Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

Campus Name: ROPES SCHOOL Campus ID: 110905001 District Name: ROPES ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(1) 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 assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for 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);

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
			Students	American I	Hispanic	White	Indian	Asian	Islander	Races		Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates 2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through											41%
		2021-22 2022-23 through											42%
		2026-27 2027-28 through											44%
Graduation Rate:4-Year Longitudinal		2031-32 Baseline 2016-17											46%
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-20 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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 or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

À 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 (90-00), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(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. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

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);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support 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 will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and 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, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two										
					African			America		Pacific										Foster	
		State	District	Campus	American	Hispani	cWhite	Indian	Asiar	nIslande	rRaces	Disadv	Disadv	CWI	CWOD	EL Male	Female	Migran	tHomeless	Care	Military
STAAR Percent	at Appro	aches	Grade	Level o	r Above																
Grade 3 Reading	All	77%	87%	87%	*	90%	89%	_	*	_		75%	94%	*	89%	* 79%	100%	*	*	_	_
	Students	1170	01 /0	01 /0		3070	0370					1070	3470		0370	7570	10070				
	CWD	51%	*	*	-	-	*	-	-	-	-	*	*	*	-	- *	-	*	-	-	-
	CWOD		89%	89% *	*	90%	94%	-	*	-	-	82%	94%	-	89%	* 82%	100%	-	*	-	-
	Male	70% 74%	79%	79%	*	83%	82%	-	*	-	-	*	92%	*	82%	* 79%		*	-	-	-
	Female		100%	100%	-	*	100%	-	-	-	-	100%	100%	_	100%		100%	-	*	-	-
Mathematics		77%	70%	70%	*	80%	67%	-	*	-	-	58%	78%	*	75%	* 74%	64%	*	*	-	-
•	Students CWD	52%	*	*	_	_	*	_	_	_	_	*	*	*	_	_ *	_	*	_	_	_
	CWOD		75%	75%	*	80%	75%	-	*	-	-	64%	82%	_	75%	* 82%	64%	-	*	-	-
	EL	74%	*	*	-	*	-	-	-	-	-	*	-	-	*	* *	-	-	-	-	-
	Male	77%	74%	74%	*	83%	73%	-	*	-	-	*	83%	*	82%	* 74%		*	-	-	-
	Female	18%	64%	64%	-			-	-	-	-			-	64%		64%	-		-	-
Grade 4																					
Reading	All	72%	67%	67%	-	53%	80%	-	-	-	-	54%	76%	*	73%	* 60%	73%	-	*	-	-
;	Students	100/	_	*		*	*					_	_	_		_			_		
	CWD CWOD	46% 75%	73%	73%	-	58%	86%	-	-	-	-	60%	81%	_	73%	* 73%	73%	-	*	-	-
	EL	60%	*	*	-	*	-	-	-	-	-	-	*	-	*	* -	*	-	_	-	-
	Male	70%	60%	60%	-	63%	*	-	-	-	-	67%	*	*	73%	- 60%	-	-	*	-	-
	Female	75%	73%	73%	-	*	100%	-	-	-	-	*	91%	-	73%	* -	73%	-	*	-	-
Mathematics	ΛII	77%	37%	37%		*	47%					*	53%	*	42%	* *	47%		*		
Mathematics	All Students	1170	3170	3170	-		47 70	-	-	-	-		55%		4270		47 70	-		-	-
	CWD	49%	*	*	-	*	*	-	-	-	-	*	*	*	-	- *	-	-	*	-	-
	CWOD		42%	42%	-	*	50%	-	-	-	-	*	56%	-	42%	* *	47%	-	*	-	-
	EL	72%	*	*	-	*	-	-	-	-	-	-	*	-	*	* -	*	-	-	-	-
	Male	77%	* 47%	* 47%	-	*	* 75%	-	-	-	-	*	* 64%	*	* 47%	- *	- 47%	-	*	-	-
	Female	1070	4/70	4/ 70	-		75%	-	-	-	-		04%	-	4/70	-	4/70	-		-	-
Grade 5																					
Reading	All	83%	86%	86%	-	87%	86%	-	-	-	-	83%	88%	*	92%	- 79%	93%	-	*	-	-
;	Students	E 40/	*	*		*	*					*		*		*					
	CWD CWOD	54% 87%	92%	92%	-	100%	85%	-	-	-	-	100%	88%		92%	- 91%	93%	-	*	-	-
	EL	73%	-	-	-	-	-	-	-	-	_	-	-	_	-		-	_	-	_	-
	Male	81%	79%	79%	-	71%	86%	-	-	-	-	78%	*	*	91%	- 79%	-	-	-	-	-
	Female	86%	93%	93%	-	100%	86%	-	-	-	-	*	92%	-	93%		93%	-	*	-	-
Mathamatica	A II	000/	000/	000/		000/	020/					020/	000/	*	000/	000/	070/		*		
Mathematics	Students	90%	86%	86%	-	80%	93%	-	-	-	-	83%	88%		88%	- 86%	87%	-		-	-
·	CWD	70%	*	*	-	*	*	-	_	-	-	*	-	*	-	- *	_	_	_	-	-
	CWOD		88%	88%	-	85%	92%	-	-	-	-	89%	88%	-	88%	- 91%	87%	-	*	-	-
	EL	86%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male Female	89%	86%	86%	-	86%	86%	-	-	-	-	89%	*	*	91%	- 86%		-	-	-	-
	remale	91%	87%	87%	-	75%	100%	-	-	-	-		92%	-	87%		87%	-		-	-
Science	All	75%	52%	52%	-	33%	71%	-	-	-	-	*	65%	*	54%	- 50%	53%	-	*	-	-
	Students																				
	CWD		*	*	-	*	*	-	-	-	-	*	-	*		- *		-	-	-	-
	CWOD		54%	54%	-	38%	69%	-	-	-	-	*	65%	-	54%	- 55%	53%	-	*	-	-
	EL Male	62% 76%		- 50%	-	*	- 71%	-	-	-	-	*	*	*	- 55%	- 50%		-	-	-	-
	Female			53%	-	*	71%	-	-	-	-	*	58%	-	53%		53%	-	*	-	-
Grade 6	A II	660/	0.40/	0.407		700/	000/					000/	000/		000/	000	770/				
Reading	All Students	68%	84%	84%	-	78%	88%	-	-	-	-	82%	86%	*	8 3%	- 92%	77%	-	•	-	-
,	CWD		*	*	-	*	-	_	_	-	_	*	_	*	_	- *	_	_	_	_	_
	CWOD		83%	83%	-	75%	88%	-	-	-	-	80%	86%	-	83%	- 91%	77%	-	*	-	-
	EL	42%	-	-	-	-	-	-	-	-	-		-	-			-	-	-	-	-
		63%		92%	-	*	100%	-	-	-	-	86%	100%	*		- 92%		-	-	-	-
	Female	12%	11%	77%	-	•	75%	-	-	-	-	•	78%	-	77%		77%	-	•	-	-

