Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: LBJ HIGH SCHOOL Campus ID: 227901014 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 Goa	als						EL
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	(Current & Former)
Academic Perfor	mance (At Meets Grade Level	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%
Mationalos	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:	4-Year Longitudinal Rate* 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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2018-19 Federal Report Card

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)

											Two											
					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	District	Campus		Hispanio	: White		Asian					CWD	смор	EL	Male	Female	Migrant	Homeless		
STAAR Perce	••	oroac	hes Gra	ade Lev	el or /	Above																
English I	All	66%	69%	38%	33%	40%	*	*	*	-	67%	38%	40%	13%	45%	20%	33%	44%	-	0%	*	-
	Students CWD	27%	30%	13%	11%	15%	*	-	-	-	*	13%	10%	13%	-	12%	13%	13%	-	*	-	-
	CWOD	71%	75%	45%	42%	45%	*	*	*	-	80%	45%	46%	-	45%		39%	51%	-	*	*	-
	EL	34%	32%	20%	9%	20%	-	-	*	-	-	18%	30%	12%	22%	20%	19%	21%	-	-	-	-
	Male	60%	63%	33%	29%	33%	*	-	*	-	*	32%	35%	13%	39%	19%	33%	-	-	*	*	-
	Female	73%	76%	44%	39%	46%	*	*	*	-	*	44%	46%	13%	51%	21%	-	44%	-	*	-	-
English II	All Students	67%	68%	44%	35%	49%	86%	*	*	-	80%	45%	39%	17%	49%	19%	36%	55%	-	*	*	-
	CWD	27%	33%	17%	10%	21%	*	-	-	-	*	17%	13%	17%	-	17%	17%	17%	-	-	-	-
		72%	73%	49%	42%	52%	*	*	*	-	*	50%	43%	-	49%		40%	60%	-	*	*	-
	EL	30%	27%	19%	0%	21%	-	-	*	-	-	23%	5%	17%	19%		16%	24%	-	-	-	-
	Male	62%	63%	36%	31%	38%	*	*	*	-	*	36%	33%	17%	40%		36%	-	-	*	*	-
	Female	73%	73%	55%	41%	63%	*	*	*	-	*	56%	52%	17%	60%	24%	-	55%	-	*	-	-
Algebra I	All Students	83%	88%	78%	75%	81%	*	*	-	-	71%	79%	69%	63%	84%	86%	75%	82%	-	*	-	-
	CWD	52%	59%	63%	67%	63%	*	-	-	-	*	63%	40%	63%	-		64%	63%	-	*	-	-
	CWOD	87%	92%	84%	78%	87%	*	*	-	-	67%	86%	73%	-	84%		79%	88%	-	*	-	-
	EL	73%	78%	86%	100%	84%	-	-	-	-	-	86%	83%	72%	89%		78%	89%	-	-	-	-
	Male	79%	85%	75%	73%	77%	*	-	-	-	*	76%	62%	64%	79%		75%	-	-	-	-	-
	Female	88%	92%	82%	75%	82%	*	*	-	-	60%	82%	71%	63%	88%	89%	-	82%	-	*	-	-
Biology	All Students	87%	88%	77%	75%	78%	100%	*	*	-	*	80%	64%	61%	80%		75%	80%	-	*	*	-
