Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: ALDINE NINTH GRADE Campus ID: 101902081 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	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%
M = 41+ = ++ = +42 = =	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31% 31%	40% 40%	59% 59%	45% 45%	82%	50% 50%	54% 54%	36% 36%	23% 23%	40% 40%
	2017-18 through 2021-22	46%	31% 41%	40% 49%	59% 65%		82%		54% 61%	30% 45%		
	2022-23 through 2026-27 2027-28 through 2031-32	54% 63%	41% 54%	49% 59%	65% 73%	53% 63%	85% 88%	57% 66%	69%	45% 57%	34% 48%	49% 59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate:	4-Year Longitudinal Rate^											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
•	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
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)

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Biology	All	60%	48%	48%	49%	48%	33%	-	*	- *	48%	44%	6%	51%	16%	42%	54%	-	-	*	-
	Students CWD	24%	20%	6%	10%	5%	*				7%	0%	6%		4%	9%	0%				
	CWOD		20% 51%	51%	59%	50%	40%	-	*	- *	51%	47%	-	- 51%		46%	56%	-	-	*	-
	EL Male	24% 58%	13% 45%	16% 42%	- 47%	16% 42%	- *	-	-		16% 43%	10% 36%	4% 9%	17% 46%		19% 42%	11% -	-	-	- *	-
	Female		43 <i>%</i> 52%	54%	53%	54%	*	-	*		54%	55%	0%		11%		54%	-	-	-	-
STAAR Perce	nt at Ma	stors (Grade I	evel																	
End of Cours	se																				
English I	All Students	10%	4%	2%	4%	2%	0%	*	*	- *	2%	4% *	0%	2%	0%	1%	3%	-	*	*	-
	CWD CWOD	3% 11%	1% 4%	0% 2%	0% 4%	0% 2%	0%	*	*	*	0% 2%	4%	0% -	- 2%	0% 0%	0% 1%	0% 3%	-	*	*	-
	EL	1%	0%	0%	-	0%	- *	-	-		0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male Female	7% 14%	2% 6%	1% 3%	0% 11%	1% 3%	*	- *	- *		1% 3%	2% 7%	0% 0%	1% 3%	0% 0%	1% -	- 3%	-	- *	-	-
English II	All	8%	2%	*	-	*	-	-	-		*	-	-	*	-	*	-	-	-	-	-
0	Students	40/	40/																		
	CWD CWOD	4% 8%	4% 2%	- *	-	- *	-	-	-		- *	-	-	- *	-	- *	-	-	-	-	-
	EL	0%	0%	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-
	Male Female	6% 10%	2% 3%	-	-	-	-	-	-		* -	-	-	-	-	-	-	-	-	-	-
Algebra I	All	36%	23%	28%	23%	28%	0%	*	*	_ *	29%	14%	2%	30%	12%	22%	34%	_	*	*	_
, igobia i	Students CWD	9%	7%	2%	0%	3%	*	-	-		2%	0%	2%	-	4%	3%	0%	-	-	-	-
	CWOD	39%	24%	30%	30%	30%	0%	*	*	- *	31%	16%	-	30%	13%	24%	36%	-	*	*	-
	EL Male	19% 31%	8% 20%	12% 22%	- 9%	12% 23%	- *	-	-		13% 23%	10% 11%	4% 3%	13% 24%		11% 22%	14% -	-	-	- *	-
	Female		26%	34%	53%	34%	*	*	*		36%	20%	0%	36%	14%		34%	-	*	-	-
Biology	All Students	24%	13%	11%	10%	11%	0%	-	*	- *	12%	7%	0%	12%	3%	11%	12%	-	-	*	-
	CWD CWOD	6%	3% 14%	0% 12%	0% 12%	0% 12%	* 0%	-	-		0% 13%	0% 7%	0%	- 12%	0% 3%	0% 12%	0% 12%	-	-	-	-
	EL	20% 4%	14%	3%	-	3%	-	-	-		3%	0%	- 0%	3%	3%	12% 5%	0%	-	-	-	-
	Male Female	24%	12% 14%	11% 12%	9% 12%	11% 12%	*	-	-	- *	11% 12%	5% 10%	0% 0%	12% 12%	5% 0%	11% -	- 12%	-	-	*	-
STAAR Perce All Grades All Subjects	All	proacl	nes Gra 69%	de Lev 74%	el or A	bove 74%	56%	*	*	- 33%	75%	68%	23%	78%	49%	69%	79%	-	*	17%	-
	Students CWD	46%	34%	23%	21%	24%	*	-	-		25%	7%	23%	-		21%	28%	-	-	-	-
	CWOD EL	81% 62%	72% 54%	78% 49%	82%	77% 49%	60%	*	*	- 33%	78% 50%	72% 45%	- 26%			74% 49%	82% 50%	-	*	17%	-
	Male	74%	66%	69%	65%	70%	33%	-	-	- *	70%	65%	21%	74%	49%	69%	-	-	-	17%	-
	Female	80%	72%	79%	82%	79%	78%	*	*		80%	72%	28%	82%	50%	-	79%	-	*	-	-
Reading	All Students	73%	64%	59%	53%	59%	50%	*	*	- *	59%	51%	4%	62%		51%	67%	-	*	*	-
	CWD CWOD	39% 78%	28% 67%	4% 62%	0% 63%	5% 62%	* 60%	- *	- *		4% 63%	* 54%	4%	- 62%	7% 27%	3% 56%	6% 69%	-	- *	- *	-
	EL	54%	45%	24%	-	24%	-	-	-		24%	21%	7%	27%	24%	24%	25%	-	-	-	-
	Male Female	69% 78%	59% 69%	51% 67%	44% 68%	52% 66%	*	- *	- *	- *	52% 67%	48% 57%	3% 6%	56% 69%		51% -	- 67%	-	- *	*	-
Mathematics		81%	75%	84%	77%	84%	070/	*	*		01.70					79%	89%		*	*	
	Students	• • • •		/ -			67%			- *	85%	74%	42%								
	CWD	53%	40%	42%	30%	43%	67% *	-	-	- *	85% 47%	74% 0%	42% 42%	-	42%	36%	53%	-	-	-	-
	CWD CWOD	84%	78%	87%	30% 89%	43% 87%	67% * 60%	- *	- *	- - *	47% 88%	0% 80%	42%	- 87%	73%	83%	90%	-	- *	- *	-
	CWD				30%	43%	*	- * -	- * -		47%	0%	42%	- 87% 73%	73% 69%			- - -	- * -	- * - *	-
	CWD CWOD EL	84% 72% 79%	78% 67%	87% 69%	30% 89% -	43% 87% 69%	* 60% -	- * - *	- * - *		47% 88% 70%	0% 80% 57%	42% - 42%	- 87% 73% 83%	73% 69%	83% 68% 79%	90% 70%	- - - -	- * - *	- * - *	-
Science	CWD CWOD EL Male Female All Students	84% 72% 79%	78% 67% 72% 77% 70%	87% 69% 79% 89% 81%	30% 89% - 69% 93% 84%	43% 87% 69% 81% 88%	* 60% - *	- * - *	- * - *		47% 88% 70% 80%	0% 80% 57% 73%	42% - 42% 36% 53% 25%	- 87% 73% 83% 90%	73% 69% 68% 70%	83% 68% 79%	90% 70% -	-	- * - *	- * - *	-
