# Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: EISENHOWER H S Campus ID: 101902004 District Name: ALDINE ISD

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

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

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

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

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
,	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
5	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

											Two											
		State	District C:	amnus	Afr Amer	Hisnanir	White	Amer			or More Races		Non Econ Disady	CWD	CWOD	FI	Malo	Female Mi	arant H	omoloss	Foster	Military
				•		•	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	ina	Asian	131	Ruces	DISUUV	513001	0110	eneb		maic		grantn	omeress	Garc	winitar y
End of Cour		roaci	hes Grad	le Lev	el or A	Above																
English I	All Students	66%	55%	45%	40%	49%	13%	*	*	-	*	34%	63%	18%	49%	28%	45%	46%	-	60%	0%	-
	CWD	27%		18%	20%	17%	*	-	-	-	-	17%	22%	18%	-		22%	13%	-	*	0%	-
		71%		49%	44%	52%	*	*	*	-	*	38%	67%	-	49%		48%	50%	-	*	*	-
	EL	34%		28%	-	28%	*	-	*	-	-	26%	32%	15%	30%		32%	24%	-	*	-	-
	Male Female	60% 73%		45% 46%	38% 42%	49% 49%	20% *	*	*	-	-	35% 34%	63% 64%	22% 13%	48% 50%	32% 24%	45% -	- 46%	-	*	* 0%	-
English II	A 11	670/	E <b>7</b> 0/	520/	E 20/	E 20/	670/	*	700/		60%	E00/	600/	070/	F.C.0/	050/	48%	50%		770/	200/	*
English II	All Students	67%		53%	52%	53%	67%		79%	-	60%	50%	63%	27%	56%			59%	-	77%	20%	
	CWD	27%		27%	20%	32%	40%	-	*	-	-	27%	29%	27%	-		32%	19%	-	*	0%	-
		72%		56%	58%	55%	86%	*	75%	-	60%	53%	65%	-	56%		50%	62%	-	91%	40%	*
	EL	30%		25%	-	25%	*	-	*	-	-	21%	35%	9%	26%		21%	29%	-	*	-	-
	Male	62%		48%	46%	47%	80%	*	88%	-	*	45%	56%	32%	50%		48%	-	-	63%	*	-
	Female	73%	62%	59%	58%	59%	57%	*	67%	-	*	55%	69%	19%	62%	29%	-	59%	-	100%	25%	*
Algebra I	All Students	83%	76%	61%	56%	63%	*	*	*	-	*	41%	81%	33%	65%	42%	56%	67%	-	100%	57%	-
	CWD	52%	38%	33%	35%	29%	-	-	-	-	-	23%	67%	33%	-	9%	33%	33%	-	*	*	-
	CWOD	87%	79%	65%	60%	66%	*	*	*	-	*	45%	82%	-	65%	45%	59%	71%	-	*	80%	-
	EL	73%	60%	42%	-	42%	*	-	*	-	-	31%	60%	9%	45%	42%	42%	42%	-	*	-	-
	Male	79%	71%	56%	49%	59%	*	*	*	-	*	38%	78%	33%	59%	42%	56%	-	-	*	-	-
	Female	88%	81%	67%	63%	68%	*	*	*	-	-	46%	84%	33%	71%	42%	-	67%	-	*	57%	-
Biology	All Students	87%	81%	62%	64%	61%	*	*	*	-	*	40%	83%	37%	66%	32%	60%	65%	-	*	*	-
	CWD	60%	46%	37%	37%	30%	*	-	-	-	-	29%	60%	37%	-	8%	43%	28%	-	*	*	-
	CWOD	90%		66%	71%	63%	*	*	*	-	*	41%	84%	-	66%		62%	69%	-	*	*	-
	EL	68%		32%	-	32%	-	-	*	-	-	21%	51%	8%	35%		40%	23%	-	*	-	-
	Male	84%		60%	54%	60%	*	*	-	-	*	35%	86%	43%	62%	40%	60%	-	-	*	*	-
	Female	90%	85%	65%	73%	61%	*	*	*	-	-	43%	80%	28%	69%	23%	-	65%	-	*	*	-
STAAR Perce		ets Gr	ade Leve	el or A	bove																	
End of Cou		400/	000/	<b>•</b> • • • •	470/	070/	400/					440/	450/	400/	050/	<b>0</b> 0/	040/	070/		000/	00/	
English I	All Students	48%	33%	24%	17%	27%	13%	*	*	-	*	11%	45%	12%	25%	6%	21%	27%	-	20%	0%	-
	CWD	15%	12%	12%	12%	11%	*	-	-	-	-	11%	17%	12%	-	5%	14%	10%	-	*	0%	-
	CWOD	53%	35%	25%	18%	29%	*	*	*	-	*	11%	47%	-	25%	6%	22%	29%	-	*	*	-
	EL	14%	6%	6%	-	6%	*	-	*	-	-	5%	8%	5%	6%	6%	8%	4%	-	*	-	-
	Male	42%		21%	13%	25%	20%	*	*	-	*	10%	41%	14%	22%	8%	21%	-	-	*	*	-
	Female	56%	39%	27%	22%	31%	*	*	*	-	-	12%	50%	10%	29%	4%	-	27%	-	*	0%	-
English II	All Students	48%	34%	32%	28%	34%	58%	*	50%	-	20%	29%	42%	19%	34%	8%	28%	36%	-	69%	20%	*
	CWD	16%	15%	19%	10%	25%	20%	-	*	-	-	16%	29%	19%	-	9%	21%	14%	-	*	0%	-
	CWOD	52%		34%	31%	34%	86%	*	42%	-	20%	30%	42%	-	34%	8%	29%	38%	-	82%	40%	*
	EL	11%	7%	8%	-	8%	*	-	*	-	-	6%	12%	9%	8%	8%	7%	9%	-	*	-	-
	Male	42%	30%	28%	24%	29%	60%	*	50%	-	*	24%	39%	21%	29%	7%	28%	-	-	50%	*	-
	Female	55%	39%	36%	31%	38%	57%	*	50%	-	*	34%	45%	14%	38%	9%	-	36%	-	100%	25%	*
Algebra I	All Students	59%	44%	31%	15%	37%	*	*	*	-	*	9%	53%	23%	32%	11%	25%	38%	-	80%	14%	-
	CWD	24%	18%	23%	12%	29%	-	-	-	-	-	13%	56%	23%	-	9%	21%	27%	-	*	*	-
	CWOD			32%	15%	38%	*	*	*	_	*	8%	53%	-	- 32%			39%	-	*	20%	-
	EL	40%		11%	-	11%	*	-	*	-	-	6%	20%	9%	12%			9%	-	*	-	-
	Male	53%		25%	6%	32%	*	*	*	-	*	5%	49%	21%	25%			-	-	*	-	-
	Female			38%	24%	44%	*	*	*	-	-	14%			39%		-	38%	-	*	14%	-