	CWD	60%	62%	61%	59%	57%	*	-	-	-	-	67%	*	61%	-		67%	50%	-	-	-	-
	CWOD	90%	92%	80%	78% *	80%	*	*	*	-	*	82%	69%	-	80%		76%	82%	-	*	*	-
	EL	68%	68%	56%		56%	-	-	*	-	-	58%	45%	40%	58%		58%	52%	-	-	-	-
	Male	84%	85%	75%	72%	73%	÷	-	Ŷ	-	÷	76%	67%	67%	76%		75%	-	-	÷	^	-
	Female	90%	91%	80%	78%	82%			-	-	-	82%	61%	50%	82%	52%	-	80%	-	-	-	-
STAAR Perce	ent at Mee	ets Gi	ade Le	evel or A	bove																	
End of Cour																						
English I	All Students	48%	57%	22%	23%	21%	*	*	*	-	33%	23%	17%	5%	27%	7%	18%	27%	-	0%	*	-
	CWD	15%	20%	5%	5%	5%	*	-	-	-	*	6%	0%	5%	-	4%	6%	3%	-	*	-	-
	CWOD	53%	63%	27%	29%	25%	*	*	*	-	40%	28%	21%	-	27%	8%	21%	32%	-	*	*	-
	EL	14%	17%	7%	0%	8%	-	-	*	-	-	8%	4%	4%	8%	7%	8%	7%	-	-	-	-
	Male	42%	51%	18%	18%	16%	*	-	*	-	*	17%	18%	6%	21%	8%	18%	-	-	*	*	-
	Female	56%	65%	27%	29%	25%	*	*	*	-	*	28%	17%	3%	32%	7%	-	27%	-	*	-	-
English II	All Students	48%	53%	26%	19%	28%	71%	*	*	-	60%	26%	23%	7%	29%	8%	20%	33%	-	*	*	-
	CWD	16%	21%	7%	0%	16%	*	-	-	-	*	9%	0%	7%	-	17%	6%	11%	-	-	-	-
	CWOD	52%	57%	29%	24%	30%	*	*	*	-	*	30%	25%	-	29%	7%	24%	35%	-	*	*	-
	EL	11%	11%	8%	0%	10%	-	-	*	-	-	11%	0%	17%	7%	8%	8%	9%	-	-	-	-
	Male	42%	48%	20%	15%	23%	*	*	*	-	*	20%	19%	6%	24%	8%	20%	-	-	*	*	-
	Female		58%	33%	24%	36%	*	*	*	-	*	33%	30%	11%	35%	9%	-	33%	-	*	-	-
Algebra I	All Students	59%	69%	39%	30%	46%	*	*	-	-	14%	40%	31%	24%	44%	43%	34%	43%	-	*	-	-
	CWD	24%	32%	24%	22%	30%	*	-	-	-	*	24%	20%	24%	-	33%	20%	29%	-	*	-	-
	CWOD		75%	44%	33%	52%	*	*	-	-	17%	46%	32%	-	44%		40%	47%	-	*	-	-

		State	District	Campus	Afr Amer	Hispani	c White	Amer Ind			Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male I	emale •	Vigrant I	F Homeless	Foster Care	Military
	EL Male Female	40% 53%	47% 66% 73%	43% 34% 43%	33% 32% 25%	44% 40% 50%	- * *	- - *	- - -	-	- * 20%	42% 35% 45%	50% 31% 29%	33% 20% 29%	46% 40% 47%		33%	49% - 43%	- - -	- - *	-	- - -
Biology	All Students	60%	65%	43%	41%	43%	60%	*	*	-	*	45%	33%	16%	47%	19%	40%	46%	-	*	*	-
	CWD CWOD	24% 64%	28% 70%	16% 47%	12% 48%	21% 46%	*	- *	- *	-	- *	19% 49%	* 37%	16%	- 47%		19% 45%	10% 49%	-	- *	- *	-
	EL	24%	24%	19%	*	20%	-	-	*	-	-	19%	18%	20%	19%	19%	24%	12%	-	-	-	-
	Male Female	58% 62%	62% 68%	40% 46%	36% 45%	41% 45%	*	- *	-	-	*	41% 47%	33% 33%	19% 10%	45% 49%		40% -	- 46%	-	*	-	-
