# Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: CROCKETT H S Campus ID: 227901008 District Name: AUSTIN ISD

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

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

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

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

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

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

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

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

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

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

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

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

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Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding. Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and <u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

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

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

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

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CWOD 87%       62%       89%       66%       95%       -       +       -       88%       93%       -       89%       97%       86%       94%       -       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       * <td< td=""><td>Algebra I</td><td></td><td>83%</td><td>88%</td><td>79%</td><td>69%</td><td>77%</td><td>89%</td><td>-</td><td>*</td><td>*</td><td>78%</td><td>75%</td><td>84%</td><td>46%</td><td>89%</td><td>68%</td><td>74%</td><td>86%</td><td>-</td><td>80%</td><td>*</td><td>*</td></td<>	Algebra I		83%	88%	79%	69%	77%	89%	-	*	*	78%	75%	84%	46%	89%	68%	74%	86%	-	80%	*	*
EL       73%       78%       68%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       74%       65%       75%       85%       47%       65%       74%       69%       78%       85%       47%       61%       75%       83%       -       -       -       44%       55%       47%       61%       75%       69%       78%       85%       47%       61%       77%       80%       64%       -       -       -       -       44%       55%       47%       61%       67%       64%       67%       61%       7%       66%       67%       61%       7%       -       -       -       7%       7%       67%       61%       67%       67%       67%       67%       1%       -		CWD	52%	59%	46%	47%	41%	57%	-	*	*	*	44%	50%	46%	-	36%	41%	55%	-	*	*	-
Male       79%       85%       74%       65%       73%       79%       -       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *    <		CWOD	87%	92%	89%	86%	89%	95%	-	*	-	83%	88%	93%	-	89%	79%	86%	94%	-	88%	-	*
Female 88%       92%       86%       74%       82%       100%       -       *       -       83%       81%       93%       55%       94%       72%       -       86%       -       83%       -       *         Biology       All       87%       88%       80%       68%       78%       93%       -       83%       -       65%       47%       87%       61%       77%       83%       -       69%       78%       61%       77%       83%       -       69%       -       -       -       44%       55%       47%       57%       61%       7%       63%       69%       -       -       -       44%       55%       47%       67%       64%       -       -       -       -       44%       55%       47%       61%       61%       -       -       -       -       44%       55%       47%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61%       61		EL			68%	*	69%	*	-	*	-	-	68%	67%	36%	79%	68%	64%	72%	-	*	*	-
Biology       All       87%       88%       80%       68%       78%       93%       -       83%       -       69%       78%       85%       47%       87%       61%       77%       83%       -       69%       -       *       -       *       44%       55%       47%       61%       77%       83%       -       69%       -       *       44%       55%       47%       61%       61%       77%       83%       ·       •       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·		Male	79%		74%	65%	73%	79%	-	*	*	*	71%	77%	41%	86%	64%	74%		-	*	*	-
Students       Students         CWD       60%       Students         CWD       60%       62%       Students         CWD       60%       62%       Students         CWD       60%       62%       Students       CWD       Students       CWD       Students       CWD       Students       CWD       StaAR Percent at Meets Grade Level or Above         English I       All       48%       STAAR Percent at Meets Grade Level or Above         English I       All       48%       STAAR Percent at Meets Grade Level or Above         English I       All       48%       STAAR Percent at Meets Grade Level or Above         English I       All       48%       STAAR Percent at Meets Grade Level or Above         English I       All       48%       STAAR Percent at Meets Grade Level or Above         English I       All <th< td=""><td></td><td>Female</td><td>88%</td><td>92%</td><td>86%</td><td>74%</td><td>82%</td><td>100%</td><td>-</td><td>*</td><td>-</td><td>83%</td><td>81%</td><td>93%</td><td>55%</td><td>94%</td><td>72%</td><td>-</td><td>86%</td><td>-</td><td>83%</td><td>-</td><td>*</td></th<>		Female	88%	92%	86%	74%	82%	100%	-	*	-	83%	81%	93%	55%	94%	72%	-	86%	-	83%	-	*
CWD 60%       02%       17%       33%       04%       -       -       -       44%       33%       47%       -       32%       42%         EL       68%       68%       61%       -       63%       *       -       -       -       65%       18%       32%       67%       61%       60%       *       *       -       -       -       65%       18%       32%       67%       61%       60%       *       *       -       -       -       -       65%       18%       32%       67%       -       *       -       -       -       65%       18%       32%       67%       -       *       -       -       76%       80%       97%       -       *       -       76%       80%       80%       97%       -       *       78%       79%       91%       42%       90%       60%       -       83%       -       71%       *       *       -       *       78%       79%       91%       42%       60%       -       83%       -       71%       -       16%       33%       36%       32%       *       *       -       -       16%       16%       <	Biology		87%	88%	80%	68%	78%	93%	-	83%	-	69%	78%	85%	47%	87%	61%	77%	83%	*	69%	*	80%