		State	District	Campus	Afr Amer I	Hispani	c White	Amer Ind		Pac M	Two or More E taces Di		n	CWOD	) EL	Male	Female N	Migrant Ho		Foster Care	
Biology	All	60%	48%	35%	30%	37%	*	*	*	-	* ;	3% 60'	% 24%	37%	6%	33%	38%	-	*	*	-
	Students						*												*	*	
	CWD CWOD	24% 64%	20% 51%	24% 37%	16% 33%	30% 38%	*	*	*	-		6% 50' 3% 61'		- 37%	8% 6%	26% 34%	22% 39%	-	*	*	-
	EL	24%	13%	6%	-	6%	-	-	*	-	-	1% 16	6 8%	6%	6%	10%	2%	-	*	-	-
	Male Female	58% 62%	45% 52%	33% 38%	24% 36%	35% 39%	*	*	*	-		7% 61' 9% 59'		34% 39%	10% 2%	33% -	- 38%	-	*	*	-
STAAR Perce		sters (	Grade L	evel																	
End of Cours English I	se All	10%	4%	5%	3%	7%	0%	*	*	-	* (	)% 13'	% 0%	6%	0%	2%	9%	-	20%	0%	-
Englion	Students																		2070		
	CWD CWOD	3% 11%	1% 4%	0% 6%	0% 3%	0% 7%	*	*	*	-		)% 0% )% 14'		- 6%	0% 0%	0% 3%	0% 10%	-	*	0% *	-
	EL	1%	0%	0%	-	0%	*	-	*	-		0% 0%		0%	0%	0%	0%	-	*	-	-
	Male Female	7% 14%	2% 6%	2% 9%	0% 6%	3% 10%	0% *	*	*	-		)% 6% 1% 21'		3% 10%	0% 0%	2% -	- 9%	-	*	0%	-
En alla h. U							00/		70/							4.07			450/		*
English II	All Students CWD	8% 4%	2% 4%	2% 1%	1% 0%	2% 2%	0% 0%	-	7% *	-		1% 4% 1% 0%		2% -	0% 0%	1% 0%	3% 3%	-	15% *	0% 0%	-
	CWOD	8%	2%	2%	1%	2%	0%	*	8%	-	0%	1% 4%	- d	2%	0%	1%	2%	-	18%	0%	*
	EL Male	0% 6%	0% 2%	0% 1%	- 0%	0% 1%	* 0%	- *	* 13%	-		)% 0% 1% 1%		0% 1%	0% 0%	0% 1%	0% -	-	* 13%	- *	-
	Female		3%	3%	2%	3%	0%	*	0%	-		1% 7%		2%	0%	-	3%		20%	0%	*
Algebra I	All Students	36%	23%	19%	10%	22%	*	*	*	-	*	1% 36'	% 8%	20%	5%	15%	23%	-	20%	0%	-
	CWD CWOD	9% 20%	7% 24%	8% 20%	0%	10% 23%	-	-	-	-		)% 33' 1% 36'		- 20%	9% 5%	13% 15%	0% 25%	-	*	* 0%	-
	EL	39% 19%	24% 8%	20% 5%	12% -	23% 5%	*	-	*	-		1% 30		20% 5%	5% 5%	15% 5%	25% 5%	-	*	0% -	-
	Male	31%	20%	15%	4%	18%	*	*	*	-		)% 33'		15%	5%	15%	-	-	*	-	-
Biology	Female All	40% 24%	26% 13%	23% 15%	15% 8%	26% 17%	*	*	*	-		3% 39' 1% 27'		25% 16%	5% 0%	- 13%	23% 16%	-	*	0% *	-
	Students CWD	6%	3%	5%	0%	5%	*	-	-	-	- (	)% 20 <sup>°</sup>		-	0%	9%	0%	-	*	*	-
	CWOD EL	26% 4%	14% 1%	16% 0%	10%	18% 0%	*	*	*	-		2% 27' 0% 0%		16% 0%	0% 0%	14% 0%	18% 0%	-	*	*	-
	Male	24%	12%	13%	2%	18%	*	*	-	-		0% 28 <sup>9</sup>		14%	0%	13%	-	-	*	*	-
STAAR Perce All Grades All Subjects	All	77%	69%	54%	51%	55%	56%	13%	71%	- :	50% 4	4% 71	% 27%	57%	30%	50%	58%	-	81%	25%	*
	Students CWD	46%	a		- · · · ·						_		6 27%	_							
	CWOD		34%	27%	24%	26%	30%	-	*	-	- 2	4% 39'			10%	30%	21%	-	33%	7%	-
	EL		72%	57%	56%	57%	71%	- 13%	* 68%	- :	50% 4	7% 73	6 -	57%	32%	53%	61%		95%	7% 43%	- *
		62%	72% 54%	57% 30%	56% -	57% 30%	71% 17%	- 13% - *	33%		50% 4 - 2	7% 73 <sup>°</sup> 4% 42°	% - % 10%	32%	32% 30%	53% 31%		-	95% *	43% -	- * -
	Male Female	62% 74%	72%	57%	56%	57%	71%	- 13% - *			50% 4 - 2 44% 4	7% 73	% - % 10% % 30%	32% 53%	32%	53% 31% 50%	61%	- -	95%		- * - *
Reading	Male Female All	62% 74%	72% 54% 66%	57% 30% 50%	56% - 45%	57% 30% 51%	71% 17% 60%	- 13% - * *	33% 82%	- - 4	50% 4 - 2 44% 4 * 4	7% 73 <sup>°</sup> 4% 42 <sup>°</sup> 0% 68°	% - % 10% % 30% % 21%	32% 53%	32% 30% 31%	53% 31% 50% -	61% 28% -	- - -	95% * 67%	43% - 20%	- * - *
Reading	Male Female All Students CWD	62% 74% 80% 73% 39%	72% 54% 66% 72% 64% 28%	57% 30% 50% 58% 50% 23%	56% 45% 57% 47% 20%	57% 30% 51% 58% 51% 25%	71% 17% 60% 50% 45% 22%	- * *	33% 82% 60% 78%	- - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2	7% 73' 4% 42' 0% 68' 8% 73' 5% 63' 3% 26'	% - % 10% % 30% % 21% % 23% % 23%	32% 53% 61% 53%	32% 30% 31% 28% 26% 12%	53% 31% 50% - 47% 27%	61% 28% 58% 54% 16%	- - - -	95% * 100% 72%	43% - 20% 26% 11% 0%	- * - * *
Reading	Male Female All Students CWD CWOD	62% 74% 80% 73% 39% 78%	72% 54% 66% 72% 64% 28% 67%	57% 30% 50% 58% 50% 23% 53%	56% - 45% 57% 47%	57% 30% 51% 58% 51% 25% 54%	71% 17% 60% 50% 45%	- 13% - * * - *	33% 82% 60% 78% * 75%	- - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4	7% 73' 4% 42' 0% 68' 8% 73' 5% 63' 3% 26' 8% 66'	% - % 10% % 30% % 21% % 23% % 23% % -	32% 53% 61% 53% - 53%	32% 30% 31% 28% 26% 12% 27%	53% 31% 50% - 47% 27% 50%	61% 28% 58% 54% 16% 58%	- - - -	95% * 67% 100%	43% - 20% 26% 11%	- - * * -
Reading	Male Female All Students CWD CWOD EL Male	62% 74% 80% 73% 39% 78% 54% 69%	72% 54% 66% 72% 64% 28% 67% 45% 59%	57% 30% 50% 58% 50% 23% 53% 26% 47%	56% - 45% 57% 47% 20% 53% - 43%	57% 30% 51% 58% 51% 25% 54% 26% 48%	71% 17% 60% 50% 45% 22% 64% * 50%	- * *	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 33% 4	7% 73' 4% 42' 0% 68' 8% 73' 5% 63' 3% 26' 8% 66' 3% 34' 1% 59'	% - % 10% % 30% % 21% % 23% % 23% % - % 12% % 27%	32% 53% 61% 53% - 53% 27% 50%	32% 30% 31% 28% 26% 26% 26% 26%	53% 31% 50% - 47% 27% 50% 26% 47%	61% 28% 58% 54% 16% 58% 27%	- - - - -	95% * 100% 72% * 93% 55%	43% 20% 26% 11% 0% 25% -	- * - * - * - *
Ū	Male Female All Students CWD CWOD EL Male Female	62% 74% 80% 73% 39% 78% 54% 69% 78%	72% 54% 66% 72% 64% 28% 67% 45% 59% 69%	57% 30% 50% 58% 50% 23% 53% 26% 47% 54%	56% 45% 57% 47% 20% 53% - 43% 52%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55%	71% 17% 60% 50% 45% 22% 64%	- * * - * - * -	33% 82% 60% 78% * 75% 33%	- 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 33% 4 * 4	7%       73'         4%       42'         0%       68'         8%       73'         5%       63'         3%       26'         8%       66'         3%       34'         1%       59'         8%       67'	%         -           %         10%           %         30%           %         21%           %         23%           %         23%           %         -           %         12%           %         12%           %         16%	32% 53% 61% 53% - 53% 27% 50% 58%	32% 30% 31% 28% 26% 26% 26% 26% 27%	53% 31% 50% - 47% 27% 50% 26% 47% -	61% 28% 58% 54% 16% 58% 27% 54%	-	95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14%	- * - * * - *
Reading	Male Female All Students CWD CWOD EL Male Female Students	62% 74% 80% 73% 39% 78% 69% 78% 81%	72% 54% 66% 72% 64% 28% 67% 45% 59% 69% 75%	57% 30% 50% 58% 50% 23% 53% 26% 47% 54% 61%	56% 45% 57% 47% 20% 53% 43% 52% 56%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * - * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 33% 4 - 2 33% 4 * 4	7%         73'           4%         42'           0%         68'           8%         73'           5%         63'           3%         26'           8%         66'           3%         34'           1%         59'           1%         81'	%         -           %         10%           %         30%           %         21%           %         23%           %         23%           %         23%           %         23%           %         23%           %         23%           %         16%           %         33%	32% 53% 61% 53% 27% 50% 58% 65%	32% 30% 31% 28% 26% 27% 26% 26% 27% 42%	53% 31% 50% - 47% 27% 50% 26% 47% - 56%	61% 28% 58% 54% 16% 58% 27% 54% 67%	-	95% * 100% 72% * 93% 55%	43% 20% 26% 11% 0% 25% -	- - - * - * - - *