Science	CWD CWOD EL Male Female	84% 72% 79% 82% 80% 51%	78% 67% 72% 77%	87% 69% 79% 89%	30% 89% - 69% 93%	43% 87% 69% 81% 88%	* 60% - * *	- + - * -	- - * *		47% 88% 70% 80% 90%	0% 80% 57% 73% 76%	42% - 42% 36% 53%	- 87% 73% 83% 90% 85%	73% 69% 68% 70% 57% 28%	83% 68% 79% -	90% 70% - 89%		- - - * -	- * - * -	-
Science	CWD CWOD EL Male Female All Students CWD CWOD EL	84% 72% 79% 82% 80% 51% 84% 61%	78% 67% 72% 77% 70% 38% 73% 48%	87% 69% 79% 89% 81% 25% 85% 57%	30% 89% - 69% 93% 84% 30% 98%	43% 87% 69% 81% 88% 81% 24% 84% 57%	* 60% - * 50% * 60%	- * - * -	- * - * * - *		47% 88% 70% 80% 90% 81% 26% 85% 57%	0% 80% 57% 73% 76% 79% 20% 84% 60%	42% 42% 36% 53% 25% 25% 28%	87% 73% 83% 90% 85% - 85% 61%	73% 69% 68% 70% 57% 28% 61% 57%	83% 68% 79% - 78% 24% 83% 58%	90% 70% - 89% 84% 27% 87% 56%	- - - - -	- * - *	- * - * - *	-
Science	CWD CWOD EL Male Female All Students CWD CWOD	84% 72% 79% 82% 80% 51% 84% 61% 79%	78% 67% 72% 77% 70% 38% 73%	87% 69% 79% 89% 81% 25% 85%	30% 89% - 69% 93% 84% 30% 98%	43% 87% 69% 81% 88% 81% 24% 84%	* 60% - * * 50% * 60%	- * - * - - - - -	- * - * * - * - *		47% 88% 70% 80% 90% 81% 26% 85%	0% 80% 57% 73% 76% 79% 20% 84%	42% 42% 36% 53% 25% 25%	87% 73% 83% 90% 85% - 85% 61% 83%	73% 69% 68% 70% 57% 28% 61% 57%	83% 68% 79% - 78% 24% 83% 58% 78%	90% 70% 89% 84% 27% 87%	- - - - - -	- * - * -	- * - * - * - *	-
STAAR Perce	CWD CWOD EL Male Female Students CWD CWOD EL Male Female	84% 72% 79% 82% 80% 51% 84% 61% 79% 81%	78% 67% 72% 77% 70% 38% 73% 48% 69% 72%	87% 69% 79% 89% 81% 25% 85% 57% 78% 84%	30% 89% - 69% 93% 84% 30% 98% - 82% 88%	43% 87% 69% 81% 88% 81% 24% 84% 57% 78%	* 60% - * 50% * 60% - *	- * - - - -	- * - * * - * - *		47% 88% 70% 80% 90% 81% 26% 85% 57% 78%	0% 80% 57% 73% 76% 79% 20% 84% 60% 76%	42% 42% 36% 53% 25% 25% - 28% 24%	87% 73% 83% 90% 85% - 85% 61% 83%	73% 69% 68% 70% 57% 28% 61% 57% 58%	83% 68% 79% - 78% 24% 83% 58% 78%	90% 70% - 89% 84% 27% 87% 56% -	-		-*-*	
	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	84% 72% 79% 82% 80% 51% 84% 61% 79% 81%	78% 67% 72% 77% 70% 38% 73% 48% 69% 72%	87% 69% 79% 89% 81% 25% 85% 57% 78% 84%	30% 89% - 69% 93% 84% 30% 98% - 82% 88%	43% 87% 69% 81% 88% 81% 24% 84% 57% 78%	* 60% - * 50% * 60% - *	- - * - - -	- * - * * - *		47% 88% 70% 80% 90% 81% 26% 85% 57% 78% 84%	0% 80% 57% 73% 76% 79% 20% 84% 60% 76%	42% 42% 36% 53% 25% 25% - 28% 24%	87% 73% 83% 90% 85% - 85% 61% 83%	73% 69% 68% 70% 57% 61% 57% 58% 56%	83% 68% 79% - 78% 24% 83% 58% 78%	90% 70% - 89% 84% 27% 87% 56% -		- - - - - -	- * - * - * -	-
STAAR Perce All Grades	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	84% 72% 79% 82% 80% 51% 84% 61% 79% 81% 81% ets Gr 49%	78% 67% 72% 77% 70% 38% 73% 48% 69% 72% ade Lev 36%	87% 69% 79% 89% 81% 25% 85% 57% 78% 84% vel or A 45%	30% 89% 93% 84% 30% 98% 82% 88% 82% 88%	43% 87% 69% 81% 88% 81% 24% 84% 57% 78% 84%	* 60% * 50% * 60% - *	- - - - -	-* -* * -* * -		47% 88% 70% 80% 90% 81% 26% 85% 57% 78% 84%	0% 80% 57% 73% 76% 20% 84% 60% 76% 84%	42% 36% 53% 25% 25% 28% 24% 27%	87% 73% 83% 90% 85% 61% 83% 87%	73% 69% 68% 70% 57% 57% 58% 56% 18%	83% 68% 79% - 78% 24% 83% 58% 78% - 38%	90% 70% 89% 84% 27% 87% 56% - 84%		- *	- * - * - * - * - * -	-
STAAR Perce All Grades	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD CWOD	84% 72% 79% 82% 80% 51% 84% 61% 81% 81% ets Gr 49% 24% 52%	78% 67% 72% 70% 38% 73% 48% 69% 72% ade Lev 36% 18% 37%	87% 69% 79% 89% 81% 25% 85% 57% 78% 84% /el or A 45% 8% 48%	30% 89% 93% 84% 30% 98% 82% 88% 41% 41% 10% 48%	43% 87% 69% 81% 84% 24% 84% 57% 78% 84%	* 60% * 50% * 60% - *	- * - * * *	-* -* * -*		47% 88% 70% 80% 90% 81% 26% 85% 57% 57% 84%	0% 80% 57% 73% 76% 20% 84% 60% 76% 84%	42% 42% 36% 25% 25% 28% 24% 27% 8%	- 87% 73% 83% 90% 85% - 85% 61% 83% 87% 48%	73% 69% 68% 70% 57% 57% 58% 55% 18% 9% 19%	83% 68% 79% - 78% 24% 83% 58% 78% - 38% 8% 41%	90% 70% 89% 84% 27% 87% 56% - 84% 53% 9%		- * - - - - *		
STAAR Perce All Grades	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female nt at Mee All Students CWD	84% 72% 79% 82% 80% 51% 84% 61% 79% 81% ets Gr 49% 24%	78% 67% 72% 70% 38% 73% 48% 69% 72% ade Lev 36% 18%	87% 69% 79% 89% 81% 25% 85% 57% 78% 84% vel or A 45% 8%	30% 89% 93% 84% 30% 98% 82% 88% bove 41% 10%	43% 87% 69% 81% 84% 24% 84% 57% 78% 84% 46% 8%	* 60% * 50% * 60% - * *	- * * - * - * - * - *	-* -* * -* -* -* -*	- * - * - * - * - * - * - * - * - * - *	47% 88% 70% 80% 90% 81% 26% 85% 78% 84% 46% 9%	0% 80% 57% 73% 76% 20% 84% 60% 76% 84%	42% 42% 36% 53% 25% 25% 28% 24% 27% 8%	- 87% 73% 83% 90% 85% - 85% 61% 83% 87% 48% 19%	73% 69% 68% 70% 57% 28% 61% 57% 58% 56% 18% 9% 19% 19%	83% 68% 79% - 78% 24% 83% 58% 78% - 38% 8%	90% 70% 		- *	-	-