EL       68%       68%       61%       *       -       *       -       -       65%       18%       32%       67%       61%       60%       *       *       -       *       -       76%       80%       77%       68%       77%       68%       77%       68%       77%       89%       -       *       -       76%       80%       97%       -       *       -       76%       80%       97%       -       *       -       76%       80%       97%       -       *       -       76%       80%       97%       -       *       -       76%       80%       97%       -       *       -       76%       80%       97%       -       *       -       76%       80%       97%       -       63%       *       53%       42%       60%       17%       53%       19%       42%       53%       -       *       *       15%       22%       17%       -       15%       83%       -       *       -       -       21%       0%       15%       20%       48%       60%       -       53%       20%       48%       60%       -       -       -       -		CWD	60%	62%	47%	53%	38%	64%	-	*	-	*	44%	55%	47%	-	32%	49%	42%	*	*	*	*
Male       84%       85%       77%       68%       79%       -       -       -       76%       80%       61%       -       -       -       76%       80%       61%       -       -       -       76%       80%       61%       77%       -       -       -       76%       80%       61%       77%       -       *       -       76%       80%       61%       77%       -       *       *       *       77%       91%       42%       90%       60%       -       83%       -       71%       -       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       <		CWOD	90%	92%	87%	77%	85%		-	80%	-	80%	86%	90%	-	87%	67%	84%	90%	-	80%	-	*
Female 90%       91%       83%       68%       80%       97%       *       *       78%       79%       91%       42%       90%       60%       -       83%       -       71%       -       *         STAAR Percent at Meets Grade Level or Above         End of Course       -       All       48%       57%       47%       26%       42%       79%       -       63%       *       53%       42%       60%       17%       53%       19%       42%       53%       *       32%       *       *         English I       All       48%       57%       47%       26%       42%       79%       -       63%       *       53%       42%       60%       17%       19%       42%       53%       *       32%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       <		EL	68%	68%	61%	*	63%		-	*	-	-	65%	18%	32%	67%	61%	61%	60%	*	*	*	-
STAAR Percent at Meets erstered erstered erstered erstered of Course         English I       All       48%       57%       47%       26%       42%       79%       -       63%       *       53%       42%       60%       17%       53%       19%       42%       53%       *       32%       *       *         English I       All       48%       57%       47%       20%       14%       35%       -       *       *       15%       20%       17%       -       15%       32%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       * <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td>*</td> <td>-</td> <td>*</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>77%</td> <td>-</td> <td>*</td> <td></td> <td>*</td> <td>*</td>									-	*	-	*						77%	-	*		*	*
End of Course       All       48%       57%       47%       26%       42%       79%       -       63%       *       53%       42%       60%       17%       53%       19%       42%       53%       *       32%       *       *         CWD       15%       20%       17%       10%       14%       35%       -       *       *       *       15%       22%       17%       -       15%       18%       15%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       * </td <td></td> <td>Female</td> <td>90%</td> <td>91%</td> <td>83%</td> <td>68%</td> <td>80%</td> <td>97%</td> <td>-</td> <td>*</td> <td>-</td> <td>78%</td> <td>79%</td> <td>91%</td> <td>42%</td> <td>90%</td> <td>60%</td> <td>-</td> <td>83%</td> <td>-</td> <td>71%</td> <td>-</td> <td>*</td>		Female	90%	91%	83%	68%	80%	97%	-	*	-	78%	79%	91%	42%	90%	60%	-	83%	-	71%	-	*
End of Course       All       48%       57%       47%       26%       42%       79%       -       63%       *       53%       42%       60%       17%       53%       19%       42%       53%       *       32%       *       *         CWD       15%       20%       17%       10%       14%       35%       -       *       *       *       15%       22%       17%       -       15%       18%       15%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       * </td <td>STAAR Porce</td> <td>ont at Mod</td> <td>ate Gr</td> <td>ado I o</td> <td>vel or A</td> <td>hovo</td> <td></td>	STAAR Porce	ont at Mod	ate Gr	ado I o	vel or A	hovo																	
English I       All       48%       57%       47%       26%       42%       79%       -       63%       *       53%       42%       53%       19%       42%       53%       *       32%       *       *         CWD       15%       20%       17%       10%       14%       35%       -       *       *       *       15%       22%       17%       -       15%       18%       15%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *			13 01			0000																	
CWD       15%       20%       17%       10%       14%       35%       -       *       *       *       15%       22%       17%       -       15%       18%       15%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *		All	48%	57%	47%	26%	42%	79%	-	63%	*	53%	42%	60%	17%	53%	19%	42%	53%	*	32%	*	*
CWOD       53%       63%       53%       34%       48%       87%       -       57%       -       64%       48%       68%       -       53%       20%       48%       60%       -       31%       -       *         EL       14%       17%       19%       0%       20%       *       -       *       -       21%       0%       15%       20%       18%       *       0%       *       -       *       *       43%       38%       51%       19%       20%       48%       0%       *       -       *       *       43%       38%       51%       18%       48%       0%       *       *       *       *       *       43%       38%       51%       18%       48%       0%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       * <td></td> <td></td> <td>15%</td> <td>20%</td> <td>17%</td> <td>10%</td> <td>14%</td> <td>35%</td> <td>_</td> <td>*</td> <td>*</td> <td>*</td> <td>15%</td> <td>22%</td> <td>17%</td> <td>_</td> <td>15%</td> <td>18%</td> <td>15%</td> <td>*</td> <td>*</td> <td>*</td> <td>_</td>			15%	20%	17%	10%	14%	35%	_	*	*	*	15%	22%	17%	_	15%	18%	15%	*	*	*	_