Two

Grade 7 Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL	76% 50% 79% 61% 76%	88% * 92% - 92%	88% * 92%	African American I - - -	Hispanio 67% *		Americar Indian -		Pacific Islanderi				CWD			e Fem 6 85°	aleMigrant % -		Foste Care	
Grade 7 Reading	Students CWD CWOD EL Male Female All Students CWD CWOD	76% 50% 79% 61% 76%	88% * 92% - 92%	88% * 92%	Americani - - -	67%		indian -	- Asian	- -	-								Homeless *	-	willtary -
Grade 7 Reading	Students CWD CWOD EL Male Female All Students CWD CWOD	50% 79% 61% 76%	* 92% - 92%	* 92%	- -		,.														
Reading	CWOD EL Male Female All Students CWD CWOD	79% 61% 76%	92%	92%	-	*															
Reading	EL Male Female All Students CWD CWOD	61% 76%	92%		-	750/	4000/	-	-	-	-	*	-	*	-	- *	-	-	-	-	-
Reading	Male Female All Students CWD CWOD	76%	92%		_	75%	100%	-	-	-	-	80%	100%	-	92%	- 100	% 85°	% -	_	-	-
Reading	All Students CWD CWOD	77%		92%	-	*	100%	_	-	-	-	86%	100%	*	100%	- 92	6 -	_	-	_	-
Reading	Students CWD CWOD		85%	85%	-	*	100%	-	-	-	-	*	100%	-	85%		859	% -	*	-	-
Reading	Students CWD CWOD																				
Mathematics	Students CWD CWOD	73%	92%	92%	_	92%	91%	*	_	_	_	91%	92%	_	92%	- 88	6 95°	% *	*	_	_
	CWOD																	, -			
		37%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
		77% 44%	92%	92%	-	92%	91%	_	-	-	-	91%	92%	-	92%	- 88	6 95°	% -	_	-	-
	Male	69%	88%	88%	-	*	85%	-	-	-	_	*	85%	-	88%	- 88	6 -	*	-	_	-
	Female		95%	95%	-	89%	100%	*	-	-	-	88%	100%	-			959	% -	*	-	-
	A.II	740/	000/	000/		000/	000/					770/	4000/		000/	+ 00	, 05	n/ +			
	Students	71%	92%	92%	-	86%	96%		-	-	-	77%	100%	-	92%	* 88	6 95°	70		-	-
	CWD	42%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	CWOD		92%	92%	-	86%	96%	*	-	-	-	77%	100%	-	92%	* 88	6 95°	% *	*	-	-
	EL	52%	*	*	-	*	-	-	-	-	-	*	-	-	*	* -	, *	-	-	-	-
	Male Female	69% 73%	88% 95%	88% 95%	-	90%	92% 100%	*	-	-	-	89%	100% 100%	-	88% 95%	- 88' * -	。 - 95°	% -	*	-	-
	romaio	7070	0070	0070		0070	10070					00 /0	10070		0070		00	70			
Grade 8																					
Reading	All	85%	83%	83%	-	65%	100%	*	-	-	-	76%	89%	*	85%	- 89	6 76°	% *	*	-	-
,	Students CWD	49%	*	*		*		_				*		*	_	_ *					
	CWOD		85%	85%	-	67%	100%	*	-	-	-	80%	89%	-	85%	- - 94	6 76°	% *	*	_	-
	EL	58%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	82%	89%	89%	-	78% *	100%	-	-	-	-	78%	100%	*		- 89		-	*	-	-
	Female	88%	76%	76%	-	•	100%	•	-	-	-	75%	78%	-	76%		76°	% ^	•	-	-
Mathematics	All	85%	81%	81%	-	71%	100%	*	_	_	*	73%	92%	*	95%	- 79	6 85°	% *	*	-	_
	Students																				
	CWD	53%	*	*	-	*	-	-	-	-	*	*	-	*	-	- *	*	-	-	-	-
	CWOD EL	89% 73%	95%	95%	-	90%	100%	*	-	-	-	100%	92%	-	95%	- 100	% 929	% *	*	-	-
	Male	82%	79%	- 79%	-	63%	100%	-	-	-	_	63%	100%	*	100%	- 79'	- 6 -	-	*	-	-
	Female		85%	85%	-	83%	100%	*	-	-	*	86%	83%	*			859	% *	*	-	-
Science	All	75%	68%	68%	-	53%	88%	*	-	-	*	55%	83%	*	76%	- 75	61°	% *	*	-	-
,	Students CWD	39%	*	*	_	*	_	_	_	_	*	*	_	*	_	- *	*	_	_	_	_
	CWOD		76%	76%	-	60%	88%	*	-	-	-	67%	83%	-	76%	- 88	65°	% *	*	-	-
	EL	46%		-	-	-	-	-	-	-	-	-		-	-		-	-	-	-	-
	Male	74%	75%	75%	-	64%	89%	-	-	-	-	64%	89%	*	00,0	- 75		- n/ *	*	-	-
	Female	70%	61%	61%	-		88%		-	-			78%		65%		61°	70		-	-
End of Course																					
English I	All	64%	70%	70%	*	62%	73%	-	-	-	*	71%	70%	*	77%	- 67	6 77	% -	*	-	-
	Students	250/	*			*	*				*	*	*	*		*	*		*		
	CWD CWOD	25% 68%	77%	77%	*	70%	80%	-	-	-	_	77%	78%	_	- 77%	- - 67	6 100	- 1% -	*	-	-
	EL	30%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	57%	67%	67%	-	70%	62%	-	-	-	*	70%	64%	*		- 67		-	*	-	-
	Female	71%	77%	77%	*	*	89%	-	-	-	-	71%	83%	*	100%		779	% -	-	-	-
English II	All	66%	72%	72%	_	57%	80%	_	_	_	_	56%	83%	*	82%	- 65	6 779	% -	*	_	_
	Students	0070	. = , 0	. = /0			0070						0070		0270	•	•	,,,			
	CWD		*	*	-	*	*	-	-	-	-	*	*	*		- *		_	*	-	-
	CWOD EL	71% 27%	82%	82%	-	73%	87%	-	-	-	-	69%	90%	-	82%	- 79	6 85°	% -	*	-	-
	Male	61%	65%	65%	-	*	73%	-	-	-	-	56%	- 75%	*	79%	- 65'	- 6 -	-	*	-	-
	Female		77%	77%	-	63%	86%	-	-	-	-	*	87%	*			ر 77 م	% -	-	-	-
Algebra I	All	82%	73%	73%	*	64%	79%	-	-	-	*	87%	60%	*	80%	- 72	6 75°	% *	*	-	-
,	Students CWD	47%	*	*	_	*	*	_	_	_	*	*	*	*	_	- *	*	_	_	_	_
	CWOD		80%	80%	*	67%	92%	-	-	-	-	92%	69%	-	80%	- 75	6 89°	% *	*	-	-
	EL	67%		<u>-</u>	-	-		-	-	-	-	-		-				-	-	-	-
	Male		72%	72%	*	63%	78% *	-	-	-	*	86%	64% *	*		- 72		- *	*	-	-
	Female	87%	75%	75%				-	-	-	-	88%			89%		75°	70	-	-	-
Biology	All	86%	94%	94%	-	92%	96%	-	-	-	-	100%	90%	*	97%	- 94	6 94°	% -	*	-	-
	Students																				
	CWD	56%	*	*	-	*	*	-	-	-	-	*	*	*	-		* / 400	-	-	-	-
	CWOD EL	89% 64%	97%	97%	-	91%	100%	-	-	-	-	100%	95%	-	97%	- 94' 	6 100 -		_	-	-
	Male	83%	94%	94%	-	86%	100%	-	_	-	_	100%	89%	-	94%	- 94	6 -	_	*	_	-
	Female		94%	94%	-	100%	92%	-	-	-	-	100%	92%	*			949	% -	-	-	-
STAAR Percent	at Meete	Grade	، امرما د	or Ahove	a																
		J. 444		ADOV	-																
Grade 3	All	43%	50%	50%	*	50%	50%	-	*	-	-	42%	56%	*	50%	* 37	6 73°	% *	*	-	-
Reading	Students	2001	*	*			*											_			
Reading	CIVID	70%			-			-	-	-	-	-		-	-	- *	-	•	-	-	-
Reading	CWD CWOD	44%	50%	50%	*	50%	50%	_	*	-	_	45%	53%	-	50%	* 35	6 739	% -	*	_	_