		State	District	Campus	Afr Amer	Hispani	c White	Amer Ind						CWD	CWOD	EL	Male	Female I	<i>l</i> igrant	t Homeless	Foster Care	
Reading	All	47%	33%	34%	27%	35%	17%	*	*	-	*	34%	34%	0%	36%	6%	27%	41%	-	*	*	-
	Students CWD	21%	17%	0%	0%	0%	*	_	_	_	_	0%	*	0%	_	0%	0%	0%	_	_	_	_
	CWD		34%	36%	33%	37%	20%	*	*	-	*	37%	36%	0 /0	- 36%	7%	30%	43%	-	*	*	-
	EL	23%	14%	50 % 6%	-	6%	20 /0			-		5%	13%	-0%	7%	6%	4%	43 <i>%</i> 9%	-			-
	Male	43%	29%	27%	- 22%	28%	*	-	-	-	*	27%	28%	0%	30%	4%	4 <i>/</i> ⁰ 27%	970	-	-	*	-
	Female		37%	41%	37%	42%	*	*	*	-	-	41%	43%	0%	43%	4 % 9%	-	- 41%	-	*	-	-
Mathematics		51%	39%	55%	49%	56%	33%	*	*	-	*	56%	46%	19%			46%	64%	-	*	*	-
	CWD	26%	21%	19%	20%	19%	*					21%	0%	19%	-	220/	15%	27%				
	CWD		41%	57%	20 % 57%	58%	40%	*	*	-	*	58%	50%	1970			49%	66%	-	*	*	-
	EL	37%	29%	32%	57 %	32%	40%			-		33%	24%	- 23%			49% 32%	33%	-			-
	Male	50%	38%	32 % 46%	- 41%	32 % 47%	*	-	-	-	*	47%	24 % 39%	15%	49%		46%	5570	-	-	*	-
	Female		41%	40 % 64%	67%	65%	*	*	*	-	_	65%	60%	27%		33%		- 64%	-	*	_	-
	remaie	5170	4170	0478	07 /0	0070				-	-	0070	00 /0	2170	0070	0070	-	0470	-		-	-
Science	All Students	53%	37%	48%	49%	48%	33%	-	*	-	*	48%	44%	6%	51%		42%	54%	-	-	*	-
	CWD	25%	19%	6%	10%	5%	400/	-	-	-	-	7%	0%	6%	-	4%	9%	0%	-	-	-	-
	CWOD		39%	51%	59%	50%	40%	-		-		51%	47%	-			46%	56%	-	-		-
	EL	26%	13%	16%	-	16%	- *	-	-	-	-	16%	10%	4%	17%		19%	11%	-	-	-	-
	Male Female	53%	37% 38%	42% 54%	47% 53%	42% 54%	÷	-	-	-	•	43% 54%	36% 55%	9% 0%		19% 11%	42%	- 54%	-	-	•	-
AAR Perce	nt at Mas	sters	Grade I	Level																		
FAAR Perce All Grades	nt at Mas	sters	Grade I	Level																		
	All Students	23%	12%	13%	12%	14%	0%	*	*	-	0%	14%	8%	1%	14%	5%	11%	16%	-	*	0%	-
All Grades	All Students CWD	23% 8%	12% 5%	13% 1%	0%	1%	*	*	*	-	-	1%	0%	1%	-	1%	1%	0%	-	* -	-	-
All Grades	All Students CWD CWOD	23% 8% 25%	12% 5% 13%	13% 1% 14%	0% 15%	1% 14%	0% * 0%	* - *	* - *	- - -	0% - 0%	1% 15%	0% 9%	1% -	- 14%	1% 5%	1% 12%	0% 17%	-	* - *	0% - 0%	-
All Grades	All Students CWD CWOD EL	23% 8% 25% 11%	12% 5% 13% 6%	13% 1% 14% 5%	0% 15% -	1% 14% 5%	* 0% -	* - * -	* - * -	- - -	- 0% -	1% 15% 5%	0% 9% 3%	1% - 1%	- 14% 5%	1% 5% 5%	1% 12% 5%	0% 17% 5%	-	* - * -	_ 0% _	-
All Grades	All Students CWD CWOD EL Male	23% 8% 25% 11% 22%	12% 5% 13% 6% 11%	13% 1% 14% 5% 11%	0% 15% - 6%	1% 14% 5% 12%	* 0% - 0%	* - -	* - * -		-	1% 15% 5% 12%	0% 9% 3% 6%	1% - 1% 1%	- 14% 5% 12%	1% 5% 5% 5%	1% 12% 5% 11%	0% 17% 5%		* - * -	-	-
All Grades	All Students CWD CWOD EL	23% 8% 25% 11% 22%	12% 5% 13% 6%	13% 1% 14% 5%	0% 15% -	1% 14% 5%	* 0% -	* - - - *	* - * - *		- 0% -	1% 15% 5%	0% 9% 3%	1% - 1%	- 14% 5%	1% 5% 5%	1% 12% 5%	0% 17% 5%	-	* * - *	_ 0% _	- - - -
All Grades	All Students CWD CWOD EL Male	23% 8% 25% 11% 22%	12% 5% 13% 6% 11%	13% 1% 14% 5% 11%	0% 15% - 6%	1% 14% 5% 12%	* 0% - 0%	* - - *	* - * - *		- 0% -	1% 15% 5% 12%	0% 9% 3% 6%	1% - 1% 1%	- 14% 5% 12%	1% 5% 5% 5%	1% 12% 5% 11%	0% 17% 5%	-	* - - * *	_ 0% _	-
All Grades All Subjects	All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24%	12% 5% 13% 6% 11% 13%	13% 1% 14% 5% 11% 16%	0% 15% - 6% 24%	1% 14% 5% 12% 16%	* 0% - 0% 0%	* - * - * -	* - * - *	-	- 0% -	1% 15% 5% 12% 16%	0% 9% 3% 6% 12%	1% - 1% 1% 0%	- 14% 5% 12% 17%	1% 5% 5% 5%	1% 12% 5% 11% -	0% 17% 5% - 16%	-	* - - * *	_ 0% _	