Ū	Male Female All Students CWD CWOD EL Male Female	62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84%	72% 54% 66% 72% 64% 28% 67% 45% 59% 69% 75% 40% 78%	57% 30% 50% 58% 23% 53% 26% 47% 54% 61% 33% 65%	56% 45% 57% 47% 20% 53% - 43% 52%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 29% 66%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * - * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 33% 4 - 2 33% 4 * 4 * 4 * 4 * 4 * 4	7% 73' 4% 42' 0% 68' 8% 73' 5% 63' 3% 26' 8% 66' 3% 34' 1% 59' 8% 67' 1% 81' 3% 67' 5% 82'		32% 53% 61% 53% 27% 50% 58% 65%	32% 30% 31% 28% 26% 27% 26% 26% 27% 42% 9%	53% 31% 50% 47% 27% 50% 26% 47% - 56% 33% 59%	61% 28% 58% 54% 16% 58% 27% 54% 67% 33% 71%	-	95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14% 57%	- * - * - * - * - * - *
Ū	Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL	62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72%	72% 54% 66% 72% 64% 28% 67% 45% 69% 75% 40% 78% 67%	57% 30% 50% 58% 23% 23% 23% 47% 54% 61% 33% 65% 42%	56% 45% 57% 47% 20% 53% 43% 52% 56% 35% 60%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 29% 66% 42%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * - * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 33% 4 - 2 33% 4 - 2 33% 4 * 4 * 4 - 2 33% 4 - 2 33% 4 * 4 - 2 33% 3 * 4 - 2 - 3	7% 73' 4% 42' 0% 68' 8% 73' 5% 63' 3% 26' 8% 66' 3% 34' 1% 59' 8% 67' 1% 81' 3% 67' 5% 82' 1% 60'	%         -           %         10%           %         30%           %         21%           %         23%           %         23%           %         23%           %         23%           %         16%           %         16%           %         33%           %         33%           %         9%	32% 53% 61% 53% 27% 50% 58% 65% 45%	32% 30% 31% 28% 26% 27% 26% 27% 42% 9% 45% 42%	53% 31% 50% 47% 27% 50% 26% 47% - 56% 33% 59% 42%	61% 28% 58% 54% 16% 58% 27% 54% 67% 33% 71% 42%	-	95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - - 14% 57% *	- - * - * - *
Ū	Male Female All Students CWD CWOD EL Male Female Students CWD CWOD	62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79%	72% 54% 66% 72% 64% 28% 67% 45% 59% 69% 75% 40% 78%	57% 30% 50% 58% 23% 53% 26% 47% 54% 61% 33% 65%	56% 45% 57% 47% 20% 53% - 43% 52% 56% 35% 60%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 29% 66%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * - * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 33% 4 * 4 - 2 * 4 * 4 * 3	7% 73' 4% 42' 0% 68' 8% 73' 5% 63' 3% 26' 8% 66' 3% 34' 1% 59' 8% 67' 1% 81' 3% 67' 5% 82'	%         -           %         10%           %         30%           %         21%           %         23%           %         -           %         12%           %         -           %         12%           %         -           %         33%           %         -           %         33%           %         33%	32% 53% 61% 53% 27% 50% 58% 65%	32% 30% 31% 28% 26% 27% 26% 26% 27% 42% 9%	53% 31% 50% 47% 27% 50% 26% 47% - 56% 33% 59% 42% 56%	61% 28% 58% 54% 16% 58% 27% 54% 67% 33% 71%	-	95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - - 14% 57% *	* * * * - *
Ū	Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79%	72% 54% 66% 72% 64% 28% 67% 45% 59% 69% 75% 40% 78% 67% 72%	57% 30% 50% 53% 23% 53% 26% 47% 54% 61% 33% 65%	56% 45% 57% 47% 20% 53% 	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 29% 66% 42% 59%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * - * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 33% 4 * 4 * 4 - 2 * 4 * 4 - 3 * 3 * 3 - 4	7% 73' 4% 42' 0% 68' 8% 73' 5% 63' 3% 26' 8% 66' 3% 34' 1% 59' 8% 67' 1% 81' 3% 67' 5% 82' 1% 60' 5% 82' 1% 60' 8% 78'	%         -           %         10%           %         30%           %         21%           %         23%           %         23%           %         12%           %         12%           %         12%           %         16%           %         33%           %         33%           %         33%           %         33%	32% 53% 61% 53% 27% 50% 58% 65% 45% 59%	32% 30% 31% 28% 26% 27% 26% 27% 42% 42% 42%	53% 31% 50% 47% 27% 50% 26% 47% - 56% 33% 59% 42% 56% -	61% 28% 58% 54% 16% 58% 27% 54% 67% 33% 71% 42%	-	95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14% 57% * 80% -	-* -* -* -* 
Mathematics	Male Female All Students CWD EL Male Female All Students CWD EL Male Female	62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 72% 82% 80% 51%	72% 54% 66% 72% 64% 28% 67% 45% 59% 69% 75% 40% 78% 67% 72% 77% 70% 38%	57% 30% 50% 58% 23% 53% 26% 47% 54% 61% 33% 65% 67% 62% 37%	56% 45% 57% 47% 20% 53% 52% 56% 35% 60% 49% 63% 64% 37%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 63% 66% 42% 66% 42% 68% 61% 30%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * - * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 43% 4 - 2 3 * 4 * 4 - 3 * 3 * 4 * 4 - 3 * 4 * 4 - 3 * 4 - 4 - 2 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4	7%         73'           4%         42'           00%         68'           8%         73'           5%         63'           3%         26'           8%         73'           3%         26'           8%         63'           3%         26'           8%         63'           3%         34'           1%         59'           8%         67'           5%         82'           1%         60'           8%         66'           8%         60'           8%         60'           8%         60'           8%         60'           8%         60'           8%         60'           80'         78'           9%         60'	6         -           6         10%           6         21%           6         23%           6         23%           6         23%           6         23%           6         12%           6         12%           6         16%           6         33%           6         33%           6         33%           6         33%           6         33%           6         33%           6         33%           6         37%           6         37%	32% 53% 61% 53% - 53% 50% 58% 65% 45% 71% 66% -	32% 30% 28% 26% 12% 26% 27% 26% 27% 42% 42% 42% 32% 8%	53% 31% 50% - 47% 27% 56% 26% 47% - 56% 33% 59% 42% 60% 43%	61% 28% 54% 54% 16% 58% 27% 67% 67% 67% 65% 28%		95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14% 57% * 80% -	* * * * - *