Two Non African Pacific More Econ American Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWODEL Male FemaleMigrantHomeless Care Military EL 32% 40% 37% 37% 33% 36% 50% 35% 37% Male Female 45% 71% 80% 73% 73% 73% 67% 73% 40% 40% 37% Mathematics All 46% 40% 44% 33% 44% 43% 45% Students 30% CWD 41% CWOD 48% 43% 43% 40% 50% 36% 47% 43% 45% 39% Male 47% 37% 37% 33% 45% 42% 41% 37% Female 45% 45% 45% 45% 45% Grade 4 Reading ΑII 45% 30% 30% 13% 47% 15% 41% 35% 13% 47% Students CWD 28% 35% 35% 44% 18% **CWOD 47%** 17% 50% 20% 35% 47% FΙ 29% Male 43% 13% 13% 13% 22% 18% 13% Female 47% 47% 47% 75% 64% 47% 47% Mathematics All 48% 10% 10% 12% 12% 13% 7% Students CWD 29% CWOD 50% 12% 12% 7% 13% 12% 13% 38% EL 48% Male Female 47% 13% 13% 13% 18% 13% 13% Grade 5 79% 50% 65% Reading ΑII 62% 50% Students CWD 30% **CWOD** 56% 65% 65% 54% 77% 56% 71% 65% 55% 73% 35% Male 50% 50% 50% 29% 71% 44% 55% 50% Female 56% 73% 73% 63% 86% 75% 73% 73% Mathematics ΑII 57% 21% 21% 13% 29% 8% 29% 23% 14% 27% Students CWD 34% **CWOD** 60% 23% 23% 15% 31% 11% 29% 23% 18% 27% FΙ 46% 14% Male 57% 14% 14% 14% 11% 18% 14% Female 58% 27% 33% 27% 27% 13% 43% 27% ΑII 29% 29% 23% 21% 20% Science 40% 21% 21% 13% Students CWD 25% CWOD 42% 23% 23% 15% 31% 29% 23% 27% 20% EL 24% 21% 21% 27% 42% 29% 21% Male 25% Female 38% 20% 20% 29% 20% Grade 6 ΑII 38% 40% 40% 11% 56% 27% 50% 42% 42% 38% Reading Students CWD 22% CWOD 40% 42% 42% 13% 56% 30% 50% 42% 45% 38% EL 14% Male 34% 42% 42% 63% 43% 40% 45% 42% Female 42% 38% 38% 50% 56% 38% 38% Mathematics All 43% 64% 64% 22% 88% 36% 86% 67% 67% 62% Students CWD 23% 67% 88% 62% **CWOD 46%** 67% 25% 40% 86% 67% 73% FΙ 24% 44% 67% 67% 88% 57% 80% 73% 67% Male Female 42% 62% 88% 89% 62% 62% 62% Grade 7 ΑII 47% 69% 69% 67% 70% 55% 76% 69% 56% 80% Reading Students CWD 23% CWOD 50% 69% 69% 67% 70% 55% 76% 69% 56% 80% 16% 42% 56% 56% 54% 62% 56% 56% Male Female 53% 63% Mathematics 39% 63% 36% 78% 46% 72% 63% 59% Students CWD 20% CWOD 41% 63% 63% 36% 78% 46% 72% 63% 59% 67% FΙ 17% Male 38% 59% 59% 62% 62% 59% 59% Female 40% 67% 67% 30% 100% 83% 67% 67%