TAAR Perce	ent at Mas	sters	Grade	Level																		
End of Cour English I	se All	10%	15%	2%	2%	1%	*	*	*	-	0%	2%	2%	5%	1%	1%	2%	2%	-	0%	*	-
	Students CWD	3%	3%	5%	5%	5%	*	_	_	_	*	6%	0%	5%	-	4%	6%	3%	_	*	_	_
	CWOD		17%	1%	1%	1%	*	*	*	-	0%	1%	2%	-	- 1%	0%	1%	1%	-	*	*	-
	EL Male	1% 7%	0% 11%	1% 2%	0% 3%	1% 2%	- *	-	*	-	- *	1% 3%	0% 0%	4% 6%	0% 1%	1% 0%	0% 2%	2%	-	- *	- *	-
	Female		20%	2%	2%	1%	*	*	*	-	*	1%	4%	3%	1%	2%	-	2%	-	*	-	-
English II	All Students	8%	13%	2%	2%	2%	14%	*	*	-	20%	3%	0%	4%	2%	1%	2%	3%	-	*	*	-
	CWD CWOD	4% 8%	5% 14%	4% 2%	0% 3%	11% 1%	*	- *	- *	-	*	4% 3%	0% 0%	4%	- 2%	8% 0%	3% 2%	6% 2%	-	- *	- *	-
	EL	0%	1%	1%	0%	1%	-	-	*	-	-	1%	0%	8%	0%	1%	0%	2% 3%	-	-	-	-
	Male Female	6% 10%	11% 15%	2% 3%	3% 2%	2% 1%	*	* *	*	-	*	3% 3%	0% 0%	3% 6%	2% 2%	0% 3%	2%	- 3%	-	*	*	-
Algebra I	All	36%	15% 37%	3% 10%	2% 8%	1%	*	*	_	-	0%	3% 11%	0%	6% 10%	2% 10%	3% 11%		3% 12%	-	*	-	-
Algebra I	Students								-	-	0 /0				10 /0				-		-	-
	CWD CWOD	9% 39%	12% 40%	10% 10%	11% 7%	11% 11%	*	- *	-	-	* 0%	11% 11%	0% 0%	10% -	- 10%	11% 11%	12% 5%	8% 14%	-	*	-	-
	EL	19%	18%	11%	0%	12%	-	-	-	-	- *	12%	0%	11%	11%	11%	4%	16%	-	-	-	-
	Male Female	31% 40%	34% 40%	7% 12%	10% 4%	5% 15%	*	- *	-	-	0%	8% 14%	0% 0%	12% 8%	5% 14%	4% 16%	7% -	- 12%	-	*	-	-
Biology	All	24%	31%	9%	8%	8%	60%	*	*	-	*	10%	3%	6%	9%	5%	8%	9%	-	*	*	-
	Students CWD	6%	9%	6%	6%	7%	*	-	-	-	-	7%	*	6%	-	0%	10%	0%	-	-	-	-
	CWOD EL	26% 4%	34% 3%	9% 5%	8% *	8% 5%	*	*	*	-	*	11% 6%	3% 0%	- 0%	9% 6%	6% 5%	8% 5%	10% 4%	-	*	*	-
	Male	4% 24%	29%	5% 8%	8%	8%	*	-	*	-	*	11%	0%	10%	8%	5%	3% 8%	4 70 -	-	*	*	-
	Female	25%	32%	9%	8%	7%	*	*	-	-	*	9%	6%	0%	10%	4%	-	9%	-	*	-	-
AR Perce	ent at App	oroac	hes Gra	ade Lev	el or /	Above																
All Subjects	A 11										750/											
		77%	77%	55%	49%	57%	79%	40%	33%	-	75%	56%	49%	33%	60%	38%	48%	62%	-	47%	*	-
	Students CWD	46%	47%	33%	28%	35%	50%	-	-	-	*	35%	19%	33% 33%	-	34%	33%	33%	-	*	* -	-
	Students CWD CWOD	46% 81%	47% 82%	33% 60%	28% 55%	35% 62%		40% - 40%	- 33%	-	75% * 78%	35% 61%	19% 55%	33%	- 60%	34% 39%	33% 53%	33% 67%	-	47% * 46%	* - * -	-
	Students CWD	46% 81% 62% 74%	47%	33%	28%	35%	50% 92%	-	-	-	*	35%	19%		-	34% 39% 38%	33% 53% 35% 48%	33%		*	* - * - * -	- - - -
