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

Campus Name: HP WEBB EL Campus ID: 140905102 District Name: OLTON ISD

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

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

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

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

State ESSA Goals

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

^{&#}x27;A' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (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%
	SOSS: College, Career, and Military Readiness	30%

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

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

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

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

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

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

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

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for

comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

Two

											Two											
		State	District	l Campus	Afr Ame	r Hispanl	c White	Amer	Aslan	Pac Isl	or More Races	Econ Disadv	Non Econ Disad	/ CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	r Military
STAAR Perce	ent at Ap	proad	hes G	rade Le	vel o	r Above																
Grade 3																						
Reading	All Students	75%	80%	80%	*	81%	76%	-	23	-	-	78%	81%	-	80%	100%	86%	74%			-	
	CWD	49%	-	_		- 1	-	_	- 1	210	2	_		- 0	_	0.2	223	_	9920	120		
	CWOD		80%	80%		81%	76%	_			- 33	78%	81%	1	80%	100%	86%	74%	•			
	EL	69%	100%	100%		100%	-	_		-0.0	-0			-	100%	100%		*	274.7		- 12	100
	Male	73%	86%	86%		92%	71%	_		-	- 2	86%	86%	-	86%	*	86%	li .		14625		
	Female	78%	74%	74%	-	69%	80%	•	-		-	75%	71%	-	74%	•	-	74%		-	-	-
Mathematic	s All	78%	93%	93%		92%	94%	_	23		20	96%	90%		93%	80%	86%	100%		_		1553
	Students	-										0010	50,1		5070	00 /0	00 /4	10070		_	_	
	CWD	52%			100		-		- 1		400	0.407	-		-	0.00	_	1.0	-		_	
	CWOD	81%	93%	93%		92%	94%	-				96%	90%	-	93%	80%	86%	100%			_	
	EL	75%	80%	80%		80%	-	-	20		200	•	•	-	80%	80%	*	•	-		_	
	Male	78%	86%	86%	•	85%	86%	-	40		4.0	86%	86%	-	86%		86%	1.0	-		_	-
	Female	78%	100%	100%		100%	100%	${}^{-}$	-		200	100%	100%	-	100%	•	520	100%	*	•	-	-
Grade 4																						
Reading	All Students	74%	78%	78%	-	74%	92%	2	20		-	72%	90%	80%	78%	73%	71%	86%	80%	-	-	•
	CWD	44%	80%	80%					200	V23				80%		12						
	CWOD		78%	78%		74%	91%	- 2			9.0	72%	89%	0076	78%	73%	70%	85%		•		
	EL	64%	73%	73%		73%	3170			-	-	70%	U 3 70	-	73%	73%	75%	03%		•	- 5	8.0
	Male	71%	71%	71%		67%		- 12	- 3		_	68%	78%		70%	75%	71%			-	-	
	Female		86%	86%	-	85%	88%		- 58		36	76%	100%		85%	75%	/ 176	86%		-	- 1	•
			0070			00,0	0070					1070	100 /6		03/6		•	DU /8		•	-	•
Mathematic	s All Students	74%	68%	68%	-	64%	83%	-		*		62%	80%	40%	70%	64%	65%	71%	80%	•		
	CWD	46%	40%	40%								•		40%								
	CWOD		70%	70%		65%	91%			-	-	61%	89%	40%	709/	C 48/	670/	740/		-	-	*
	EL	69%	64%	64%		64%	9170		-	-	10.0		89%	-	70%	64%	67%	74%		20-20	-	-
	Male	74%	65%	65%	-	59%		•	-			60%	C70/	-	64%	64%	75%	-		- 5		-
	Female		71%	71%	-	70%	75%	-			•	64% 59%	67% 91%		67% 74%	75%	65%	740/		-	-	•
	· Gillaic	7 4 70	7 1 70	7170	•	7070	15/6					39%	9176		1470		-	71%				•
Grade 5																						
Reading	All Students	86%	92%	92%	*	91%	*					91%	•	-	92%	82%	94%	89%	86%	•		37
	CWD	55%				_	27	72		10.00	52.5	_										
	CWOD		92%	92%		91%		- 12		-5-		91%		-	92%	82%	94%	89%	86%	•	-	
	EL	77%	82%	82%		82%	_	- 6	- 0		0.5	78%		-	82%	82%	100%	67%	00 76		-	•
	Male	83%	94%	94%		94%			- 3		830	94%		-	94%	100%	94%	0/70		-		•
	Female		89%	89%	124	88%	30	-0				88%		-	89%	67%	94 70	89%		-	-	•
	Cindic	00 /0	0370	0374		00 /0		-				0076		•	0976	0/70		59%	_	•	•	-
Mathematic	s All Students	89%	95%	95%	•	97%	•		-		-	100%	•	-	95%	91%	100%	89%	86%	-	-	-
	CMD	68%		•			26.7	1.0			-		_	-	-	140	-	-	_		-	_
	CWOD	92%	95%	95%		97%		-				100%		_	95%	91%	100%	89%	86%		_	
	EL	85%	91%	91%	-	91%	-	-	-	-	_	100%		_	91%		100%	83%	*	_	_	
	Male	88%	100%	100%		100%		-	-			100%		_	100%					_	_	
	Female	90%	89%	89%		94%	*	-	-			100%	•	-	89%	83%		89%	*	•	121	1
Science	All	74%	70%	70%	*	69%						73%		_	70%	64%	89%	53%	71%	_		12
	Students CWD	45%														_ , , ,	2079	0070		-		
	CWOD		70%	70%	150	69%	-	17	-	-	5.0	700/		-	7001	-	-	-			-	
	EL	60%	64%	64%	100	64%	- 81		-	-	-	73%	-	-	70%	64%	89%	53%	71%	1.7%	-	*
	Male	74%	89%	89%		88%				-		67%		-	64%		100%	33%		-	•	-
	Female		53%	53%		50%	•		. 7	1	2.5	88%		•	89%	100%	89%	C001		-	•	3.7
	remale	1370	23%	33%		50%	-		-	+	-	59%	-	•	53%	33%	-	53%	-	-		2

Two

or Non

Afr Amer Pac More Econ Econ Foster

State District Campus Amer Hispanic White Ind Asian Isl Races Disadv CWD CWD EL Male Female Migrant Homeless Care Military

Reading	All	44%	43%	43%	•	38%	53%	_	_	_		39%	48%	_	43%	40%	38%	48%		20	-	
Reading	Students	26%	43%	4374	_	30%	33%	-	-	-	-	39%	40%	-	43%	40%	30%	4076		0	-	Ī
	CWOD		43%	43%	•	38%	53%		_			39%	48%		43%	40%	38%	48%		2	_	
	EL	35%	40%	40%		40%	•						*	•	40%	40%	*	*			-	
	Male	41%	38%	38%	*	31%	57%	•	•	-	-	29%	43%	•	38%	•	38%	•	•		•	
	Female	47%	48%	48%	-	46%	50%	-	-	-	-	44%	57%	-	48%	•	-	48%	•	7	-	-
Mathematic	s All Students	48%	52%	52%	•	42%	65%	-	-	-	-	52%	52%	-	52%	20%	48%	57%	•	-	-	
	CWD	30%	-	-	-	-	_	-	-	-	-	-	-	-	-	-	-	-	-		-	
	CWOD EL	41%	52% 20%	52% 20%		42% 20%	65%	-	-	-	-	52%	52%	-	52% 20%	20% 20%	48%	57%			-	
	Male	49%	48%	48%		38%	57%			-	-	43%	50%	-	48%	20%	48%		-	9		
	Female		57%	57%	-	46%	70%	-	-	-	-	56%	57%	-	57%	*	-	57%	*		-	
Grade 4																						
Reading	All	43%	32%	32%	-	28%	50%	-	-	-	•	28%	40%	40%	31%	18%	23%	43%	20%	55	-	
	Students CWD	24%	40%	40%			•					•		40%						25		
	CWOD		31%	31%	-	26%	55%	-	-	_	-	25%	44%	4078	31%	18%	19%	44%		-	-	
	EL	30%	18%	18%	-	18%	-	-	-	-	-	20%		-	18%	18%	13%			-	-	
	Male	41%	23%	23%		19%		-	•			23%	22%		19%	13%	23%	-	*	2	-	
	Female	46%	43%	43%	•	40%	50%	•	•	-	•	35%	55%	•	44%	•	•	43%	•	÷:	-	
Mathematic		46%	19%	19%	-	15%	33%	-	-	-	-	15%	25%	40%	17%	18%	16%	21%	20%	-	-	
	Students CWD	27%	40%	40%	_									40%						22		
	CWOD		17%	17%	-	12%	36%	-	-	-	-	11%	28%	40 /0	17%	18%	11%	22%		- 5	-	- 9
	EL	39%	18%	18%	-	18%	-	-	-	-	_	20%	-	-	18%	18%	13%		*		-	
	Male	48%	16%	16%		11%	•	•	•	•		14%	22%	*	11%	13%	16%	•	*	-		
	Female	45%	21%	21%	•	20%	25%	•	*	•	•	18%	27%	٠	22%	•	•	21%	•	*	+	
Grade 5																						
Reading	All	53%	46%	46%	*	47%	•	-	-	-	-	52%	•	-	46%	45%	39%	53%	43%	77		
	Students CWD	27%	-	-	_	-	-	_	_	_	_	_	_	_	-	_	_	-	-	2	_	
	CWOD		46%	46%		47%			•	•		52%	•		46%	45%	39%	53%	43%	*	-	
	EL	36%	45%	45%	-	45%	-	•	•	•	•	56%		•	45%	45%	40%	50%	*		-	
	Male Female	50%	39% 53%	39% 53%		44% 50%		-	•	•	-	44% 59%		•	39% 53%	40% 50%	39%	53%		-	•	
	romaio	30 /8	JJ /6	33 /E	-	30 /8		-	•	-	•	3570		-	33 /8	30 /8	-	JJ /0		-	•	
Mathematic	s All Students	57%	59%	59%	•	63%	•	-	-	-	-	67%	•	-	59%	64%	61%	58%	43%	7.5	-	
	CWD	31%	-	-		-	-			4		-	-	3	-	-	-	-	-	-	-	
	CWOD		59%	59%	*	63%	*	-	-	-	-	67%	•	-	59%	64%	61%	58%	43%	-	-	
	EL	46%	64%	64%	-	64%	-	-	-	-	-	78%		-	64%	64%	80%	50%	•	-	•	
	Male Female	56% 57%	61% 58%	61% 58%	-	69% 56%		-	-			69% 65%			61% 58%	80% 50%	61%	58%		-	-	
Science	All Students	48%	49%	49%	•	50%	•		*	*	*	55%	•	*	49%	45%	61%	37%	57%	•	•	
	CWD	27%	-	-	*	-	-	-	-		- 1	-	-		-	-	-	-	-	-	-	
	CWOD		49%	49%		50%	•		-			55%	•		49%	45%	61%	37%	57%	-	-	
	EL	31%	45%	45%	***	45%	-		-	*	5.7	56%	•	35	45%	45%	80%	17%		•	-	
	Male Female	50%	61% 37%	61% 37%	23	69% 31%		*	*	-		69% 41%		13	61% 37%	80% 17%	61%	37%		•	-	
	remale	43%	3170	21 /0	-	3170			•			+176			31 /8	17 /0	•	31 /0		•	•	
AAR Perce	ent at Ma	sters	Grade	Level																		
Grade 3	AII	070/	0.50/	058/		450/	4.48/					470/	200/		250/	D0/	228/	000/				
Reading	All Students	27%	25%	25%		15%	41%	-	-	-	7	17%	33%	•	25%	0%	29%	22%		•	-	
	CWD	10%	-	•	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	
	CWOD		25%	25%	100	15%	41%	-			-	17%	33%	-	25%	0%	29%	22%	*	-	-	
	EL Male	19% 24%	0% 29%	0% 29%	-	0% 23%	43%	-	-	*		29%	29%	-	0% 29%	0%	29%	-	-	-	-	
	Female		22%	22%	+ 1	8%	40%	-	-	-	-	13%	43%	_	22%		2970	22%		-	-	
N.4N	. 40	0.49/	078/	070/		400/	4.40/					220/	200/		070/	OW	200/	005/				
Mathematic	Students	24%	27%	27%		19%	41%	•	•	- 53	*	22%	33%	•	27%	0%	29%	26%	-	•	•	
	CWD	12%	27%	27%	4	19%	41%		+-	+:	+ 1	22%	33%	•	27%	0%	29%	26%	-		•	
	EL	18%	0%	0%	-0	0%	+ 1 70	_	0		23	22/0	3378	-	0%	0%	23/0	2070	_	-	-	
	Male	26%	29%	29%		23%	43%	-		2	-	29%	29%	-	29%	*	29%	-	-	-	-	
	Female		26%	26%	$\tilde{\mathcal{T}}_{i,j}$	15%	40%	-	7	7	T_{i_1}	19%	43%	-	26%	•	-	26%	*	-	-	
Grade 4																						
Reading	All	21%	14%	14%	-	6%	42%	-	•	•	•	5%	30%	20%	13%	9%	10%	18%	20%	•	•	
	Students CWD	8%	20%	20%				_				•		20%	_	_				-		
	CWOD		13%	13%	-	5%	45%	-	-		23	3%	33%	20 /0	13%	9%	7%	19%	*	-	-	
	EL	12%	9%	9%		9%	-	-		-	-	10%	•	-	9%	9%	0%	•	*	-	-	
		20%	10%	10%		4%						5%	22%		7%	0%	10%					

