Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: ANDREWS EL Campus ID: 227901102 District Name: AUSTIN ISD

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

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 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);

			All Students	African American I	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Special Educ	EL (Current and Former)
Academic Performance (At Meets		Baseline 2016-17	otadonto	Amorioum	nopunio		maran	Aolan	Iolallaol	110000	Diouar	Luuo	r onnor,
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 through 2031-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		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 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-		41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		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 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2020- 27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		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;

(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.

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 (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools

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); <u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> 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											
											or		Non									
		.			African			American		Pacific											Foster	
		State	Distric	Campus	sAmerican	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disad	CWD	CWOD) EL	MaleF	emalel	MigrantHom	eless	Care	Military
STAAR Percent	at Appro	aches	s Grade	e Level o	r Above																	
Grade 3		770/	700/	F00/	E00/	c00/			*		*	E70/	*	250/	C 40/	E 40/	FC0/	500/		*		
Reading	All Students	11%	79%	58%	50%	60%	-	-		-		57%		35%	64%	54%	56%	59%	-		-	-
	CWD	51%	52%	35%	*	40%	-	-	-	-	-	31%	*	35%	-	36%	*	*	-	-	-	-
	CWOD	79%	82%	64%	60%	66%	-	-	*	-	*	63%	*	-	64%	60%	65%	63%	-	*	-	-
	EL	70%	70%	54%	*	59%	-	-	*	-	-	53%	*	36%	60%	54%	53%	55%	_	*	-	-
	Male	74%	76%	56%	50%	58%	-	-	-	-	-	55%	*	*	65%	53%	56%	-	_	*	-	-
	Female	79%	82%	59%	*	61%	-	-	*	-	*	58%	*	*	63%	55%	-	59%	-	*	-	-
Mathematics	All	77%	78%	56%	50%	56%	-	-	*	_	*	55%	*	41%	61%	58%	59%	54%	_	*	-	_
	Students		1070	00/0	0070	0070						0070		1170	01/0	0070	00 /0	01/0				
·	CWD	52%	48%	41%	*	40%	_	-	_	_	-	38%	*	41%	-	36%	*	*	-	_	-	_
	CWOD		82%	61%	50%	62%			*		*	60%	*	4170	61%	64%	65%	57%		*		
	EL	74%	72%	58%	5070	59%	-	-	*	-	-	56%	*	36%	64%	58%		55%	-	*	-	-
					F00/		-	-		-	-		*	30%					-	*	-	-
	Male	77%	77%	59%	50%	61%	-	-	-	-	-	58%			65%	60%		-	-	- -	-	-
	Female	/8%	78%	54%	Ŷ	52%	-	-	Ŷ	-	Ŷ	53%	Ŷ	î	57%	55%	-	54%	-	•	-	-
Grade 4																						
Reading	All	72%	74%	42%	*	43%	*	-	*	-	-	41%	*	*	48%	36%	43%	41%	-	-	-	-
:	Students																					
	CWD	46%	46%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	75%	78%	48%	*	49%	*	-	*	-	-	47%	*	-	48%	42%	50%	46%	-	-	-	-
	EL	60%	61%	36%	-	37%	-	-	*	-	-	36%	-	*	42%	36%	36%	35%	-	-	-	-
	Male	70%	72%	43%	*	43%	-	-	-	-	-	43%	-	*	50%	36%		-	-	-	-	-
	Female		76%	41%	*	43%	*	-	*	_	-	38%	*	*	46%	35%	-	41%	-	-	-	-
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Mathematics		77%	78%	54%	*	55%	*	-	*	-	-	54%	*	*	58%	48%	60%	48%	-	-	-	-
;	Students																					
	CWD	49%	49%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	81%	83%	58%	*	58%	*	-	*	-	-	57%	*	-	58%	53%	63%	54%	-	-	-	-
	EL	72%	72%	48%	-	49%	-	-	*	-	-	48%	-	*	53%	48%	59%	35%	-	-	-	-
	Male	77%	78%	60%	*	61%	-	-	-	-	-	60%	-	*	63%	59%	60%	-	-	-	-	-
	Female	78%	78%	48%	*	48%	*	-	*	-	-	46%	*	*	54%	35%	-	48%	-	-	-	-
Grade 5		0.00/	050/	670/	c00/	740/	*		*		*	cc0/	*	C 40/	070/	c00/	F00/	740/		*		
Reading	All	83%	85%	67%	60%	71%		-	-	-		66%		64%	67%	68%	59%	74%	-		-	-
:	Students		500/	• • • • •	*	070/						0.404		0.40/		070/						
	CWD	54%	58%	64%		67%	-	-	-	-	-	64%	- *	64%	-	67%			-	-	-	-
	CWOD		89%	67%	63%	71%	^	-		-	Ŷ	67%	•	-	67%	68%		73%	-	^	-	-
	EL	73%	76%	68%	*	71%	-	-	*	-	-	68%	-	67%	68%	68%		74%	-	-	-	-
	Male	81%	83%	59%	*	65%	*	-	*	-	*	59%	*	60%	59%	61%	59%	-	-	*	-	-
	Female	86%	87%	74%	*	75%	*	-	*	-	-	73%	*	*	73%	74%	-	74%	-	-	-	-
Mathematica	A II	90%	91%	81%	70%	84%	*		*		*	82%	*	91%	900/	020/	720/	89%		*		
Mathematics	Students		91%	01%	70%	04 70		-		-		0270		9170	80%	83%	1370	09%	-		-	-
	CWD	70%	78%	91%	*	100%	_	-	_	-	-	91%	-	91%	-	100%	90%	*	_	_	-	_
	CWOD		93%	80%	75%	82%	*		*		*	80%	*	0170	80%	80%		89%		*		
	EL	86%	87%	83%	*	84%			*		-	83%		100%		83%		87%				
					*		*	-	*	-	*		*						-	- *	-	-
	Male	89%	90%	73%	*	81%	*	-	*	-		74%	*	90% *		79%		-	-		-	-
	Female	91%	92%	89%		88%		-		-	-	89%			89%	87%	-	89%	-	-	-	-
Science	All	75%	76%	61%	70%	59%	*	-	*	-	*	60%	*	45%	63%	58%	53%	68%	_	*	-	-
	Students																	-				
	CWD		50%	45%	*	*	-	-	-	-	-	45%	-	45%	-	*	*	*	-	-	-	-
	CWOD		80%	63%	75%	61%	*	-	*	_	*	63%	*	_	63%	60%	58%	68%	_	*	-	-
	EL	62%	63%	58%	*	58%	_	_	*	_	-	58%	-	*	60%	58%		65%	_	_	-	_
		76%	76%	53%	*	54%	*		*		*	52%	*	*	58%	50%		-	-	*		
	Female			68%	*	63%	*	-	*	-	-	68%	*	*		65%		- 68%	-	_	-	-
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STAAR Percent Grade 3	at Meets	Grad	e Level	or Abov	/e																	
Reading	All	43%	48%	29%	17%	31%	-	-	*	-	*	29%	*	24%	31%	27%	27%	32%	_	*	-	-
	Students		.070	/	11 /0	3170						_0 /0		/0	2170	/0						
	CWD		26%	24%	*	27%	_	_	-		-	19%	*	24%	-	29%	*	*	_	_	_	_
	CWOD		20 % 51%	24 % 31%	20%	32%	_	-	*		*	32%	*	24 /0		29%	20%	33%		*	_	_
					20%		-	-	*	-			*						-	*	-	-
	EL	32%	32%	27%		30%	-	-		-	-	26%	*	29%		27%			-	*	-	-
		40%	45%	27%	10%	32%	-	-	-	-	-	28%	*	*		27%	∠1%	-	-	*	-	-
	Female	45%	52%	32%	*	29%	-	-	×	-	*	31%	*	*	33%	28%	-	32%	-	-	-	-