Reading	Students CWD CWOD EL Male Female	46% 81% 62% 74%	47% 82% 59% 74%	33% 60% 38% 48%	28% 55% 31% 45%	35% 62% 39% 49%	50% 92% - 64%	-	- 33% 33%		* 78% - 86%	35% 61% 40% 49%	19% 55% 31% 44%	33% - 34% 33%	- 60% 39% 53%	34% 39% 38% 35% 43%	33% 53% 35% 48% -	33% 67% 43%		* 46% - 60%	* - * - *	
Reading	Students CWD CWOD EL Male Female All Students	46% 81% 62% 74% 80% 73%	47% 82% 59% 74% 79%	33% 60% 38% 48% 62% 41%	28% 55% 31% 45% 54% 34%	35% 62% 39% 49% 65% 44%	50% 92% - 64% 89%	-	- 33% 33% 43% *	-	* 78% - 86% 64%	35% 61% 40% 49% 63% 41%	19% 55% 31% 44% 56% 40%	33% 34% 33% 33% 14%	60% 39% 53% 67%	34% 39% 38% 35% 43% 20%	33% 53% 35% 48% - 34%	33% 67% 43% 62% 49%	-	* - 60% 40%	* - * - * - *	-
Reading	Students CWD CWOD EL Male Female All Students CWD CWOD	46% 81% 62% 74% 80% 73% 39% 78%	47% 82% 59% 74% 79% 74% 41% 79%	33% 60% 38% 48% 62% 41% 14% 47%	28% 55% 31% 45% 54% 34% 10% 42%	35% 62% 39% 49% 65% 44% 17% 49%	50% 92% - 64% 89% 73% * 86%	-	33% 33% 43% * 25%	- - -	* 78% 86% 64% 73% * 89%	35% 61% 40% 49% 63% 41% 15% 48%	19% 55% 31% 44% 56% 40% 11% 45%	33% 34% 33% 33% 14% 14%	- 60% 39% 53% 67% 47% -	34% 39% 38% 35% 43% 20% 13% 21%	33% 53% 35% 48% - 34% 14% 40%	33% 67% 43% - 62% 49% 14% 55%	-	* 46% - 60% 40% 22%	* - * - * - *	-
Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL	46% 81% 62% 74% 80% 73% 39% 78% 54%	47% 82% 59% 74% 79% 74% 41% 79% 52%	33% 60% 38% 48% 62% 41% 14% 47% 20%	28% 55% 31% 45% 54% 34% 10% 42% 6%	35% 62% 39% 49% 65% 44% 17% 49% 21%	50% 92% - 64% 89% 73% * 86% -	-	33% 33% 43% * 25% 	-	* 78% - 86% 64% 73%	35% 61% 40% 49% 63% 41% 15% 48% 20%	19% 55% 31% 44% 56% 40% 11% 45% 19%	33% 34% 33% 33% 14% 14%	- 60% 39% 53% 67% 47% - 47% 21%	34% 39% 38% 35% 43% 20% 13% 21% 20%	33% 53% 35% 48% - 34% 14% 40% 18%	33% 67% 43% 62% 49% 14%	- - - - - - - -	* 46% - 60% 40% 22% *	* - * - * - * - *	· · ·
Reading	Students CWD CWOD EL Male Female All Students CWD CWOD	46% 81% 62% 74% 80% 73% 39% 73% 39% 54% 69%	47% 82% 59% 74% 79% 74% 41% 79%	33% 60% 38% 48% 62% 41% 14% 47%	28% 55% 31% 45% 54% 34% 10% 42%	35% 62% 39% 49% 65% 44% 17% 49%	50% 92% - 64% 89% 73% * 86%	-	33% 33% 43% * 25%		* 78% - 86% 64% 73% * 89% -	35% 61% 40% 49% 63% 41% 15% 48%	19% 55% 31% 44% 56% 40% 11% 45%	33% 34% 33% 33% 14% 14%	- 60% 39% 53% 67% 47% -	34% 39% 38% 35% 43% 20% 13% 21%	33% 53% 35% 48% - 34% 14% 40% 18%	33% 67% 43% 62% 49% 14% 55% 22%	-	* 46% - 60% 40% 22% *	* - * - * - * - * -	-
Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	46% 81% 62% 74% 80% 73% 39% 73% 39% 54% 69%	47% 82% 59% 74% 79% 74% 41% 79% 52% 70%	33% 60% 38% 48% 62% 41% 14% 47% 20% 34%	28% 55% 31% 45% 54% 34% 10% 42% 6% 30%	35% 62% 39% 49% 65% 44% 17% 49% 21% 35%	50% 92% - 64% 89% 73% * 86% - 67%	-	33% 33% 43% * 25% 	-	* 78% - 86% 64% 73% * 89% - *	35% 61% 40% 49% 63% 41% 15% 48% 20% 34%	19% 55% 31% 44% 56% 40% 11% 45% 19% 35%	33% 34% 33% 33% 14% 14%	- 60% 39% 53% 67% 47% - 47% 21% 40%	34% 39% 38% 35% 43% 20% 13% 20% 18% 22%	33% 53% 35% 48% - 34% 14% 40% 18% 34%	33% 67% 43% 62% 49% 14% 55% 22%	-	* 46% 60% 40% 22% * 25% -	* _* - * _* _* -	-
Ţ	Students CWD CWOD EL Male Female All Students CWD EL Male Female Students CWD	46% 81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53%	47% 82% 59% 74% 79% 74% 41% 79% 52% 70% 78% 80% 53%	33% 60% 38% 48% 62% 41% 14% 47% 20% 34% 49% 78% 63%	28% 55% 31% 45% 54% 34% 10% 42% 6% 30% 40% 75% 67%	35% 62% 39% 49% 65% 44% 17% 49% 21% 35% 53% 81% 63%	50% 92% - 64% 89% 73% * 86% - 67%	-	33% 33% 43% * 25% 	-	* 78% 64% 73% * 89% - 71% 71% 71%	35% 61% 40% 63% 41% 15% 48% 20% 34% 49% 79% 63%	19% 55% 31% 44% 56% 40% 11% 45% 19% 35% 49% 69% 40%	33% 34% 33% 33% 14% 14% 13% 14% 63% 63%	- 60% 39% 53% 67% 47% 21% 40% 55% 84%	34% 39% 38% 35% 43% 20% 13% 21% 20% 18% 22% 86% 72%	33% 53% 35% 48% - 34% 14% 40% 18% 34% - 75% 64%	33% 67% 43% 62% 49% 14% 55% 22% 49% 82% 63%	-	* 46% 60% 40% 22% * 25% -	* - * - * - *	-
Ţ	Students CWD EL Male Female All Students CWD CWOD EL Male Female s All Students	46% 81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81%	47% 82% 59% 74% 79% 41% 79% 52% 70% 78% 80%	33% 60% 38% 62% 41% 14% 47% 20% 34% 49% 78%	28% 55% 31% 45% 54% 34% 10% 42% 6% 30% 40% 75%	35% 62% 39% 49% 65% 44% 17% 49% 21% 35% 53% 81%	50% 92% - 64% 89% 73% * 86% - 67%	-	33% 33% 43% * 25% 	-	* 78% 86% 64% 73% * 89% * 71% 71% * 67%	35% 61% 40% 49% 63% 41% 15% 48% 20% 34% 49% 79%	19% 55% 31% 44% 56% 40% 11% 45% 19% 35% 49% 69%	33% 34% 33% 33% 14% 14% 13% 14% 14% 63%	60% 39% 53% 67% 47% 21% 40% 55%	34% 39% 38% 35% 43% 20% 13% 20% 86% 86% 72% 89%	33% 53% 35% 48% - 34% 14% 40% 18% 34% - 75%	33% 67% 43% 62% 49% 14% 55% 22% 49% 82%	-	* 46% 60% 40% 22% * 25% -	* - * - * - *	-