Two or Non Afr Pac More Econ Foster Amer Econ State District Campus Hispanic White Asian Isl Races Disadv CWD CWOD EL Ind Disadv Male Female Migrant Homeless Care Military Female 23% 18% 18% 10% 38% 6% 36% 19% 18% Mathematics All 10% 10% 27% 9% 17% 8% 15% 20% 9% 9% 6% 14% 20% Students CWD 13% 20% 20% **CWOD 29%** 9% 9% 9% 7% 18% 6% 17% 9% 9% 4% 15% 9% 20% 9% EL 10% 9% 9% 0% Male 29% 6% 6% 4% 4% 0% 6% 18% Female 25% 14% 14% 15% 13% 12% 14% 15% Grade 5 Reading All 29% 30% 30% 28% 33% 30% 18% 17% 42% 14% Students **CWD CWOD** 31% 30% 30% 28% 33% 30% 18% 17% 42% 14% EL 14% 18% 18% 18% 22% 18% 18% 0% 33% 17% 17% Male 26% 19% 19% 17% 0% 17% Female 31% 38% 42% 42% 47% 33% Mathematics All 36% 35% 35% 38% 39% 35% 36% 39% 32% 43% Students CWD CWOD 38% 35% 35% 38% 39% 35% 36% 39% 32% 43% EL. 24% 36% 36% 36% 44% 36% 36% 60% 17% 36% 39% Male 39% 44% 44% 39% 60% 39% Female 35% 32% 35% 32% 17% 32% Science All 23% 32% 32% 34% 36% 32% 27% 33% 43% 32% Students CWD 11% 34% **CWOD 25%** 32% 36% 32% 27% 33% 32% 43% FL 11% 27% 27% 27% 33% 27% 27% 40% 33% Male 25% 33% 38% 38% 33% 40% 33% 31% Female 21% 32% 32% 35% 32% 17% STAAR Percent at Approaches Grade Level or Above All Grades All Subjects All 80% 81% 100% 79% 86% 80% 83% 60% 82% 77% 82% 81% 80% Students CWD 46% 45% 60% 60% 63% **CWOD 81%** 84% B2% 100% 80% 87% 81% B4% 82% 77% 83% 81% 79% EL 68% 62% 77% 80% 83% 77% 76% 77% 77% 86% 67% 75% Male 74% 82% 100% 88% 80% 80% 81% 63% 83% 86% 87% 82% Female 80% 81% 81% 79% 84% 83% 67% 81% 81% Reading All 73% 79% 87% 81% 85% 80% 87% 80% 82% 81% 81% 83% 79% Students **CWD** 39% 36% 80% **CWOD** 78% 84% 82% 81% 84% 80% 86% 82% 81% **B2%** 83% 77% EL 54% 63% 81% 81% 78% 81% 81% 67% 75% 67% Male 69% 77% 81% 80% 83% 80% 84% 82% 87% 83% 81% Female 78% 81% 83% 82% 86% 80% 90% 75% Mathematics All 81% 83% 83% 81% 88% 83% 82% 40% 84% 80% 86% 78% 86% Students CWD 40% **CWOD 84%** 86% 84% 82% 91% 84% 86% 84% 78% 82% 87% 85% EL 72% 76% 78% 78% 78% 78% 78% 80% 75% 83% 79% 80% 77% Male 81% 92% 80% 80% 82% 80% 80% **B3%** Female 82% 86% 86% 85% 86% 86% 87% 88% Science All 80% 79% 70% 69% 73% 70% 89% 53% 71% Students CWD 51% 65% **CWOD 84%** 70% 69% 73% 70% 89% 53% 71% FΙ 61% 63% 64% 64% 67% 64% 64% 100% 33% 89% 88% Male 79% 88% 88% 89% 100% 89% Female 81% 59% 53% 53% 33% STAAR Percent at Meets Grade Level or Above All Grades All Subjects 38% All 49% 42% 41% 20% 51% 43% 36% 40% 41% 37% 37% 44% 40% Students **CWD** 24% 22% 40% 50% 67% **CWOD 52%** 41% 37% 44% 20% 38% 53% 42% 38% 41% 37% 37% 45% 36% EL 29% 23% 37% 44% 0% 37% 37% 34% 40% 38% 33% Male 47% 40% 37% 20% 36% 48% 37% 34% 40% 50% 37% 53% Female 52% 45% 44% 40% 53% 45% 40% 45% 40% 44% 30% Reading All 47% 42% 39% 36% 52% 39% 40% 40% 39% 33% 31% 47% 36% Students CWD 21% 40% **CWOD** 50% 45% 39% 36% 53% 38% 42% 39% 33% 30% 48% 31% ĒL 19% 23% 33% 33% 33% 39% 33% 20% 50% 33% 31% 29% 50% 31% 30% 20% 31% 50%

46%

50%

48%

25%

Female 51%

48%

47%

45%

52%

Two Afr Amer Pac More Есол Econ Foster State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Mathematics All 36% 40% 36% 51% 40% 40% 36% 52% 42% 40% 43% Students CWD 26% 26% 40% 40% 36% 53% 41% 40% 37% 36% 43% 31% CWOD 40% 37% 54% 41% 33% 37% 25% 37% EL 37% 37% 43% 37% 42% 33% Male 50% 39% 37% 34% 50% 38% 36% 36% 33% 37% 50% Female 51% 42% 43% 39% 52% 46% 35% 43% 42% 43% 25% 53% 55% All 48% 49% 50% 49% 45% 61% 37% 57% Science Students 29% CWD 25% 50% 45% 61% 37% CWOD 56% 51% 49% 55% 49% 57% ĒL 45% 56% 45% 45% 80% 45% 17% 26% 30% 69% 69% 61% 80% 51% 61% Female 53% 46% 37% 31% 41% 37% 17% 37% STAAR Percent at Masters Grade Level All Grades All Subjects 23% 18% 23% 0% 20% 36% 22% 24% 20% 23% 17% 21% 25% 29% Students CWD 8% 8% 20% 25% 33% 20% 25% 19% 17% 25% 23% 0% 20% 37% 22% 26% 23% 21% 25% 24% EL 11% 20% 0% 17% 17% 20% 19% Male 22% 15% 21% 0% 19% 36% 21% 21% 25% 21% 14% 21% 33% 25% Female 24% 21% 25% 21% 36% 24% 29% 25% 20% 25% Reading Αll 20% 21% 15% 42% 18% 29% 20% 21% 17% 26% 14% 17% 11% Students CWD 7% 8% 20% 20% 17% 8% 15% 21% 11% 17% 26% **CWOD 22%** 44% 30% 18% 21% 11% EL 8% 5% 11% 11% 13% 11% 0% 25% 0% 14% 17% 13% 42% 13% 24% 17% 0% 17% Female 23% 20% 26% 18% 43% 22% 35% 26% 25% 26% 13% Mathematics All 26% 17% 22% 20% 30% 22% 22% 20% 22% 19% 21% 23% 36% Students CWD 20% 20% CWOD 28% 17% 22% 20% 31% 22% 23% 22% 19% 21% 23% 31% 19% 19% EL 16% 8% 19% 19% 22% 20% 17% 33% 20% 20% Male 25% 15% 21% 20% 22% 21% 21% 50% Female 26% 19% 23% 20% 29% 22% 25% 23% 17% 23% 25% Science All 24% 24% 32% 34% 36% 32% 27% 33% 32% 43% Students CWD 8% 6% CWOD 26% 27% 32% 34% 36% 32% 27% 33% 43% EL 7% 10% 27% 27% 33% 27% 27% 40% 17% 38% 33% 40% Male 25% 22% 33% 38% 33%

26%

Part (iii): Academic Growth and Graduation Rate

Female 23%

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	Aslan	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	63	*	61	73	-	2.0	_		64	90	59
CWD	90	-	•	•			*		*	90	_
CWOD	61		59	75	-	-	_	-	62	-	59
EL	59	-	59	-	-	-	40		60	-	59
Male	57	*	56	•	2				59	*	55
Female	69	-	67	73	-		-		69		67
Mathematics											
All Students	61	*	63	57				•	67	80	65
CWD	80	-		*	-	0.00	70		*	80	-
CWOD	60	•	60	61	2	-	29	-	65	-	65
EL	65		65		*		**		67		65
Male	58		59	•	_	-	2	-	62		64
Female	65	1.60	67	59	-			1	73	*	67

32%

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

Indicates zero observations reported for this group.

Part (iii)(II): Graduation Rate

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

								Two					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort	t Graduatio	n Rate (Gr	9-12): Clas	ss of 201	8								
All Students	-	*		-	-	-			77.6	-			
CWD	-	_	-	-	-	12				-	-	-	-
CWOD			1.5	- W.	-			-	-	-	12	-	-
EL	1.2	2		+	-	-	-	-	-	-	-		
Male		W1	-	-	-	-	-	-		-		_	-
Female	-	•	-	-			-	-	-		-	-	

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
44	3	7%

Indicates data reporting does not meet for Minimum Size.

Part (v). Silfinal 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	48	40	46	58	9	4.5	14	40	48	40	44
School Quality (College, Career,	and Military	Readines	s Performai	nce)							
%Students meeting CCMR		2	-	2	14		12	2	12	27	

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

Part (vI): Goal Meeting Status

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

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

Indicates there are no students in the group.