EL       14%       17%       19%       0%       20%       *       -       *       -       21%       0%       15%       20%       18%       *       0%       *       -       *       *       43%       38%       51%       18%       *       0%       *       *       *       43%       38%       51%       18%       *       0%       *       *       *       43%       38%       51%       18%       48%       20%       42%       -       *       *       43%       38%       51%       18%       48%       20%       42%       -       *       *       *       60%       46%       71%       15%       60%       48%       20%       42%       -       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *									-	57%		64%			-	53%				_	31%	_	*
Male       42%       51%       42%       22%       38%       67%       -       *       *       43%       38%       51%       18%       48%       20%       42%       -       *       *       *       60%       46%       71%       15%       60%       48%       20%       42%       -       *       *       *       60%       46%       71%       15%       60%       44%       -       *       *       *       60%       46%       71%       15%       60%       44%       -       *       *       *       *       *       *       60%       46%       71%       15%       60%       17%       44%       9%       35%       44%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *									_	*	_	-			15%					*		*	-
Female 56%       65%       53%       29%       47%       93%       -       *       -       60%       46%       71%       15%       60%       18%       -       53%       -       44%       -       *         English II       All       48%       53%       39%       15%       35%       71%       -       *       *       73%       31%       56%       17%       44%       9%       35%       44%       *       9%       *       *         English II       All       48%       53%       39%       16%       42%       -       -       *       -       17%       0%       16%       42%       -       -       *       -       14%       29%       17%       -       3%       16%       18%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *								67%	-	*	*	43%								*		*	*
Students         CWD 16% 21% 17% 0% 16% 42% * - 14% 29% 17% - 3% 16% 18% * * * -         CWD 52% 57% 44% 22% 39% 75% - * - 73% 36% 61% - 44% 10% 40% 49% - 0% - *         CWOD 52% 57% 44% 22% 39% 75% - * - 73% 36% 61% - 44% 10% 40% 49% - 0% - *         EL 11% 11% 9% 0% 9% 9% * 9% 9% 3% 10% 9% 9% 8% *         Male 42% 48% 35% 16% 32% 60% - * 50% 28% 53% 16% 40% 9% 35% - * 0% * -         Female 55% 58% 44% 15% 39% 82% - * - 100% 36% 59% 18% 49% 8% - 44% - * - *         Algebra I         All       59% 69% 57% 50% 52% 75% - * * 56% 52% 65% 22% 68% 43% 51% 65% - 70% * *									-	*	-								53%	-		-	*
CWD       16%       21%       17%       0%       16%       42%       -       -       *       -       14%       29%       17%       -       3%       16%       18%       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *<	English II		48%	53%	39%	15%	35%	71%	-	*	*	73%	31%	56%	17%	44%	9%	35%	44%	*	9%	*	*
CWOD 52%       57%       44%       22%       39%       75%       -       *       -       73%       36%       61%       -       44%       10%       49%       -       0%       -       *         EL       11%       11%       9%       0%       9%       *       -       -       -       9%       9%       3%       10%       9%       9%       8%       *       *       -       -       -       9%       9%       3%       10%       9%       9%       8%       *       *       -       -       -       9%       9%       3%       10%       49%       8%       *       *       -       -       -       9%       9%       3%       10%       49%       8%       *       *       -       -       -       9%       9%       3%       10%       40%       9%       35%       *       *       -       -       *       100%       36%       59%       16%       40%       9%       35%       -       *       *       *       *       *       *       0%       *       -       *       *       *       *       *       *       *       <			16%	21%	17%	0%	16%	42%	_	_	*	_	14%	29%	17%	_	3%	16%	18%	*	*	*	_
EL       11%       11%       9%       0%       9%       -       -       -       9%       9%       3%       10%       9%       9%       8%       *       *       -       -       -       9%       9%       3%       10%       9%       9%       8%       *       *       -       -       -       9%       9%       3%       10%       9%       9%       8%       *       *       -       -       -       -       9%       9%       3%       10%       9%       9%       8%       *       *       -       -       -       -       9%       9%       3%       10%       9%       9%       3%       10%       9%       9%       3%       10%       9%       3%       -       *       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       -       - </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td>*</td> <td>-</td> <td>73%</td> <td></td> <td></td> <td></td> <td>44%</td> <td></td> <td></td> <td></td> <td>-</td> <td>0%</td> <td>-</td> <td>*</td>									-	*	-	73%				44%				-	0%	-	*
Male       42%       48%       35%       16%       32%       60%       -       *       * 50%       28%       53%       16%       40%       9%       35%       -       *       0%       *       -         Female       55%       58%       44%       15%       39%       82%       -       *       -       100%       36%       59%       18%       49%       8%       -       44%       -       *       -       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *       *									_	_	_	-			3%					*	*	_	-
Female 55% 58% <b>44%</b> 15% 39% 82% - * - 100% 36% 59% 18% 49% 8% - 44% - * - * Algebra I All 59% 69% <b>57%</b> 50% 52% 75% - * * 56% 52% 65% 22% 68% 43% 51% 65% - 70% * *								60%	_	*	*	50%								*	0%	*	_
J									-	*	-							-	44%	-	*	-	*
	Algebra I	All Students	59%	69%	57%	50%	52%	75%	-	*	*	56%	52%	65%	22%	68%	43%	51%	65%	-	70%	*	*
CWD 24% 32% 22% 27% 19% 29% - * * * 23% 18% 22% - 18% 21% 24% - * * -			24%	32%	22%	27%	19%	29%	-	*	*	*	23%	18%	22%	-	18%	21%	24%	-	*	*	-
CWOD 63% 75% 68% 67% 63% 84% - * - 83% 64% 77% - 68% 53% 63% 75% - 75% - *									-	*	-	83%			-	68%				-	75%	-	*

