Reading											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-
Mathematics											
All Students	53	44	57	*	-	86	-	-	54	25	47
CWD	25	19	26	*	-	-	-	-	23	25	25
CWOD	55	46	59	-	-	86	-	-	56	-	48
EL	47	-	46	-	-	*	-	-	50	25	47
Male	49	41	52	-	-	*	-	-	50	20	41
Female	58	46	64	*	-	*	-	-	58	35	54

Part (iii)(II): Graduation Rate

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

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

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_... 4/11

12/20/2010		2010 101 0001	al Ropolt Gala			
Female	All African Students American Hispanio	American c White Indian Asian	Two or Pacific More Econ Islander Races Disadv	CWD EL^	Foster Homeless Care	
	sults are masked due to small numbers to p are are no students in the group. ades 9-12	protect student confidentiality.				
	anguage Proficiency les information on the number and percent	age of English learners achieve	na Englich languaga proficiar	any based on the f		
	Proficiency Assessment System) data.	age of English learners achiev	ng English language proficier	icy based on the 2	2019 TELFAS (Texas	
	Total EL in Class	Proficiency of EL	Rate of P	roficiency		
	169	9	5	%		
	 '^' Indicates data reporting does not indicates results are masked due functional sectors and the sector observations report 	to small numbers to protect stu	dent confidentiality.			

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

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

Student Success (Student Achie			Hispanic STAAR Co	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	36	30	38	62	-	74	-	-	36	14	21
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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

Part (vi): Goal Meeting Status

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

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

English Learner Language Proficiency Status

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

Target Met	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + N
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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). יאי

Part (vii): STAAR Participation

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

									Two or	_	Non						
		Campus	African American	Hisnanic		American Indian		Pacific Islander			Econ	CWD	CWOD	EL	Male	Female	Migrant
Participation R	ate	Campus	American	rnspanie	White	manan	Asian	Islander	Races	Disauv	Disauv	0110	ONOD		male	i emaie	mgrant
All Subjects	All Students	99%	99%	100%	100%	-	100%	-	-	99%	100%	98%	100%	100%	99%	99%	-
	CWD	98%	100%	97%	*	-	_	-	-	98%	100%	98%	_	100%	98%	100%	_
	CWOD	100%	99%	100%	*	_	100%	-	_	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	_	_	100%	_	_	100%	100%	100%	100%	100%	99%	100%	_
	Male	99%	100%	99%	-	-	100%	-	-	99%	100 %	98%	100 %	99%	99%	-	-
	Female	99%	99%	100%	- 100%	-	100 %	-	-	99%	99%	100%	99%	100%	9970	- 99%	-
	remale	33 /0	9970	100 %	100 /0	-	100 /0	-	-	99 /0	9970	100 /0	9970	100 /0	-	9970	-
Reading	All Students	100%	100%	100%	*	-	100%	-	-	99%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	*	-	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%	99%	99%	*	-	100%	-	-	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	99%	99%	99%	*	-	100%	-	-	99%	100%	98%	100%	99%	99%	100%	-
	CWD	98%	100%	95%	*	_		_	_	97%	100%	98%	-	100%	96%	100%	-
	CWD		99%	100%	*	-	- 100%	-		100%	100 %	90 /0	- 100%	99%	100%		
		100%				-	100%	-	-							100%	-
	EL	99%	-	99%	-	-	*	-	-	99%	100%	100%	99%	99%	99%	100%	-
	Male	99%	100%	99%	- *	-	*	-	-	99%	100%	96%	100%	99%	99%	-	-
	Female	100%	99%	100%	×	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	99%	100%	*	-	100%	-	-	99%	99%	98%	99%	99%	99%	99%	-
	CWD	98%	100%	96%	*	-	-	-	-	97%	100%	98%	-	100%	96%	100%	-
	CWOD	99%	99%	100%	*	-	100%	-	-	100%	99%	_	99%	99%	100%	99%	-
	EL	99%	_	99%	_	-	*	-	-	99%	100%	100%	99%	99%	99%	100%	-
	Male	99%	100%	99%	_	-	100%	-	-	99%	100%	96%	100%	99%	99%	-	_
	Female	99%	98%	100%	*	_	100%	_	_	100%	98%	100%	99%	100%	-	99%	_
Non-Participati		0070	0070	10070			10070			10070	0070	10070	0070	100 /0		0070	
All Subjects	All Students	1%	1%	0%	0%	-	0%	-	-	1%	0%	2%	0%	0%	1%	1%	-
	CWD	2%	0%	3%	*	-	-	-	-	2%	0%	2%	-	0%	2%	0%	-
	CWOD	0%	1%	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	0%	0%	0%	1%	0%	-
	Male	1%	0%	1%	-	-	0%	-	-	1%	0%	2%	0%	1%	1%	-	-
	Female	1%	1%	0%	0%	-	0%	-	-	1%	1%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	*	-	0%	-	-	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	*	-	-	_	_	0%	0%	0%	-	0%	0%	0%	_
	CWOD	0%	1%	0%	*	-	-0%	-	-	1%	0%	0 /0	0%	0%	0%	1%	_
						-	*	-	-			-					-
	EL Mala	0% 0%	-0%	0% 0%	-	-	0%	-	-	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0%	-
	Male				*	-		-	-							-	-
	Female	1%	1%	1%	*	-	0%	-	-	1%	0%	0%	1%	0%	-	1%	-
Mathematics	s All Students	1%	1%	1%	*	-	0%	-	-	1%	0%	2%	0%	1%	1%	0%	-
	CWD	2%	0%	5%	*	-	-	-	-	3%	0%	2%	-	0%	4%	0%	-
	CWOD	0%	1%	0%	*	-	0%	-	-	0%	0%	-	0%	1%	0%	0%	-