All Grades All Subjects	All Students CWD CWOD EL Male Female All Students	23% 8% 25% 11% 22% 24% 20% 7%	12% 5% 13% 6% 11% 13%	13% 1% 14% 5% 11% 16% 2%	0% 15% - 6% 24% 4%	1% 14% 5% 12% 16% 2%	* 0% - 0% 0%	* - * - * * - *	* -* -* * -*	-	- 0% -	1% 15% 5% 12% 16% 2%	0% 9% 3% 6% 12%	1% - 1% 0% 0%	- 14% 5% 12% 17% 2%	1% 5% 5% 5% 0%	1% 12% 5% 11% - 1%	0% 17% 5% - 16% 3%	-	* - - * *	_ 0% _	-
All Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD	23% 8% 25% 11% 22% 24% 20% 7%	12% 5% 13% 6% 11% 13% 10% 4%	13% 1% 14% 5% 11% 16% 2% 0%	0% 15% - 6% 24% 4%	1% 14% 5% 12% 16% 2% 0%	* 0% 0% 0%	* - * - * - * -	* - * - * - * -	-	- 0% -	1% 15% 5% 12% 16% 2% 0%	0% 9% 3% 6% 12% 4%	1% - 1% 0% 0%	- 14% 5% 12% 17% 2%	1% 5% 5% 5% 0% 0%	1% 12% 5% 11% - 1% 0%	0% 17% 5% - 16% 3% 0%	-	* - - * - *	_ 0% _	-
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWOD	23% 8% 25% 11% 22% 24% 20%	12% 5% 13% 6% 11% 13% 10% 4% 11%	13% 1% 14% 5% 11% 16% 2% 0% 2%	0% 15% - 6% 24% 4% 0% 4%	1% 14% 5% 12% 16% 2% 0% 2%	* 0% 0% 0%	* - * - * - *	* - * - * - * - *	-	- 0% -	1% 15% 5% 12% 16% 2% 0% 2%	0% 9% 3% 6% 12% 4% *	1% - 1% 0% 0% 0%	- 14% 5% 12% 17% 2% - 2%	1% 5% 5% 5% 0% 0%	1% 12% 5% 11% - 1% 0% 1%	0% 17% 5% - 16% 3% 0% 3%		* - - * * -	_ 0% _	-
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWOD EL	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17%	12% 5% 13% 6% 11% 13% 10% 4% 11% 4%	13% 1% 14% 5% 11% 16% 2% 0% 2% 0%	0% 15% 6% 24% 4% 0% 4%	1% 14% 5% 12% 16% 2% 0% 2% 0%	* 0% - 0% 0% * 0%	* - * - * - *	* -* -* * -* -*		- 0% -	1% 15% 5% 12% 16% 2% 0% 2% 0%	0% 9% 3% 6% 12% 4% * 4%	1% - 1% 0% 0% 0% - 0%	- 14% 5% 12% 17% 2% - 2% 0%	1% 5% 5% 5% 0% 0% 0%	1% 12% 5% 11% - 1% 0% 1% 0%	0% 17% 5% - 16% 3% 0% 3% 0%	-	* - * - * * - *	_ 0% _	-
All Grades All Subjects	All Students CWD EL Male Female All Students CWD EL Male Female States All	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17%	12% 5% 13% 6% 11% 13% 10% 4% 11% 4% 8%	13% 1% 14% 11% 16% 2% 0% 2% 0% 1%	0% 15% - 6% 24% 4% - 0%	1% 14% 5% 12% 2% 2% 0% 2% 0% 1%	* 0% - 0% 0% * 0%	* -* -* * -* *	* -* - * * -* *	-	- 0% -	1% 15% 5% 12% 16% 2% 0% 2% 0% 1%	0% 9% 3% 6% 12% 4% * 4% 0% 2%	1% - 1% 0% 0% - 0% 0%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3%	1% 5% 5% 5% 0% 0% 0% 0% 0%	1% 12% 5% 11% - 1% 0% 1% 0% 1%	0% 17% 5% 16% 3% 0% 3% 0%	-	* - * - * * * *	_ 0% _	-
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD CWD EL Male Female 3 All Students	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26%	12% 5% 13% 6% 11% 13% 10% 4% 4% 8% 12%	13% 1% 14% 5% 11% 16% 2% 0% 2% 0% 1% 3%	0% 15% 6% 24% 4% 0% 4% - 0% 11% 23%	1% 14% 5% 12% 16% 2% 0% 2% 0% 1% 3% 28%	* 0% 0% 0% * 0% - * *	* -* - * -* * -	* -* - * -* * -		- 0% -	1% 15% 5% 12% 16% 2% 0% 2% 0% 1% 3% 29%	0% 9% 3% 6% 12% 4% * 4% 0% 2% 7% 14%	1% 1% 0% 0% 0% 0% 2%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3%	1% 5% 5% 5% 0% 0% 0% 0% 0% 0%	1% 12% 5% 11% - 1% 0% 1% 0% 1% - 22%	0% 17% 5% 16% 3% 0% 3% 0% 3% 3% 34%	-	* - * - * - * - * - *	_ 0% _	-
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11%	12% 5% 13% 6% 11% 13% 10% 4% 11% 8% 12% 16%	13% 1% 14% 5% 11% 16% 2% 0% 1% 3% 28% 28%	0% 15% 6% 24% 4% 0% 4% - 0% 11% 23% 0%	1% 14% 5% 12% 16% 2% 0% 2% 0% 1% 3% 28% 3%	* 0% 0% 0% * 0% - * * 0%	* -* - * -* * -*	* -** * -* * -*		- 0% -	1% 15% 5% 12% 16% 2% 0% 2% 0% 1% 3% 29% 2%	0% 9% 3% 6% 12% 4% * 4% 0% 2% 7% 14% 0%	1% - 1% 0% 0% - 0% 0% 0%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3% 30% -	1% 5% 5% 5% 0% 0% 0% 0% 0% 0% 12% 4%	1% 12% 5% 11% - 1% 0% 1% - 22% 3%	0% 17% 5% - 16% 3% 0% 3% 0% - 3% 34% 0%	-	* -* -* * -* * -* *	_ 0% _	-
All Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD EL Male Female Students CWD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28%	12% 5% 13% 6% 11% 13% 10% 4% 11% 4% 8% 12% 16% 6% 17%	13% 1% 14% 5% 11% 16% 2% 0% 2% 0% 1% 3% 28% 28% 28%	0% 15% 6% 24% 4% 0% 4% - 0% 11% 23% 0% 30%	1% 14% 5% 12% 16% 2% 0% 2% 0% 1% 3% 28% 3% 30%	* 0% 0% 0% * 0% - * *	* -* * -* * -* *	* -* * -* * -* *	-	- 0% -	1% 15% 52% 16% 2% 0% 2% 3% 29% 29% 31%	0% 9% 3% 6% 12% 4% * 4% 0% 2% 7% 14% 0% 16%	1% 1% 0% 0% 0% 0% 2% 2%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3% 30% - 30%	1% 5% 5% 5% 5% 0% 0% 0% 0% 0% 0% 0% 12% 4% 13%	1% 12% 5% 11% - 1% 0% 1% 0% 1% 0% 1% 22% 3% 24%	0% 17% 5% - - - - - 3% 3% 3% 34% 0% 36%	-	* -* -* * -* * -* * -*	_ 0% _	-
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female G All Students CWD EL CWD EL CWD CWDD EL	23% 8% 25% 21% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28% 16%	12% 5% 13% 6% 11% 13% 10% 4% 11% 4% 8% 12% 16% 6% 17% 10%	13% 1% 14% 5% 11% 16% 2% 0% 2% 0% 1% 3% 28% 28% 28% 30% 12%	0% 15% 24% 4% 0% 4% - 0% 11% 23% 0% 30% -	1% 14% 5% 12% 16% 2% 0% 1% 3% 28% 3% 30% 12%	* 0% 0% 0% * 0% - * * 0%	* -* -* * -* * -* -	* -* * -* * -*	-	- 0% -	1% 15% 12% 16% 2% 0% 2% 0% 1% 3% 29% 29% 31% 13%	0% 9% 3% 6% 12% 4% * 4% 0% 2% 7% 14% 0% 16% 10%	1% 1% 0% 0% 0% 0% 2% 2% 2%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3% 30% 13%	1% 5% 5% 5% 5% 0% 0% 0% 0% 0% 0% 0% 0% 12%	1% 12% 5% 11% - 1% 0% 1% 0% 1% 22% 3% 24% 11%	0% 17% 5% - 16% 3% 0% 3% 0% - 3% 34% 0%		* - * * * * * * * *	_ 0% _	-
All Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD EL Male Female Students CWD CWOD	23% 8% 25% 11% 22% 24% 20% 8% 17% 23% 26% 11% 28%	12% 5% 13% 6% 11% 13% 10% 4% 11% 4% 8% 12% 16% 6% 17%	13% 1% 14% 5% 11% 16% 2% 0% 2% 0% 1% 3% 28% 28% 28%	0% 15% 6% 24% 4% 0% 4% - 0% 11% 23% 0% 30%	1% 14% 5% 12% 16% 2% 0% 2% 0% 1% 3% 28% 3% 30%	* 0% 0% 0% * 0% - * 0% *	* -* - * -* * -* - *	* -* - * -* -* -* -*	-	- * - * - * - * - * - *	1% 15% 52% 16% 2% 0% 2% 3% 29% 29% 31%	0% 9% 3% 6% 12% 4% * 4% 0% 2% 7% 14% 0% 16%	1% 1% 0% 0% 0% 0% 2% 2%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3% 30% - 30% 13% 24%	1% 5% 5% 5% 5% 0% 0% 0% 0% 0% 0% 0% 0% 12%	1% 12% 5% 11% - 1% 0% 1% - 22% 3% 24% 11% 22%	0% 17% 5% - - - - - 3% 3% 3% 34% 0% 36%	-	* -** * -* -* -*	_ 0% _	-
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female All Students CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 8% 17% 23% 26% 11% 28%	12% 5% 13% 6% 11% 13% 10% 4% 4% 8% 12% 16% 6% 17% 10% 15%	13% 1% 14% 5% 11% 16% 2% 0% 2% 0% 1% 3% 28% 28% 2% 30% 12% 22%	0% 15% 6% 24% 4% 0% 4% - 0% 11% 23% 0% 30% - 9%	1% 14% 5% 12% 2% 0% 2% 0% 1% 3% 28% 3% 30% 228%	* 0% 0% 0% * 0% - * 0% *	* -* -* * -* * -* -* -*	* -* -* * -* * -* *	-	- * - * - * - * - * - *	1% 15% 5% 12% 2% 0% 2% 0% 1% 3% 29% 21% 31% 23%	0% 9% 3% 6% 12% 4% * 4% 2% 7% 14% 0% 16% 10% 10%	1% 1% 0% 0% 0% 0% 0% 0% 2% 2% 2% - 4% 3%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3% 30% - 30% 13% 24%	1% 5% 5% 5% 5% 0% 0% 0% 0% 0% 12% 4% 13% 12%	1% 12% 5% 11% - 1% 0% 1% - 22% 3% 24% 11% 22%	0% 17% 5% 16% 3% 0% 3% 3% 34% 0% 36% 14%	-	* -* - * * -* -* -* -* -* -*	_ 0% _	