Mathematics	Male Female All Students CWD EL Male Female G All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 72% 82% 80% 51% 84%	72% 54% 66% 72% 64% 28% 67% 45% 69% 75% 69% 75% 40% 78% 67% 72% 70% 38% 73%	57% 30% 50% 58% 23% 53% 26% 47% 54% 61% 33% 65% 42% 56% 65% 65% 62% 37% 66%	56% 45% 57% 47% 20% 53% 52% 56% 35% 60% 49% 63% 64% 37% 71%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 63% 63% 61% 30% 63%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * - * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 33% 4 * 4 - 2 * 4 * 4 * 4 * 4 - 2 * 4 * 4 * 4 - 2 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4	7%         73'           4%         42'           0%         68'           8%         73'           5%         63'           3%         26'           8%         63'           3%         26'           8%         66'           3%         34'           1%         59'           8%         67'           1%         81'           3%         67'           1%         82'           1%         82'           6%         84'           0%         83'           9%         60'           1%         84'	%         -           %         10%           %         30%           %         21%           %         23%           %         23%           %         12%           %         12%           %         12%           %         16%           %         33%           %         33%           %         33%           %         33%           %         37%           %         37%           %         37%	32% 53% 61% 53% 53% 50% 58% 65% 65% 45% 59% 71% 66%	32% 30% 28% 26% 27% 26% 27% 42% 42% 42% 32% 8% 35%	53% 31% 50% - 47% 27% 56% 47% - 56% 33% 59% 42% 56% 60% 43% 62%	61% 28% 54% 54% 16% 58% 27% 54% 67% 67% 67% 65% 65% 28% 69%		95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14% 57% * 80% -	* * * * - *
Mathematics	Male Female All Students CWD EL Male Female All Students CWD EL Male Female All Students CWD CWD EL Male	62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 81% 81% 82% 80% 51% 80% 61% 79%	72% 54% 66% 72% 64% 28% 67% 45% 59% 69% 75% 40% 75% 40% 78% 67% 72% 77% 70% 38% 73% 48% 69%	57% 30% 50% 53% 23% 23% 26% 47% 54% 61% 33% 65% 42% 56% 67% 62% 37% 662% 60%	56% 45% 57% 47% 20% 53% 43% 52% 56% 35% 60% 49% 63% 64% 37% 71% 54%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 63% 63% 63% 61% 30% 63% 32% 60%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * - * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 33% 4 * 4 - 2 * 3	7%         73'           4%         42'           0%         68'           8%         73'           5%         63'           3%         26'           8%         66'           3%         34'           1%         59'           8%         67'           1%         81'           3%         67'           5%         82'           1%         80'           8%         67'           1%         84'           0%         83'           9%         60'           1%         84'           1%         54'           5%         86'	$egin{array}{cccc} & & -& & & & & & & & & & & & & & & & &$	32% 53% 61% 53% 27% 50% 58% 65% 65% 71% 66% 35% 66% 35% 62%	32% 30% 31% 28% 26% 27% 26% 27% 42% 42% 42% 32% 8% 35% 32%	53% 31% 50% 27% 50% 26% 47% 56% 33% 56% 56% 60% 43% 62% 60%	61% 28% 54% 54% 54% 54% 67% 67% 67% 65% 65% 28% 69% 23%		95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14% 57% * 80% -	* * * * * * * *
Mathematics	Male Female All Students CWD EL Male Female All Students CWD EL Male Female	62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 81% 81% 82% 80% 51% 80% 61% 79%	72% 54% 66% 72% 64% 28% 67% 45% 59% 69% 75% 40% 78% 67% 72% 77% 70% 38% 73% 48%	57% 30% 50% 53% 23% 23% 26% 47% 54% 61% 33% 65% 42% 56% 67% 62% 37% 66% 32%	56% 45% 57% 47% 20% 53% 43% 52% 56% 35% 60% 49% 63% 64% 37% 71%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 63% 63% 66% 42% 59% 68% 61% 30% 63% 32%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 33% 4 * 4 - 2 * 3	7%         73'           4%         42'           0%         68'           8%         73'           5%         63'           3%         26'           8%         64'           3%         26'           8%         64'           3%         26'           8%         67'           1%         81'           3%         67'           1%         82'           1%         60'           8%         78'           6%         84'           0%         83'           9%         60'           1%         51'	$egin{array}{cccc} & & -& & & & & & & & & & & & & & & & &$	32% 53% 61% 53% 27% 50% 58% 65% 65% 71% 66% 35% 66% 35% 62%	32% 30% 31% 28% 26% 27% 26% 26% 26% 26% 26% 27% 42% 42% 42% 32% 8% 35% 35%	53% 31% 50% 27% 50% 26% 47% 56% 33% 56% 56% 60% 43% 62% 60%	61% 28% 54% 54% 16% 58% 27% 54% 67% 67% 67% 65% 65% 28% 69% 23%		95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14% 57% * 80% -	* * * * *
Mathematics	Male Female All Students CWD CWOD EL Male Female G All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 72% 79% 82% 80% 51% 84% 61% 79% 81%	72% 54% 66% 72% 64% 28% 67% 45% 69% 75% 40% 78% 69% 75% 70% 38% 73% 48% 69% 72%	57% 30% 50% 58% 23% 53% 26% 47% 54% 61% 33% 65% 42% 56% 65% 62% 37% 66% 32% 60% 65%	56% 45% 57% 47% 20% 53% 43% 56% 35% 60% 49% 63% 64% 37% 71% 54% 73%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 63% 63% 63% 61% 30% 63% 32% 60%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * * - * -	33% 82% 60% 78% * 75% 33% 90%	- 4 - 4 - 4 - 4	50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 33% 4 * 4 - 2 * 3	7%         73'           4%         42'           0%         68'           8%         73'           5%         63'           3%         26'           8%         66'           3%         34'           1%         59'           8%         67'           1%         81'           3%         67'           5%         82'           1%         80'           8%         67'           1%         84'           0%         83'           9%         60'           1%         84'           1%         54'           5%         86'	$egin{array}{cccc} & & -& & & & & & & & & & & & & & & & &$	32% 53% 61% 53% 27% 50% 58% 65% 65% 71% 66% 35% 66% 35% 62%	32% 30% 31% 28% 26% 27% 26% 27% 42% 42% 42% 32% 8% 35% 32%	53% 31% 50% 27% 50% 26% 47% 56% 33% 56% 56% 60% 43% 62% 60%	61% 28% 54% 54% 54% 54% 67% 67% 67% 65% 65% 28% 69% 23%		95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14% 57% * 80% -	* * * * * * * * * * * * * * * * * * * *