29/2020									2	010	-19 Fe	uerarr	report	Caru								
		Stata	District	Compus	Afr	Jianani	n White	Ame			Two or More		Non Econ		CWOR	. =1	Mala	Fomolo	Migrant		Foster	
	EL	40%	47%	Campus 43%	*	44%	*	Ind -	Asian *	ISI -	Races	Disadv 43%	44%	18%	53%		<b>Male</b> 42%	+emale 45%	Migrant	Homeless	Care *	Militar
	Male Female	53% 65%	66% 73%	51% 65%	47% 53%	50% 55%	62% 91%	-	*	-	* 83%	50% 56%	53% 80%	21% 24%	63% 75%	42% 45%	51% -	- 65%	-	* 67%	*	- *
Biology	All Students	60%	65%	53%	28%	49%	80%	-	67%	-	54%	47%	69%	17%	61%	23%	52%	53%	*	38%	*	80%
	CWD CWOD	24% 64%	28% 70%	17% 61%	12% 37%	11% 57%	43% 87%	-	* 60%	-	* 70%	13% 55%	30% 75%	17% -	- 61%		21% 61%	11% 61%	*	* 50%	*	*
	EL	24%	24%	23%	*	25%	*	-	*	-	-	26%	0%	- 9%	27%		27%	19%	*	*	*	-
	Male Female	58% 62%	62% 68%	52% 53%	21% 32%	51% 46%	76% 85%	-	*	-	* 67%	48% 45%	63% 75%	21% 11%	61% 61%	27% 19%	52% -	- 53%	*	17% 57%	*	*
STAAR Perce	nt at Ma	toro	Crada	aval																		
End of Cours		sters	Graue	Level																		
English I	All Students	10%	15%	1%	0%	1%	1%	-	13%	*	0%	1%	1%	2%	0%	1%	1%	1%	*	0%	*	*
	CWD	3%	3%	2%	0%	2%	0%	-	*	*	*	2%	3%	2%	-	3%	3%	2%	*	*	*	-
	CWOD	11%	17%	0%	0%	0%	1%	-	0%	-	0%	1%	0%	-	0%	0%	0%	0%	-	0%	-	*
	EL Male	1% 7%	0% 11%	1% 1%	0% 0%	1% 1%	0%	2	*	- *	- 0%	1% 1%	0% 0%	3% 3%	0% 0%	1% 1%	1% 1%	0% -	*	0% 0%	*	- *
	Female		20%	1%	0%	0%	2%	-	*	-	0%	0%	1%	2%	0%	0%	-	1%	-	0%	-	*
English II	All Students	8%	13%	3%	0%	3%	8%	-	*	*	0%	2%	6%	4%	3%	2%	2%	5%	*	9%	*	*
	CWD	4%	5%	4%	0%	5%	0%	-	-	*	-	5%	0%	4%	-	3%	2%	8%	*	*	*	-
	CWOD EL	8% 0%	14% 1%	3% 2%	0% 0%	2% 2%	10%	-	*	-	0%	2% 1%	7% 9%	- 3%	3% 1%	1% 2%	2% 1%	5% 2%	- *	0%	-	*
	Male	6%	11%	2%	0%	2%	3%	-	*	*	0%	1%	4%	2%	2%	1%	2%	-	*	0%	*	-
	Female	10%	15%	5%	0%	4%	14%	-	*	-	0%	4%	8%	8%	5%	2%	-	5%	-	*	-	*
Algebra I	All Students	36%	37%	14%	14%	13%	14%	-	*	*	22%	15%	11%	1%	18%	9%	10%	19%	-	30%	*	*
	CWD	9%	12%	1%	7%	0%	0%	-	*	*	*	1%	0%	1%	-	0%	0%	3%	-	*	*	-
	CWOD EL	39% 19%	40% 18%	18% 9%	19% *	17% 9%	17% *	-	*	-	33%	20% 11%	14% 0%	- 0%	18% 13%	13% 9%	14% 7%	22% 14%	-	25% *	- *	-
	Male	31%	34%	10%	6%	10%	13%	-	*	*	*	11%	8%	0%	14%	7%	10%	-	-	*	*	-
	Female		40%	19%	21%	17%	16%	-	^	-	33%	20%	15%	3%	22%	14%	-	19%	-	33%	-	<b>^</b>
Biology	All Students	24%	31%	15%	2%	10%	39%	-	33%	-	15%	10%	28%	6%	17%	1%	16%	13%	*	0%	*	60%
	CWD	6%	9%	6%	0%	2%	21%	-	*	-	*	4%	10%	6%	-	0%	8%	3%	*	*	*	*
	CWOD EL	26% 4%	34% 3%	17% 1%	3% *	11% 1%	43% *	2	20% *	-	20%	11% 1%	31% 0%	-0%	17% 1%	1% 1%	18% 2%	15% 0%	*	0% *	*	-
	Male Female	24% 25%	29% 32%	16% 13%	0% 4%	13% 6%	35% 44%	-	*	-	* 11%	12% 7%	25% 32%	8% 3%	18% 15%	2% 0%	16% -	- 13%	*	0% 0%	*	*
STAAR Perce	nt at Ap	oroac	hes Gra	ade Lev	el or A	bove																
All Grades All Subjects	All	77%	77%	67%	52%	64%	87%	-	75%	*	76%	63%	77%	34%	75%	43%	63%	71%	*	58%	*	92%
	Students CWD	46%	47%	34%	31%	29%	53%	-	*	*	33%	30%	46%	34%	-	24%	34%	33%	*	33%	*	*
	CWOD	81%	82%	75%	64%	72%	93%	-	71%	-	85%	72%	83%	-	75%	48%	72%	79%	-	65%	-	100%
	EL Male	62% 74%	59% 74%	43% 63%	15% 50%	45% 61%	17% 79%	-	29% 80%	- *	- 60%	45% 60%	26% 71%	24% 34%	48% 72%		43% 63%	42%	*	27% 48%	*	- *
	Female		74 <i>%</i> 79%	71%	50 % 54%	68%	96%	-	70%	-	86%	67%	83%	34 % 33%	79%	43%		- 71%	-	68%	-	90%
Reading	All Students	73%	74%	59%	38%	56%	83%	-	70%	*	75%	54%	71%	24%	67%	30%	55%	63%	*	43%	*	100%
	CWD CWOD	39% 78%	41% 79%	24% 67%	13% 51%	21% 63%	43% 90%	-	* 67%	*	* 84%	18% 62%	41% 77%	24%	- 67%		24% 63%	21% 71%	*	29% 48%	*	- 100%
	EL	78% 54%	79% 52%	30%	0%	32%	90% *	-	*	-	04 70 -	32%	15%	- 16%	34%		31%	28%	*	40%	*	-
	Male Female	69% 78%	70% 78%	55% 63%	37% 39%	53% 59%	74% 93%	-	80% 60%	*	62% 87%	51% 57%	66% 76%	24% 21%	63% 71%	31% 28%	55% -	- 63%	*	33% 54%	* -	*
Mathematics	s All Students	81%	80%	79%	69%	77%	89%	-	*	*	78%	75%	84%	46%	89%	68%	74%	86%	-	80%	*	*
	CWD	53%	53%	46%	47%	41%	57%	-	*	*	*	44%	50%	46%	-		41%	55%	-	*	*	-
	CWOD EL	84% 72%	84% 68%	89% 68%	86% *	89% 69%	95% *	-	*	-	83%	88% 68%	93% 67%	- 36%	89% 79%		86% 64%	94% 72%	-	88% *	- *	*
	Male	79%	78%	74%	65%	73%	79%	-	*	*	*	71%	77%	41%	86%		74%	-	-	*	*	-
	Female	82%	81%	86%	74%	82%	100%	-	*	-	83%	81%	93%	55%	94%	72%	-	86%	-	83%	-	*
Science	All Students	80%	79%	80%	68%	78%	93%	-	83%	-	69%	78%	85%	47%	87%	61%	77%	83%	*	69%	*	80%
	CWD	51%	50%	47%	53%	38%	64%	-	*	-	*	44%	55%	47%	-		49%	42%	*	*	*	*
	CWOD EL	84% 61%	83% 58%	87% 61%	77% *	85% 63%	98% *	-	80% *	-	80% -	86% 65%	90% 18%	- 32%	87% 67%		84% 61%	90% 60%	- *	80% *	- *	-
	Male Female	79%	78% 80%	77% 83%	68% 68%	75% 80%	89% 97%	-	*	-	* 78%	76% 79%	80% 91%	49% 42%	84% 90%		77%	- 83%	* -	67% 71%	*	*
											- / 0	- / 0										
STAAR Perce All Grades	nt at Me	ets Gi	ade Le	vel or A	bove																	
All Subjects	All Students	49%	52%	48%	29%	43%	77%	-	70%	*	59%	42%	62%	18%	55%	21%	44%	53%	*	37%	*	75%
	Students CWD	24%	25%	18%	13%	15%	38%	-	*	*	0%	16%	25%	18%	-		19%	17%	*	25%	*	*
	CWOD	52%	57%	55%	38%	50%	84%	-	65%	-	73%	49%	69%	-	55%	24%	51%	60%	-	40%	-	82%