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					African			American		Pacific			Non Econ								Foster	
Mathematics		46%		ampus 31%	American 25%	Hispanio 31%	- White	Indian	Asiar *	islander	Races *	Disadv 29%	Disadv *		33%				ligrantH -	omeless *	- Care	Militar -
5	Students CWD	30%	28%	24%	*	27%	-	-	-	-	-	19%	*	24%	-	29%	*	*	-	-	-	-
	CWOD		53%	33%	30%	32%	-	-	*	-	*	32%	*	-	33%		48%	17%	-	*	-	-
	EL Male	39% 47%	39% 50%	32% 41%	* 30%	33% 45%	-	-	*	-	-	30% 40%	*	29% *	33% 48%	32% 47%		17%	-	*	-	-
	Female		49%	19%	*	16%	-	-	*	-	*	17%	*	*		17%		19%	-	*	-	-
Grade 4																						
Reading	All Students	45%	49%	23%	*	24%	*	-	*	-	-	21%	*	*	25%	17%	23%	22%	-	-	-	-
	CWD	28%	27%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		53%	25%	*	26%	*	-	*	-	-	23%	*	-	25%		25%	25%	-	-	-	-
	EL Male	29% 43%	32% 48%	17% 23%	- *	17% 21%	-	-	_	-	-	17% 23%	-	*	19% 25%	17% 18%	23%	15%	-	-	-	-
	Female		51%	22%	*	26%	*	-	*	-	-	19%	*	*	25%	15%		22%	-	-	-	-
Mathematics	ΔII	48%	50%	23%	*	22%	*		*			23%	*	*	25%	10%	27%	19%				
	Students		50 %			22 /0		-		-	-	2370			2370	1970	21 /0	1970	-	-	-	-
	CWD	29%	27%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50% 38%	53% 39%	25% 19%	-	23% 20%	*	-	*	-	-	26% 19%	*	- *	25% 22%	22%	29% 23%	21%	-	-	-	-
	EL Male	38% 48%	59% 51%	27%	*	20% 25%	-	-	_	-	-	27%	-	*	22%	23%		15%	-	-	-	-
	Female		49%	19%	*	17%	*	-	*	-	-	19%	*	*	21%	15%		19%	-	-	-	-
Grade 5																						
Reading	All Students		57%	32%	30%	33%	*	-	*	-	*	31%	*	27%	33%	31%		47%	-	*	-	-
	CWD	30%	29%	27%	*	22%	-	-	-	-	-	27%	- *	27%	-		20%	*	-	-	-	-
	CWOD EL	56% 35%	61% 36%	33% 31%	25% *	35% 31%	-	-	*	-	*	32% 31%	-	- 22%	33% 32%	32% 31%		46% 45%	-	-	-	-
	⊏∟ Male	50%	50% 54%	16%	*	15%	*	-	*	-	*	15%	*	22%	32% 15%	14%		45%	_	*	-	-
	Female		60%	47%	*	47%	*	-	*	-	-	46%	*	*	46%	45%		47%	-	-	-	-
Mathematics		57%	60%	41%	30%	47%	*	-	*	-	*	41%	*	45%	41%	44%	35%	47%	-	*	-	-
5	Students CWD	34%	37%	45%	*	44%	_	_	_	_	_	45%	_	45%	_	410/	40%	*	_	_	_	
	CWD		37% 64%	45% 41%	25%	44% 47%	*	-	*	-	- *	45% 40%	*		- 41%	44%		46%	-	- *	-	-
	EL	46%	47%	44%	*	45%	-	-	*	-	-	44%	-	44%	44%	44%	36%	52%	-	-	-	-
	Male	57%	60%	35%	*	38%	*	-	*	-	*	35%	*	40%	33%	36%		-	-	*	-	-
	Female	58%	60%	47%	*	53%	*	-	*	-	-	46%	*	*	46%	52%	-	47%	-	-	-	-
Science	All Students	40%	42%	24%	30%	22%	*	-	*	-	*	24%	*	27%	24%	22%	17%	32%	-	*	-	-
	CWD	25%	23%	27%	*	*	-	-	-	-	-	27%	-	27%	-	*	*	*	-	-	-	-
	CWOD		45%	24%	25%	22%	*	-	*	-	*	24%	*	-	24%	22%	15%	30%	-	*	-	-
	EL	24%	24%	22%	*	22%	-	-	*	-	- *	22%	-	*	22%		14%	29%	-	- *	-	-
	Male Female	42% 38%	45% 39%	17% 32%	*	15% 28%	*	-	*	-	-	15% 32%	*	*		14% 29%		- 32%	-	-	-	-
AAR Percent a	at Maste	ers Gra	de Leve	1																		
Grade 3 Reading	All	24%	29%	13%	0%	13%	-	-	*	-	*	13%	*	0%	16%	12%	10%	16%	-	*	-	-
5	Students CWD	9%	9%	0%	*	0%	_	-	_	-	-	0%	*	0%	_	0%	*	*	_	-	-	_
	CWOD		32%	16%	0%	17%	-	-	*	-	*	17%	*	-	- 16%		13%	20%	-	*	-	_
	EL	15%	14%	12%	*	13%	-	-	*	-	-	12%	*	0%	16%	12%	10%	14%	-	*	-	-
	Male Female	22%	27% 32%	10% 16%	0% *	13% 13%	-	-	- *	-	- *	10% 17%	*	*	13% 20%	10% 14%	10% -	- 16%	-	*	-	-
Matheres							-	-	÷	-	*		*						-	÷	-	-
Mathematics	Students			6%	8%	6%	-	-	*	-	*	4%	*	12%	5%		10%	3%	-	*	-	-
	CWD CWOD	12% 24%	11% 27%	12% 5%	* 10%	13% 4%	-	-	- *	-	- *	6% 3%	*	12%	- 5%	14% 4%	* 10%	* 0%	-	- *	-	-
	EL	24 <i>%</i> 17%	18%	5% 7%	*	4% 7%	-	-	*	-	-	3% 4%	*	- 14%	5% 4%		10%	3%	_	*	-	-
	Male	23%	27%	10%	10%	10%	-	-	-	-	-	8%	*	*	10%	10%	10%	-	-	*	-	-
	Female	21%	24%	3%	*	3%	-	-	*	-	*	0%	*	*	0%	3%	-	3%	-	*	-	-
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Reading	All Students	23%	28%	2%	*	2%	*	-	*	-	-	2%	×	*	2%	2%	3%	0%	-	-	-	-
-	CWD	9%	11%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		30%	2% 2%	*	2%	*	-	*	-	-	2%	*	- *	2% 2%	3%	4%	0%	-	-	-	-
	EL Male	12% 22%	13% 26%	2% 3%	- *	2% 4%	-	-	_	-	-	2% 3%	-	*	3% 4%	2% 5%	5% 3%	0%	-	-	-	-
	Female		30%	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Mathematics	ΔΙΙ	26%	28%	12%	*	10%	*	_	*	_	_	13%	*	*	13%	70/	17%	7%	_	_	_	
	Students					10 70		-		-	-				10 /0	1 /0	1770	1 /0	-	-	-	-
	CWD	11%	11%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD EL	28% 18%	30% 18%	13% 7%	*	9% 7%	*	-	*	-	-	13% 7%	*	- *	13% 8%		17%	8% 5%	-	-	-	-
	EL Male	18% 27%	18% 30%	7% 17%	- *	7% 14%	-	-	_	-	-	7% 17%	-	*	8% 17%	7% 9%	9% 17%	5%	-	-	-	-
	Female		26%	7%	*	4%	*	-	*	-	-	8%	*	*	8%	5%	-	7%	-	-	-	-
Grade 5																						
Reading	All	26%	31%	11%	20%	9%	*	-	*	-	*	10%	*	18%	9%	10%	11%	11%	-	*	-	-
5	Students CWD	9%	9%	18%	*	11%	-	-	-	-	-	18%	-	18%	-	11%	20%	*	-	-	-	-
	CWOD		34%	9%	13%	8%	*	-	*	-	*	8%	*	-	9%	10%		11%	-	*	-	-