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD CWOD EL Male Female 6 All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 26% 26% 26% 24%	12% 5% 13% 6% 11% 13% 10% 10% 11% 8% 12% 6% 16% 16% 15% 16% 11%	13% 1% 14% 5% 11% 16% 2% 0% 2% 0% 1% 3% 28% 2% 30% 12% 22% 34% 11%	0% 15% 6% 24% 4% 0% 4% 0% 11% 23% 0% 30% 30% 30% 10%	1% 14% 5% 12% 0% 2% 0% 1% 3% 28% 3% 3% 28% 23% 34% 11%	* 0% 0% 0% * 0% * 0% * 0% *	* -* -* * -* -* -* -* -* -	* -* -* * -* -* * -* *	-	- * - * - * - * - * - *	1% 15% 5% 12% 2% 0% 2% 0% 1% 3% 29% 2% 31% 23% 36% 12%	0% 9% 3% 6% 12% 4% * 4% 2% 7% 14% 0% 16% 10% 11% 20% 7%	1% 1% 1% 0% 0% 0% 2% 2% 2% 2% 2% 0%	- 14% 5% 12% 17% 2% - 2% 0% 1% 30% 30% 13% 24% 36%	1% 5% 5% 5% 5% 0% 0% 0% 0% 0% 12% 12% 12% 11% 14% 3%	1% 12% 5% 11% - 1% 0% 1% 0% 1% 22% 3% 24% 11% 22% - 11%	0% 17% 5% 16% 3% 0% 3% 0% 34% 14% 34% 12%		* -* -* * * * * * * * * * * * * * * * * * * *	_ 0% _	
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 8% 17% 23% 23% 26% 11% 28% 16% 25% 26% 24% 8%	12% 5% 13% 6% 11% 13% 10% 4% 12% 16% 12% 16% 15% 16% 11% 5%	13% 1% 14% 5% 11% 2% 0% 2% 0% 1% 28% 28% 22% 30% 12% 34% 11% 0%	0% 15% 6% 24% 4% 0% 4% - 0% 11% 23% 0% 30% - 9% 53% 10% 0%	1% 14% 5% 12% 16% 2% 0% 2% 0% 1% 3% 28% 3% 30% 12% 23% 34% 11% 0%	* 0% 0% 0% * 0% * 0% * 0% * 0%	* -* -* -* -* -* -* -* -	* -* - * -* * -* * -* * -*		- * - * - * - * - * - *	1% 15% 5% 12% 2% 0% 2% 0% 2% 3% 31% 23% 36% 12% 0%	0% 9% 3% 6% 12% 4% * 4% 2% 7% 14% 0% 16% 16% 16% 11% 20% 7% 0%	1% - 1% 0% 0% 0% 0% 2% 2% - 4% 3% 0%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3% 30% 13% 24% 36% 12% -	1% 5% 5% 5% 5% 0% 0% 0% 0% 0% 12% 12% 11% 14% 3% 0%	1% 12% 5% 11% - 1% 0% 1% 22% 3% 24% 11% 24% 11% 20%	0% 17% 5% 16% 3% 0% 3% 0% 3% 34% 0% 36% 14% 34% 12% 0%	-	* -* -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * * * * * * * * * * * * * * * * * * *	_ 0% _	
All Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 8% 17% 23% 26% 11% 28% 16% 25% 26% 24% 8% 26%	12% 5% 13% 6% 11% 13% 10% 4% 4% 4% 8% 12% 16% 6% 17% 10% 15% 11% 5% 11%	13% 1% 14% 5% 11% 2% 0% 2% 0% 1% 3% 28% 28% 22% 30% 12% 22% 31%	0% 15% 6% 24% 4% 0% 4% 0% 11% 23% 0% 30% 30% 30% 10%	1% 14% 5% 12% 16% 2% 0% 2% 0% 2% 3% 3% 30% 12% 28% 34% 34% 11% 0% 12%	* 0% 0% 0% * 0% * 0% * 0% *	* -* -* * -* * -*	* -* -* * -* * -* * -* *		- * - * - * - * - * - *	1% 15% 5% 12% 0% 2% 0% 2% 3% 29% 29% 29% 31% 13% 23% 36% 12% 0% 13%	0% 9% 3% 6% 12% 4% * 4% 2% 7% 14% 0% 16% 10% 10% 20% 7% 0% 7%	1% 1% 1% 0% 0% 0% 0% 2% 2% 4% 0% 0%	- 14% 5% 12% 17% 2% - 2% 0% 1% 30% 1% 30% 13% 24% 36% 12% - 12%	1% 5% 5% 5% 5% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 3%	1% 12% 5% 11% - 1% 0% 1% - 22% 3% 24% 11% - 11% 0% 12%	0% 17% 5% - 16% 3% 0% 3% 0% 3% 34% 0% 36% 14% - 34% 12% 0% 12%		* -* -* -* -* -* -* -* -* -* -* -* -* -*	_ 0% _	
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 8% 17% 23% 23% 26% 11% 28% 16% 25% 26% 24% 8%	12% 5% 13% 6% 11% 13% 10% 4% 12% 16% 12% 16% 15% 16% 11% 5%	13% 1% 14% 5% 11% 2% 0% 2% 0% 1% 28% 28% 22% 30% 12% 34% 11% 0%	0% 15% 6% 24% 4% 0% 4% 23% 23% 0% 30% 9% 53% 10% 0% 12%	1% 14% 5% 12% 16% 2% 0% 2% 0% 1% 3% 28% 3% 30% 12% 23% 34% 11% 0%	* 0% 0% 0% * 0% * 0% * 0% * 0%	* -* -* -* -* -* -* -	* -* -* * -* * -* * -* -		- * - * - * - * - * - *	1% 15% 5% 12% 2% 0% 2% 0% 2% 3% 31% 23% 36% 12% 0%	0% 9% 3% 6% 12% 4% * 4% 2% 7% 14% 0% 16% 16% 16% 11% 20% 7% 0%	1% 1% 1% 0% 0% 0% 2% 2% 4% 3% 0% 0%	- 14% 5% 12% 17% 2% - 2% 0% 1% 3% 30% 13% 24% 36% 12% -	1% 5% 5% 5% 5% 0% 0% 0% 0% 0% 12% 12% 11% 14% 3% 0%	1% 12% 5% 11% - 1% 0% 1% 22% 3% 24% 11% 24% 11% 20%	0% 17% 5% 16% 3% 0% 3% 0% 3% 34% 0% 36% 14% 34% 12% 0%		* - * - * - * - * - * - * - * - * - * -	_ 0% _	