Grade 8

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Reading	All	48%	46%	46%	-	29%	59%	*	-	-	-	35%	56%	*	48%	-	39%	53%	*	*	-	-
	Students	220/	*	*		*						*		*			*					
	CWD CWOD	23% 51%		48%	-	33%	- 59%	*	-	-	-	40%	56%	_	48%	-	44%	53%	*	*	-	-
	EL	13%	-	-	_	-	-	-	-	-	-	-	-	_	-	-	-	-	-	-	-	-
	Male	44%	39%	39%	-	33%	44%	-	-	-	-	22%	56%	*	44%	-	39%	-	-	*	-	-
	Female	53%	53%	53%	-	*	75%	*	-	-	-	50%	56%	-	53%	-	-	53%	*	*	-	-
Mathamatia	- AII	E00/	220/	220/		200/	400/	*			*	200/	250/	*	070/		200/	450/	*	*		
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	CWD	25%	*	*	-	*	_	_	_	-	*	*	_	*	_	_	*	*	_	-	_	-
	CWOD		27%	27%	-	40%	18%	*	-	-	-	30%	25%	-	27%	-	40%	17%	*	*	-	-
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Science	All	50%	34%	34%	_	26%	47%	*	_	_	*	25%	44%	*	39%	_	45%	22%	*	*	_	_
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	EL	19%	450/	-	-	450/	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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End of Course	9																					
English I	All	43%	49%	49%	*	23%	59%	-	-	-	*	41%	55%	*	55%	-	42%	62%	-	*	-	-
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	CWD	14%	*	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
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	EL Male	10% 37%	- 42%	- 42%	-	30%	46%	-	-	-	*	40%	43%	*	43%	_	- 42%	-	-	*	-	-
	Female			62%	*	*	78%	_	_	_	_	43%	83%	*	80%	-	-	62%	_	_	_	_
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	Students																					
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	Male	41%	59%	- 59%	-	*	64%	-	-	-	-	56%	63%	*	- 71%	-	- 59%	-	-	*	-	-
	Female			73%	-	50%	86%	_	_	-	_	*	87%	*	80%	_	-	73%	_	-	_	-
Algebra I	All	53%	37%	37%	*	21%	50%	-	-	-	*	27%	47%	*	44%	-	44%	25%	*	*	-	-
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	EL	29%	44%	44%	_	25%	30%	_	-	-	-	33%	54%	-	44 70	-	50%	33%	_	_	_	-
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	Female			25%	*	*	*	-	-	-	-	25%	*	*	33%	-	-	25%	*	-	-	-
Biology	All	57%	51%	51%	-	25%	65%	-	-	-	-	29%	67%	*	55%	-	50%	53%	-	*	-	-
	Students	000/		*																		
	CWD CWOD	22%	55%	55%	-	27%	68%	-	-	-	-	31%	70%		55%	-	- 50%	60%	-	*	-	-
	EL	20%	-	33 /6	-	21 /0	-	-	-	-	-	31/0	7070	-	-	-	-	-	-	_	-	-
	Male	55%	50%	50%	-	29%	64%	-	_	-	-	33%	67%	_	50%	_	50%	-	-	*	-	-
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	EL	15%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
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	Students																					
	CWD	12%		*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	*	-	-	-
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	Male Female	23%		21% 36%		17% *	27%	-	_	-	-	*	25%	_	24% 36%	_	21%	- 36%	_	*	-	-
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Grade 4																						
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	Students																					
	CWD	9%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-
	CWOD		8%	8% *	-	8%	7%	-	-	-	-	10%	6% *	-	8%	*	9%	7% *	-	*	-	-
	EL Male	12% 22%		* 7%	-	13%	*	-	-	-	-	- 11%	*	*	9%	-	- 7%	-	-	*	-	-
	Female		7% 7%	7% 7%	-	1370	13%	-	-	-	-	*	9%	_	9% 7%	*	7 %	7%	-	*	-	-
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Mathematics	s All	26%	7%	7%	-	*	7%	-	-	-	-	*	6%	*	8%	*	*	7%	-	*	-	-
	Students																					
	CWD	11%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-
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	Female		7%	7%	-	*	13%	-	-	-	-	*	9%	-	7%	*	- 7	%	-	*	-	-
Grade 5																						
Reading	All	26%	31%	31%	-	13%	50%	-	-	-	-	8%	47%	*	31%	- 2	1% 40	0%	-	*	-	-
	Students CWD	9%	*	*	_	*	*	_	_	_	_	*	_	*	_	_	*	_	_	_	_	_
	CWOD	27%	31%	31%	-	15%	46%	-	-	-	-	0%	47%	-	31%	- 18	3% 40	0%	-	*	-	-
	EL Male	12% 24%	- 21%	- 21%	-	0%	43%	-	-	-	-	- 11%	*	*	- 18%	- - 2	- I%	-	-	-	-	-
	Female		40%	40%	-	25%	57%	-	-	-	-	*	50%	-	40%			0%	-	*	-	-
Mathematics	s All	30%	7%	7%	_	0%	14%	_	_	_	_	0%	12%	*	8%	- 7	% 7	%	_	*	_	_
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	CWD CWOD	13%	* 8%	* 8%	-	* 0%	* 15%	-	-	-	-	* 0%	- 12%	*	- 8%	- - 9		-	-	- *	-	-
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Science	All	16%	7%	7%	-	0%	14%	-	-	-	-	*	12%	*	8%	- 7	% 7	%	-	*	-	-
	Students CWD	9%	*	*	_	*	*	_	_	_	_	*	_	*	_	_	*	_	_	_	_	_
	CWOD	17%	8%	8%	-	0%	15%	-	-	-	-	*	12%	-	8%	- 9	% 7	%	-	*	-	-
	EL Male	7% 18%	- 7%	- 7%	-	- *	- 14%	-	-	-	-	*	*	*	- 9%			-	-	-	-	-
	Female		7%	7%	-	*	14%	-	-	-	-	*	8%	-	7%	- '		%	-	*	-	-
Grade 6																						
Reading	All	18%	20%	20%	-	11%	25%	-	-	-	-	18%	21%	*	21%	- 2	5% 15	5%	-	*	-	-
	Students CWD	8%	*	*		*	_					*		*			*					
	CWOD		21%	21%	-	13%	25%	-	-	-	-	20%	21%	-	21%	- 27	7% 15	- 5%	-	*	-	-
	EL Mala	4% 15%	- 25%	- 25%	-	-	- 38%	-	-	-	-	- 29%	- 20%	-	- 27%		- 5%	-	-	-	-	-
	Male Female		15%	15%	-	*	13%	-	-	-	-	29%	22%	_	15%			- 5%	-	*	-	-
Mathamatia	a AII	100/	400/	400/		440/	EC0/					270/	E00/	*	400/	2,	00/ 4/	20/		*		
Mathematics	Students	18%	40%	40%	-	11%	56%	-	-	-	-	27%	50%		42%	- 33	3% 46	3%	-		-	-
	CWD	9%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD EL	19% 6%	42% -	42% -	-	13%	56% -	-	-	-	-	30%	50% -	-	42% -	- 36	6% 46 -	5% -	-	-	-	-
	Male	18%	33%	33%	-	*	50%	-	-	-	-	43%	20%	*	36%		3%	-	-	-	-	-
	Female	17%	46%	46%	-		63%	-	-	-	-		67%	-	46%	-	- 40	3%	-		-	-
Grade 7		000/	000/	000/		050/	000/	_				400/	4.40/		000/	0.1	-0/ 4/	-0/	_	_		
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	Male	24%	25%	25%	-	*	23%	-	-	-	-	*	31%	-	25%	- 2	5%	-	*	-	-	-