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		State	District	Campus.	American	lispani								CWD	CWOD	EL	MaleF	emale	/ligrantH	lomeless		
	EL	12%	12%	10%	*	9%	-	-	*	-	-	10%	- *			10%		13%	-	-	-	-
	Male Female	24%	29% 33%	11% 11%	*	8% 9%	*	-	*	-	*	9% 11%	*	20% *	7% 11%	7% 13%	11% -	- 11%	-	*	-	-
	Female	20 /0	5570	11 /0		9 /0		-		-	-	11/0			11/0	1370	-	11/0	-	-	-	-
Mathematics		30%	32%	16%	20%	16%	*	-	*	-	*	15%	*	18%	16%	15%	24%	8%	-	*	-	-
	Students	120/	120/	18%	*	110/						100/	_	18%	_	110/	200/	*				
	CWD CWOD	13% 31%	13% 35%	16%	13%	11% 16%	- *	-	-	-	- *	18% 15%	*	18%	- 16%	11% 16%		8%	-	-	-	-
	EL	19%	20%	15%	*	16%	_	-	*	-	-	15%	-	- 11%		15%		10%	-	-	-	-
	Male	29%	33%	24%	*	23%	*	-	*	-	*	24%	*	20%		21%		-	-	*	-	_
	Female		30%	8%	*	9%	*	-	*	-	-	8%	*	*	8%	10%	-	8%	-	-	-	-
Science	All	16%	18%	9%	30%	7%	*	-	*	-	*	10%	*	27%	6%	8%	8%	11%	-	*	-	-
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	CWOD EL	7%	20% 7%	6% 8%	25% *	4% 7%		-	*	-		7% 8%		-	6% 6%	6% 8%	4% 7%	8% 10%	-		-	-
	Male	18%	20%	8%	*	8%	*	-	*	-	- *	8% 9%	*	*	4%	8% 7%	7 % 8%	-	-	- *	-	-
	Female		16%	11%	*	6%	*	_	*	_	-	11%	*	*	8%	10%	-	11%	_	-	_	_
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AR Percent All Grades	t at Appro	aches	Grade	Level or	Above																	
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	Students			/0	2.75	2270						/0			/0	/0		2.75		20,0		
		45%	48%	46%	*	48%	-	-	-	-	-	45%	*	46%	-	45%	48%	39%	-	-	-	-
	CWOD		81%	64%	63%	65%	73%	-	*	-	70%	63%	81%	-	64%	62%		66%	-	50%	-	
	EL	60%	60%	59%	*	61%	-	-	*	-	-	59%	*	45%	62%	59%	57%	61%	-	*	-	
	Male	74%	75%	58%	51%	60%	*	-	*	-	*	57%	73%	48%		57%	58%	-	-	*	-	
	Female	79%	80%	64%	70%	63%	100%	-	*	-	*	63%	100%	39%	66%	61%	-	64%	-	*	-	
		700/			500/	500/						500/	000/	000/	.	= /		000/				
Reading	All	73%	75%	57%	50%	58%	*	-	*	-	*	56%	86%	38%	61%	54%	54%	60%	-	*	-	-
	Students CWD	20%	120/	38%	*	41%						26%	*	38%	_	200/	200/	*				
	CWD	39% 77%	43% 79%	38% 61%	57%	41% 63%	*	-	*	-	- *	36% 60%	83%	30%		38% 58%		63%	-	*	-	-
	EL	52%	79% 53%	54%	57 %	57%	_	-	*	-	_	54%	o3% *	- 38%	58%	56% 54%		58%	-	*	-	
	Male	69%	71%	54%	50%	55%	*	_	*	_	*	53%	*	38%		51%		-	_	*	_	
	Female		78%	60%	*	62%	*	-	*	-	*	59%	*	*	63%	58%	-	60%	-	*	-	
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Mathematics	s All	80%	80%	65%	58%	65%	*	-	*	-	*	64%	86%	54%	67%	64%	64%	66%	-	*	-	-
	Students																					
	CWD	52%	53%	54%	*	56%	-	-	-	-	-	53%	*	54%	-	52%		*	-	-	-	-
	CWOD		84%	67%	62%	68%	*	-	*	-	*	66%	83%	-		67%		69%	-	*	-	-
	EL	70%	69%	64%	*	65%	-	-	*	-	-	64%	*	52%		64%		63%	-	*	-	-
	Male	78%	79%	64%	50%	67%	*	-	*	-	*	63%	*	62% *		66%		-	-	*	-	
	Female	82%	81%	66%	75%	64%		-		-		65%			69%	63%	-	66%	-		-	-
Science	All	79%	79%	61%	70%	59%	*	-	*	_	*	60%	*	45%	63%	58%	53%	68%	_	*	-	-
00.01.00	Students			•••		0070						00/0			00/0	0070	00/0	0070				
	CWD	48%	51%	45%	*	*	-	-	-	-	-	45%	-	45%	-	*	*	*	-	-	-	-
	CWOD	82%	83%	63%	75%	61%	*	-	*	-	*	63%	*	-	63%	60%	58%	68%	-	*	-	
	EL	58%	59%	58%	*	58%	-	-	*	-	-	58%	-	*	60%	58%		65%	-	-	-	
	Male	78%	79%	53%	*	54%	*	-	*	-	*	52%	*	*		50%	53%	-	-	*	-	
	Female	80%	80%	68%	*	63%	*	-	*	-	-	68%	*	*	68%	65%	-	68%	-	-	-	
	t at Meets	Grad	e Level	or Abov	e																	
	All	470/	E 4 0/	200/	200/	200/	FF0/		*		400/	200/	F00/	250/	240/	200/	070/	220/		200/		
II Grades		47%	51%	30%	26%	30%	55%	-		-	40%	29%	50%	25%	31%	28%	27%	32%	-	20%	-	
AAR Percent All Grades All Subjects							-	_	_	_	-	23%	*	25%	-	24%	23%	30%	_	-	_	
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II Grades	Students CWD			25% 31%	* 27%	25% 31%		_	*	_	10%	30%	11%									
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II Grades	Students CWD CWOD EL	50% 26%	55% 27%	31% 28%	27% *	31% 29%		-	* * *	-	40% - *	28%	*	- 24% 23%	29%	28% 26%	26%	30%	-	*	-	
II Grades	Students CWD CWOD EL Male	50% 26% 45%	55% 27% 49%	31% 28% 27%	27% * 24%	31% 29% 28%	55% - *	- - -	* * *	- - -	-	28% 27%	* 36%	23%	29% 28%	26%	26% 27%	30%	-	* * *	-	