-	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD	46% 81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79%	47% 82% 59% 74% 79% 74% 41% 79% 52% 70% 78% 80% 53% 84%	33% 60% 38% 48% 62% 41% 14% 47% 20% 34% 49% 78% 63% 84%	28% 55% 31% 45% 54% 34% 10% 42% 6% 30% 40% 75% 67% 78%	35% 62% 39% 49% 65% 44% 17% 49% 21% 35% 53% 81% 63% 87%	50% 92% - 64% 89% 73% * 86% - 67%	-	33% 33% 43% * 25% 	-	* 78% 64% 73% * 89% - 71% 71% * 67%	35% 61% 40% 63% 41% 15% 48% 20% 34% 49% 79% 63% 86%	19% 55% 31% 44% 56% 40% 11% 45% 19% 35% 49% 69% 40% 73%	33% 34% 33% 14% 14% 14% 14% 63%	- 60% 39% 53% 67% 47% 21% 40% 55% 84%	34% 39% 38% 35% 43% 20% 13% 20% 86% 86% 72% 89%	33% 53% 35% 48% - 34% 14% 40% 18% 34% - 75% 64% 79% 78% 75%	33% 67% 43% 62% 49% 14% 55% 22% 49% 82% 63% 88%		* 46% 60% 40% 22% * 25% -	* -* - * -*	
Ţ	Students CWD EL Male Female All Students CWD EL Male Female S All Students CWD CWOD EL Male Female All	46% 81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79%	47% 82% 59% 74% 79% 41% 79% 52% 70% 78% 80% 53% 80% 53% 84% 68% 78%	33% 60% 38% 48% 62% 41% 14% 20% 34% 20% 34% 49% 78% 63% 86% 75%	28% 55% 31% 45% 54% 34% 10% 42% 6% 30% 40% 75% 67% 78% 100% 73%	35% 62% 39% 49% 65% 44% 17% 21% 35% 53% 81% 63% 87% 84% 77%	50% 92% - 64% 89% 73% * 86% - 67%	-	33% 33% 43% * 25% 	-	* 78% 64% 73% * 89% - 71% 71% * 67% - *	35% 61% 40% 63% 41% 15% 48% 20% 34% 49% 79% 63% 86% 76%	19% 55% 31% 44% 56% 40% 11% 45% 19% 35% 49% 69% 40% 73% 83% 62%	33% 33% 33% 14% 14% 14% 63% 63% 72% 64%	- 60% 39% 53% 67% 47% 21% 40% 55% 84% - 84% 89% 79%	34% 39% 38% 35% 43% 20% 13% 21% 20% 18% 22% 86% 72% 88% 89%	33% 53% 35% 48% - 34% 14% 40% 18% 34% - 75% 64% 79% 75% -	33% 67% 43% 62% 49% 14% 55% 22% 49% 82% 63% 88% -		* 46% 60% 40% 22% * 25% -	* * * * * * * * * * *	