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

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Long-Term Goals Target Met	All Students 73% N	African American 66%	Hispanic 70% N	White 80% N	American Indian 73%	Asian 91%	Pacific Islander 75%	Two or More Races 77%	Econ Disadv 68% N	CWD 62%	EL + 70% N
English Learner Language Profic	iency Statu	rs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% Y 38% Y 40% Y
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).

Part (vii): STAAR Participation

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

Participation R	ate	Campus	African American	n Hispanic	White	American Indian		Pacific		Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%		-	-	-	-	100%	*	100%	-		100%		*
	CWOD	100%	100%	100%	100%	-	-		-	100%	100%		100%	100%	100%	100%	100%
	EL	100%	•	100%			-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	-	-	_	-	100%	100%	100%	100%	100%		_	100%
	Female	100%	-	100%	100%	-	-	-	-	100%	100%		100%	100%	-	100%	100%
Reading	All Students	100%	•	100%	100%	(7.7	(7.)	15	6	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-		•	-	-	-	-		*	100%		-	•	•	
	CWOD	100%		100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	ĒL	100%		100%	_	_	_	_	-	100%	*	_	100%	100%	100%	100%	100%
	Male	100%		100%	100%	-	-	-		100%	100%	•	100%	100%			100%
	Female	100%		100%	100%	-		-	7	100%	100%	*	100%	100%	-	100%	100%
Mathematics	All Students	100%		100%	100%	-		-	*	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	12	•	*	_	_	_		*	*	100%	_	_	*		*
	CWOD	100%	~	100%	100%		-			100%	100%		100%	100%	100%	100%	100%
	EL	100%		100%		-	-	_	_	100%		_	100%		100%	100%	100%
	Male	100%		100%	100%	•		_	_	100%	100%		100%	100%		-	100%
	Female	100%	9	100%	100%	-	-	-	1	100%	100%	*	100%	100%	-	100%	100%
Science	All Students	100%	*	100%	•	•	-	-	4	100%	•	-	100%	100%	100%	100%	100%
	CWD			_				_	100	_		_	_	_	_		_
	CWOD	100%		100%			10 W.	-	1.0	100%	•	_	100%	100%	100%	100%	100%
	EL	100%	- 3	100%	_	32.0	823	Ā	0	100%	*		100%		100%	100%	10070
	Male	100%		100%	*	- 26			- 9	100%			100%	100%		100 /8	
	Female	100%		100%		1	- 2	-	11	100%			100%	100%	10076	100%	*
Non-Participati		100 /8		100 /8		-7		_	- 2	10076		3	10078	10078	_	10076	
All Subjects	All	0%	0%	0%	0%	-	_	-	12	0%	0%	0%	0%	0%	0%	0%	0%
-	Students CWD	0%	_	0%	*	020	55.2.2	- 2	o.	0%	*	0%	25		0%		
	CWD	0%	0%	0%	0%	-		-	-	0%	0%	076	0%	0%	0%	0%	0%
	EL	0%	-	0%	U% -	-51923	1900	0		0%	0%	-	0%	0%	0%	0%	0%
	⊏∟ Male	0%	0%	0%	0%			-	-	0%	0%	0%	0%	0%	0%		0%
		0%	U-74			0.57	-	•	-			074			U 70	09/	0%
	Female	U 7a	•	0%	0%	•	•	-	•	0%	0%		0%	0%	-	0%	U 70

		Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	0%	•	0%	0%	-	Ü	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%		5.72.00		2	-	2		*		0%		-	*	•	
	CWOD	0%	•	0%	0%	-		-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	2.0	0%	51.0	-	-	-	-	0%	•	+	0%	0%	0%	0%	0%
	Male	0%	*	0%	0%	-	-	-	-	0%	0%		0%	0%	0%	-	0%
	Female	0%	-	0%	0%	*		- 5	5	0%	0%	*	0%	0%	•	0%	0%
Mathematics	All Students	0%	*	0%	0%		-	ō	7.0	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%		•	*	-			_	•		0%		_			*
	CWOD	0%	*	0%	0%	-	2	_		0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-			-	- 1	0%	•	-	0%	0%	0%	0%	0%
	Male	0%	*	0%	0%	-	-	-	-	0%	0%		0%	0%	0%	_	0%
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	•	0%	0%	-	0%	0%
Science	All Students	0%	•	0%	•	-	4	-	-	0%	•	٠	0%	0%	0%	0%	0%
	CWD	-	-	-		-	-		-	-	-	-			-	-	-
	CWOD	0%	*	0%	•		17	(7)	7.0	0%		0.50	0%	0%	0%	0%	0%
	EL	0%	-	0%	20		-	-	-	0%	•	-	0%	0%	0%	0%	
	Male	0%	•	0%	*		-	•	*:	0%		-	0%	0%	0%	-	•
	Female	0%	-	0%	**		-	-	-	0%	•	-	0%	0%	-	0%	

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

Part (viii) Civil Rights Data

Part (vlii)(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	S					***************************************			,,		21042111102 004,
In-School Suspensions											
	Male	4	2	2	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	4	2	2	0	0	0	0	0	0	
Out-of-School Suspensions											
	Male	4	0	2	2	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	O	
	Total	4	0	2	2	0	0	0	0	0	
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
	Male	4	0	2	2	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	4	0	2	2	0	0	0	0	0	0
Out-of-School Suspensions											
	Male	4	0	2	2	0	0	0	0	2	0
	Female	0	0	0	0	0	0	0	0	0	Ō
	Total	4	0	2	2	0	0	0	0	2	0

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

						Indian or			Two		Students	Students with Disabilities
		Total	African			Alaska		Pacific	More		with	(Section
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	Ð	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational	Male	0	0	0	0	0	0	0	0	0		0
Services												
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies												
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	- 0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcemen												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	Ō	0	0	0	0	0	0	0	0		0
	Total	Õ	Õ	Ô	Ö	0	Ö	0	0	0		0
All Students		_	_	_	_		_	_	_	_		_
Chronic Absenteeism												
3	Male	19	0	14	5	0	0	0	0	0	0	2
	Female	22	ō	17	5	Ö	0	ō	ō	5	2	2
	Total	41	ő	31	10	Ö	ŏ	ŏ	Õ	5	2	4
	1 10 1001	7.1		٠.	,,,	•	•	•	~	_	_	•

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
-	Male	16	0	14	2	0	0	0	0	2	5
	Female	16	0	14	2	0	0	0	0	2	0
	Total	32	0	28	4	0	0	0	0	4	5
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-						
	Female				-			-	-	-	-
	Total			-	-	-	100	-	-	-	-
International Baccalaureate	Male	177.0	-								-
Courses											
	Female	-		-	-		100			1.7	
	Total	-	-	-	-						-
Dual Enrollment/Dual Credit Programs	Male	0.70	2	2.5		1.5	-		•	100	6.5%
	Female		-	-		-	7			104	
	Total	2	0		9		-	-	-		2

							IWO		
				Indian or			or		Students
Total	African			Alaska		Pacific	More		with
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

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

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.4	Percent 19.1%
Teachers Teaching with Emergency or Provisional Credentials	2.6	11.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	4.5%

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

Part (x) Per-pilot Expenditive

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

To be updated by June 30th, 2020.

Part (xi), STAAR Alternate 2 Participation

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

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,881	1%		-	-	-
Mathematics	5,880	1%	153	•	-	•
Grade 4 Reading	6,312	2%	•	3%	*	3%
Mathematics	6,311	2%	•	3%	*	3%
Grade 5 Reading	6,133	1%	-	-		-
Mathematics	6,131	1%	-	-	-	
Science	6,133	1%	•	-	•	
Grade 6 Reading	6,038	1%		3%	-	•
Mathematics	6,036	1%	*	3%	•	
Grade 7 Reading	5,616	1%	•	-	-	•
Mathematics	5,616	2%	•	-	-	-
Grade 8 Reading	5,251	1%	•	2%	-	•
Mathematics	5,254	2%	*	2%	-	•
Science	5,250	1%	•	2%	-	-
End of Course English I	5,150	1%	•	2%	-	
English II	4,680	1%	•	-	-	

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Algebra I	5,122	1%	•	4%	-	-
Biology	4,954	1%	. =	4%	•	*
All Grades All Subjects	101,751	1%	14	2%	,	1%
Reading	45,064	1%	5	1%	*	1%
Mathematics	40,350	1%	6	2%		1%
Science	16,337	1%	•	2%		•

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

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At or	Above		
			% Belo	w Basic	% At or Al	ove Basic		clent	% At A	ivanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	us
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50		50	•	19	•	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58		25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disady	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
			61	65	39	35	12	10	2	1
		English Language Learners	01	03	39	35	12	10	2	'
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	•	33	•	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	•	36		64		28		6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
014000	110001119	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
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander		37	32	63	35	25		2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disady	43	40		60	25 15	20		1
					57				n/a	
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian		49	*	51	•	15		3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	•	45	•	55	•	21	•	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

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

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

Part (xiri). Cohort Rate of Graduates Enrolled in Postsecondary Education

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

There is no data for this campus.

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



kmccasland

2018-19 Federal Report Card

01/14/20 10:42 PM



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

District Name: OLTON ISD District ID: 140905

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 Go	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	nr 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% 72% 46% 46% 54%	32% 42% 54% 66% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 59%	60% 60% 66% 73% 80% 59% 55% 73%	43% 43% 51% 62% 72% 45% 45% 53% 63%	74% 74% 78% 82% 87% 82% 82% 85%	45% 45% 53% 63% 73% 50% 50% 57% 66%	56% 56% 62% 70% 78% 54% 54% 61%	33% 43% 55% 67% 36% 36% 45%	19% 19% 31% 45% 60% 23% 23% 34%	29% 29% 39% 52% 65% 40% 40% 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 Achlevement	30%
•	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
_	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