II Grades	Students CWD CWOD EL	50% 26% 45%	55% 27%	31% 28%	27% *	31% 29%	55% -	- - -	* * *	- - -	- *	28%	*		29% 28%		26%	30%	- -	* *	- - -	
II Grades	Students CWD CWOD EL Male	50% 26% 45%	55% 27% 49% 53%	31% 28% 27%	27% * 24%	31% 29% 28%	55% - *	- - -	* * * *	- - -	- *	28% 27%	* 36%	23% 30%	29% 28%	26% 30%	26% 27% -	30% _ 32%	-	* * *		
II Grades All Subjects	Students CWD CWOD EL Male Female	50% 26% 45% 50% 46%	55% 27% 49% 53%	31% 28% 27% 32%	27% * 24% 30%	31% 29% 28% 32%	55% - * 60%	- - - -	* * *	- - -	- * *	28% 27% 31%	* 36% 71%	23% 30%	29% 28% 32%	26% 30%	26% 27% -	30% _ 32%	-	* * *	- - -	
II Grades All Subjects	Students CWD CWOD EL Male Female All Students CWD	50% 26% 45% 50% 46% 22%	55% 27% 49% 53%	31% 28% 27% 32% 29% 22%	27% * 24% 30%	31% 29% 28% 32%	55% - * 60%		* * * *		- * *	28% 27% 31% 28% 19%	* 36% 71%	23% 30%	29% 28% 32% 30%	26% 30% 26% 21%	26% 27% - 22% 19%	30% _ 32%	-	* * *	- - -	
II Grades All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD	50% 26% 45% 50% 46% 22% 48%	55% 27% 49% 53% 51% 24% 54%	31% 28% 27% 32% 29% 22% 30%	27% * 24% 30% 23% * 24%	31% 29% 28% 32% 29% 22% 31%	55% - * 60%		* * * * -		- * *	28% 27% 31% 28% 19% 29%	* 36% 71% 57% * 50%	23% 30% 22% 22%	29% 28% 32% 30%	26% 30% 26% 21% 27%	26% 27% - 22% 19% 23%	30% 32% 35% * 36%	-	* * * -		
II Grades All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL	50% 26% 45% 50% 46% 22% 48% 21%	55% 27% 49% 53% 51% 24% 54% 23%	31% 28% 27% 32% 29% 22% 30% 26%	27% * 24% 30% 23% * 24% *	31% 29% 32% 29% 29% 22% 31% 27%	55% - * 60%		* * * *		- * *	28% 27% 31% 28% 19% 29% 25%	* 36% 71% 57% * 50%	23% 30% 22% 22% - 21%	29% 28% 32% 30% - 30% 27%	26% 30% 26% 21% 27% 26%	26% 27% - 22% 19% 23% 20%	30% 32% 35% * 36% 31%	-	* * * *		
II Grades All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	50% 26% 45% 50% 46% 22% 48% 21% 41%	55% 27% 49% 53% 51% 24% 54% 23% 47%	31% 28% 27% 32% 29% 22% 30% 26% 22%	27% * 24% 30% 23% * 24% * 17%	31% 29% 28% 32% 29% 22% 31% 27% 24%	55% - * 60%		* * * * *		- * *	28% 27% 31% 28% 19% 29% 25% 22%	* 36% 71% 57% * 50% *	23% 30% 22% 22% - 21%	29% 28% 32% 30% - 30% 27% 23%	26% 30% 26% 21% 27% 26% 20%	26% 27% - 22% 19% 23% 20% 22%	30% 32% 35% * 36% 31%	-	* * * * * * * *		
II Grades All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL	50% 26% 45% 50% 46% 22% 48% 21% 41%	55% 27% 49% 53% 51% 24% 54% 23%	31% 28% 27% 32% 29% 22% 30% 26%	27% * 24% 30% 23% * 24% *	31% 29% 32% 29% 29% 22% 31% 27%	55% - * 60%		* * * * * * * *	· · ·	- * *	28% 27% 31% 28% 19% 29% 25%	* 36% 71% 57% * 50%	23% 30% 22% 22% - 21%	29% 28% 32% 30% - 30% 27% 23%	26% 30% 26% 21% 27% 26%	26% 27% - 22% 19% 23% 20%	30% 32% 35% * 36% 31%	-	* * * * * * * *		-
II Grades All Subjects Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	50% 26% 45% 50% 46% 22% 48% 21% 41% 50%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35%	27% * 24% 30% 23% * 24% * 17%	31% 29% 28% 32% 29% 22% 31% 27% 24% 35%	55% - * 60%	-	* * * * - * * *	-	- * *	28% 27% 31% 28% 19% 29% 25% 22% 33%	* 36% 71% 57% * 50% * *	23% 30% 22% 22% - 21% 19% *	29% 28% 32% 30% - 30% 27% 23% 36%	26% 30% 26% 21% 27% 26% 20% 31%	26% 27% - 22% 19% 23% 20% 22% -	30% 32% 35% * 36% 31% - 35%	-	* * * * * * * *	-	-
II Grades All Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male Female s All	50% 26% 45% 50% 46% 22% 48% 21% 41%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55%	31% 28% 27% 32% 29% 22% 30% 26% 22%	27% * 24% 30% 23% * 24% * 17%	31% 29% 28% 32% 29% 22% 31% 27% 24%	55% - * 60%	-	* * * * - * * *	-	- * *	28% 27% 31% 28% 19% 29% 25% 22%	* 36% 71% 57% * 50% * *	23% 30% 22% 22% - 21% 19% *	29% 28% 32% 30% - 30% 27% 23%	26% 30% 26% 21% 27% 26% 20% 31%	26% 27% - 22% 19% 23% 20% 22% -	30% 32% 35% * 36% 31%	-	* * * * * * *	- - - - - - -	-
II Grades All Subjects Reading	Students CWD EL Male Female All Students CWD EL Male Female Students Students	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 32%	27% * 24% 30% 23% * 24% * 17%	31% 29% 28% 32% 29% 22% 31% 27% 24% 35% 33%	55% - * 60%	-	* * * * - * * *	-	- * *	28% 27% 31% 28% 19% 29% 25% 22% 33% 32%	* 36% 71% 57% * 50% * *	23% 30% 22% - 21% 19% * 27%	29% 28% 32% 30% - 30% 27% 23% 36%	26% 30% 26% 27% 26% 20% 31% 33%	26% 27% - 22% 19% 23% 20% 22% - 35%	30% 32% 35% * 36% 31% - 35%	-	* * * * * * *	- - - - - - - - -	•