Mathematics Science STAAR Perce	Male Female All Students CWD CWOD EL Male Female G All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 72% 79% 82% 80% 51% 84% 61% 79% 81%	72% 54% 66% 72% 64% 28% 67% 45% 69% 75% 40% 78% 69% 75% 70% 38% 73% 48% 69% 72%	57% 30% 50% 58% 23% 53% 26% 47% 54% 61% 33% 65% 42% 56% 65% 62% 37% 66% 32% 60% 65%	56% 45% 57% 47% 20% 53% 43% 56% 35% 60% 49% 63% 64% 37% 71% 54% 73%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 63% 63% 63% 61% 30% 63% 32% 60%	71% 17% 60% 50% 45% 22% 64% * 50%	- * * * - * -	33% 82% 60% 78% * 75% 33% 90%		50% 4 - 2 44% 4 * 4 33% 4 - 2 43% 4 - 2 33% 4 - 2 33% 4 - 2 33% 4 - 2 * 4 - 3 - 4 - 3 - 4 - 2 * 4 * 4 - 2 * 4 * 4 - 2 * 4 * 4 - 2 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4	7%         73'           4%         42'           0%         68'           8%         73'           5%         63'           3%         26'           8%         66'           3%         34'           1%         59'           8%         67'           1%         81'           3%         67'           5%         82'           1%         80'           8%         67'           1%         84'           0%         83'           9%         60'           1%         84'           1%         54'           5%         86'	6         -           6         10%           6         21%           6         21%           6         23%           6         23%           6         12%           6         12%           6         12%           6         12%           6         16%           6         33%           6         33%           6         33%           6         33%           6         33%           6         37%           6         8%           6         28%	32% 53% 61% 53% 27% 50% 58% 65% 65% 71% 66% 35% 66% 35% 62%	32% 30% 31% 28% 26% 27% 26% 27% 42% 42% 42% 42% 32% 8% 35% 35% 23%	53% 31% 50% 27% 50% 26% 47% 56% 33% 56% 56% 60% 43% 62% 60%	61% 28% 54% 54% 54% 54% 67% 67% 67% 65% 65% 28% 69% 23%		95% * 67% 100% 72% * 93% * 55% 100%	43% 20% 26% 11% 0% 25% - * 14% 57% * 80% -	* * * * * * * * * * * * * * * * * * * *
Mathematics Science STAAR Perce All Grades	Male Female All Students CWD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWD CWD EL Male Female All Students CWD CWD EL Male Female All Students CWD CWD CWD EL Male Female All Students CWD CWD CWD CWD CWD CWD CWD CWD CWD CWD	62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 82% 80% 51% 82% 80% 51% 81% 81% 51% 84% 61% 79% 81%	72% 54% 66% 72% 64% 28% 67% 45% 69% 75% 40% 75% 40% 78% 67% 72% 70% 38% 72% 70% 38% 72% 36% 18%	57% 30% 50% 58% 23% 53% 26% 47% 54% 61% 33% 65% 42% 56% 67% 62% 37% 66% 32% 60% 65% 42% 56% 62% 37% 66% 32% 60% 55% 42% 56% 58% 18%	56% 45% 57% 47% 20% 53% 43% 56% 35% 60% 49% 63% 64% 37% 71% 54% 73% <b>bove</b> 23% 12%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 63% 29% 66% 42% 59% 66% 42% 59% 61% 30% 61% 33% 22%	71% 17% 60% 50% 45% 22% 64% * 50% 40% * * * * * * * * * * * *	- * * * * * * * * * * * * * * * * * * *	33% 82% 60% 78% * 75% 33% 90% 63% * * * * * * * * * * * *		50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 33% 4 * 4 - 2 33% 4 * 4 - 2 * 3 - 4 - 4 - 2 * 4 * 4 - 2 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4	7%         73'           4%         42'           00%         68'           8%         73'           5%         63'           3%         26'           8%         63'           3%         26'           8%         63'           3%         26'           8%         67'           1%         81'           3%         67'           1%         81'           3%         67'           1%         82'           1%         60'           8%         78'           6%         84'           0%         83'           9%         60'           1%         51'           5%         80'           9%         60'           9%         49'           4%         33'	%       -         %       10%         %       20%         %       23%         %       23%         %       23%         %       12%         %       12%         %       12%         %       12%         %       16%         %       33%         %       33%         %       33%         %       33%         %       37%         %       37%         %       28%         %       18%         %       18%	32% 53% 61% 53% 27% 50% 58% 65% 45% 59% 71% 66% 35% 66% 35% 62% 69%	32% 30% 31% 28% 26% 27% 26% 27% 42% 42% 42% 42% 42% 32% 8% 32% 8% 7%	53% 31% 50% 47% 27% 50% 26% 47% 55% 42% 56% 59% 42% 56% 60% 43% 60% - - 26% 20%	61% 28% 54% 54% 16% 58% 27% 54% 67% 67% 65% 65% 28% 69% 23% 65% 335% 16%		95% 67% 100% 72% * 93% 55% 100% * * * * * * * * * 55% 100% * 55% 100% * 55% 0%	43% 20% 26% 11% 0% 25% - 14% 57% * 80% - 57% * * * 11% 0%	.***
Mathematics Science STAAR Perce All Grades	Male Female All Students CWD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 82% 80% 51% 82% 80% 51% 81% 81% 51% 84% 61% 79% 81%	72% 54% 66% 72% 64% 28% 67% 45% 69% 75% 40% 78% 69% 75% 70% 38% 72% 38% 72% ade Lev 36%	57% 30% 50% 58% 23% 53% 26% 47% 54% 61% 33% 65% 42% 65% 65% 62% 37% 66% 32% 60% 65% 32% 60% 55%	56% 47% 20% 53% 43% 52% 56% 35% 60% 49% 63% 64% 37% 71% 54% 73% <b>Xbove</b> 23%	57% 30% 51% 58% 51% 25% 54% 26% 48% 55% 63% 63% 29% 66% 42% 59% 61% 30% 63% 32% 61%	71% 17% 60% 50% 45% 22% 64% * 50% 40% * * * * * * * *	-** * -* -* * -* -* * -* -* *	33% 82% 60% 78% * 75% 33% 90% 63% * * * * *		50% 4 - 2 44% 4 * 4 43% 4 - 2 43% 4 - 2 43% 4 - 2 33* 4 * 4 - 2 * 3 * 4 - 2 * 4 - 2 * 4 - 2 * 4 - 2 * 4 - 2 * 4 - 2 * 4 * 4 - 2 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4	7%         73'           4%         42'           00%         68'           8%         73'           5%         63'           3%         26'           8%         73'           5%         63'           3%         26'           8%         67'           1%         81'           3%         67'           1%         81'           3%         67'           1%         84'           0%         83'           9%         60'           1%         51'           5%         86'           3%         80'           9%         49'	6         -           6         10%           6         21%           6         21%           6         23%           6         23%           6         12%           6         12%           6         12%           6         12%           6         33%           6         33%           6         33%           6         33%           6         33%           6         33%           6         37%           6         28%           6         18%           6         18%           6         7%	32% 53% 61% 53% 27% 50% 58% 65% 45% 59% 71% 66% 35% 62% 69% 32%	32% 30% 31% 28% 26% 27% 26% 27% 42% 42% 42% 42% 42% 32% 8% 35% 32% 8% 8% 7% 8%	53% 31% 50% 47% 27% 50% 26% 47% 55% 42% 55% 42% 56% 60% 43% 62% 40% 60% -	61% 28% 54% 54% 16% 58% 27% 67% 67% 67% 65% 28% 69% 23% 65% 335%		95% 67% 100% 72% * 93% 55% 100% * * * * * * * * * * 55% 100%	43% 20% 26% 11% 0% 25% - 14% 57% * 80% - 57% * * * *	* * * * * * * * * * * * * * * * * * * *