	Female	33%	45%	45%	-	22%	60%	*	-	-	-	25%	58%	-	45%	-	- 45	5%	-	*	-	-
Mathematics		18%	32%	32%	-	21%	35%	*	-	-	-	31%	32%	-	32%	* 24	1% 38	3%	*	*	-	-
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	EL Mala	5% 17%	* 24%	* 24%	-	*	23%	-	-	-	-	*	23%	-	* 24%	*	- !%	*	-	-	-	-
	Male Female		38%	38%	-	20%	50%	*	-	-	-	33%	42%	-	38%			- 3%	-	*	-	-
Crada 9																						
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	CWD CWOD	8% 28%	24%	24%	-	13%	35%	*	-	-	-	20%	28%	_	- 24%	- - 10		- 5%	*	*	-	-
	EL	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	22% 30%	11% 35%	11% 35%	-	0%	22% 50%	*	-	-	-	0% 38%	22% 33%	_	13% 35%	- 1 ¹		- 5%	*	*	-	-
Mathematics	s All Students	15%	4%	4%	-	0%	9%	*	-	-	*	0%	8%	*	5%	- 7	% 0	%	*	*	-	-
	CWD	9%	*	*	-	*	-	-	-	-	*	*	-	*	-	-		*	-	-	-	-
	CWOD EL	16% 6%	5% -	5% -	-	0%	9%	*	-	-	-	0%	8%	-	5%	- 10		%	*	*	-	-
	Male	14%	7%	7%	-	0%	17%	-	-	-	-	0%	17%	*	10%	- - 7	%	-	-	*	-	-
	Female	16%	0%	0%	-	0%	0%	*	-	-	*	0%	0%	*	0%	-	- 0	%	*	*	-	-
Science	All	27%	11%	11%	-	5%	18%	*	-	-	*	0%	22%	*	12%	- 20)% 0	%	*	*	-	-
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	Male Female	29% 25%	20% 0%	20% 0%	-	9%	33% 0%	*	-	-	*	0% *	44% 0%	*	25% 0%	- 20 -		- %	*	*	-	-
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End of Course English I	e All	7%	8%	8%	*	0%	14%	_	_	_	*	0%	15%	*	10%	- 4	% 1!	5%	_	*	_	_
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	EL Male	0% 5%	4%	- 4%	-	0%	8%	-	-	-	*	0%	7%	*	5%	-	- 4%	-	-	*	-	-
	Female	9%	15%	15%	*	*	22%	-	-	-	-	0%	33%	*	20%	-	-	15%	-	-	-	-
English II	All	8%	15%	15%	-	0%	24%	-	-	-	-	0%	26%	*	18%	-	6%	23%	-	*	-	-
	Students CWD	4%	*	*		*	*					*	*	*			*	*		*		
	CWOD	8%	18%	18%	-	0%	26%	-	-	-	-	0%	29%	-	18%	-	7%	25%	-	*	-	-
	EL Male	0% 5%	- 6%	- 6%	-	- *	- 9%	-	-	-	-	- 0%	- 13%	- *	- 7%	-	- 6%	-	-	- *	-	-
	Female		23%	23%	-	0%	36%	-	-	-	-	*	33%	*	25%	-	-	23%	-	-	-	-
Algebra I	All	31%	7%	7%	*	0%	7%	_	_	_	*	7%	7%	*	8%	_	6%	8%	*	*	_	_
, agosia i	Students					*	. , , ,								070							
	CWD CWOD	7% 34%	* 8%	* 8%	*	0%	8%	-	-	-	-	*	* 8%	-	- 8%	-	* 6%	11%	*	*	-	-
	EL	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	28% 34%	6% 8%	6% 8%	*	0%	11%	-	-	-	-	0% 13%	9%	*	6% 11%	-	6% -	8%	*	-	-	-
Dieles	AII	220/	220/	220/		00/	200/					70/	220/	*	240/		200/	240/		*		
Biology	All Students	23%	23%	23%	-	8%	30%	-	-	-	-	7%	33%	-	24%	- 2	22%	24%	-	-	-	-
	CWD	5%	*	*	-	* 0%	*	-	-	-	-	* 00/	* 35%	*	240/	- ,	-	*	-	- *	-	-
	CWOD EL	3%	24%	24% -	-	9% -	32% -	-	-	-	-	8% -	35% -	-	24% -	-	22% -	27% -	-	-	-	-
	Male Female	22%	22% 24%	22% 24%	-	0% 20%	36% 25%	-	-	-	-	0% 20%	44% 25%	-	22% 27%	- 2	22%	- 24%	-	*	-	-
	гептате	23%	2470	24 70	-	20%	25%	-	-	-	-	2070	23%		2170	-	-	2470	-	-	-	-
STAAR Percent	t at Annro	achos	Grade	l evel or	Ahove																	
All Grades					Above																	
All Subjects	All Students	77%	77%	77%	*	67%	85%	100%	*	-	*	69%	83%	28%	82%	*	75%	79%	46%	48%	-	-
	CWD	45%	28%	28%	-	27%	*	-	-	-	*	33%	*	28%	-		32%	*	*	*	-	-
	CWOD EL	80% 60%	82%	82% *	*	73%	88%	100%	-	-	-	76% *	86%	-	82%	* {	32% *	82%	55% -	48% -	-	-
	Male	74%	75%	75%	*	67%	81%	-	*	-	*	68%	82%	32%	82%	*	75%	-	*	47%	-	-
	Female	79%	79%	79%	•	66%	89%	100%	-	-	•	70%	84%	•	82%	•	-	79%	56%	50%	-	-
Reading	All	73%	80%	80%	*	71%	85%	*	*	-	*	72%	85%	30%	84%	*	76%	83%	*	53%	-	-
	Students CWD	39%	30%	30%	-	*	*	-	_	-	*	35%	*	30%	-	- ;	39%	*	*	*	-	-
	CWOD EL	77% 52%	84%	84%	*	78%	89%	*	*	-	-	79%	88%	-	84%	* {	32%	87%	*	50%	-	-
	Male	69%	76%	76%	*	72%	80%	-	*	-	*	71%	81%	39%	82%	*	76%	-	*	*	-	-
	Female	77%	83%	83%	*	71%	92%	*	-	-	-	74%	89%	*	87%	*	-	83%	*	63%	-	-
Mathematics		80%	76%	76%	*	67%	83%	*	*	-	*	67%	82%	25%	81%	*	73%	78%	*	42%	-	-
	Students CWD	52%	25%	25%	_	*	*	_	_	_	*	31%	*	25%	_	_	*	*	*	*	_	_
	CWOD	83%	81%	81%	*	73%	87%	*	*	-	-	75%	85%	-	81%	* {	32%	80%	*	45%	-	-
	EL Male	70% 78%	* 73%	* 73%	*	* 67%	- 79%	-	*	-	*	* 65%	* 81%	*	* 82%	*	* 73%	-	*	*	-	-
	Female		78%	78%	*	67%	88%	*	-	-	*	70%	83%	*	80%	*	-	78%	*	*	-	-
Science	All	79%	73%	73%	_	57%	87%	*	_	_	*	63%	80%	*	77%	- ;	75%	70%	*	*	_	_
	Students	400/	*	*		*	*					*	*					*				
	CWD CWOD	48% 82%	77%	77%	-	62%	88%	*	-	-	_	70%	82%	_	- 77%	- 8	32%	72%	*	*	-	-
	EL Male	58% 78%	- 75%	- 75%	-	- 60%	- 89%	-	-	-	-	- 66%	- 87%	-	- 82%	- ;	- 75%	-	-	-	-	-
	Female		70%	70%	-	52%	85%	*	-	-	*	59%	76%	*	72%	- '	-	70%	*	*	-	-
STAAR Percent	t at Meets	Grad	e Level	or Above	е																	
All Grades All Subjects	All	47%	44%	44%	*	29%	56%	60%	*	_	*	31%	54%	6%	48%	* 4	40%	49%	23%	18%	_	_
	Students										_											
	CWD CWOD	23% 50%	6% 48%	6% 48%	- *	0% 33%	* 58%	60%	*	-	-	5% 36%	* 56%	6% -	- 48%		7% 45%	* 51%	* 27%	* 21%	-	-
	EL	26%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	45% 50%	40% 49%	40% 49%	*	29% 29%	48% 64%	- 60%	-	-	*	30% 32%	49% 58%	7% *	45% 51%	*	40% -	49%	33%	20% 17%	-	-
Dooding					*			*	*		*			120/		* 4	120/		*			
Reading	All Students	46%	52%	52%	-	36%	63%	-	•	-	-	39%	62%	13%	56%	- 4	12%	63%		27%	-	-
		22%	13% 56%	13% 56%	-	* 42%	* 65%	-	-	-	*	12% 45%	* 64%	13%	- 56%		17% 46%	* 66%	*	* 33%	-	-
	EL	21%	56% *	*	-	*	-	-	_	-	-	*	64% *	-	56% *	*	*	*	-	-	-	-
	Male Female	41% 50%	42% 63%	42% 63%	*	30% 42%	49% 77%	- *	*	-	*	35% 46%	49% 74%	17%	46% 66%	* 4	42% -	- 63%	*	* 38%	-	-
									-	-	-										-	-
Mathematics	Students	48%	37%	37%	*	24%	49%	*	*	-	*	25%	47%	0%	41%	* (37%	38%	*	8%	-	-
	CWD	26%	0%	0%	-	*	*	-	-	-	*	0%	*	0%	_	-	*	*	*	*	-	-
	CWOD EL	51% 33%	41%	41% *	*	28%	51% -	*	*	-	-	31%	48%	-	41%	* 4	43% *	40% *	*	9%	-	-
	Male	47%	37%	37%	*	27%	46%	-	*	-	*	25%	47%	*	43%	* (37%	-	*	*	-	-