II Grades All Subjects Reading	Students CWD EL Male Female All Students CWD CWOD EL Male Female s All	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35%	27% * 24% 30% 23% * 24% * 17% * 27%	31% 29% 28% 32% 29% 22% 31% 27% 24% 35%	55% - * 60%	-	* * * * * * * * * *	-	- * *	28% 27% 31% 28% 19% 29% 25% 22% 33%	* 36% 71% 57% * 50% * * 50%	23% 30% 22% 22% - 21% 19% *	29% 28% 32% 30% - 30% 27% 23% 36% 34% -	26% 30% 26% 21% 27% 26% 20% 31%	26% 27% - 22% 19% 23% 20% 22% - 35% 27%	30% 32% 35% * 36% 31% - 35%	-	* * * * * * * * * *	-	•
II Grades All Subjects Reading	Students CWD EL Male Female All Students CWD CWOD EL Male Female s All Students CWD	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 32% 27%	27% * 24% 30% 23% * 24% * 17% *	31% 29% 28% 32% 29% 22% 31% 27% 24% 35% 33% 28%	55% - * 60%	-	* * * * - * * * - * *	-	- * *	28% 27% 31% 28% 19% 29% 25% 22% 33% 32% 25%	* 36% 71% 57% * 50% * * 57% *	23% 30% 22% - 21% 19% * 27% 27%	29% 28% 32% 30% - 30% 27% 23% 36% 34%	26% 30% 26% 27% 26% 20% 31% 33% 28%	26% 27% - 22% 19% 23% 20% 22% - 35% 27% 38%	30% 32% 35% * 36% 31% 35% 29% *	-	* * * - * * * - * *	-	•
II Grades All Subjects Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Students CWD CWD CWD EL CWD CWD EL	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55%	31% 28% 27% 32% 29% 22% 30% 26% 35% 32% 27% 34%	27% * 24% 30% * 23% * 24% * 17% * 27% * 29%	31% 29% 28% 32% 29% 22% 31% 27% 24% 35% 33% 28% 35%	55% - * 60%		* * * * -* * * -* *		- * *	28% 27% 31% 28% 19% 29% 22% 33% 32% 25% 33%	* 36% 71% 57% * 50% * 57% * 50%	23% 30% 22% 22% - 21% 19% * 27% 27%	29% 28% 32% 30% 27% 23% 36% 34% 34%	26% 30% 26% 27% 26% 20% 31% 33% 28% 34%	26% 27% - 22% 19% 23% 20% 22% - 35% 27% 38% 36%	30% 32% 35% * 36% 31% - 35% 29% * 30%	-	* * * * * * * * * * * *	-	
II Grades All Subjects Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Students CWD CWD CWD EL CWD CWD EL	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 32% 27% 34% 33%	27% * 24% 30% * 23% * 24% * 17% * 27% * 29%	31% 29% 28% 32% 29% 22% 31% 27% 24% 35% 33% 28% 35% 34%	55% - * 60%		* * * * -* * * -* * *	-	- * *	28% 27% 31% 28% 19% 29% 25% 33% 32% 25% 33% 32%	* 36% 71% 57% * 57% * 57% * 50%	23% 30% 22% 22% 21% 19% * 27% 27% 27%	29% 28% 32% 30% - 30% 27% 23% 36% 34% 34% 34% 38%	26% 30% 26% 27% 26% 20% 31% 33% 28% 34% 33%	26% 27% - 22% 19% 23% 20% 22% - 35% 27% 38% 36%	30% 32% 35% * 36% 31% - 35% 29% * 30% 30%	-	* * * -* * * *	-	
Il Grades All Subjects Reading Mathematics	Students CWD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34% 51%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 32% 27% 34% 33% 35% 29%	27% * 24% 30% * 23% * 24% * 17% * 27% * 29% * 33% 13%	31% 29% 28% 32% 29% 22% 31% 27% 24% 35% 33% 28% 35% 34% 36% 30%	55% - * 60%		* * * * - * * * - * * *		- * * * - * - * - *	28% 27% 31% 28% 29% 25% 22% 33% 32% 25% 33% 32% 25% 32% 25% 32%	* 36% 71% 57% * 50% * * 57% * 50% *	23% 30% 22% 21% 19% * 27% 27% 27% 27% 27% 28% 27%	29% 28% 32% 30% - 30% 27% 23% 36% 34% 34% 34% 38% 30%	26% 30% 26% 27% 26% 20% 31% 33% 33% 33% 36% 30%	26% 27% - 22% 19% 23% 20% 22% - 35% 27% 38% 36% 35% -	30% 32% 35% * 36% 31% 35% 29% * 30% 30% 29%		• • • • • • • • • • • • • • • • • • •		-
II Grades All Subjects Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWD EL Male Female	50% 26% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34% 51%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 32% 27% 34% 33% 335%	27% * 24% 30% 23% * 24% * 17% * 27% * 27% * 33%	31% 29% 28% 32% 29% 22% 31% 27% 24% 35% 33% 28% 35% 34% 36%	55% - * 60%		* * * * -* * * -* * *		- * * * - * - * - *	28% 27% 31% 28% 19% 29% 25% 22% 33% 32% 25% 33% 32% 35%	* 36% 71% 57% * 50% * 57% * 50% *	23% 30% 22% 21% 19% * 27% 27% 27% 27% 27% 28% 27%	29% 28% 32% 30% - 30% 27% 23% 36% 34% 34% 34% 38%	26% 30% 26% 27% 26% 20% 31% 33% 33% 33% 36% 30%	26% 27% - 22% 19% 23% 20% 22% - 35% 27% 38% 36% 35% -	30% 32% 35% * 36% 31% 35% 29% * 30% 30%		* * * * * * * * * *		-