		State	District	Campus	Afr Amer	Hispanio	c White	Amei Ind				Econ Disadv		CWD	смор	) EL	Male	Female	Migrant H	Homeless	Foster Care	
Reading	All Students	47%	33%	29%	23%	31%	40%	*	44%	-	14%	23%	43%	16%	30%	7%	25%	33%	-	56%	11%	*
	CWD	21%	17%	16%	11%	19%	11%	-	*	-	-	14%	23%	16%	-	7%	18%	12%	-	*	0%	-
	CWOD		34%	30%	26%	32%	64%	*	38%	-	14%	24%	45%	-	30%	7%		35%	-	71%	25%	*
	EL	23%	14%	7%	-	7%	*	-	0%	-	-	6%	11%	7%	7%	7%	8%	7%	-	*	-	-
	Male	43%	29%	25%	19%	27%	40%	*	50%	-	17%	19%	40%	18%	26%	8%		-	-	36%	*	-
	Female		37%	33%	28%	36%	40%	*	38%	-	*	27%	47%	12%	35%	7%	-	33%	-	86%	14%	*
Mathematics	All Students	51%	39%	31%	15%	37%	*	*	*	-	*	9%	53%	23%	32%	11%	25%	38%	-	80%	14%	-
	CWD	26%	21%	23%	12%	29%	-	-	-	-	-	13%	56%	23%	-	9%	21%	27%	-	*	*	-
	CWOD	54%	41%	32%	15%	38%	*	*	*	-	*	8%	53%	-	32%	12%	25%	39%	-	*	20%	-
	EL	37%	29%	11%	-	11%	*	-	*	-	-	6%	20%	9%	12%	11%	13%	9%	-	*	-	-
	Male	50%	38%	25%	6%	32%	*	*	*	-	*	5%	49%	21%	25%	13%	25%	-	-	*	-	-
	Female	51%	41%	38%	24%	44%	*	*	*	-	-	14%	57%	27%	39%	9%	-	38%	-	*	14%	-
Science	All Students	53%	37%	35%	30%	37%	*	*	*	-	*	8%	60%	24%	37%	6%	33%	38%	-	*	*	-
	CWD	25%	19%	24%	16%	30%	*	-	-	-	-	16%	50%	24%	-	8%	26%	22%	-	*	*	-
	CWOD	56%	39%	37%	33%	38%	*	*	*	-	*	6%	61%	-	37%	6%	34%	39%	-	*	*	-
	EL	26%	13%	6%	-	6%	-	-	*	-	-	1%	16%	8%	6%	6%	10%	2%	-	*	-	-
	Male	53%	37%	33%	24%	35%	*	*	-	-	*	7%	61%	26%	34%	10%	33%	-	-	*	*	-
	Female	53%	38%	38%	36%	39%	*	*	*	-	-	9%	59%	22%	39%	2%	-	38%	-	*	*	-
All Grades All Subjects	All Students	23%	12%	7%	3%	8%	4%	0%	10%	-	0%	1%	18%	2%	8%	1%	5%	9%	-	19%	0%	*
	CWD	8%	5%	2%	0%	3%	0%	-	*	-	-	0%	9%	2%	-	1%	3%	1%	-	0%	0%	-
	CWOD		13%	8%	4%	9%	6%	0%	11%	-	0%	1%	18%	_	8%	1%	5%	10%	-	24%	0%	*
	EL	11%	6%	1%	-	1%	0%	-	11%	-	-	0%	2%	1%	1%	1%	1%	1%	-	*	-	-
	Male	22%	11%	5%	1%	7%	7%	*	9%	-	0%	0%	14%	3%	5%	1%	5%	-	-	7%	0%	-
	Female	24%	13%	9%	6%	10%	0%	*	10%	-	*	1%	21%	1%	10%	1%	-	9%	-	33%	0%	*
Reading	All Students	20%	10%	3%	2%	4%	0%	*	6%	-	0%	1%	8%	1%	3%	0%	1%	5%	-	17%	0%	*
	CWD	7%	4%	1%	0%	1%	0%	-	*	-	-	1%	0%	1%	-	0%	0%	1%	-	*	0%	-
	CWOD	22%	11%	3%	2%	4%	0%	*	6%	-	0%	1%	9%	-	3%	0%	2%	5%	-	21%	0%	*
	EL	8%	4%	0%	-	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	17%	8%	1%	0%	2%	0%	*	10%	-	0%	0%	4%	0%	2%	0%	1%	-	-	9%	*	-
	Female	23%	12%	5%	4%	5%	0%	*	0%	-	*	1%	13%	1%	5%	0%	-	5%	-	29%	0%	*
Mathematics	All Students	26%	16%	19%	10%	22%	*	*	*	-	*	1%	36%	8%	20%	5%	15%	23%	-	20%	0%	-
	CWD	11%	6%	8%	0%	10%	-	-	-	-	-	0%	33%	8%	-	9%	13%	0%	-	*	*	-
	CWOD		17%	20%	12%	23%	*	*	*	-	*	1%	36%	-	20%	5%		25%	-	*	0%	-
	EL	16%	10%	5%	-	5%	*	-	*	-	-	1%	12%	9%	5%	5%	5%	5%	-	*	-	-
	Male	25%	15%	15%	4%	18%	*	*	*	-	*	0%	33%	13%	15%	5%	15%	-	-	*	-	-
	Female	26%	16%	23%	15%	26%	*	*	*	-	-	3%	39%	0%	25%	5%	-	23%	-	*	0%	-
Science	All Students	24%	11%	15%	8%	17%	*	*	*	-	*	1%	27%	5%	16%	0%		16%	-	*	*	-
	CWD	8%	5%	5%	0%	5%	*	-	-	-	-	0%	20%	5%	-	0%	9%	0%	-	*	*	-
	CWOD		11%	16%	10%	18%	*	*	*	-	*	2%	27%	-	16%	0%	14%	18%	-	*	*	-
	EL	7%	2%	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	25%	11%	13%	2%	18%	*	*	-	-	*	0%	28%	9%	14%	0%	13%	-	-	*	*	-
	Female	23%	10%	16%	13%	17%	*	*	*	-	-	3%	26%	0%	18%	0%	-	16%	-	*	*	-