											Тиго		•									
					Afr			Amer				Econ									Foste	
			District					Ind	Asian	Isl	Races								Migrant H	Iomeless	Care	Military
	EL	29%	28%	21%	5%	22%	17%	-	14%	-	-	22%	11%	11%	24%		22%	20%	*	13%	*	-
	Male	47%	51%	44%	26%	41%	66%	-	70%		35%	40%	54%	19%	51%		44%	-	*	22%	*	
	Female	52%	54%	53%	32%	46%	88%	-	70%	-	76%	45%	70%	17%	60%	20%	-	53%	-	52%	-	70%
Reading	All Students	47%	52%	43%	22%	39%	76%	-	70%	*	61%	37%	58%	17%	49%	15%	39%	49%	*	23%	*	60%
	CWD	21%	23%	17%	6%	15%	39%	-	*	*	*	15%	25%	17%	-	10%	17%	17%	*	29%	*	-
	CWOD	50%	56%	49%	29%	44%	82%	-	67%	-	68%	43%	65%	-	49%	16%	44%	55%	-	22%	-	60%
	EL	23%	24%	15%	0%	15%	*	-	*	-	-	16%	4%	10%	16%	15%	15%	14%	*	0%	*	-
	Male	43%	48%	39%	20%	35%	65%	-	80%	*	46%	34%	52%	17%	44%	15%	39%	-	*	11%	*	*
	Female		55%	49%	24%	43%	89%	-	60%	-	73%	42%	65%	17%	55%	14%		49%	-	38%	-	*
Mathematic	s All Students	51%	52%	57%	50%	52%	75%	-	*	*	56%	52%	65%	22%	68%	43%	51%	65%	-	70%	*	*
	CWD	26%	27%	22%	27%	19%	29%	-	*	*	*	23%	18%	22%	-	18%	21%	24%	-	*	*	-
	CWOD		57%	68%	67%	63%	84%	-	*	-	83%	64%	77%		68%		63%	75%	-	75%	-	*
	EL	37%	35%	43%	*	44%	*	-	*	-	-	43%	44%	18%	53%		42%	45%	-	*	*	-
	Male	50%	52%	51%	47%	50%	62%	-	*	*	*	50%	53%	21%	63%		51%	-	-	*	*	-
	Female		52%	65%	53%	55%	91%	-	*	-	83%	56%	80%	24%	75%	45%		65%	-	67%	-	*
Science	All Students	53%	55%	53%	28%	49%	80%	-	67%	-	54%	47%	69%	17%	61%	23%	52%	53%	*	38%	*	80%
		050/	070/	470/	400/	440/	400/		*		*	100/	200/	470/		00/	240/	440/	*	*	*	*
	CWD	25%	27%	17%	12%	11%	43%	-	CO0/	-		13%	30%	17%	-	9%	21%	11%				*
	CWOD		59%	61%	37%	57%	87%	-	60%	-	70%	55%	75%	-	61%		61%	61%	- *	50%	-	
	EL	26%	25%	23%		25%		-		-	- *	26%	0%	9%	27%		27%	19%		470/		-
	Male	53%	54%	52%	21%	51%	76%	-		-		48%	63%	21%	61%		52%	-	•	17%	^	
	Female	53%	55%	53%	32%	46%	85%	-	*	-	67%	45%	75%	11%	61%	19%	-	53%	-	57%	-	*
STAAR Perce All Grades All Subjects		23%	26%	Levei	3%	5%	15%	_	30%	*	8%	6%	10%	3%	8%	2%	6%	8%	*	8%	*	33%
	Students							_	0070						070							0070
	CWD	8%	9%	3%	2%	3%	5%	-	*	*	0%	3%	3%	3%	-	2%	3%	4%	*	17%	*	*
	CWOD		29%	8%	4%	6%	17%	-	24%	-	10%	6%	11%	-	8%	3%	7%	9%	-	5%	-	36%
	EL	11%	11%	2%	0%	2%	17%	-	0%	-	-	2%	2%	2%	3%	2%	2%	3%	*	7%	*	-
	Male	22%	25%	6%	1%	5%	12%	-	20%	*	5%	5%	8%	3%	7%	2%	6%	-	*	4%	*	*
	Female	24%	27%	8%	5%	5%	19%	-	40%	-	10%	6%	12%	4%	9%	3%	-	8%	-	12%	-	30%
Reading	All Students	20%	25%	2%	0%	2%	4%	-	20%	*	0%	2%	3%	3%	2%	1%	1%	3%	*	3%	*	0%
	CWD	7%	8%	3%	0%	4%	0%	_	*	*	*	4%	2%	3%	-	3%	2%	5%	*	14%	*	_
	CWOD		28%	2%	0%	1%	4%		11%	-	0%	1%	3%	-	2%	0%	1%	2%	_	0%	_	0%
	EL	8%	9%	1%	0%	1%	+ /0	-	*	-	0 /0	1%	4%	3%	0%	1%	1%	1%	*	0%	*	0 /0
	Male	17%	22%	1%	0%	2%	1%	-	0%	*	- 0%	1%	2%	2%	1%	1%	1%	-	*	0%	*	*
								-									-					*
	Female	23%	28%	3%	0%	2%	7%	-	40%	-	0%	2%	4%	5%	2%	1%	-	3%	-	8%	-	
Mathematic	Students	26%	27%	14%	14%	13%	14%	-	*	*	22%	15%	11%	1%	18%	9%	10%	19%	-	30%	*	*
	CWD	11%	10%	1%	7%	0%	0%	-		*	*	1%	0%	1%	-	0%	0%	3%	-	*	*	-
	CWOD		30%	18%	19%	17%	17%	-	*	-	33%	20%	14%	-	18%	13%		22%	-	25%	-	*
	EL	16%	15%	9%	*	9%	*	-	*	-	-	11%	0%	0%	13%	9%	7%	14%	-	*	*	-
	Male Female	25% 26%	28% 26%	10% 19%	6% 21%	10% 17%	13% 16%	-	*	*	* 33%	11% 20%	8% 15%	0% 3%	14% 22%	7% 14%	10%	- 19%	-	* 33%	*	-
Science	All	20%	27%	15%	2%	10%	39%	-	33%	-	15%	10%	28%	5 % 6%	17%		- 16%	13%	*	0%	*	60%
	Students CWD	00/	10%	6%	0%	2%	21%		*		*	10/	10%	6%		0%	<b>Q</b> 0/	3%	*	*	*	*
	CWD	8%	10%	6%				-	200/	-	200/	4%	10%		-	0%	8%			00/		*
		∠0%	30%	17%	3%	11%	43%	-	20%	-	20%	11%	31%	-	17%	1 %	18%	15%	-	0%	-	-
									*			40/	00/	00/	40/	4.0/	20/	00/	*		*	
	EL	7%	8%	1%	*	1%	*	-	*	-	-	1%	0%	0%	1%	1%	2%	0%	*	*	*	-
		7% 25%	8% 28%					-	* *	-	- * 11%	1% 12% 7%	0% 25% 32%	0% 8% 3%	1% 18% 15%	2%	2% 16% -	0% - 13%	*		*	- * *