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	*	-	*	-	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	-	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	*	-	-	-	-	-	*	-	-
Female	-	-	-	-	-	-	-	-	-	-	-
Mathematics											
All Students	66	65	66	*	-	*	-	*	66	38	52
CWD	38	36	38	-	-	-	-	-	42	38	40
CWOD	67	71	67	*	-	*	-	*	68	-	53

	All	African			American		Pacific	Two or More			
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
EL	52	-	52	-	-	-	-	-	53	40	52
Male	59	55	59	*	-	-	-	*	59	33	51
Female	74	88	73	*	-	*	-	-	74	46	52

Part (iii)(II): Graduation Rate

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

Federal Graduation Rates 4-year Longitudinal Cohord		African American n Rate (Gr	•	White ss of 201	American Indian 8	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

'^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
183	5	3%

'^' 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 Achie			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	44	41	45	28	*	*	-	*	45	11	24
School Quality (College, Career,	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status	otadento	American	mopune		maian	Asian	Islander	Ruces	DISUUV	0112	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Ν	N	N						Y	N	Ν
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Ν	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Ν	N	N						N	N	Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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				
Target Met	All Students N	African American N	Hispanic N	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv N	CWD N	EL + N
Mathematics Interim Goals (2018-2022) Target Met	46% Y	31% Y	40% Y	59%	45%	82%	50%	54%	36% Y	23% N	40% Y
Interim Goals (2023-2027) Target Met	54% Y	41% Y	49% Y	65%	53%	85%	57%	61%	45% Y	34% N	49% N
Interim Goals (2028-2032) Target Met	63% N	54% Y	59% N	73%	63%	88%	66%	69%	57% Y	48% N	59% N
Long-Term Goals Target Met	73% N	66% N	70% N	80%	73%	91%	75%	77%	68% N	62% N	70% 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^											
Interim Goals (2018-2022) Target Met	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%
Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%

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

94%

94%

94%

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).

94%

94%

94%

94%

94%

94%

94%

94%

Part (vii): STAAR Participation

Target Met Long-Term Goals

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)

									Two or		Non						
		Campus	African American	Hispanic	White	American Indian			More	Econ Disady	Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate	oumpus	American	mopune		malan	Asian	Islander	Ruces	Disuav	Disuar	ond	CHOD		maie	i cinale	mgrant
All Subjects	All	99%	100%	100%	100%	*	*	_	50%	99%	100%	100%	99%	100%	100%	99%	_
	Students	0070	100 /0	10070	10070				0070	0070	10070	10070	0070	10070	10070	0070	
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	*	*	-	50%	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	100%	*	*	-	*	99%	100%	100%	99%	99%	-	99%	-
Reading	All	100%	100%	100%	100%	*	*	_	*	100%	100%	100%	100%	100%	100%	100%	-
0	Students																
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	all All	99%	100%	99%	100%	*	*	_	*	99%	100%	100%	99%	99%	99%	99%	-
	Students																
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	*	*	-	*	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	99%	100%	99%	*	-	-	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	*	*	*	-	*	99%	100%	100%	99%	99%	-	99%	-
Science	All	99%	100%	99%	100%	-	*	_	*	99%	100%	100%	99%	99%	99%	99%	-
	Students																
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	-	*	-	*	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	99%	100%	99%	*	-	-	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	*	-	*	-	*	99%	100%	100%	99%	99%	-	99%	-
Non-Participation	on Rate																