Il Grades All Subjects Reading Mathematics	Students CWD EL Male Female All Students CWD EL Male Female s All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	50% 26% 45% 50% 46% 22% 48% 21% 50% 48% 26% 51% 33% 47% 49%	55% 27% 49% 53% 51% 24% 24% 23% 47% 55% 51% 26% 34% 51% 51% 51% 53%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 32% 27% 34% 33% 35% 29% 24%	27% * 24% 30% 23% * 24% * 17% * 27% * 27% * 33% 13% 30%	31% 29% 28% 32% 29% 22% 31% 27% 24% 35% 33% 28% 35% 33% 28% 36% 30% 22%	55% - * 60%		* * * * -* * * -* * *		- * * * - * - * - *	28% 27% 31% 28% 19% 29% 22% 33% 32% 32% 32% 32% 35% 28% 24%	* 36% 71% 57% * 57% * 57% * 50% * *	23% 30% 22% 21% 19% * 27% 27% 28% 27% * 27%	29% 28% 32% 30% - 30% 27% 23% 36% 34% 34% 34% 38% 30%	26% 30% 26% 21% 27% 20% 31% 33% 33% 33% 33% 36% 30% 22%	26% 27% - 22% 19% 23% 20% 22% - 35% 27% 38% 36% 35% - 17%	30% 32% 35% * 36% 31% 35% 29% * 30% 30% 29% 32%		* * * -* * * * -* * * *		
Il Grades All Subjects Reading Mathematics	Students CWD EL Male Female All Students CWD EL Male Female s All Students CWD CWOD EL Male Female s All Students CWD	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 28% 48% 49% 49% 23%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51% 51% 53%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 35% 32% 27% 34% 33% 29% 24% 27%	27% * 24% 30% * 23% * 24% * 17% * 27% * 27% * 33% 13% 30% *	31% 29% 32% 32% 29% 22% 31% 27% 24% 35% 33% 28% 35% 34% 30% 22% *	55% - * 60%		* * * * - * * * - *	- - -	- * * * - * - * - *	28% 27% 31% 28% 19% 29% 25% 22% 33% 32% 32% 25% 32% 25% 22% 25% 32% 22% 22%	* 36% 71% 57% * 57% * 57% * 50% * *	23% 30% 22% 21% 19% * 27% 27% 27% 27% 27% 27%	29% 28% 32% 30% - 30% 27% 23% 36% 34% 34% 34% 38% 30% 24%	26% 30% 26% 27% 26% 20% 31% 33% 33% 34% 33% 36% 30% 22% *	26% 27% - 22% 19% 23% 20% 22% - 35% 27% 38% 36% 35% - 17% *	30% 32% 35% * 36% 31% 35% 29% * 30% 30% 29% 32% *		* * * -* * * -* * * -*		
Il Grades All Subjects Reading Mathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 49% 49% 23% 52%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51% 53% 26% 57%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 32% 27% 34% 33% 35% 29% 24%	27% * 24% 30% * 23% * 24% * 17% * 27% * 29% * 33% 13% 30% * 25%	31% 29% 32% 32% 29% 22% 31% 27% 24% 35% 33% 28% 35% 34% 36% 30% 22% *	55% - * 60%		* * * * - * * * * - * *		- * * * - * - * - *	28% 27% 31% 28% 19% 22% 22% 33% 32% 25% 33% 32% 28% 22% 22% 22% 22% 22% 22% 22%	* 36% 71% 57% * 50% * 57% * 50% * * *	23% 30% 22% 21% 19% * 27% 27% 28% 27% * 27%	29% 28% 32% 30% - 30% 23% 36% 34% 34% 34% 30% 22%	26% 30% 26% 27% 26% 20% 31% 33% 33% 34% 33% 22% 22%	26% 27% - 22% 19% 23% 20% 22% - 35% 35% 27% 38% 35% - 17% * 15%	30% 32% 35% * 36% 31% 35% 29% * 30% 30% 29% 32% * 30%		* * * -* * * -* * * -*		
Il Grades All Subjects Reading Mathematics	Students CWD EL Male Female All Students CWD EL Male Female s All Students CWD CWOD EL Male Female s All Students CWD	50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 28% 48% 49% 49% 23%	55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51% 51% 53%	31% 28% 27% 32% 29% 22% 30% 26% 22% 35% 35% 32% 27% 34% 33% 29% 24% 27%	27% * 24% 30% * 23% * 24% * 17% * 27% * 27% * 33% 13% 30% *	31% 29% 32% 32% 29% 22% 31% 27% 24% 35% 33% 28% 35% 34% 30% 22% *	55% - * 60%		* * * * - * * * * - * * * * * *	- - -	- * * * - * - * - *	28% 27% 31% 28% 19% 29% 25% 22% 33% 32% 32% 25% 32% 25% 22% 25% 32% 22% 22%	* 36% 71% 57% * 57% * 57% * 50% * *	23% 30% 22% 21% 19% * 27% 27% 27% 27% 27% 27%	29% 28% 32% 30% 27% 23% 36% 34% 34% 34% 34% 32% 22%	26% 30% 26% 27% 26% 20% 31% 33% 33% 34% 33% 36% 30% 22% *	26% 27% - 22% 19% 23% 20% 22% - 35% 27% 38% 36% 35% - 17% * 15% 14%	30% 32% 35% * 36% 31% 35% 29% * 30% 30% 29% 32% *		* * * * * * * * * * *		