Two

											OL 1MO		Non									
			Regio	n	Afr			Amei	•	Pac	: More	Econ									Foster	r
		State	17	District	t Amer	Hispani	: White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant Hor	neless		
STAAR Percer	nt at Apı	oroac	hes G	rade Le	evel o	r Above																
Grade 3																						
Reading	All	75%	72%	80%		81%	76%				_	78%	81%		80%	100%	86%	74%				
	Students												0170		007	10070	0070	1779				1.7
	CWD	49%	46%	-	-	-	-	20	-		-	_				-	-	2		_ o		_
	CWOD		76%	80%		81%	76%			-		78%	81%	-	80%	100%	86%	74%				
	EL	69%	60%	100%	-	100%	0-	-		-	200				100%	100%	*			_		-
	Male	73%	71%	86%	•	92%	71%	27	- 2	-	-	86%	86%	-	86%		86%	2			-	-
	Female	78%	74%	74%	-	69%	80%		127	-	-	75%	71%	-0	74%	*	-	74%		-	-	100
Mathematics	All	78%	78%	93%	*	92%	94%	-		-	-	96%	90%		93%	80%	86%	100%	•	-		
C-MES-1.0	Students																					
	CWD	52%	52%	•	-	-	-	-	-			-	-					_	-		-	2
	CWOD	81%	81%	93%	*	92%	94%	-		-	-	96%	90%	-	93%	80%	86%	100%	•	+		
	EL	75%	68%	80%	-	80%	0.0	-	-	-	10	•	•	-	80%	80%			-			
	Male	78%	79%	86%		85%	86%	•		-	-	86%	B6%	-	86%	•	86%	-	-	-	+	9
	Female	78%	77%	100%	-	100%	100%	-		-	-	100%	100%	-	100 %	•	-	100%	•		-	-
Grade 4																						
Reading	All	74%	71%	78%	•	74%	92%	-	0.00	-		72%	90%	80%	78%	73%	71%	86%	80%	-	-	
	Students																					
	CWD	44%	40%	80%	-	10000	*	-	*	-	-	*		80%	-		*	*				
	CWOD		75%	78%	-	74%	91%	-	-	-	-	72%	89%	-	78%	73%	70%	85%		-		
	EL	64%	56%	73%	-	73%	-	-	-	-	-	70%		-	73%	73%	75%	•	•	+	-	-
	Male	71%	68%	71%	-	67%	•	-	-	-	-	68%	78%	*	70%	75%	71%	-	*		-	-
	Female	77%	74%	86%	-	85%	88%	-	27	-	-	76%	100%	•	85%	•	-	86%	•	-	-	-
Mathematics		74%	73%	68%	-	64%	83%	•	*	170	- 27	62%	80%	40%	70%	64%	65%	71%	80%	* 11		1.75
	Students																					
	CWD	46%	44%	40%	-	200	*	-	-	-	1.5	*	*	40%	-	Total Co	•	•	•	-	-	-
	CWOD		76%	70%	-	65%	91%	-	-	-	-	61%	89%	-	70%	64%	67%	74%	•	-	15	35
	EL	69%	64%	64%	•	64%	27		. 7	-	•	60%	•	-	64%	64%	75%	•	•	-	-	-
	Male	74%	73%	65%	•	59%		-	-	-	-	64%	67%	-	67%	75%	65%	-			-	*
	Female	1476	73%	71%	•	70%	75%	-		-	-	59%	91%	•	74%	-		71%	•	5.0	-	10
C																						
Grade 5																						
Reading	All	86%	84%	92%	•	91%		-		-	•	91%	•	-	92%	82%	94%	89%	86%	-	-	
,	Students	5504	COOL																			
	CWD	55%	52%	-	- :	0407		-	-	-	-		:	-	-	-	-			-		1.0
	CWOD	89% 77%	88%	92%		91%	502	-	7	-	-	91%		-	92%	82%	94%	89%	86%	-	-	7
	Male	83%	71% 81%	82% 94%	-	82%		-	7	-		78%		-	82%	82%	100%	67%			-	
	Female		86%	89%		94% 88%		-	- 0	-	-	94% 88%		-	94%	100%	94%	89%		57		- 7
	Lemaic	00 /8	00 /6	03/6	•	0070		-	-	-	•	0070		-	89%	67%		09%	_		-	
Mathematics	AH	89%	90%	95%		079/						4000/			0.59/	040/	4000/	000/	000/			
	Students	09%	90%	90%		97%		-	- 7			100%		•	95%	91%	100%	89%	86%	7	-	-
•	CWD	68%	72%	_	_	_	33															
	CWOD		92%	95%		97%		-	-	-	-	100%		•	95%	049/	4000/	89%	86%		-	
	EL	85%	81%	91%	_	91%		-	- 0	-	- 15	100%		-	91%		100% 100%	83%	0070	7	-	- 5
	Male	88%	89%	100%		100%	100	- 50	10	2	_	100%	4	_	100%		100%	0.5 /8		5	- 0	- 10
	Female		91%	89%		94%		_		_		100%		_	89%	83%	10076	89%			-	
						01,0					15	10070		_	0070	00 /0	17.	UJ 70		37	- 65	7
Science	All	74%	73%	70%		69%			- 2	-2	12	73%		20	70%	64%	89%	53%	71%	10	- 0	35
	Students		. 579			0070		-	_		-	, 5 /6		-	. 0 /0	U-7 /0	03/6	33/6	r 1 /a	-	÷	§7.
·	CWD	45%	44%		_		100	_	_		-			_	12	_		-			1.0	10
	CWOD		77%	70%		69%		-	3.5			73%		_	70%	64%	89%	53%	71%	-	- 13	
	EL	60%	52%	64%		64%	200	-	_	-	+	67%			64%	64%	100%	33%	. 170	_		
	Male	74%	74%	89%		88%		-	_		्	88%	•	200	89%	100%	89%	+	*	-		
	Female		72%	53%		50%	•	-	_			59%		-	53%	33%	23.0	53%	•	-	-	

Two

											Two		Non									
			Region		Afr			Amer			More	Econ	Econ				4				Foster	
Grade 6		State	17	District.	Ameri	Hispanic	: White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant Ho	omeless	Care	Military
Reading	All Students	67%	60%	76%	•	68%	100%	-	-	-	-	68%	100%	*	75%	44%	78%	71%	75%	-	-	•
	CWD	33%	29%	•	-			-	•	•	•	*		*	-	-		-	_	-	-	-
	CWOD	71% 42%	64% 37%	75% 44%		67% 44%	100%	-	-	-	-	67% 44%	100%	-	75% 44%	44% 44%	77% 40%	71%	75%	-		
	Male	62%	56%	78%	-	72%	100%	-	-	-	-	69%	100%	•	77%	40%	78%	-	*	•	-	
	Female	71%	65%	71%	•	60%	•	-	-	-	-	67%	•	-	71%	•	-	71%	•	•	-	•
Mathematics	All	80%	78%	84%		79%	100%	-	-	-	-	79%	100%		83%	67%	87%	79%	75%	-	-	-
	Students CWD	50%	45%																			
	CWOD		82%	83%	*	78%	100%	:				78%	100%		83%	67%	86%	79%	75%	-		-
	EL	67%	66%	67%	•	67%	4000/	*	•	•	*	67%	4000/	•	67%	67%	60%	•		-	-	-
	Male Female	78% 81%	77% 79%	87% 79%	-	83% 70%	100%	-	-	-	-	81% 75%	100%	-	86% 79%	60%	87%	79%	*	-	-	-
Grade 7 Reading	All	74%	72%	82%	_	82%	82%	_	_		_	81%	86%	20%	89%	56%	81%	82%		_	_	_
	Students																					
	CWD	37% 78%	38% 76%	20% 89%	-	86%	100%	-	-	-	-	20% 89%	86%	20%	89%	71%	85%	92%	*	-	-	-
	EL	49%	39%	56%		56%		•	•	•	•	63%		•	71%	56%	+	60%	•	-		-
	Male Female	70%	67% 76%	81% 82%	•	79% 84%	78%	•	•	•		78% 83%			85% 92%	60%	81%	82%		-	-	-
	remale	13/0	7076	0276	•	0478	1078	•	•	Ť	•	0376			32 /0	00 /8	-	02 /0		-	•	-
Mathematics		73%	73%	69%	-	71%	64%	-	-	-	-	69%	71%	0%	77%	56%	71%	68%	*	-	-	-
	Students CWD	43%	42%	0%	_	*		_	-	_	-	0%	_	0%	_				-	-	_	_
	CWOD	77%	77%	77%	-	75%	88%	-	-	-	-	78%	71%	-	77%	71%	75%	79%		-	-	-
	EL Male	57% 72%	52% 73%	56% 71%	-	56% 68%			-	-	-	63% 72%			71% 75%	56%	71%	60%				
	Female		74%	68%	•	74%	56%		•	•	-	67%	•		79%	60%	•	68%	•	-		-
Grade 8																						
Reading	All	84%	82%	91%	*	88%	100%		_	_	-	91%	91%	57%	97%	82%	92%	89%	91%			
	Students	470/	440/	£70/		C70/						C70/		C70/								
	CWD	47% 88%	41% 87%	57% 97%	:	57% 96%	100%	-	-	-	-	67% 96%	100%	57%	97%	89%	100%	93%	100%	_	-	-
	EL	62%	51%	82%	-	82%	-	-	-	-	-	82%	-		89%	82%	100%	•	86%	-	-	-
	Male Female	81%	79% 86%	92% 89%	-	89% 85%	100% 100%	-	_	-	_	95% 83%	80% 100%		100% 93%	100%	92%	89%	100%	•		
Mathematics	All Students	87%	85%	98%	•	97%	100%	-	-	-	-	97%	100%	86%	100%	100%	96%	100%	100%	-	-	-
	CWD	58%	55%	86%	•	86%		-				83%		86%			•		•	-	-	
	CWOD	90% 77%	89% 72%	100% 100%	•	100% 100%	100%	-	-		*	100% 100%	100%		100%		100% 100%	100%	100% 100%	-	-	-
	Male	84%	83%	96%	•	95%	100%	-	-	-	-	95%	100%	•		100%		-	100%	-	-	-
	Female	89%	86%	100%	-	100%	100%	-	-	-	-	100%	100%	•	100%	•	-	100%	•	-	-	-
Science	All	79%	77%	74%		69%	90%	_	-	_	_	75%	73%	43%	81%	55%	80%	67%	73%	-	_	_
	Students	400/	409/	4987		470/						500/		434/								
	CWD	46% 83%	40% 82%	43% 81%	•	43% 76%	90%	-	-	-	-	50% 81%	80%	43%	81%	56%	86%	73%	78%	-	-	-
	EL	55%	43%	55%	-	55%		-	-	-	-	55%		•	56%	55%	75%	•	57%	-	-	-
	Male Female	78% 81%	76% 78%	80% 67%	-	79% 54%	80% 100%	-	-	-	-	85% 58%	60% 83%		86% 73%	75%	80%	67%	89%	-	-	-
End of Cours English I	S e All	66%	65%	67%		65%	83%	_	_		_	67%	63%	18%	78%	36%	61%	78%	56%	_		
Ligitari	Students												40.4		1070			1070				
	CWD	27% 71%	25% 71%	18% 78%	-	20% 76%	100%	-	-	-	-	18% 79%	63%	18%	78%	50%	18% 78%	78%	63%	-		-
	EL	34%	30%	36%	-	36%	-	-	-	-	-	36%	-		50%	36%	33%		•	-	-	-
	Male Female	60% 73%	59% 72%	61% 78%	-	60% 75%		-	-	-	-	60% 79%		18%	78% 78%	33%	61%	78%	71%	-	•	-
		, .	. 4. / 0			. 0 , 0									1070							
English II	All Students	67%	65%	75%	•	68%	100%	-	-	-	-	63%	100%	20%	84%	50%	73%	79%	70%	-	•	-
	CWD	27%	23%	20%	-	20%	-	-	-	-	-	20%	-	20%	-		14%		•	-	-	-
	CWOD	72% 30%	71% 24%	84% 50%	•	78% 50%	100%	-	-	-	-	74% 50%	100%	-	84% 50%	50% 50%	84% 50%	85%	78% 60%	-	•	-
	Male	62%	59%	73%		63%	100%	-	-	-	-	60%	93%	14%	84%	50%	73%	_	71%	-		-
	Female	73%	71%	79%	-	75%	100%	-	-	-	-	68%	100%	•	85%	•	-	79%	•	-	•	-
Algebra I	All	83%	81%	83%	-	83%	86%	-	-	-	-	82%	88%	33%	93%	71%	72%	96%	80%	-	•	-
•	Students						•											*				
	CWD	52% 87%	46% 87%	33% 93%	•	38% 92%	100%					33% 94%	88%	33%	93%	100%	14% 91%	95%	80%		•	-
	EL	73%	68%	71%	-	71%		•	•	•	•	71%		4 451	100%	71%	60%	•		•	-	•
	Male Female	79%	76% 87%	72% 96%	-	73% 95%		-	-	-	-	70% 100%	83%	14%	91% 95%	60%	72%	96%		-	-	-
Biology	All Students	87%	87%	90%	-	91%	83%	-	-	-	-	89%	100%	80%	93%	75%	93%	85%	86%	-	•	-
	CWD	60%	56%	80%	-	78%		-	-	-	-	80%	-	80%	-		78%		•	-	•	-
	CWOD	90% 68%	92% 69%	93% 75%	-	94% 75%	80%	-	-	-	-	91% 75%	100%	-	93% 83%	83% 75%	100% 83%	84%	83%	-	•	-
	LL.	JU 70	U3 /6	13/0	-	1 4 76	-	-	-	-	-	7 3 /8	_		U3 /6	1 3 76	UJ 78				•	-