											Two											
											or	_	Non									
		.	.		African			American		Pacific				014/5							Foster	
					American			Indian	Asia	nisiandei	rKaces			'CWD)EL *			Migrani	Homeles	Care	Military
	Female	49%	38%	38%		22%	52%	-	-	-	-	25%	47%		40%		-	38%	-	-	-	-
Science	All	49%	36%	36%	_	22%	50%	*	_	_	*	22%	48%	*	40%	_	40%	32%	*	*	_	_
00.000	Students	.070	0070				0070						.0,0		.0 70		.0,0	0270				
	CWD	23%	*	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	52%	40%	40%	-	26%	52%	*	-	-	-	27%	49%	-	40%	-	47%	34%	*	*	-	-
	EL	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	40%	40%	-	32%	48%	-	-	-	-	28%	57%	*	47%	-	40%	-	-	*	-	-
	Female	49%	32%	32%	-	10%	52%	*	-	-	*	12%	42%	*	34%	-	-	32%	*	*	-	-
STAAR Percent	at Maste	rs Gr	ade Lev	vel																		
All Grades	A II	040/	400/	400/		00/	050/	400/				400/	0.40/	00/	000/	*	4.40/	000/	00/	00/		
All Subjects	All Students	21%	18%	18%		9%	25%	40%		-		10%	24%	2%	20%		14%	22%	0%	0%	-	-
	CWD	8%	2%	2%		0%	*	_	_		*	2%	*	2%		_	2%	*	*	*		
	CWOD		20%	20%	*	10%	26%	40%	*	_	_	12%	25%	2 /0	20%	*	16%	23%	0%	0%	_	_
	EL	9%	*	*	_	*	2070		_	_		*	*	_	*	*	*	*	-	-	_	_
	Male	20%	14%	14%	*	5%	21%	_	*	_	*	7%	20%	2%	16%	*	14%	_	*	0%	_	_
	Female		22%	22%	*	13%	30%	40%	_	_	*	15%	27%	*	23%	*	-	22%	0%	0%	_	_
	romaio	/0		/0		1070	0070	1070				10 70	21 70		2070			2270	0 70	070		
Reading	All	19%	20%	20%	*	10%	27%	*	*	-	*	11%	26%	4%	21%	*	12%	29%	*	0%	-	-
	Students																					
	CWD	7%	4%	4%	-	*	*	-	-	-	*	6%	*	4%	-	-	6%	*	*	*	-	-
	CWOD		21%	21%	*	12%	27%	*	*	-	-	12%	27%	-	21%	*	13%	30%	*	0%	-	-
	EL	7%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	- *	-	-
	Male	16%	12%	12%	*	4%	18%	-	*	-	*	6%	17%	6% *	13%	*	12%	-	*		-	-
	Female	22%	29%	29%	*	17%	37%	*	-	-	-	17%	35%	*	30%	*	-	29%	*	0%	-	-
Mathematics	s All	23%	18%	18%	*	9%	24%	*	*	_	*	13%	21%	0%	20%	*	15%	21%	*	0%	_	_
	Students																					
	CWD	10%	0%	0%	-	*	*	-	-	-	*	0%	*	0%	-	-	*	*	*	*	-	-
	CWOD	25%	20%	20%	*	10%	26%	*	*	-	-	16%	22%	-	20%	*	17%	22%	*	0%	-	-
	EL	13%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	15%	15%	*	7%	21%	-	*	-	*	12%	17%	*	17%	*	15%	-	*	*	-	-
	Female	24%	21%	21%	*	11%	28%	*	-	-	*	15%	25%	*	22%	*	-	21%	*	*	-	-
Science	All	22%	14%	14%	_	4%	22%	*	_	-	*	2%	23%	*	15%	_	17%	10%	*	*	_	_
	Students																					
	CWD	7%	*	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	15%	15%	-	5%	23%	*	-	-	-	3%	24%	-	15%	-	20%	11%	*	*	-	-
	EL	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	17%	17%	-	4%	30%	-	-	-	-	0%	39%	*	20%	-	17%	-	-	*	-	-
	Female	21%	10%	10%	-	5%	15%	*	-	-	*	6%	12%	*	11%	-	-	10%	*	*	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	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	71	-	71	71	*	-	-	-	71	67	*
CWD	67	-	67	*	-	-	-	-	70	67	-
CWOD	72	-	71	71	*	-	-	-	71	-	*
EL	*	-	*	-	-	-	-	-	-	-	*
Male	73	-	65	78	-	-	-	-	69	70	-
Female	70	-	76	65	*	-	-	-	75	*	*
Mathematics											
All Students	67	*	60	72	*	-	-	*	64	50	*
CWD	50	-	45	*	-	-	-	*	54	50	-
CWOD	68	*	63	72	*	-	-	-	66	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	68	-	60	75	-	-	-	*	61	50	-
Female	65	*	60	68	*	-	-	*	67	*	*