1\*1 Indicates results are masked due to small numbers to protect student confidentiality.

 $\mathbf{v}$ Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score Reading											
All Students	67	66	67	64	*	68	-	-	65	65	63
CWD	65	55	70	*	-	*	-	-	65	65	67
CWOD	67	68	67	*	*	61	-	-	65	-	63
EL	63	-	63	-	-	*	-	-	57	67	63
Male	67	68	67	*	*	71	-	-	65	65	62
Female	67	65	68	60	-	*	-	-	65	64	65
Mathematics											
All Students	81	65	85	*	-	-	-	-	93	80	71
CWD	80	*	71	-	-	-	-	-	*	80	*
CWOD	81	63	86	*	-	-	-	-	*	-	69

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL	71	-	71	-	-	-	-	-	*	*	71
Male	78	55	83	*	-	-	-	-	*	67	82
Female	83	71	87	-	-	-	-	-	92	*	56

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

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

								Two or					
	All	African			American		Pacific	More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Coho	rt Graduati	on Rate (G	r 9-12): Cla	ass of 201	18								
All Students	82.6%	79.0%	83.6%	100.0%	100.0%	92.3%	-	80.0%	84.9%	77.8%	70.5%	65.0%	33.3%
CWD	77.8%	88.5%	61.1%	-	-	-	-	100.0%	78.6%	77.8%	57.1%	0.0%	-
CWOD	83.0%	77.4%	84.7%	100.0%	100.0%	92.3%	-	75.0%	85.4%	-	71.3%	68.4%	33.3%
EL	70.5%	0.0%	69.9%	-	100.0%	83.3%	-	-	80.0%	57.1%	70.5%	33.3%	0.0%
Male	80.3%	76.8%	80.7%	100.0%	100.0%	100.0%	-	100.0%	82.1%	76.9%	65.3%	40.0%	100.0%
Female	85.2%	81.4%	87.0%	100.0%	-	87.5%	-	66.7%	87.8%	78.9%	78.7%	90.0%	0.0%

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

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

'^' Ever EL in grades 9-12

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

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
402	16	4%

'^' Indicates data reporting does not meet for Minimum Size.

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

'-' Indicates zero observations reported for this group.

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

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

Student Success (Student Achiev			Hispanic STAAR Co	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	30	26	32	34	9	41	-	20	21	16	13
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	55%	50%	56%	*	*	73%	-	*	54%	50%	43%

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

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

#### Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status			-								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						Ν	Ν	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						Ν	Ν	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						Ν	Ν	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	Ν	N						Ν	Ν	Ν

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2018&year2=18&\_debug=0&single=N&title=2018-19+Federal+Report+Card&\_... 5/11

12/20/2019				201	8-19 Federa	al Report	Card				
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
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	Ν						Ν	Ν	N
English Learner Language Pro	ficiency Statu	IS									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% N 38% N 40% N 40% N
Federal Graduation Status <sup>^</sup>											
Interim Goals (2018-2022) Target Met	90% N	90% N	90% N	90%	90%	90%	90%	90%	90% N	90% N	90% N
Interim Goals (2023-2027) Target Met	92% N	92% N	92% N	92%	92%	92%	92%	92%	92% N	92% N	92% N
Interim Goals (2028-2032) Target Met	94% N	94% N	94% N	94%	94%	94%	94%	94%	94% N	94% N	94% N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
- <sup>-</sup>											

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

Ν

Blank cells above represent student group indicators that do not meet the minimum size criteria. Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s). **י**^י

Ν

Ν

Ν

Part (vii): STAAR Participation

Ν

Ν

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)

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation R	ate																
All Subjects	All Students	98%	95%	99%	100%	100%	100%	-	100%	98%	99%	99%	98%	100%	98%	98%	-
	CWD	99%	98%	100%	100%	-	*	-	-	99%	100%	99%	-	100%	100%	98%	-
	CWOD	98%	95%	99%	100%	100%	100%	-	100%	97%	99%	-	98%	99%	98%	98%	-
	EL	100%	-	100%	100%	-	100%	-	-	99%	100%	100%	99%	100%	100%	99%	-
	Male	98%	95%	100%	100%	*	100%	-	100%	98%	99%	100%	98%	100%	98%	-	-
	Female	98%	96%	99%	100%	*	100%	-	*	98%	99%	98%	98%	99%	-	98%	-
Reading	All Students	98%	96%	99%	100%	*	100%	-	100%	98%	99%	99%	98%	100%	98%	99%	-
	CWD	99%	99%	100%	100%	-	*	_	-	99%	100%	99%	-	100%	100%	99%	
	CWD	99% 98%	99% 96%	99%	100 %	*	100%	-	- 100%	99 <i>%</i> 98%	99%	9970	- 98%	100 %	98%	99% 99%	-
	EL	100%	-	100%	100%	-	100%	_	-	100%	100%	100%	100%			100%	_
	Male	98%	95%	100%	100%	*	100%	_	100%	98%	99%	100%	98%	100%	98%	-	_
	Female	99%	97%	99%	100%	*	100%	-	*	98%	100%	99%	99%	100%	-	99%	-
Mathematics	all	98%	95%	100%	100%	*	*	-	*	97%	99%	100%	98%	100%	99%	98%	_
	Students																
	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	98%	94%	100%	100%	*	*	-	*	97%	99%	-	98%	100%	99%	97%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	96%	100%	*	*	*	-	*	98%	100%	100%	99%	100%	99%	-	-
	Female	98%	94%	99%	*	*	*	-	-	96%	99%	100%	97%	100%	-	98%	-
Science	All Students	97%	93%	99%	*	*	*	-	*	95%	99%	98%	97%	98%	98%	97%	-
	CWD	98%	95%	100%	*	-	-	-	-	97%	100%	98%	-	100%	100%	95%	-
	CWOD	97%	92%	99%	*	*	*	-	*	94%	99%	-	97%	98%	97%	97%	-
	EL	98%	-	98%	-	-	*	-	-	99%	98%	100%	98%	98%	100%	97%	-
	Male	98%	94%	99%	*	*	-	-	*	96%	100%	100%	97%	100%	98%	-	-
	Female	97%	91%	98%	*	*	*	-	-	94%	99%	95%	97%	97%	-	97%	-
Non-Participati	on Rate																