											Two		Man									
			Region		Afr			Amer			or More	Econ	Non Econ								Foster	
	Male	State 84%	17 84%	District 93%	Amer	lispani 93%	c White	Ind	Asian	isi	Races	Disadv 93%	Disadv		100%	EL 83%	Male 93%	Female	Migrant H	omeless	Care	Military
	Female		90%	85%	3	88%	•	-		-5	-	82%	•	/070	84%	0376	93%	85%	100%	-		
STAAR Percer Grade 3	it at Me	ets Gı	rade Lo	evel or	Above	•																
Reading	All Students	44%	40%	43%	•	38%	53%	ÿ	-			39%	48%	Ç	43%	40%	38%	48%	٠	-	•	
	CWOD	26% 46%	25% 41%	43%	-	38%	53%	•	-	-	-	39%	48%	•	43%	- 40%	38%	48%	•		-	-
	EL	35%	26%	40%	-	40%	-	-	17.0			4	+0 /0	-	40%	40%	90 /6	* 0 /0	-			
	Male Female	41%	38% 41%	38% 48%	1	31% 46%	57% 50%	-	-	-	*	29% 44%	43% 57%	-	38%	*	38%	48%	-	-	•	
	1 silialo	77 70	4170	407		4078	JU /6	-	-			4476	3176	-	48%		•	40%			•	
Mathematics	All Students	48%	45%	52%	٠	42%	65%	-	-	4	-	52%	52%	2	52%	20%	48%	57%	•		-	•
	CWD	30%	27% 48%	52%	*	42%	65%	-	•	*	-	- 52%	52%	-	52%	20%	48%	- 57%	:	•	-	•
	EL	41%	33%	20%		20%	-	_		_		5270	32/0	-	20%	20%	4076	3/76	_		-	-
	Male Female	49%	48% 42%	48% 57%	•	38%	57%	-	-	-		43%	50%	-	48%		48%	-	•		-	-
	remale	4076	4276	3/76	•	46%	70%	•	-	17	-	56%	57%	-	57%	-	-	57%	•	-	-	•
Grade 4																						
Reading	All	43%	38%	32%	-	28%	50%	-	-	-		28%	40%	40%	31%	18%	23%	43%	20%	-	-	•
•	Students CWD	24%	23%	40%	_		•	_	_	_				40%	-	_	•		•	_		
	CWOD		40%	31%		26%	55%	0	-	-	-	25%	44%	-	31%	18%	19%	44%	•	•	-	-
	EL Male	30% 41%	22% 37%	18% 23%	-	18% 19%	-	0		:		20% 23%	22%	-	18% 19%	18% 13%	13% 23%	ů.	•	•		7
	Female		39%	43%	-	40%	50%	្	-	-		35%	55%	•	44%	1370	-	43%	•		-	-
Mathematics	All	46%	42%	19%		15%	33%	_				15%	25%	40%	17%	18%	16%	21%	20%	137-57		
	Students	070/	0501	400/																		
	CWD	27% 49%	25% 44%	40% 17%	2.00	12%	36%	*	- 1	-	7	11%	28%	40%	17%	18%	11%	22%			19	
	EL	39%	30%	18%	-	18%		-	-	-		20%	•	-	18%	18%	13%				-	•
	Male Female	48% 45%	44% 40%	16% 21%	-	11% 20%	25%	-				14% 18%	22% 27%	•	11% 22%	13%	16%	21%			-	•
	remaie	4070	4070	2170		2070	2070					10.70	21 /0		22 /0		•	2170		-	•	•
Grade 5 Reading	All	53%	47%	46%		47%		_		_		52%		_	46%	45%	39%	53%	43%			-
-	Students	270/	240/																			
	CWD	27% 56%	24% 50%	46%		47%		-	-	-	1	52%		0	46%	45%	39%	53%	43%		-	-
	EL	36%	26%	45%	:	45%	-	-	-	-		56%	*	20	45%	45%	40%	50%	•	•	-	-
	Male Female	50% 56%	44% 50%	39% 53%	•	44% 50%		•	•	-	-	44% 59%	•		39% 53%	40% 50%	39%	- 53%	•	-	24	-
	remaie	0070	0070	557		30 /2		-	•		_	J3 /4			J3 /8	30 /6	-	3370		-	-	-
Mathematics	Students	57%	55%	59%	•	63%	•	-	-	•		67%	•	-	59%	64%	61%	58%	43%	-	-	-
	CWD	31% 60%	28% 59%	59%		63%	•	-	-	15	-	67%	-	-	59%	64%	61%	58%	43%	-	*	*
	EL	46%	39%	64%	-	64%	-	-	-	-	-	78%	•	-	64%	64%	80%	50%	4378	-		
	Male Female	56% 57%	55% 55%	61% 58%	•	69% 56%	•	-	-	•		69% 65%	:	-	61% 58%	B0%	61%	- E09/		-	-	-
Science	All	48%	46%	49%		50%			•	•	•			-		50%	C48/	58%	F704	•	-	
	Students	27%	25%	43%		50%		_				55%		-	49%	45%	61%	37%	57%	-	•	
			49%	49%		50%	-	-	-	-		55%	:	2	49%	45%	61%	37%	57%		-	-
	EL Male	31% 50%	24% 48%	45% 61%	•	45%	-	-	-	•	•	56%		-	45%	45%	80%	17%		•	-	-
	Female		44%	37%		69% 31%		-	-	-	-	69% 41%	*	-	61% 37%	80% 17%	61%	37%		-	-	
Grade 6 Reading	All	36%	31%	38%	٠	32%	63%		-	-	-	36%	44%	•	36%	22%	30%	50%	25%	-	_	
•	Students	19%	18%					-	-	_	_		-		14	_		_	-	141		2
	CWOD	38%	33%	36%	*	30%	63%	-	-	-	-	33%	44%	-	36%	22%	27%	50%	25%		•	-
	EL Male	14% 33%	12% 28%	22% 30%		22% 28%	40%	-	-			22% 25%	43%		22% 27%	22% 0%	0% 30%	141		•	-	
	Female		34%	50%	•	40%	A	-	-	-		50%	*	-	50%	*	-	50%	•		-	8.0
Mathematics	All	469/	409/	469/		420/	ED9/					208/	C70/		4.46/	445/	500/	0004	2224			
	Students	46%	40%	46%		43%	50%	•	-	-	-	39%	67%		44%	11%	52%	36%	38%		•	
	CWD	23% 48%	21% 42%	44%		41%	50%	-	-	2		37%	67%	-	44%	11%	50%	36%	38%		-	-
	EL	27%	23%	11%	•	11%	-	-	-		-	11%	-	24	11%	11%	0%	30%	3378	•	-	1
	Male Female	45% 46%	40% 40%	52% 36%		56% 20%	40%	-	-	•	•	50% 25%	57%	•	50%	0%	52%	269/		•	-	-
	1 0111010		70 /0	30 /8		£U70		-	-	•	•	25%		-	36%		•	36%		•	-	
Grade 7																						
Reading	All Students	48%	44%	39%	•	34%	55%	-	•	•	•	33%	71%	0%	43%	0%	38%	39%	*	•	-	-
`	CWD	21%	23%	0%	-	•	•	-	-	-	-	0%	-	0%	-	•	*	•	-	-	-	12
	CWOD	51% 19%	46% 13%	43% 0%	-	36% 0%	75%	-	-	2	-	38% 0%	71%	-	43% 0%	0%	40%	46%		-	•	
	Male	44%	41%	38%	ું	32%	•	-	-	(6)		33%	•	•	40%	0%	38%	0%		-		1
	Female	52%	47%	39%	-	37%	44%	-			-	33%	•	•	46%	0%	-	39%	•		-	-
			537																			

Two

Region Afr Amer Pac More Econ Econ Foster
State 17 District Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