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

## Part (iii)(I): Academic Growth

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

	All	African American	Uiononio	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	пізрапіс	white	mulan	Asidii	Islander	Races	DISauv	CVVD	EL
Reading											
All Students	71	56	71	76	-	*	*	83	72	67	67
CWD	67	20	71	71	-	-	*	-	63	67	71
CWOD	72	69	70	77	-	*	-	83	74	-	66
EL	67	*	69	*	-	-	-	-	67	71	67
Male	70	70	71	63	-	*	*	*	70	66	64
Female	72	38	70	94	-	*	-	*	74	69	71
Mathematics											

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
All Students	69	54	70	80	-	*	-	71	67	43	65
CWD	43	41	41	60	-	*	-	*	39	43	30
CWOD	77	64	78	85	-	*	-	80	77	-	74
EL	65	*	67	-	-	*	-	-	64	30	65
Male	65	46	67	73	-	*	-	*	63	39	59
Female	74	62	75	88	-	*	-	80	73	48	74

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

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

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohor	t Graduati	on Rate (G	ir 9-12): Cla	ass of 20	18								
All Students	94.7%	100.0%	95.2%	90.4%	-	100.0%	-	100.0%	95.9%	83.0%	95.1%	100.0%	0.0%
CWD	83.0%	100.0%	80.6%	83.3%	-	-	-	100.0%	90.3%	83.0%	80.0%	100.0%	0.0%
CWOD	96.9%	100.0%	97.9%	91.3%	-	100.0%	-	100.0%	97.1%	-	100.0%	100.0%	-
EL	95.1%	-	94.7%	100.0%	-	100.0%	-	-	93.8%	80.0%	95.1%	100.0%	-
Male	92.5%	100.0%	92.5%	88.9%	-	-	-	100.0%	95.1%	81.3%	96.2%	100.0%	0.0%
Female	96.8%	100.0%	97.5%	92.0%	-	100.0%	-	100.0%	96.6%	86.7%	93.3%	100.0%	-

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

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

'^' Ever EL in grades 9-12

## Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
201	38	19%

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

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

'-' Indicates zero observations reported for this group.

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

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

Student Success (Student Achiev		African American nain Score	•	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	41	28	37	60	-	58	*	48	37	19	22
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	71%	37%	71%	77%	-	80%	-	57%	72%	42%	59%

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

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	Y				Y	Y	Ν	Ν

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Ν	Ν	Ν	Y				Y	Ν	N	Ν
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Ν	Ν	Ν	Y				Ν	Ν	Ν	Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Ν	Ν	Ν	Ν				Ν	N	Ν	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Ν	Y	Ν	Y					Ν	Ν	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Ν	Ν	Ν	Ν					Ν	Ν	Ν

## English Learner Language Proficiency Status

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^											36% N 38% N 40% N 40% N
Interim Goals (2018-2022) Target Met	90% N	90%	90% N	90% Y	90%	90%	90%	90%	90% Y	90% N	90% N
Interim Goals (2023-2027) Target Met	92% N	92%	92% N	92% N	92%	92%	92%	92%	92% Y	92% N	92% N
Interim Goals (2028-2032) Target Met	94% N	94%	94% N	94% N	94%	94%	94%	94%	94% Y	94% N	94% N
Long-Term Goals Target Met	94% N	94%	94% N	94% N	94%	94%	94%	94%	94% Y	94% N	94% N