Grades																						
All Subjects	All	21%	25%	10%	15%	9%	27%	-	*	-	20%	10%	22%	12%	10%	9%	12%	8%	-	10%	-	
	Students CWD	8%	9%	12%	*	10%	_	_	_	_	_	11%	*	12%	_	9%	13%	9%	_	_	_	
	CWOD	23%	27%	10%	12%	9%	27%		*		20%	9%	19%	-	10%	9%	12%	8%	_	10%	_	
	EL	9%	10%	9%	*	9%	21 /0		*		2070	9%	*	9%	9%	9%	10%	8%		*		
	Male	20%	24%	12%	15%	11%	*	-	*	-	*	11%	27%	13%	12%	10%		-		*	-	
	Female		26%	8%	15%	7%	20%	-	*	-	*	8%	14%	9%	8%	8%	-	8%	-	*	-	
Reading	All	19%	25%	9%	8%	8%	*	-	*	-	*	9%	14%	5%	10%	9%	8%	10%	-	*	-	
	Students																					
	CWD	7%	8%	5%	*	3%	-	-	-	-	-	6%	*	5%	-	3%	8%	*	-	-	-	
	CWOD	20%	27%	10%	5%	9%	*	-	*	-	*	10%	17%	-	10%	10%	9%	11%	-	*	-	
	EL	7%	8%	9%	*	9%	-	-	*	-	-	9%	*	3%	10%	9%	8%	10%	-	*	-	
	Male	16%	22%	8%	6%	8%	*	-	*	-	*	8%	*	8%	9%	8%	8%	-	-	*	-	
	Female	22%	28%	10%	*	8%	*	-	*	-	*	10%	*	*	11%	10%	-	10%	-	*	-	
Mathematics		23%	25%	11%	15%	11%	*	-	*	-	*	10%	43%	14%	11%	10%	17%	6%	-	*	-	
	Students																					
	CWD	10%	10%	14%	*	13%	-	-	-	-	-	11%	*	14%	-	10%		*	-	-	-	
		25%	27%	11%	14%	10%	*	-	*	-	*	10%	33%	-	11%	10%		5%	-	*	-	
	EL	13%	14%	10%	*	11%	-	-	*	-	-	9%	*	10%	10%	10%		6%	-	*	-	
	Male	23%	25%	17%	22%	15%	*	-	*	-	*	15%	*	15%	17%	14%	17%	-	-	*	-	
	Female	24%	24%	6%	0%	6%	*	-	*	-	*	5%	*	*	5%	6%	-	6%	-	*	-	
Science	All	22%	26%	9%	30%	7%	*	-	*	-	*	10%	*	27%	6%	8%	8%	11%	-	*	-	
	Students																					
	CWD	7%	8%	27%	*	*	-	-	-	-	-	27%	-	27%	-	*	*	*	-	-	-	
		24%	29%	6%	25%	4%	*	-	*	-	*	7%	*	-	6%	6%	4%	8%	-	*	-	
	EL	5%	6%	8%	*	7%	-	-	*	-	-	8%	-	*	6%	8%	7%	10%	-	-	-	
	Male	23%	28%	8%	*	8%	*	-	*	-	*	9%	*	*	4%	7%	8%	-	-	*	-	
	Female	21%	25%	11%	*	6%	*	-	*	-	-	11%	*	*	8%	10%	-	11%	-	-	-	