B. 6- ab al	All	400/	440/	5487		000	07**					0401	000	051	0.40/	041		2001				
Mathematics	Students CWD	41%	41% 23%	31% 0%	•	32%	27%					31%	29%	0% 0%	34%	0%	29%	32%	-	-	**	*
	CWOD		44%	34%		33%	38%	0				35%	29%	U70	34%	0%	30%	38%		3	3	- 3
	EL	22%	18%	0%	-	0%	-			-		0%	*		0%	0%	*	0%	*			
	Male	41%	43%	29%	-	26%	2.30	100		-	= "	28%	*		30%	•	29%	-	*		-	+
	Female	42%	40%	32%	-	37%	22%			-	•	33%	•	•	38%	0%	-	32%	•		-	
Grade 8 Reading	All	53%	48%	47%		38%	80%	_		0.5	20	38%	73%	14%	53%	27%	40%	56%	36%	_	2	25
riosomy	Students CWD	22%	19%	14%	_	14%	0070		100		- 51	17%		14%	3370	2170	+078	3070	4	2		- 5
	CWOD		52%	53%	*	44%	80%				_	42%	80%	-	53%	33%	48%	60%	44%			- 1
	EL	19%	13%	27%	•	27%	*			-	46.	27%	-		33%	27%	25%	*	43%		10.00	-
	Male	49%	44%	40%	•	32%	80%	-			-	35%	60%	*	48%	25%	40%	-	33%	3	-	+
	Female	58%	53%	56%	-	46%	80%	-	-	-	-	42%	83%	•	60%	•	-	56%	•	-		*
Mathematics	All Students	55%	49%	65%	•	59%	80%	-	-		2	59%	82%	29%	72%	45%	60%	72%	55%	-		2
	CWD	27%	23%	29%		29%	-			· win	2.7	33%		29%						2.0		
	CWOD		53%	72%		68%	80%					65%	90%	-	72%	44%	67%	80%	56%			-
	EL	36%	28%	45%	-	45%	-				2.0	45%	-	•	44%	45%	50%		43%	2.7		-
	Male	52%	47%	60%	*	58%	60%	•	-	-	-	60%	60%		67%	50%	60%	-	56%		-0.00	-
5.0	Female		51%	72%	-	62%	100%	-			-	58%	100%		80%	·	-	72%	•	-		-
Science	All Students	50%	46%	37%	•	25%	80%	-	-	-	-	25%	73%	29%	39%	9%	36%	39%	18%	-	-	9.
	CWD	23%	20%	29%	-	29%	-	-	-			33%	000/	29%	000/		0001	400/	4404	-		7
	CWOD	53% 20%	49% 12%	39% 9%	-	24% 9%	80%		7	-	1	23% 9%	80%	-	39% 0%	0% 9%	38% 13%	40%	11% 14%			-
	Male	50%	46%	36%		26%	80%	-			-	30%	60%		38%	13%	36%		22%	-		- 2
	Female		45%	39%	•	23%	80%	-				17%	83%	4	40%	•	•	39%	•	-	-	
End of Cours	e																					
English I	All Students	48%	46%	43%	-	42%	50%	-	•	*	•	41%	50%	9%	50%	0%	34%	57%	22%	-	*	*
	CWD	15%	13%	9%	-	10%		: 5		-	70	9%	-	9%	-		9%	-		2		2
	CWOD	53% 14%	52% 10%	50% 0%	•	49% 0%	60%			-	-	49% 0%	50%	-	50%	0%	44% 0%	57%	25%	-	•	-
	Male	42%	41%	34%		31%		2	- 1		20	31%		9%	0% 44%	0% 0%	34%	_	29%	0		0
	Female		53%	57%	-	60%	•					58%	*	-	57%	•	-	57%	•	-	-	
English II	All	48%	45%	47%	٠	34%	88%	\tilde{z}_{w}			-	24%	92%	10%	52%	8%	48%	45%	30%	2	*	2
	Students CWD	16%	12%	10%	_	10%					_	10%	_	10%	_		14%			-		
	CWOD		50%	52%		39%	88%	-	-		-	28%	92%	-	52%	10%	54%	50%	33%	2		2
	EL	11%	8%	8%	-	8%	-	-			-	8%			10%	8%	13%	•	0%	7.	-	50
	Male Female	42% 55%	40% 51%	48% 45%	69	34% 33%	82% 100%	-		:	•	27% 21%	87% 90%	14%	54% 50%	13%	48%	45%	29%	-	1000	
Algebra I	All	59%	55%	25%	12	24%	29%	-	-	2	_	22%	38%	22%	25%	0%	21%	29%	20%	-		4
	Students	0.451	0041	2001		0501						0001		8001			4 4 8 5					
	CWD	24% 63%	20% 60%	22% 25%		25% 24%	33%	-			-	22% 22%	38%	22%	25%	0%	14% 23%	27%	20%			-
	EL	40%	29%	0%	-	0%	3370	-			-	0%	3078		0%	0%	0%	21 /0	2070		-	- 5
	Male	53%	48%	21%	2.5	19%		-			-	19%	*	14%	23%	0%	21%	•		*	*	*:
	Female	65%	62%	29%	-	30%	•	-	-		-	28%	33%	•	27%	•	-	29%	*	-	-	*
Biology	All Students	60%	55%	58%	*	59%	50%	-			-	58%	60%	30%	65%	38%	57%	60%	43%	~	٠	*
	CWD	24%	18%	30%		33%	*	-			-	30%	-	30%		•	22%			-	-	
	CWOD		61%	65%		66%	60%	-	+		-	66%	60%	-	65%	50%	71%	58%	50%	-	•	-
	EL	24%	19%	38%	-	38%	-	-	-	-	-	38%	-	0004	50%	38%	33%	•		+	-	-
	Male Female	58% 62%	54% 56%	57% 60%		56% 65%		-			-	54% 65%		22%	71% 58%	33%	57%	60%	50%	-		
	1 ciredo	UZ 70	3076	007	107	0378		175	:570	77.7	_	0578			Ju 76		-	50 /6		-		0.
STAAR Perce	nt at Mas	sters	Grade	Level																		
Grade 3 Reading	All	27%	23%	25%	٠	15%	41%					17%	33%	_	25%	0%	29%	22%	•			23
	Students CWD	10%	8%		_		878			15,47		_		_		19					5.36	
	CWOD		25%	25%		15%	41%	0				17%	33%		25%	0%	29%	22%	-	-		
	EL	19%	11%	0%	-	0%				-		•		-	0%	0%		*	6.1			7.7
	Male	24%	22%	29%		23%	43%	-				29%	29%	-	29%		29%	-	-			
	Female	29%	24%	22%		8%	40%	*		-	*	13%	43%	-	22%	•	-	22%	•	-		-
Mathematics	All Students	24%	22%	27%	•	19%	41%	×		*	•	22%	33%	-	27%	0%	29%	26%	*	-		*
	CWD	12%	10%	-	-	400/	4407	15		-	-	-	200/	-	070/		-	-	51	7	150	51
	EL	25% 18%	24% 12%	27% 0%	69	19% 0%	41%	Ü				22%	33%		27% 0%	0% 0%	29%	26%	127	3	-	7
	Male	26%	24%	29%		23%	43%	10			-	29%	29%	-	29%	0 %	29%	-	-	*	104.5	
	Female		19%	26%		15%	40%				-	19%	43%	-	26%		-	26%				-

Two

											or		Non									
			Region		Afr			Amer			More	Econ	Econ								Foster	
		State	17	District	Amer	Hispanic	: White	Ind	Aslan	isi	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant He	omeless	Care N	Ailitary
Grade 4																						
Reading	All	21%	18%	14%	_	6%	42%		_	-		5%	30%	20%	13%	9%	10%	18%	20%	_	_	
	Students															• / •						
	CWD	8%	7%	20%	-	*	450/	•	-	-	-	00/	000/	20%	400/	-	700	4000		•	-	-
	CWOD	12%	19% 8%	13% 9%	-	5% 9%	45%		-	-		3% 10%	33%	-	13% 9%	9% 9%	7% 0%	19%		•	•	*
	Male	20%	17%	10%	-	4%		-	-	-	1	5%	22%	*	7%	0%	10%	_	•	:	-	2
	Female		19%	18%	-	10%	38%	-	-	-		6%	36%	*	19%		-	18%	•	-	-	-
	341																					
Mathematics		27%	24%	10%	•	9%	17%	-	-	-		8%	15%	20%	9%	9%	6%	14%	20%	-	-	-
	Students CWD	13%	11%	20%										20%								
	CWOD		25%	9%		7%	18%	_	-		:	6%	17%	20%	9%	9%	4%	15%			-	
	EL	20%	14%	9%	-	9%	-	-	-	-		10%	*	-	9%	9%	0%	*	•	-	-	2
	Male	29%	26%	6%	-	4%		-	-	-	•	5%	11%	•	4%	0%	6%	-	•	-	-	-
	Female	25%	21%	14%	•	15%	13%	*	-	-		12%	18%	•	15%	•	•	14%	•	-	-	-
Grade 5																						
Reading	All	29%	24%	30%		28%		20	_	_	_	33%		_	30%	18%	17%	42%	14%		_	
rodding	Students	2370	24 /0	3079		2070			-	-	•	33/6		•	3070	1078	11 70	42 /0	14 /6	-	-	10
	CWD	9%	9%	-	-			-	-	-			-	-	-	-	-	-	-	-	-	-
	CWOD		26%	30%	•	28%	*	-	-	-	•	33%	*	•	30%	18%	17%	42%	14%	-	-	-
	EL	14%	10%	18%	:	18%	:	-	-	-	*	22%		-	18%	18%	0%	33%	•	-	•	
	Male Female	26%	22% 26%	17% 42%	_	19% 38%		•	-	8	-	19% 47%		-	17% 42%	0% 33%	17%	42%		•	•	*
	remale	3176	20 /6	4270	-	30%		•	•	7	7	4770		•	4270	3376	•	4270		•	•	
Mathematics	All	36%	34%	35%		38%		2	_			39%			35%	36%	39%	32%	43%	_	-	2
	Students											0010			0070				1070			
	CWD	14%	14%	-	-		+	-	•	-			-	-	-	-	-	-	-	-	-	-
	CWOD		36%	35%	•	38%	•	•	•	•	-	39%		-	35%	36%	39%	32%	43%	-	•	*
	EL Male	24% 36%	20% 35%	36% 39%		36%		7	15			44%		-	36%	36%	60%	17%		-	-	7
	Female		33%	32%		44% 31%	•			100	12	44% 35%			39% 32%	60% 17%	39%	32%		-	-	
	Comaio	3576	0370	3270		3178						5576		•	32 /6	11 /0	-	32 /6		_	_	
Science	All	23%	21%	32%		34%	•	43	12	-	5	36%		-	32%	27%	33%	32%	43%	-	-	12
	Students																					
	CWD	11%	11%	-	-	-		7.0	97	35		(7)		•		-	-			-	-	
	CWOD	25% 11%	23%	32%		34%	•	*	-		-	36%		•	32%	27%	33%	32%	43%	-	-	-
	EL Male	25%	7% 24%	27% 33%	-	27% 38%	*	-	-		-	33% 38%		•	27% 33%	27% 40%	40% 33%	17%		-	-	-
	Female		18%	32%		31%		_	_			35%	*	-	32%	17%	3370	32%		-	-	
Grade 6																						
Reading	All	17%	14%	24%	•	25%	25%		•	•	-	29%	11%	*	22%	11%	22%	29%	25%	-	•	•
	Students	CN	70/																			
	CWD	6% 19%	7% 15%	22%	-	22%	25%	•	•	•	-	26%	11%	-	22%	11%	18%	29%	25%	-	-	*
	EL	4%	5%	11%		11%	2376	-	-		-	11%	1 1 70		11%	11%	0%	4 70	2376	-		-
	Male	14%	12%	22%		22%	20%	_	_	_	-	25%	14%		18%	0%	22%	•			-	1
	Female	20%	16%	29%	•	30%	•	-	-	-	•	33%	*	-	29%	•	-	29%	•	-	•	
																		111-215				
Mathematics		20%	15%	14%	•	14%	13%	-	-	-	-	14%	11%	*	11%	0%	17%	7%	13%	-	-	-
	Students CWD	9%	10%				_		-	_	_				_	_		_			_	144
	CWOD		15%	11%		11%	13%				_	11%	11%	_	11%	0%	14%	7%	13%	1000	-	
	EL	8%	6%	0%		0%	•		•		•	0%	-	-	0%	0%	0%	•	*		-	
	Male	20%	15%	17%	7	17%	20%	-	•	•	-	19%	14%	•	14%	0%	17%			•	-	•
	Female	20%	15%	7%	•	10%	•	•	•	•	•	8%	•	-	7%	•	-	7%	•	-	-	•
Grade 7																						
Reading	All	29%	26%	24%		21%	36%	_	-	_	-	21%	43%	0%	27%	0%	19%	29%		_	_	
•	Students														400							
	CWD	9%	9%	0%	-	*	•	-		-	. 6	0%		0%	•	•		*			5.71	-
	CWOD		28%	27%	-	22%	50%	-	15	-		24%	43%		27%	0%	20%	33%			-	-
	EL Male	8% 25%	6% 23%	0% 19%	*	0% 16%	-	-	-	-	-	0% 17%			0% 20%	0%	19%	0%		-	-	77
	Female		28%	29%	į.	26%	33%		- :	:	-	25%			33%	0%	1976	29%	*	•	-	
	1 0111010	0270	2070	2074		2070	0070					2070			3370	0 /0		2070		_	•	•
Mathematics	All	16%	16%	16%		16%	18%	-	14	_		17%	14%	0%	18%	0%	10%	21%		-	2	-
	Students																					
	CWD	7%	10%	0%	-	470/	950/	-	•	•	•	0%	4.40/	0%	470/		4000		-	•	-	•
	CWOD EL	1/% 6%	17% 4%	18% 0%	1	17%	25%	-	-	•	•	19% 0%	14%		18%	0%	10%	25%		-	•	•
	Male	16%	16%	10%	-	0% 11%		-	-	-	100	11%			0% 10%	0%	10%	0%	•	-	-	
	Female		16%	21%		21%	22%	_	-			21%			25%	0%	-	21%	•	-	-	
			_																			
Grade 8																						
Reading	All	27%	23%	19%	•	13%	40%	-	-	-	-	13%	36%	0%	22%	0%	20%	17%	0%	-	-	
	Students	77.0	907	884									_				_	_	_			
	CWD	7%	7%	0%		0%	409/	-	-	-		0%	409/	0%	220/	00/	240/	208/	-	•	*	· -
	EL	30% 5%	25% 3%	22% 0%		16% 0%	40%	-	-	-	-	15% 0%	40%		22% 0%	0% 0%	24% 0%	20%	0% 0%	-	-	2
	Male	24%	20%	20%		11%	60%	-			-	15%	40%		24%	0%	20%	_	0%	-	-	<u>.</u>
	Female		26%	17%	-	15%	20%	-		-		8%	33%		20%	*	-	17%				
															_			_				
Mathematics		17%	12%	19%	*	13%	40%	-	-	2		9%	45%	0%	22%	0%	12%	28%	0%	-	-	-
	Students	00/	00/	D8/		001						0.07	•	00/					1000			
	CMD	9%	9%	0%		0%		*			-	0%	•	0%	•	-	-	-	•	-	-	