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

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

## Part (vii): STAAR Participation

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

Participation Ra	to	Campus	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
i anticipation ita																	
All Subjects	All Students	97%	99%	97%	98%	-	100%	*	98%	97%	98%	93%	98%	97%	97%	98%	*
	CWD	93%	100%	92%	91%	_	*	*	100%	93%	95%	93%	-	92%	92%	96%	*
	CWOD	98%	98%	98%	100%	_	100%	-	98%	98%	99%	-	98%	99%	98%	98%	-
	EL	97%	100%	97%	100%	-	100%	-	-	97%	98%	92%	99%	97%	96%	99%	*
	Male	97%	100%	96%	96%	-	100%	*	100%	97%	97%	92%	98%	96%	97%	-	*
	Female	98%	98%	97%	100%	-	100%	-	97%	97%	99%	96%	98%	99%	-	98%	-
Reading	All Students	98%	99%	98%	98%	-	100%	*	100%	98%	98%	95%	99%	99%	97%	99%	*
	CWD	95%	100%	95%	90%	_	*	*	*	94%	97%	95%		96%	93%	98%	*
	CWOD	99%	98%	93 <i>%</i> 99%	100%	-	100%	-	100%	94 % 99%	97 % 98%	9570	- 99%	100%	93 % 98%	90 % 99%	
	EL	99%	100%	99% 99%	100 /0	-	100 %	-	100 /0	99%	100%	- 96%	99 <i>%</i> 100%	99%	90 % 98%	99 <i>%</i> 100%	*
	Male	97%	100%	97%	97%	-	100%	*	100%	98%	97%	93%	98%	98%	97%	100 /0	*
	Female	99%	98%	99%	100%	-	100%	-	100%	99%	99%	98%	99%	100%	-	99%	-
Mathematics	All Students	95%	97%	94%	99%	-	*	*	100%	94%	99%	92%	97%	94%	95%	95%	-
	CWD	92%	100%	89%	93%	_	*	*	*	90%	96%	92%	-	83%	89%	97%	-
	CWOD	97%	95%	96%	100%	-	*	-	100%	95%	100%	-	97%	98%	98%	95%	_
	EL	94%	*	93%	*	_	*	_	-	93%	100%	83%	98%	94%	91%	97%	-
	Male	95%	100%	94%	98%	-	*	*	*	94%	98%	89%	98%	91%	95%	-	-
	Female	95%	95%	93%	100%	-	*	-	100%	93%	100%	97%	95%	97%	-	95%	-
Science	All Students	96%	100%	95%	97%	-	100%	-	92%	95%	97%	91%	97%	95%	96%	95%	*
	CWD	91%	100%	88%	93%	-	*	-	*	92%	90%	91%	-	87%	91%	92%	*

	CWOD EL Male Female	Campus 97% 95% 96% 95%	African American 100% * 100% 100%	Hispanic 96% 95% 96% 93%		American Indian - - - -		Pacific Islander - - -	Two or More Races 90% - * 89%	Econ	Non Econ Disadv 98% 91% 96% 98%	<b>CWD</b> 87% 91% 92%	<b>CWOD</b> 97% 98% 98% 96%	<b>EL</b> 98% 95% 95% 96%	<b>Male</b> 98% 95% 96%	Female 96% 96% - 95%	Migrant - * -
Non-Participati	on Rate																
All Subjects	All Students	3%	1%	3%	2%	-	0%	*	2%	3%	2%	7%	2%	3%	3%	2%	*
	CWD CWOD	7% 2%	0% 2%	8% 2%	9% 0%	-	* 0%	* -	0% 2%	7% 2%	5% 1%	7% -	- 2%	8% 1%	8% 2%	4% 2%	*
	EL Male	3% 3%	0% 0%	3% 4%	0% 4%	-	0% 0%	- *	- 0%	3% 3%	2% 3%	8% 8%	1% 2%	3% 4%	4% 3%	1% -	*
	Female	2%	2%	3%	0%	-	0%	-	3%	3%	1%	4%	2%	1%	-	2%	-
Reading	All Students	2%	1%	2%	2%	-	0%	*	0%	2%	2%	5%	1%	1%	3%	1%	*
	CWD CWOD	5% 1%	0% 2%	5% 1%	10% 0%	-	* 0%	*	* 0%	6% 1%	3% 2%	5% -	- 1%	4% 0%	7% 2%	2% 1%	*
	EL	1%	0%	1%	*	-	0%	-	-	1%	0%	4%	0%	1%	2%	0%	*
	Male Female	3% 1%	0% 2%	3% 1%	3% 0%	-	0% 0%	* -	0% 0%	2% 1%	3% 1%	7% 2%	2% 1%	2% 0%	3% -	- 1%	*
Mathematics	All Students	5%	3%	6%	1%	-	*	*	0%	6%	1%	8%	3%	6%	5%	5%	-
	CWD	8%	0%	11%	7%	-	*	*	*	10%	4%	8%	-	17%	11%	3%	-
	CWOD	3%	5% *	4%	0% *	-	*	-	0%	5%	0%	-	3%	2%	2%	5%	-
	EL Male	6% 5%	0%	7% 6%	2%	-	*	-	*	7% 6%	0% 2%	17% 11%	2% 2%	6% 9%	9% 5%	3%	-
	Female	5%	5%	7%	0%	-	*	-	0%	7%	0%	3%	5%	3%	-	5%	-
Science	All Students	4%	0%	5%	3%	-	0%	-	8%	5%	3%	9%	3%	5%	4%	5%	*
	CWD	9%	0%	12%	7%	-	*	-	*	8%	10%	9%	-	13%	9%	8%	*
	CWOD EL	3% 5%	0% *	4% 5%	2% *	-	0% *	-	10%	4% 4%	2% 9%	- 13%	3% 2%	2% 5%	2% 5%	4% 4%	- *
	Male	3 % 4%	0%	4%	5%	-	*	-	*	3%	3% 4%	9%	2%	5%	4%	- 4 /0	*
	Female	5%	0%	7%	0%	-	*	-	11%	6%	2%	8%	4%	4%	-	5%	-

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

'-' Indicates zero observations reported for this group.

## Part (viii): Civil Rights Data

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

		Total	African American	Hispania	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	)e	students	American	пізрапіс	winte	Native	Asian	Islanuel	Races		Disabilities 504)
In-School Suspensions											
	Male	45	2	38	5	0	0	0	0	0	
	Female	18	2	14	Õ	Õ	Õ	Õ		2	
	Total	63	4	52	5	0	0	0	2 2	2	
Out-of-School Suspensions											
·	Male	33	4	25	4	0	0	0	0	2	
	Female	26	2	22	2	0	0	0	0	0	
	Total	59	6	47	6	0	0	0	0	2	
Expulsions											
With Educational Services	Male	12	2	8	2	0	0	0	0	2	
	Female	12	2	8	2	0	0	0	0	0	
	Total	24	4	16	4	0	0	0	0	2	
Without Educational	Male	0	0	0	0	0	0	0	0	0	
Services				_						_	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	2	2	0	0	0	0	0	0	0	
	Female	2	0	0	2	0	0	0	0	0	
	Total	4	2	0	2	0	0	0	0	0	
School-Related Arrests											
	Male	10	2	8	0	0	0	0	0	0	
	Female	10	0	8	2	0	0	0	0	0	
	Total	20	2	16	2	0	0	0	0	0	