American

Two

or Pacific More Econ Econ

StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

Non

Foster

1*1 Indicates results are masked due to small numbers to protect student confidentiality. 2 Indicates zero observations reported for this group.

African

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	74	60	75	*	-	*	-	*	74	76	76
CWD	76	*	80	-	-	-	-	-	76	76	85
CWOD	74	63	74	*	-	*	-	*	73	-	75
EL	76	*	77	-	-	*	-	-	76	85	76
Male	79	*	77	*	-	-	-	*	78	77	77
Female	69	*	74	*	-	*	-	-	70	*	76
Mathematics											
All Students	69	80	67	*	-	*	-	*	69	79	69
CWD	79	*	82	-	-	-	-	-	79	79	80
CWOD	67	88	65	*	-	*	-	*	67	-	67
EL	69	*	68	-	-	*	-	-	69	80	69
Male	72	*	71	*	-	-	-	*	70	87	72
Female	66	*	64	*	-	*	-	-	67	*	66

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

Federal Graduation Rates		African American	•	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort C	Graduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

2 Indicates there are no students in the group. 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
330	9	3%

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

 \mathbf{Q} 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.

Student Success (Student Achie			Hispanic STAAR Co	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	34	33	34	*	-	*	-	*	33	28	32
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

1*1 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. 2

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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	Ν	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		Ν						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Pro	ficiency Statu	IS									
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	0.00/	0.00/	0.00/	92%	0.00/	92%	0.20/	0.00/	0.00/	92%	0.00/
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Interim Goals (2028-2032)	9470	9470	9470	9470	94 70	94 70	94 70	9470	9470	9470	9470
Target Met Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	34 /0	34 /0	34 /0	34 /0	34 /0	34 /0	34 /0	54 /0	34 /0	3 4 /0	34 /0
larget met											

'+' 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.

Source: 2018 Accountability Closing the Gaps Status Table

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	te	•															3
All Subjects	All Students		99%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	100%	100%	-	*	-	100%	100%	100%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
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%	100%	100%	-
	EL	100%	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%	-
Mathematics	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%	100%	100%	-
	EL	100%	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%	-
Science	All Students		90%	100%	*	-	*	-	*	99%	*	100%	98%	100%	97%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	98%	88%	100%	*	-	*	-	*	98%	*	-	98%	100%	96%	100%	-
	EL	100%	*	100%	-	-	*	-	-	100%	-	100%	100%	100%	100%	100%	-
	Male	97%	83%	100%	*	-	*	-	*	97%	*	100%	96%	100%	97%	-	-
Non-Participatio	Female	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	-	100%	-
•																	
All Subjects	All Students		1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	0%	-		-	0%	0%	0%	0%	1%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
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%	0%	0%	-
	EL	0%	0%	0%	-	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male Female	0% 0%	0% 0%	0% 0%	*	-	*	-	*	0% 0%	0%	0% 0%	0% 0%	0% 0%	0%	- 0%	-
	remaie	0 /8	070	0 /0						0 /0		0 /0	070	070		0 /0	
Mathematics	All Students		0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	- *	0%	<u>^</u>	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	^	-	0%	-	^	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	-	-	0%	-	- *	0%		0%	0%	0%	0%	0%	-
	Male Female	0% 0%	0% 0%	0% 0%	*	-	*	-	*	0% 0%	0%	0% 0%	0% 0%	0% 0%	0%	- 0%	-
0.1											*				00/		
Science	All Students CWD	1% 0%	10%	0% 0%	-	-	_	-	_	1% 0%	-	0% 0%	2%	0% 0%	3% 0%	0% *	-
	CWOD	2%	13%	0%	*	_	*	_	*	2%	*	-	2%	0%	4%	0%	_
	EL	2 %	*	0%	_	-	*	-	-	2 %	_	0%	2 %	0%	4 % 0%	0%	-
	Male	3%	17%	0%	*	-	*	_	*	3%	*	0%	4%	0%	3%	-	_
	Female	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	-	0%	_
		- / •		- /0						- /0			- / 0	- /0		- /0	

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 submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
·	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Islander		EL	Students Students with with Disabilities Disabilities (Section 504)
Oshaal Dalatad Arraata	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement	Iotai										
	Male	9	*	5	*	*	*	*	*	5	
	Female	*	*	*	*	*	*	*	*	*	
	Total	9	*	5	*	*	*	*	*	5	
Students With Disabilities In-School Suspensions	lotal	Ū		0						Ū	
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
School-Related Arrests											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement			*	*	*	*	*	*		*	
	Male		*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	Ŷ	Ŷ	Ŷ	Ŷ	Ŷ	Ŷ	Ŷ	•	î	*
All Students Chronic Absenteeism										_	
	Male	24	8	14	*	*	*	*	*	5	* 5
	Female	24	*	20	*	*		*	*	11	* *
	Total	48	10	34	*	*	*	*	*	16	* 7

Incidents of Violence Total 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 rape or attempted rape * Incidents of sexual assault (other than rape) Incidents of robbery with a weapon *
Incidents of sexual assault (other than rape) * Incidents of robbery with a weapon *
Incidents of robbery with a weapon *
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
Freschool Frograms	Male	42	5	35	*	*	*	*	*	29	5
	Female	41	5	32	*	*	*	*	*	32	*
	Total	83	10	67	*	*	*	*	*	61	5
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

*** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

'- 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 8.2	Percent 21.8%
Teachers Teaching with Emergency or Provisional Credentials	3.0	8.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.7	4.8%

'-' 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.

Crada 2	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%	104	2%	6	8%
Mathematics	6,020	1%	104	2%	6	8%
Grade 4 Reading	6,061	1%	102	2%	0	0%
Mathematics	6,056	1%	102	2%	0	0%
Grade 5 Reading	6,162	2%	103	2%	*	*
Mathematics	6,160	1%	103	2%	*	*
Science	6,164	1%	103	2%	*	*
Grade 6 Reading	5,678	1%	96	2%	-	-
Mathematics	5,677	1%	96	2%	-	-
Grade 7 Reading	5,298	1%	73	1%		-
Mathematics	5,294	1%	73	2%	-	-
Grade 8 Reading	5,088	1%	61	1%	-	-
Mathematics	5,087	2%	61	1%	-	-
Science	5,087	1%	61	1%	-	-
End of Course English I	4,868	1%	71	1%		-
English II	4,556	1%	78	1%	-	-

Algebra I	State Number of ALT2 4,884	State Rate of ALT2 1%	District Number of ALT2 68	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	21	4%
Reading	43,730	1%	688	1%	9	4%
Mathematics	39,178	1%	607	2%	9	4%
Science	16,112	1%	236	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 A	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
	reduing	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	49 21	22	34	32	35	34	10	13
			∠ I *	22 52	34	32 28	35	34 17	10	3
		American Indian								
		Asian	16 *	16	23	25	42	37	19	22
		Pacific Islander		42		31		23		4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		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 Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
			43 29	47	30 44	32	23	14	4	2
		English Language Learners	29	47	44	39	23	15	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		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 Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
	Mathematics	Black	44	53	41	34	13	11	1	2
			38	43	39	37	19	16	4	4
		Hispanic								
		White	16 *	20	33 *	37	35 *	31	16 *	13
		American Indian		44		38		14		4
		Asian	3	12	19 *	24	37	32	40 *	32
		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

- '*' Indicates reporting standards not met.
- 'n/a' Indicates data reporting is not applicable for this group.

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.

Texas Education Agency | Academics | Performance Reporting

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