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	Americar	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	1%	-	1%	-	-	*	-	-	1%	0%	0%	1%	1%	1%	0%	_
	Male	1%	0%	1%	-	-	*	-	-	1%	0%	4%	0%	1%	1%	-	-
	Female	0%	1%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	1%	0%	*	-	0%	-	-	1%	1%	2%	1%	1%	1%	1%	-
	CWD	2%	0%	4%	*	-	-	-	-	3%	0%	2%	-	0%	4%	0%	-
	CWOD	1%	1%	0%	*	-	0%	-	-	0%	1%	-	1%	1%	0%	1%	-
	EL	1%	-	1%	-	-	*	-	-	1%	0%	0%	1%	1%	1%	0%	-
	Male	1%	0%	1%	-	-	0%	-	-	1%	0%	4%	0%	1%	1%	-	-
	Female	1%	2%	0%	*	-	0%	-	-	0%	2%	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 students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie In-School Suspensions	S			•							
	Male	133	56	71	2	0	2	0	2	29	
	Female	109	56	47	2	0	2	0	2	8	
	Total	242	112	118	4	0	4	0	4	37	
Out-of-School Suspensions											
	Male	52	25	25	0	0	0	0	2	7	
	Female	39	25	10	2	0	0	0	2	2	
	Total	91	50	35	2	0	0	0	4	9	
Expulsions											
With Educational Services	Male	4	2	2	0	0	0	0	0	2	
	Female	2	2	0	0	0	0	0	0	0	
	Total	6	4	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	2	2	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
Deferrels to Low Enforcement	Total	2	2	0	0	0	0	0	0	0	
Referrals to Law Enforcement	Male	2	2	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	
Students With Disabilities	TULAI	2	2	0	0	0	0	0	0	0	
In-School Suspensions	Male	20	22	5	2	0	0	0	0	2	11
	Female	30 13	23 11	5 2	2	0	0	0	0 0	2 2	11 5
	Total	43	34	2	2	0	0	0	0	4	16
Out-of-School Suspensions	Iotai	40	54	'	2	0	0	0	0	4	10
	Male	20	16	2	2	0	0	0	0	2	7
	Female	8	4	4	0	Õ	õ	Õ	õ	2	2
	Total	28	20	6	2	Õ	Õ	Õ	Õ	4	- 9
Expulsions											
With Educational Services	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
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	Õ	Õ	Õ	Õ	Õ	Õ	Õ	Õ	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	Ő	0	0	0	0	Ő	Ő	Ő	Ő	0
School-Related Arrests	Male	2	2	0	0	0	0	0	0	0	0
		-	-	v	Ŭ	U U	Ū	Ŭ	Ũ	v	Ŭ