											Two		Non									
			Region		Afr			Amer			More	Econ	Econ								Foster	
	CWOD	State 18%	17 12%	District 22%	Amerh	lispanio 16%	: White 40%	Ind	Asian	isi -	Races	Disadv 12%	Disadv 50%	CWD	CWOD 22%	EL 0%	Male 14%	Female 33%	Migrant H 0%	omeless	Care F	Wilitary
	EL	6%	3%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%		0%	-	-	-
	Male Female	16% 17%	12% 11%	12% 28%	-	11% 15%	20% 60%	-	-	-	-	10% 8%	20% 67%		14% 33%	0%	12%	28%	0%	-	-	-
Science	All	25%	21%	23%		16%	50%	_	-	-	-	13%	55%	0%	28%	0%	20%	28%	9%	-		-
	Students	10%	10%	0%		0%				_	_	0%		0%						_	_	
	CWOD	26%	22%	28%	•	20%	50%	-	-	-	-	15%	60%	-	28%	0%	24%	33%	11%	-	-	
	EL Male	5% 25%	2% 22%	0% 20%	-	0% 16%	40%	-	-	-	-	0% 15%	40%		0% 24%	0% 0%	0% 20%		0% 11%	-		-
	Female		19%	28%	12	15%	60%	-	-	-	-	8%	67%	•	33%	• *	2070	28%	*	-	-	-
End of Cours																						
English I	All	10%	4%	7%		5%	17%		-	-	-	6%	13%	9%	6%	0%	3%	13%	0%	-		
	Students CWD	3%	3%	9%		10%						9%	_	9%	_		9%	I.				
	CWOD	11%	5%	6%		4%	20%			-	-	5%	13%	-	6%	0%	0%	13%	0%	-	•	-
	EL Male	1% 7%	0% 3%	0% 3%		0% 3%		•	•	-	-	0% 3%	-	9%	0% 0%	0% 0%	0% 3%		0%	-	-	•
	Female		6%	13%	ु	10%		-	-	-	-	11%	•	-	13%	• 0 /6	378	13%	*	-	-	-
English II	All	09/	6%	E9/.		20/	109/					20/	420/	0.0/	C9/	697	70/	20/	09/			
	All Students	8%	076	5%		2%	19%	-	-	-	-	2%	13%	0%	6%	0%	7%	3%	0%	•		*
	CWD	4% 8%	5% 7%	0% 6%	-	0%	19%	-	-	-	-	0%	429/	0%	- E9/	09/	0%	40/	00/	-		-
	EL	0%	1%	0%	_	2% 0%	19%					3% 0%	13%	•	6% 0%	0% 0%	8% 0%	4%	0% 0%	-	-	-
	Male	6%	4% 8%	7%		3% 0%	18% 20%	•	•	-	-	3% 0%	13%	0%	8%	0%	7%	3%	0%	-	•	-
	Female	1076	070	3%	9.7	0%	20%	-	-	-	-	0%	10%	-	4%		•	376	-	•	•	-
Algebra I	All	36%	24%	4%		4%	0%	-	-	-	-	4%	0%	11%	2%	0%	3%	4%	0%	-	•	•
	Students CWD	9%	6%	11%	1.0	13%		-	-	_		11%	-	11%	-		0%			-		
	CWOD		26%	2%		3%	0%		-	-	-	3%	0%	-	2%	0%	5%	0%	0%	-		•
	EL Male	19% 31%	10% 20%	0% 3%		0% 4%		-	-	-	-	0% 4%		0%	0% 5%	0% 0%	0% 3%	ı i		-		•
	Female		28%	4%	-	5%		-	-	-	-	6%	0%	•	0%	*	-	4%	•	-	•	•
Biology	All	24%	19%	18%	200	16%	33%	-	-	-	-	16%	40%	10%	20%	0%	17%	20%	0%	•	•	•
	Students CWD	6%	5%	10%		11%		-	-	-	-	10%	_	10%	-		11%		*			
	CWOD	26% 4%	21% 2%	20% 0%	27	17% 0%	40%	-	-	-	-	17% 0%	40%	•	20% 0%	0% 0%	19% 0%	21%	0%	-	•	-
	Male	24%	19%	17%		15%	*	-	•			14%	*	11%	19%	0%	17%	-	0%	-	•	-
	Female	25%	19%	20%		18%	•	*	•	•	•	18%	•	*	21%	•	-	20%	•	-	-	-
STAAR Perce	nt at App	proac	hes Gr	ade Le	vel or	Above																
All Subjects	All	77%	75%	80%	100%	78%	88%	-	•			78%	87%	45%	84%	68%	80%	81%	80%	Ç,	50%	20
	Students CWD	46%	43%	45%	_	47%	27%	_	_			45%	43%	45%	_	32%	43%	48%	64%	_		
	CWOD	81%	80%	84%	100%	82%	93%	-	-	_	-	83%	89%		84%	73%	85%	83%	82%	2	50%	2
	EL Male	62% 74%	56% 73%	68% 80%	100%	68% 77%	92%	-	-	-	•	68% 78%	67% 87%	32% 43%	73% 85%	68% 72%	72% 80%	61%	74% 87%	-	50%	1
	Female		78%	81%	0	79%	86%	-	-	-	-	79%	87%	48%	83%	61%	-	81%	70%	2	5078	
Reading	AH	729/	719/	70%	100%	759/	OOP/					759/	00%	26%	9.49/.	£29/	779/.	949/	770/			
	All Students	73%	71%	79%	100%	75%	90%	•	•	•	-	75%	90%	36%	84%	63%	77%	81%	77%	-		-
	CWD	39%	35% 76%	36% 84%	100%	35% 80%	40% 94%	-	-	-	-	33% 81%	91%	36%	84%	22% 69%	32% 83%	45% 84%	40% 80%	2	50	28
	EL	54%	47%	63%	-	63%	-	-	-	-	-	62%	80%	22%	69%	63%	65%	60%	70%	2		
	Male Female	69%	67% 75%	77% B1%		73% 79%	92% 89%	-	-	-	-	73% 78%	89% 91%	32% 45%	83% 84%	65% 60%	77%	81%	82% 68%	3	20	21
								_	_	_	_									-	737	f6
Mathematics	All Students	81%	80%	83%	•	82%	87%	-	-	-	-	82%	86%	44%	86%	76%	81%	85%	88%	*	4	*
	CWD	53%	51%	44%	-	55%	0%	-	-	-	-	46%	•	44%	-	33%	41%	50%	•		-	
	CWOD	84% 72%	83% 68%	86% 76%	-	84% 76%	94%	-	-	-	-	86% 78%	88% 60%	33%	86% 81%	81% 76%	85% 76%	88% 77%	87% 85%	-	20	
	Male	79%	78%	81%	•	78%	93%	-	_	_	-	79%	86%	41%	85%	76%	81%	-	88%	2		2
	Female	82%	81%	85%	•	86%	83%	-	-	-	-	84%	87%	50%	88%	77%	•	85%	89%	-	7%	*
Science	All Students	80%	79%	79%	•	78%	85%	-	-	-	-	80%	75%	65%	81%	63%	88%	68%	76%	6	4	2.5
	CWD	51%	47%	65%	-	63%	*	-	-	-	•	69%	*	65%			69%		*	2	200	2
	CWOD	84% 61%	83% 55%	81% 63%	-	80% 63%	84%	-	•	•		82% 64%	79%	•	81% 65%	65% 63%	92% 84%	70% 27%	77% 64%	Ç.	20	7
	Male	79%	78%	88%	•	87%	89%	-	-	-	-	89%	78%	69%	92%	84%	88%		94%		4	
	Female	81%	80%	68%	-	65%	82%	-	-	-	-	67%	73%	•	70%	27%	-	68%	29%	*	*	*
STAAR Perce	nt at Me	ets G	rade I e	evel or	Above																	
All Grades							500/					0001	2001	0001	4.487	500	4004	4504	205		470	
All Subjects	All Students	49%	45%	42%	36%	38%	58%	-	-	-	-	39%	53%	22%	44%	23%	40%	45%	36%	*	17%	*
	CWD	24%	21% 48%	22% 44%	36%	25% 40%	0% 62%	-	-	-	-	24% 41%	0% 55%	22%	44%	11% 25%	22% 42%	20 % 47 %	36% 36%	-	17%	
	EL	29%	22%	23%	-	23%	- 70	-	-	-	•	25%	0%	11%	25%	23%		27%	25%	2	17.70	\$

State

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District Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