Mathematic	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	46% 81% 62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 72% 79% 82% 80%	47% 82% 59% 74% 79% 74% 41% 79% 80% 80% 52% 70% 78% 80% 53% 68% 84% 78% 81%	33% 60% 38% 48% 62% 41% 14% 20% 34% 49% 78% 63% 84% 75% 86% 75% 82%	28% 55% 31% 45% 54% 34% 42% 6% 30% 40% 75% 67% 75% 75%	35% 62% 39% 49% 65% 44% 17% 49% 21% 35% 53% 81% 63% 87% 84% 77% 82%	50% 92% - 64% 89% 73% * 86% - 7% 80% * * *	-	33% 33% 43% * 25% 	-	* 78% 64% 73% * 89% - 71% 71% * 67% - *	35% 61% 40% 49% 63% 41% 15% 48% 20% 34% 34% 79% 63% 86% 86% 86% 76% 82%	19% 55% 31% 44% 56% 40% 11% 45% 19% 35% 69% 40% 73% 83% 62% 71%	33% 34% 33% 33% 14% 14% 14% 63% 63% 63%	- 60% 39% 53% 67% 47% 21% 40% 55% 84% 84% 89% 79% 88%	34% 39% 38% 35% 43% 20% 13% 21% 22% 86% 72% 86% 72% 89% 86% 78% 89% 56%	33% 53% 35% 48% - 34% 14% 40% 18% 34% - 75% 64% 79% 75%	33% 67% 43% 62% 49% 14% 55% 22% 49% 82% 63% 88% 88% 88% 89% -		* 46% 60% 40% 22% * 25% -	* .* . * .*	
Mathematic	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	46% 81% 62% 74% 80% 73% 39% 73% 84% 63% 63% 78% 81% 53% 84% 80% 51% 84%	47% 82% 59% 74% 79% 41% 79% 52% 70% 78% 80% 53% 80% 53% 84% 68% 81% 79% 50% 83%	33% 60% 38% 48% 62% 41% 14% 47% 20% 34% 49% 78% 63% 84% 86% 75% 82% 77% 61% 80%	28% 55% 55% 31% 45% 54% 34% 42% 6% 30% 40% 75% 67% 75% 75% 59% 78%	35% 62% 39% 49% 65% 44% 17% 49% 21% 35% 53% 81% 63% 87% 84% 77% 82% 78% 57% 80%	50% 92% - 64% 89% 73% * 86% - 7% 80% * * *	-	33% 33% 43% * 25% 	-	* 78% 64% 73% * 89% - 71% 71% * 67% - *	35% 61% 40% 49% 63% 15% 48% 20% 34% 49% 79% 63% 86% 86% 86% 82% 80% 67% 82%	19% 55% 44% 56% 40% 11% 45% 19% 35% 69% 40% 73% 83% 62% 71% 64% * 69%	33% 34% 33% 33% 14% 14% 63% 63% 63% 61% 61%		34% 39% 38% 35% 43% 20% 13% 21% 20% 18% 22% 86% 72% 86% 72% 86% 75% 86% 56% 40% 58%	33% 53% 48% - 34% 14% 40% 18% 34% - 75% 64% 79% 75% 64% 75% 67% 76%	33% 67% 43% 62% 49% 14% 55% 22% 49% 82% 63% 88% 89% 82% 80% 50% 82%		* 46% 60% 40% 22% * 25% -	* • • • • • • • • • • • •	
Mathematic	Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female Students CWD CWD EL All Students CWD CWD EL	46% 81% 62% 74% 80% 73% 73% 69% 73% 81% 53% 81% 72% 79% 82% 80% 51% 84%	47% 82% 59% 74% 79% 74% 41% 79% 52% 70% 78% 80% 53% 84% 68% 78% 81% 79% 50% 83% 58%	33% 60% 38% 48% 62% 41% 14% 20% 34% 49% 78% 63% 86% 75% 82% 77% 61% 80% 56%	28% 55% 31% 45% 54% 34% 42% 6% 30% 40% 75% 67% 75% 75% 75% 75% 75% 75%	35% 62% 39% 49% 65% 44% 17% 21% 35% 53% 81% 63% 81% 63% 84% 77% 82% 78% 57% 80% 56%	50% 92% - 64% 89% 