		Campus	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	1%	0%	0%	0%	*	*	-	50%	1%	0%	0%	1%	0%	0%	1%	-
	Students	.,.	070	070	0,0				0070	170	0,0	0 / 0	170	0,0	0,0	170	
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	*	*	-	50%	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	*	*	-	*	1%	0%	0%	1%	1%	-	1%	-
Reading	All	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
-	Students																
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics		1%	0%	1%	0%	*	*	-	*	1%	0%	0%	1%	1%	1%	1%	-
	Students CWD	0%	0%	0%	*					0%	0%	0%		0%	0%	0%	
	CWD	0% 1%	• • •	0% 1%	0%	-	-	-	- *	0% 1%	0%		- 1%		0% 1%	0% 1%	-
	EL	1%	0%	1%				-		1%	0%	- 0%	1%	1% 1%	0%	1%	-
	⊏∟ Male	1%	-0%	1%	- *	-	-	-	*	1%	0%	0%	1%	0%	1%		-
		1%	0%	1%	*	-	-	-	*	1%	0%	0%	1%	0% 1%		- 1%	-
	Female	170	0%	1%				-		1%	0%	0%	1%	1 %	-	1%	-
Science	All	1%	0%	1%	0%	-	*	-	*	1%	0%	0%	1%	1%	1%	1%	-
	Students	0 %/	00/	00/	*					00/	00/	00/		00/	00/	00/	
	CWD	0%	0%	0%		-	-	-	- *	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	-	*	-	*	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	-	1%	- *	-	-	-	- *	1%	0%	0%	1%	1%	0%	1%	-
	Male	1%	0%	1%	*	-	-	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	0%	1%	×	-	*	-	*	1%	0%	0%	1%	1%	-	1%	-

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total 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	225	20	200	5	0	0	0	0	59	
	Female	170	14	152	2	0	2	0	0	35	
	Total	395	34	352	7	0	2	0	0	94	
Out-of-School Suspensions											
	Male	49	4	43	2	0	0	0	0	19	
	Female	18	2	16	0	0	0	0	0	5	
	Total	67	6	59	2	0	0	0	0	24	
Expulsions											
With Educational Services	Male	5	0	5	0	0	0	0	0	2	
	Female	2	0	2	0	0	0	0	0	2	
	Total	7	0	7	0	0	0	0	0	4	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	2	0	2	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	2	0	2	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
·	Male	28	5	23	0	0	0	0	0	8	11

12/20/2010				2010	101040	laintopolit	ouru					
	Female Total	Total students 10 38	African American 2 7	Hispanic 8 31	White 0 0	Indian or Alaska Native 0 0	Asian 0 0	Pacific Islander 0 0		EL 5 13	Students with Disabilities	Students with Disabilities (Section 504) 5 16
Out-of-School Suspensions												
	Male	14	7	7	0	0	0	0	0	2		5
	Female Total	4 18	2 9	2 9	0 0	0 0	0 0	0 0	0 0	2 4		2 7
Expulsions	Iotai	10	5	5	0	0	U	0	0	-		,
With Educational Services	Male	2	2	0	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	2		2
	Total	4	2	2	0	0	0	0	0	2		2
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Total	0	0	0	0	0	0	0	0	0		0
School-Related Allesis	Male	2	2	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0 0	Ő		Ő
	Total	2	2	0	Ō	Ō	Ō	Ō	Ō	Ō		0
Referrals to Law Enforcement												
	Male	2	2	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
Childhic Absenteelshi	Male	75	2	71	2	0	0	0	0	20	2	5
	Female	87	5	80	2	0	Ő	0	Ő	17	8	Ő
	Total	162	7	151	4	0	Ō	Ō	0	37	10	5
Incidents of Violence												Total
Incidents of rape or attempted Incidents of sexual assault (of Incidents of robbery with a wide with a fill incidents of robbery without Incidents of physical attack of Incidents of physical attack of Incidents of physical attack of Incidents of threats of physic Incidents of sex of the basis of sex On the basis of sex of the basis of sexual orient On the basis of sexual orient On the basis of religiion	other than rape) reapon rearm or explos a weapon or fight with a we or fight with a fire or fight without a cal attack with a cal attack with a cal attack withou firearm or explo bullying	ive device eapon earm or explo weapon weapon firearm or ex it 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
6	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
ŭ	Female Total	-	-	-	-	-	-	-	-	-	-

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

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

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

Part (ix): Teacher Quality Data

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

High Poverty

	All Se	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 12.4	Percent 25.8%
Teachers Teaching with Emergency or Provisional Credentials	3.2	7.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	9.4	20.8%

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	79	2%	-	-
Mathematics	5,880	1%	79	2%	-	-
Grade 4 Reading	6,312	2%	66	1%	-	-
Mathematics	6,311	2%	66	1%	-	-
Grade 5 Reading	6,133	1%	67	1%	-	-
Mathematics	6,131	1%	67	1%	-	-
Science	6,133	1%	67	1%	-	-
Grade 6 Reading	6,038	1%	69	1%	-	-
Mathematics	6,036	1%	69	1%	-	-
Grade 7 Reading	5,616	1%	55	1%	-	-
Mathematics	5,616	2%	55	1%	-	-
Grade 8 Reading	5,251	1%	56	1%	-	-
Mathematics	5,254	2%	56	1%	-	-

Science	State Number of ALT2 5,250	State Rate of ALT2 1%	District Number of ALT2 56	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
End of Course English I	5,150	1%	65	1%	-	-
English II	4,680	1%	66	1%	-	-
Algebra I	5,122	1%	66	1%	-	-
Biology	4,954	1%	68	1%	-	-
All Grades All Subjects	101,751	1%	1,172	1%	-	-
Reading	45,064	1%	523	1%	-	-
Mathematics	40,350	1%	458	1%	-	-
Science	16,337	1%	191	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

			% Belov	w Basic	% At or Al	oove Basic		r Above cient	% At Ar	lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
Graue 4	Reading	Black	59 52	52	48	48	30 16	18	2	
			52 48	52 45	40 52		21	23	2	3
		Hispanic				55				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 Disady	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2

			% Belo	w Basic	% At or Al	bove Basic		r Above icient	% At Ac	% At Advanced	
Grade	Subject	Student Group English Language Learners	TX 60	US 72	TX 40	US 28	тх 8	US 5	TX 1	US 1	

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

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

'*' Indicates reporting standards not met.

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

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

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

There is no data for this campus.