		Campus	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	2%	5%	1%	0%	0%	0%	-	0%	2%	1%	1%	2%	0%	2%	2%	-
	Students					• • •											
	CWD	1%	2%	0%	0%	-	*	-	-	1%	0%	1%	-	0%	0%	2%	-
	CWOD	2%	5%	1%	0%	0%	0%	-	0%	3%	1%	-	2%	1%	2%	2%	-
	EL	0%	-	0%	0%	-	0%	-	-	1%	0%	0%	1%	0%	0%	1%	-
	Male	2%	5%	0%	0%	*	0%	-	0%	2%	1%	0%	2%	0%	2%	-	-
	Female	2%	4%	1%	0%	*	0%	-	*	2%	1%	2%	2%	1%	-	2%	-
Reading	All	2%	4%	1%	0%	*	0%	-	0%	2%	1%	1%	2%	0%	2%	1%	-
-	Students																
	CWD	1%	1%	0%	0%	-	*	-	-	1%	0%	1%	-	0%	0%	1%	-
	CWOD	2%	4%	1%	0%	*	0%	-	0%	2%	1%	-	2%	0%	2%	1%	-
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	5%	0%	0%	*	0%	-	0%	2%	1%	0%	2%	0%	2%	-	-
	Female	1%	3%	1%	0%	*	0%	-	*	2%	0%	1%	1%	0%	-	1%	-
Mathematics	All Students	2%	5%	0%	0%	*	*	-	*	3%	1%	0%	2%	0%	1%	2%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	2%	6%	0%	0%	*	*	-	*	3%	1%	-	2%	0%	1%	3%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	4%	0%	*	*	*	-	*	2%	0%	0%	1%	0%	1%	-	-
	Female	2%	6%	1%	*	*	*	-	-	4%	1%	0%	3%	0%	-	2%	-
Science	All	3%	7%	1%	*	*	*	-	*	5%	1%	2%	3%	2%	2%	3%	-
	Students																
	CWD	2%	5%	0%	*	-	-	-	-	3%	0%	2%	-	0%	0%	5%	-
	CWOD	3%	8%	1%	*	*	*	-	*	6%	1%	-	3%	2%	3%	3%	-
	EL	2%	-	2%	-	-	*	-	-	1%	2%	0%	2%	2%	0%	3%	-
	Male	2%	6%	1%	*	*	-	-	*	4%	0%	0%	3%	0%	2%	-	-
	Female	3%	9%	2%	*	*	*	-	-	6%	1%	5%	3%	3%	-	3%	-

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

'-' Indicates zero observations reported for this group.

## Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	s										
In-School Suspensions											
	Male	318	107	203	2	2	2	0	2	68	
	Female	332	158	170	2	0	0	0	2	35	
	Total	650	265	373	4	2	2	0	4	103	
Out-of-School Suspensions											
	Male	182	76	100	2	0	2	0	2	34	
	Female	190	103	85	0	0	0	0	2	19	
	Total	372	179	185	2	0	2	0	4	53	
Expulsions											
With Educational Services	Male	7	2	5	0	0	0	0	0	2	
	Female	4	2	2	0	0	0	0	0	0	
	Total	11	4	7	0	0	0	0	0	2	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	18	8	8	2	0	0	0	0	2	
	Female	4	2	2	0	0	0	0	0	0	
	Total	22	10	10	2	0	0	0	0	2	
Referrals to Law Enforcement											
	Male	18	8	8	2	0	0	0	0	2	
	Female	4	2	2	0	0	0	0	0	0	
	Total	22	10	10	2	0	0	0	0	2	
Students With Disabilities In-School Suspensions											
	Male	60	38	20	0	0	2	0	0	8	17

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

	Female Total	Total students 31 91	African American 20 58	Hispanic 11 31	White 0 0	Indian or Alaska Native 0 0	Asian 0 2	Pacific Islander 0 0	Two or More Races 0 0	<b>EL</b> 2 10	Students with Disabilities	Students with Disabilities (Section 5 504) 14 31
Out-of-School Suspensions	Male	44	31	13	0	0	0	0	0	4		13
	Female	30	16	10	4	0	0	0	0	4		10
Expulsions	Total	74	47	23	4	0	0	0	0	8		23
With Educational Services	Male	2	2	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		2
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance	Total Male	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Policies												
	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
School-Related Arrests	Total	0	0	0	0	0	0	0	0	0		0
	Male	4	2	2	0	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Total	4	2	2	0	0	0	0	0	2		2
Relenais to Law Enforcement	Male	4	2	2	0	0	0	0	0	2		2
	Female	2	0	2	0	0	0	0	0	2		0
	Total	6	2	4	0	0	0	0	0	4		2
All Students												
Chronic Absenteeism	Male	263	98	161	2	0	2	0	0	50	26	14
	Female	305	131	170	2	0	2	0	0	38	26	11
	Total	568	229	331	4	0	4	0	0	88	52	25
Incidents of Violence												Total
Incidents of rape or attempti Incidents of robbery with a v Incidents of robbery with a v Incidents of robbery with a t Incidents of robbery without Incidents of physical attack Incidents of physical attack Incidents of physical attack Incidents of threats of physic Incidents of sex On the basis of sex On the basis of sexual orien On the basis of religiion	other than rape) veapon irearm or explosi a weapon or fight with a weapon or fight with a fire or fight without a cal attack with a cal attack with a cal attack withou firearm or explo bullying	eapon earm or expl weapon weapon firearm or ex t a weapon										

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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
3	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	76	23	41	2	0	8	0	2	2	2
	Female	91	17	65	2	0	5	0	2	2	0
	Total	167	40	106	4	0	13	0	4	4	2
International Baccalaureate	Male	20	5	8	0	0	5	0	2	0	0
Courses											
	Female	30	5	20	0	0	5	0	0	0	0
	Total	50	10	28	0	0	10	0	2	0	0

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2018&year2=18&\_debug=0&single=N&title=2018-19+Federal+Report+Card&\_... 8/11

Dual Enrollment/Dual Credit	Male	Total students 18	African American 2	Hispanic 14	White 0	Indian or Alaska Native 0	Asian 2	Pacific Islander 0	Two or More Races 0	<b>EL</b> 0	Students with Disabilities 0
Programs	Female	18	5	11	0	0	0	0	2	0	0
	Total	36	7	25	0	0	2	0	2	0	0

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

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

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

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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 21.5	Percent 16.5%
Teachers Teaching with Emergency or Provisional Credentials	6.6	5.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	18.6	15.1%

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

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

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

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

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

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

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%	79	2%	-	-
Mathematics	5,880	1%	79	2%	-	-
Grade 4 Reading	6,312	2%	66	1%	-	-
Mathematics	6,311	2%	66	1%	-	-
Grade 5 Reading	6,133	1%	67	1%	-	-
Mathematics	6,131	1%	67	1%	-	-
Science	6,133	1%	67	1%	-	-
Grade 6 Reading	6,038	1%	69	1%	-	-
Mathematics	6,036	1%	69	1%	-	-
Grade 7 Reading	5,616	1%	55	1%	-	-
Mathematics	5,616	2%	55	1%	-	-
Grade 8 Reading	5,251	1%	56	1%	-	-
Mathematics	5,254	2%	56	1%	-	-
Science	5,250	1%	56	1%	-	-

End of Course

				•		
English I	State Number of ALT2 5,150	State Rate of ALT2 1%	District Number of ALT2 65	District Rate of ALT2 1%	Campus Number of ALT2 8	Campus Rate of ALT2 1%
English II	4,680	1%	66	1%	14	1%
Algebra I	5,122	1%	66	1%	8	2%
Biology	4,954	1%	68	1%	9	3%
All Grades All Subjects	101,751	1%	1,172	1%	39	2%
Reading	45,064	1%	523	1%	22	1%
Mathematics	40,350	1%	458	1%	8	2%
Science	16,337	1%	191	1%	9	3%

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

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

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

## State Level: 2019 Percentages at NAEP Achievement Levels

								r Above		
			% Belov	w Basic	% At or Al	bove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92 *	89	59 *	52	16 *	12
		American Indian		33		67		24		4
		Asian	4	7	96	93	82 *	69	45 *	28
		Pacific Islander		36	*	64		28		6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
	-	Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

'\*' Indicates reporting standards not met.

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

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

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	38%	37%	38%	*	*	*	-	*	38%	21%	16%

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

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

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2019