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 5 504)
Referrals to Law Enforcement				-								
	Male Female	42 26	5 2	29 20	8 2	0 0	0 0	0	0 2	2 2		
	Total	68	7	49	10	0	0	0	2	4		
Students With Disabilities In-School Suspensions												
	Male	18	5	11	2	0	0	0	0	2		11
	Female	5	0	5	0	Ő	Ő	Ö	ŏ	2		2
	Total	23	5	16	2	0	0	0	0	4		13
Out-of-School Suspensions												
•	Male	26	7	13	4	0	0	0	2	2		7
	Female	6	2	4	0	0	0	0	0	2		2
	Total	32	9	17	4	0	0	0	2	4		9
Expulsions												
With Educational Services	Male	8	2	2	2	0	0	0	2	0		2
	Female	2	0	2	0	0	0	0	0	0		2
	Total	10	2	4	2	0	0	0	2	0		4
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
Services	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies	maio	Ũ	Ū	U	Ū	U	Ŭ	Ũ	Ũ	Ŭ		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	11	2	5	2	0	0	0	2	2		0
	Female	2	0	2	0	0	0	0	0	0		0
	Total	13	2	7	2	0	0	0	2	2		0
Referrals to Law Enforcement			_		_	-						
	Male	26	5	14	5	0	0	0	2	2		0
	Female	12	2	8	0	0	0	0	2	2		0
All Students	Total	38	7	22	5	0	0	0	4	4		0
Chronic Absenteeism												
Shionic Absenteeism	Male	155	11	122	20	0	0	0	2	17	41	17
	Female	137	14	101	20	0 0	0	0	2	11	23	11
	Total	292	25	223	40	õ	õ	õ	4	28	64	28
Incidents of Violence												Total
Incidents of rape or attempte Incidents of sexual assault (c Incidents of robbery with a w Incidents of robbery with a fir Incidents of robbery without a Incidents of physical attack o Incidents of physical attack o Incidents of physical attack o	other than rape) eapon rearm or explosiv a weapon or fight with a we or fight with a fire or fight without a	apon arm or explo weapon	osive device									0 0 0 0 0 0 54
Incidents of threats of physic Incidents of threats of physic Incidents of threats of physic Incidents of possession of a Allegations of Harassment or b	al attack with a f al attack without firearm or explos	irearm or ex a weapon	plosive dev	ice								0 0 15 0
On the basis of race On the basis of race On the basis of disability On the basis of sexual orient On the basis of religiion	, .											0 0 0 0 0

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	or More Races	EL	Students with Disabilities
	Male Female Total	- - -	- - -	- - -	- - -	-	- -	- - -	- -	- - -	- -

Two

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Two

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	or More Races	EL	Students with Disabilities
Accelerated Coursework											
Advanced Placement Courses	Male	202	8	155	32	0	2	0	5	5	5
	Female	247	14	167	53	0	8	0	5	8	2
	Total	449	22	322	85	0	10	0	10	13	7
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	37	0	29	8	0	0	0	0	0	2
Programs											
0	Female	40	2	26	8	0	2	0	2	0	0
	Total	77	2	55	16	0	2	0	2	0	2

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

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

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

### Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 23.0	Percent 21.0%
Teachers Teaching with Emergency or Provisional Credentials	5.0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	18.0	17.3%

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

## Part (x): Per-pupil Expenditure

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

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

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

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

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3 Reading	5,881	1%	105	2%	-	-
Mathematics	5,880	1%	105	2%	-	-
Grade 4 Reading	6,312	2%	112	2%		-
Mathematics	6,311	2%	112	2%	-	-
Grade 5						
Reading	6,133	1%	108	2%	-	-
Mathematics	6,131	1%	108	2%	-	-
Science	6,133	1%	108	2%	-	-
Grade 6 Reading	6,038	1%	91	2%	-	-
Mathematics	6,036	1%	91	2%	-	-

1/29/2020			2018-19 Federal	Report Card		
	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 7 Reading	5,616	1%	104	2%	-	-
Mathematics	5,616	2%	103	3%	-	-
Grade 8 Reading	5,251	1%	73	1%	-	-
Mathematics	5,254	2%	73	1%	-	-
Science	5,250	1%	73	1%	-	-
End of Course English I	5,150	1%	68	1%	5	1%
English II	4,680	1%	69	1%	12	2%
Algebra I	5,122	1%	70	1%	5	1%
Biology	4,954	1%	72	1%	5	1%
All Grades All Subjects	101,751	1%	1,645	2%	27	1%
Reading	45,064	1%	730	1%	17	1%
Mathematics	40,350	1%	662	2%	5	1%
Science	16,337	1%	253	1%	5	1%

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

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

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

## State Level: 2019 Percentages at NAEP Achievement Levels

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

Grade

## 2018-19 Federal Report Card

						% At O	r Above		
		% Belo	w Basic	% At or Al	bove Basic	Profi	icient	% At Ac	dvanced
Subject	Student Group	тх	US	тх	US	тх	US	тх	US
-	English Language Learners	66	72	34	28	4	4	n/a	n/a
Mathematics	Overall	32	31	68	69	30	34	7	10
	Black	48	53	52	47	16	14	2	2
	Hispanic	37	43	63	57	21	20	3	4
	White	20	20	80	80	44	44	13	13
	American Indian	*	49	*	51	*	15	*	3
	Asian	10	12	90	88	71	64	36	33
	Pacific Islander	*	45	*	55	*	21	*	4
	Two or More Races	25	27	75	73	41	38	11	12
	Econ Disadv	41	46	59	54	19	18	2	3
	Students with Disabilities	73	73	27	27	5	6	1	2
	English Language Learners	60	72	40	28	8	5	1	1

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

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

'\*' Indicates reporting standards not met.

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

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

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	39%	41%	40%	33%	-	*	-	*	39%	*	21%

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

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

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