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort G	raduation Rate	(Gr 9-12):	Class of 20	017									
All Students	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	*	-	*	-
CWD	*	-	*	*	-	-	-	-	*	*	-	-	-
CWOD	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	-	-	*	-

Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	-	100.0%	100.0%	-	-	-	-	*	*	-	*	-
Female	100.0%	_	100.0%	*	_	_	_	_	*	*	_	_	_

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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

Student Success (Student Achie		African American nain Score	•	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	46	*	35	55	*	*	-	*	37	*	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	96%	-	92%	100%	-	-	-	-	100%	*	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

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.

CTAAD Doubourous os Chabins	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											
Reading	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Interim Goals (2018-2022)	44% Y	32%	37% Y	60% Y	43%	74%	45%	50%	33% Y	19%	29%
Target Met	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Interim Goals (2023-2027)	52% Y	42%	46% N	00% N	51%	78%	53%	02%	43% N	31%	39%
Target Met Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	02% N	54%	58% N	73% N	62%	82%	63%	70%	55% N	45%	52%
Target Met	72%	660/	69%	80%	72%	87%	73%	78%	67%	60%	65%
Long-Term Goals		66%			12%	87%	73%	78%		60%	05%
Target Met	N		N	N					N		
Mathematics	46%	31%	40%	E00/	45%	82%	50%	E 40/	36%	23%	40%
Interim Goals (2018-2022)		31%		59%	45%	82%	50%	54%		23%	40%
Target Met	N 540/	440/	N 400/	N OF0/	500 /	0.50/	F70/	040/	N 450/	0.40/	400/
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	5.40 /	N	N	000/	000/	000/	200/	N	400/	500/
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	000/	N	N	700/	0.40/	750/	770/	N	000/	700/
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68% N	62%	70%
rarge(Met	N		N	N							
Target Met			IN	IN							
English Learner Language Pro		ıs	N	IN					.,		
English Learner Language Prof		ıs	N	IN					, v		42%
English Learner Language Prot Interim Goals (2018-2022) Target Met		is	IN	N							
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)		ıs	N	N							42% 44%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met		ıs	N	IN							44%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)		ıs	N	IN							
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met		IS	N	IN							44% 46%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)		as	N	IN							44%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met		is	N	IN							44% 46%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals		IS	N	IN							44% 46%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met		90%	90%	90%	90%	90%	90%	90%	90%	90%	44% 46%
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met	ficiency Statu 90% Y	90%	90%	90%					90%		44% 46% 46%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022)	ficiency Statu				90% 92%	90% 92%	90% 92%	90% 92%		90% 92%	44% 46% 46%
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met	ficiency Statu 90% Y	90%	90%	90%					90%		44% 46% 46%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)	90% Y 92%	90%	90%	90%					90%		44% 46% 46%
English Learner Language Prot Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met	90% Y 92% Y	90% 92%	90% 92%	90% 92%	92%	92%	92%	92%	90% 92%	92%	44% 46% 46% 90% 92%