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_... 7/11

	Female Total	Total students 0 2	African American 0 2	Hispanic 0 0	White 0 0	Indian or Alaska Native 0 0	Asian 0 0	Pacific Islander 0 0	Two or More Races 0 0	EL 0 0	Students with Disabilities	Students with Disabilities (Section 504) 0 0
Referrals to Law Enforcement		2	2	0	0	0	0	0	0	0		0
	Male Female	2 0	2 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
	Total	2	2	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	47	17	26	2	0	0	0	2	11	8	2
	Female	44	14	26	2	0	0	0	2	11	5	0
	Total	91	31	52	4	0	0	0	4	22	13	2
Incidents of Violence Incidents of rape or attempt Incidents of sexual assault (Incidents of robbery with a v Incidents of robbery without Incidents of robbery without Incidents of physical attack (Incidents of physical attack (Incidents of physical attack (Incidents of threats of physic Incidents of threats of physic Incidents of threats of physic	other than rape) veapon rearm or explos a weapon or fight with a we or fight with a the cal attack with a cal attack with a	ive device eapon earm or explo a weapon weapon firearm or ex										0 0 0 0 0 0 0 0 0 0 0
Incidents of possession of a Allegations of Harassment or On the basis of sex On the basis of race On the basis of disability On the basis of sexual orien On the basis of religiion	bullying	osive device										0 0 0 0 0

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

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

	Number
Inexperienced Teachers, Principals, and Other School Leaders	3.6

All School ber Percent

8.3%

	All Se	chool
Teachers Teaching with Emergency or Provisional Credentials	Number 0.4	Percent 1.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.7	11.6%

'-' 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 nonpersonnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	79	2%	-	-
Mathematics	5,880	1%	79	2%	-	-
Grade 4 Reading	6,312	2%	66	1%	-	-
Mathematics	6,311	2%	66	1%	-	-
Grade 5 Reading	6,133	1%	67	1%	-	-
Mathematics	6,131	1%	67	1%	-	-
Science	6,133	1%	67	1%	-	-
Grade 6 Reading	6,038	1%	69	1%	-	-
Mathematics	6,036	1%	69	1%	-	-
Grade 7 Reading	5,616	1%	55	1%	-	-
Mathematics	5,616	2%	55	1%	-	-
Grade 8 Reading	5,251	1%	56	1%	-	-
Mathematics	5,254	2%	56	1%	-	-
Science	5,250	1%	56	1%	-	-
End of Course English I	5,150	1%	65	1%	-	-
English II	4,680	1%	66	1%	-	-
Algebra I	5,122	1%	66	1%	-	-
Biology	4,954	1%	68	1%	-	-
All Grades All Subjects	101,751	1%	1,172	1%	-	-
Reading	45,064	1%	523	1%	-	-
Mathematics	40,350	1%	458	1%	-	-
Science	16,337	1%	191	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)

% At or Above

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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	r Above		
			% Belov	w Basic	% At or Al	oove Basic	Profi	icient	% At A	dvanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
Oldde 4	rteading	Black	52	52	48	48	16	18	2	3
										4
		Hispanic	48	45	52	55	21	23	3	
		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
		English Language Learners	01	05	55	55	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
			о *		92	67		24	*	
		American Indian		33						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
Oldde 0	rteading	Black	53	46	47	54	41	15	n/a	1
			38	37	62	63	19	22	1//a	2
		Hispanic								
		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
	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
		English Language Leathers	00	12		20	0	5	i.	

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

1*1

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.