Two or Non Region Afr Amer Pac More Econ Econ

40% 36% Male 47% 44% 33% 36% 50% 22% 42% 21% 37% 17% Female 52% 47% 45% 41% 57% 41% 57% 20% 47% 27% 45% 34% 45% Reading All 47% 43% 42% 20% 36% 63% 36% 59% 15% 19% 37% 48% 32% Students CWD 18% 17% 18% 9% 20% 15% 21% CWOD 50% 46% 45% 20% 39% 67% 38% 61% 45% 39% 33% 50% 0% EL. 23% 0% 54% 21% 39% 17% 19% 19% 20% 19% 12% 30% 22% Male 43% 37% 31% 66% 39% 30% 18% 12% 29% 37% 51% 48% 61% Female 46% 44% 42% 65% 50% 48% 36% Mathematics All 51% 47% 40% 37% 49% 38% 45% 26% 41% 25% 39% 42% 40% Students **CWD** 26% 24% 26% 32% 0% 29% 29% 20% 26% CWOD 54% 50% 41% 37% 53% 39% 47% 41% 26% 40% 43% 38% F۱ 37% 29% 25% 25% 28% 0% 17% 26% 25% 24% 27% 25% 50% 39% 48% Male 46% 29% 40% 24% 36% 37% 43% 39% 46% Female 51% 38% 50% 40% 47% 20% 27% 42% 33% Science 46% 65% All 53% 49% 48% 47% 55% 29% 51% 30% 51% 46% 36% Students CWD 25% 29% 31% 21% 31% 29% 23% CWOD 49% 68% 50% 58% 51% 31% 45% 36% 57% EL. 26% 19% 30% 30% 32% 31% 30% 37% 18% 29% 53% 67% Male 50% 51% 50% 50% 56% 23% 57% 37% 51% 39% Female 53% 46% 41% 64% 46% 43% 55% 45% 18% 29% STAAR Percent at Masters Grade Level All Grades All Subjects All 23% 19% 18% 0% 15% 31% 16% 25% 8% 19% 7% 15% 21% 15% 0% Students CWD 8% 10% 0% 0% 10% 18% CWOD 25% 20% 19% 0% 15% 33% 16% 26% 19% 8% 16% 22% 14% 0% 0% EL 11% 8% 0% 7% 7% 8% 8% 7% 5% 10% 7% 22% 18% 15% 0% 13% 28% 14% 20% 10% 16% 5% 8% 0% 15% Female 24% 19% 21% 17% 32% 18% 29% 22% 10% 21% 4% 26% Reading All 20% 16% 17% 0% 12% 33% 14% 24% 8% 18% 5% 14% 20% 11% Students CWD 9% 8% 8% 11% 0% 20% CWOD 22% 18% 18% 0% 13% 35% 15% 25% 18% 6% 14% 22% 10% EL 8% 6% 5% 5% 5% 0% 0% 6% 5% 0% 13% 4% Male 17% 14% 14% 10% 32% 11% 21% 14% 0% 11% 14% 3% Female 23% 18% 20% 16% 35% 28% 0% 20% Mathematics All 26% 21% 17% 15% 25% 15% 21% 11% 8% 15% 19% 19% 17% Students CWD 10% 11% 14% 0% 13% 0% 10% 12% 11% 16% **CWOD** 28% 23% 15% 22% 17% 9% 18% 17% 27% 15% 19% 8% 14% Et. 16% 11% 8% 9% 0% 0% 9% 8% 8% 8% 10% Male 25% 15% 22% 14% 17% 21% 12% 15% 8% 15% 13% Female 26% 16% 26% 16% 26% 10% 8% 19% 28% 19% All Science 20% 24% 21% 40% 21% 40% 10% 22% 26% 16% Students CWD 8% 9% 6% 6% 6% 8% CWOD 26% 24% 42% 23% 42% 27% 12% 25% 28% 18% Εł 7% 4% 10% 10% 11% 12% 10% 11% 9% Male 25% 22% 21% 33% 33% 22% 20% 8% 25% 11% 22% 11% Female 23% 45% 26% 28% 9% 29%

Part (liil): A sadeurale Growth and Gladustinia Pate

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)

	Ail Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	66		67	68	-	-	-	-	67	67	59
CWD	67	-	70		_	-	-	-	65	67	40
CWOD	66	•	66	70	-	-	_	-	67	-	61
EL	59	•	59	-	_	-	-	-	59	40	59
Male	63		64	66	_	-	_	•	64	75	58

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	70	•	71	70			-		70	55	61
Mathematics											
All Students	57		57	59	-	-	-	-	59	59	58
CWD	59	-	71	20	-	-	-		58	59	33
CWOD	57		56	63	_	_	-		59	-	61
EL	58	-	58	-	-	-	-	_	58	33	58
Male	56	•	57	50	_	_	_	-	59	64	61
Female	58	*	57	65	-	-	-	-	58	50	53

Part (iii)(II): Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Aslan	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rate	s												
4-year Longitudinal Cohe	ort Graduatie	on Rate (G	r 9-12): Cla	ass of 201	8								
All Students	100.0%	-	100.0%	100.0%	-	-	-		100.0%	100.0%	100.0%	100.0%	
CWD	100,0%	+0	100.0%	100.0%	-	-	-		100.0%	100.0%	100.0%		-
CWOD	100.0%	-	100.0%	100.0%	-	-	-		100.0%	-	100.0%	100.0%	-
EL	100.0%	-	100.0%	•	•	-	•		100.0%	100.0%	100.0%	-	-
Male	100.0%	***	100.0%	100.0%	-	-		-	100.0%	100.0%	100.0%	-	-
Female	100.0%	-	100.0%	100.0%	-		-	-	100.0%	100.0%	-	100.0%	-

[&]quot;Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
96	6	6%

Indicates data reporting does not meet for Minimum Size.

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

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

Student Success (Student Achie		African American naln Score		White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	47	45	44	59	-	•	•	97	44	25	33
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	91%	-	91%	92%	-	-		7.0	90%	93%	•

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

	All Students	African American	Hispanic	White	American Indian	Aslan	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
Reading			•								
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y	Y					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N	-10.40				N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
Mathematics										• • •	
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N				- 125	Υ	Υ	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	N
English Learner Language Pro	ficiency Statu	is									
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status*											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Υ		Υ						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Υ						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Υ						Υ		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Toront Mari	V		V								

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

Part (vii): STAAR Participation

Target Met

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

Participation Ra	ate	District	African American	ı Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	•	-			100%	99%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	100%	_	100	0.40	0.00	100%	100%	100%	_	100%	100%	100%	100%
	CWOD	100%	100%	100%	100%	_	-			100%	99%	-	100%	100%		100%	100%
	EL	100%		100%	1900	_	-	100	200	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	99%	100%		0.		2.3	100%	98%	100%	100%			-	100%
	Female	100%	• 58	100%	100%		-			100%	100%	100%	100%	100%	•	100%	100%
Reading	All	100%	100%	99%	100%	-	-	-		100%	98%	100%	99%	100%	99%	100%	100%
	Students	730															
	CWD	100%		100%	100%		-	-	-	100%	•	100%	•	100%	100%	100%	100%
	CWOD	99%	100%	99%	100%	2,70	•		-	100%	98%	-	99%	100%	99%	100%	100%
	EL	100%	-	100%	-	-	-		+	100%	100%	100%	100%	100%	100%	100%	100%
	Male	99%	•	99%	100%	-	-	-	-	100%	97%	100%	99%	100%	99%	-	100%
	Female	100%	•	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Mathematics	All Students	100%	•	100%	100%	-	-	-		100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%		100%	100%	-	-		•	100%		100%	51755. -	100%	100%	100%	*
	CWOD	100%		100%	100%	-	-	•	•	100%	100%		100%	100%	100%	100%	100%
	EL	100%	-	100%	-		•		-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	•	100%	100%	2 - 2	-	-	-	100%	100%	100%	100%	100%	100%		100%
	Female	100%		100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%

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

						=			Two or		Non						
			African			American		Pacific	More	Econ	Econ						
			American	Hispanic		Indian	Asian	Islander	Races				CWOD	EL			Migrant
Science	All	100%	•	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Students			4000/													
	CWD	100%	-	100%	•	-	-	•	-	100%		100%			100%		
	CWOD	100%	•	100%	100%	-	-	-	-	100%	100%	-	100%	100%		100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%			100%			100%	100%
	Male	100%	*	100%	100%	-	•	•	•	100%	100%	100%	100%			-	100%
	Female	100%	-	100%	100%	-	-	-	•	100%	100%	•	100%	100%	•	100%	100%
Non-Participati	on Rate																
All Subjects	All	0%	0%	0%	0%	-	-	-	-	0%	1%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	0%		0%	0%	-	~	-	-	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	0%	0%	0%	0%	-	-	-	-	0%	1%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	_	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	1%	0%	-	-	•		0%	2%	0%	0%	0%	0%	-	0%
	Female	0%	*	0%	0%	-	•	•	-	0%	0%	0%	0%	0%	-	0%	0%
Reading	All	0%	0%	1%	0%	_	_	-	-	0%	2%	0%	1%	0%	1%	0%	0%
•	Students																
	CWD	0%	-	0%	0%	-	-		-	0%	*	0%	_	0%	0%	0%	0%
	CWOD	1%	0%	1%	0%	_	_	-	-	0%	2%	-	1%	0%	1%	0%	0%
	EL	0%	-	0%		-	-	-	_	0%	0%	0%	0%	0%	0%	0%	0%
	Male	1%	*	1%	0%	•	-	-	-	0%	3%	0%	1%	0%	1%	-	0%
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Mathematics	: All	0%		0%	0%			_		0%	0%	0%	0%	0%	0%	0%	0%
Mantemanes	Students	0 /0		0 /0	0 /0	_	-	_	_	0.70	0 70	0 /0	U /0	0 /6	0 /8	0 70	U 78
	CWD	0%	_	0%	0%				-	0%		0%	_	0%	0%	0%	
	CWOD	0%		0%	0%	_			-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%		0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%		0%	0%	-	-			0%	0%	0%	0%	0%	0%	-	0%
	Female	0%		0%	0%	-	-	-	•	0%	0%	0%	0%	0%		0%	0%
	remale	070		076	U 76	-	-	-	-	U76	076	U 7s	U7a	U76	•	U 76	U70
Science	All	0%	*	0%	0%	-	-	-	•	0%	0%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	0%		0%	*	•	•	-	-	0%	*	0%	-	*	0%		*
	CWOD	0%	*	0%	0%	•	-	•	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	•		0%	0%	0%	0%	0%
	Male	0%	*	0%	0%	•	-	•	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	0%	-	-	-	•	0%	0%	•	0%	0%	-	0%	0%

[&]quot;Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii) Civil Rights Data

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

The data is not required for district level.

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

The data is not required for district level.

Part (ix): Teacher Quality Data

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

	All Se	:hool	High-Pover	ty Schools	Low-Poverty	/ Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 9.8	Percent 16.7%	Number	Percent	Number	Percent
Teachers Teaching with Emergency or Provisional Credentials	5.0	8.9%				

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

All School Number Percent 8.9 15.9% High-Poverty Schools Number Percent Low-Poverty Schools Number Percent

Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	Region 17 Number of ALT2	Region 17 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3 Reading	5,881	1%	119	2%	•	-
Mathematics	5,880	1%	119	2%		
Grade 4 Reading	6,312	2%	118	2%		3%
Mathematics	6,311	2%	118	2%	40	3%
Grade 5 Reading	6,133	1%	103	2%	¥	2.0
Mathematics	6,131	1%	103	2%	2	020
Science	6,133	1%	103	2%		
Grade 6 Reading	6,038	1%	118	2%		3%
Mathematics	6,036	1%	118	2%	*	3%
Grade 7 Reading	5,616	1%	117	2%		9. - .0
Mathematics	5,616	2%	117	2%	*	
Grade 8 Reading	5,251	1%	99	2%		2%
Mathematics	5,254	2%	100	2%	•	2%
Science	5,250	1%	99	2%	*	2%
End of Course English I	5,150	1%	84	1%	*1	2%
English II	4,680	1%	76	1%	2	-
Algebra I	5,122	1%	86	1%	**	4%
Biology	4,954	1%	89	1%	•:	4%
All Grades All Subjects	101,751	1%	1,886	2%	14	2%
Reading	45,064	1%	834	2%	5	1%
Mathematics	40,350	1%	761	2%	6	2%
Science	16,337	1%	291	2%	*:	2%

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

Part (xi) / Stitle and Amilia Parcas many of Experiment Followisk (NAER)

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

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	r Above		
			% Belo	w Basic	% At or Al	ove Basic	Prof	cient	% 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
	2	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	44		89	82	65	57	25	22
			11	18	69		80		25	
		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	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
	3	Black	53	46	47	54	41	15	n/a	i
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	20	41	*	59	*	19	3	1
									44	-
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander		37		63		25		2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51		15		3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	•	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disady	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
			73 60	73 72	40		5 8		1	1
		English Language Learners	OU	12	40	28	ō	5	'	,

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

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

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

Part (xiii): Cohort Rate of Gradunte's Enrolleri in Posts condary 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)

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	38%	*	36%	43%	-	-	-	•	35%	•	*

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

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