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

Target Met

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African			American		Pacific	Two or More	Econ	Non Econ						
Participation Ra	ite	Campus	Americar	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	100%	*	100%	100%	100%	*		*	100%	100%	100%	100%	100%	100%	100%	100%
All Subjects	Students	100 /6		10070	100 /0	100 /0		_		100 /0	10070	100 /0	100 /0	100 /0	10070	100 /0	
	CWD	100%	-	100%	100%		-	-	*	100%	100%	100%	-	-	100%	100%	*
	CWOD	100%	*	100%	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	*	100%	-	-	-	-	*	*	*	-	100%	100%	*	*	*
	Male Female	100% 100%	*	100% 100%	100% 100%	- 100%		-	*	100% 100%	100% 100%	100% 100%	100% 100%	*	100%	100%	100%
	remale	100 /6		100 /6	100 /6	100 /6	-	-		100 /6	100 /6	100 /6	100 /6		-	100 /6	100 /6
Reading	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	*	100%	100%	100%
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	*
	CWOD	100%	*	100%	100%	*	*	-	-	100%	100%	-	100%	*	100%	100%	*
	EL		-		4000/	-	-	-	*	4000/		-		*			-
	Male Female	100% 100%	*	100% 100%	100% 100%	*	_	-	_	100% 100%	100% 100%	100% 100%	100% 100%	*	100%	100%	*
	Terriale	100 /0		10070	100 /0		_	_	_	100 /0	10070	100 /0	100 /0		_	100 /0	
Mathematics	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	*	100%	100%	100%
	CWD	100%	-	100%	100%	-	-	-	*	100%	*	100%	-	-	100%	*	*
	CWOD EL	100%	*	100%	100%	*	*	-	-	100%	100%	-	100%	*	100%	100%	*
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	_	*
	Female	100%	*	100%	100%	*	-	-	*	100%	100%	*	100%	*	-	100%	*
Science	All Students	100%	-	100%	100%	*	-	-	*	100%	100%	100%	100%	-	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	*	100%	*	100%	-	-	100%	*	-
	CWOD	100%	-	100%	100%	*	-	-	-	100%	100%	-	100%	-	100%	100%	*
	EL	-	-	4000/	-	-	-	-	-	4000/	-	-	4000/	-	-	-	-
	Male	100%	-	100%	100%	- *	-	-	- *	100%	100%	100%	100%	-	100%	1000/	*
Non-Participation	Female on Rate	100%	-	100%	100%		-	-		100%	100%		100%	-	-	100%	
All Subjects	All Students	0%	*	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	*
	CWOD	0%	*	0%	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	- *	*	*	-	0%	0% *	*	*	*
	Male Female	0% 0%	*	0% 0%	0% 0%	- 0%	•	-	*	0% 0%	0% 0%	0% 0%	0% 0%	*	0%	0%	0%
	remale	U 76		076	U 70	076	-	-		076	0%	0%	076		-	076	076
Reading	All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	0%	0%
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	*
	CWOD	0% *	*	0%	0%	*	*	-	-	0%	0%	-	0%	*	0%	0%	*
	EL Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	_	*
	Female	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	*	-	0%	*
Mathematics	All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	0%	0%
	CWD	0%	_	0%	0%	_	_	_	*	0%	*	0%	_	_	0%	*	*
	CWOD	0%	*	0%	0%	*	*	-	-	0%	0%	-	0%	*	0%	0%	*
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	*
	Female	0%	*	0%	0%	*	-	-	*	0%	0%	*	0%	*	-	0%	*
Science	All Students	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	-	0%	0%	*
	CWD	0%	-	0%	*	-	-	-	*	0%	*	0%	-	-	0%	*	-
	CWOD	0%	-	0%	0%	*	-	-	-	0%	0%	-	0%	-	0%	0%	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	0% 0%	-	0% 0%	0% 0%	*	-	-	*	0% 0%	0% 0%	0% *	0% 0%	-	0% -	0%	*

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

Part (viii): Civil Rights Data

^{+&#}x27; STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

												Students
		Total	African			Indian or Alaska		Pacific	Two or More		Students with	with Disabilities (Section
			American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	
Students Without Disabilities In-School Suspensions												
III-Scriool Suspensions	Male	15	*	11	*	*	*	*	*	*		
	Female	12	*	8	*	*	*	*	*	*		
	Total	27	*	19	*	*	*	*	*	*		
Out-of-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions				*			*					
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Without Educational Services	Total Male	*	*	*	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
56 111 56	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	NA-1-			*	*				*			
	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	iotai											
In-School Suspensions												
Саласт Салар сталаст	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	5	*	5	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Eventeiana	Total	•	•	•	•	•	•	•	•	•		•
Expulsions With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Willi Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
0.1.10.11.14	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Mala	*	*	*	*	*	*	*	*	*		*
	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iotai											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	22	*	8	14	*	*	*	*	*	*	*
	Female	21	*	5	14	*	*	*	*	*	*	*
	Total	43	*	13	28	*	*	*	*	*	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage 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
1 reservoir regrams	Male	22	*	11	11	*	*	*	*	*	*
	Female	27	*	11	14	*	*	*	*	*	*
	Total	49	*	22	25	*	*	*	*	*	*
Accelerated Coursework											
Advanced Placement Courses	Male	10	*	*	8	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	14	*	*	10	*	*	*	*	*	*
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- 1**1 When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). Ų,
 - 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 School		
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.0	Percent 10.2%	
Teachers Teaching with Emergency or Provisional Credentials	0.0	-	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certifled or Licensed	8.6	22.5%	

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

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

Orada 0	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	6,019	1%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-

Grade 6

Reading	State Number of ALT2 5,678	State Rate of ALT2 1%	District Number of ALT2 -	District Rate of ALT2 -	Campus Number of ALT2 -	Campus Rate of ALT2 -
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	-
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	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 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or At	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Orado I	rtodding	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	23 *	31	42 *	23	19	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady		46	32	32		18	2	3
		Students with Disabilities	50 70	46 68	32 20	32 20	16	10	1	2
							9		•	
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
0.440		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
			62	68	33	29 27	5	5		-
		English Language Learners	02	08	33	21	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32

^{...}

			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	-	Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

Source: TEA Division of Student Assessment

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

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

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December 2018

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