73% * 86% - 7% 80% * * *	-	33% 33% 43% * 25% 	-	* 78% 86% 64% 73% * 89% - * 71% 71% * 67% - * 60% *	35% 61% 40% 63% 41% 15% 20% 34% 49% 79% 63% 86% 76% 82% 80% 67% 82% 58%	19% 55% 31% 44% 56% 11% 45% 40% 35% 49% 69% 62% 71% 64% * 69% 45%	33% 34% 33% 33% 14% 14% 13% 14% 63% 63% 63% 61% 61% 40%		34% 39% 33% 35% 43% 20% 13% 20% 20% 22% 86% 22% 86% 72% 89% 89% 56% 40% 56%	33% 35% 48% - 34% 14% 40% 34% - 75% 64% 75% 67% 75% 67% 76% 58%	33% 67% 43% 62% 49% 14% 55% 49% 82% 63% 88% 89% 82% 80% 50%		* 46% 60% 40% 22% * 25% -	* .* .* . * .*	
Mathematic	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	46% 81% 62% 74% 80% 73% 73% 69% 78% 81% 53% 84% 80% 51% 80% 51% 69% 79%	47% 82% 59% 74% 79% 41% 79% 52% 70% 78% 80% 53% 80% 53% 84% 68% 81% 79% 50% 83%	33% 60% 38% 48% 62% 41% 14% 47% 20% 34% 49% 78% 63% 84% 86% 75% 82% 77% 61% 80%	28% 55% 55% 31% 45% 54% 34% 42% 6% 30% 40% 75% 67% 75% 75% 59% 78%	35% 62% 39% 49% 65% 44% 17% 49% 21% 35% 53% 81% 63% 87% 84% 77% 82% 78% 57% 80%	50% 92% - 64% 89% 73% * 86% - 7% 80% * * *	-	33% 33% 43% * 25% 	-	* 78% 86% 64% 73% * 89% - * 71% 71% * 67% - * 60% *	35% 61% 40% 49% 63% 15% 48% 20% 34% 49% 79% 63% 86% 86% 86% 82% 80% 67% 82%	19% 55% 44% 56% 40% 11% 45% 19% 35% 69% 40% 73% 83% 62% 71% 64% * 69%	33% 34% 33% 33% 14% 14% 63% 63% 63% 61% 61%		34% 39% 38% 35% 43% 20% 13% 21% 20% 18% 22% 86% 72% 86% 72% 86% 75% 86% 56% 40% 58%	33% 53% 35% 48% - 34% 14% 40% 34% - 75% 64% 75% 67% 75% 67% 75% 67% 75%	33% 67% 43% - 62% 49% 49% 55% 22% 49% 82% 63% 88% 89% - 82% 80% 50% 82% 50%		* 46% 60% 40% 22% * 25% -		
Mathematic Science	Students CWD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	46% 81% 62% 74% 80% 73% 69% 78% 81% 53% 81% 81% 51% 84% 61% 79% 81%	47% 82% 59% 74% 79% 74% 41% 79% 52% 70% 78% 80% 53% 84% 68% 78% 81% 79% 50% 83% 58% 78% 80%	33% 60% 38% 48% 62% 41% 14% 20% 34% 49% 78% 63% 86% 75% 82% 77% 61% 80% 56% 75% 80%	28% 55% 31% 45% 54% 34% 42% 6% 30% 40% 75% 67% 75% 67% 75% 59% 75% * 72% 78%	35% 62% 39% 49% 65% 44% 17% 21% 21% 53% 53% 81% 63% 87% 82% 78% 82% 78% 57% 80% 56% 73%	50% 92% 64% 89% 73% * 86% 67% 80% * * * 100% * *	-	33% 33% 43% * 25% 	-	* 78% 86% 64% 73% * 89% - * 71% 71% * 67% - * 60% *	35% 61% 40% 49% 63% 15% 48% 20% 34% 49% 79% 63% 86% 86% 86% 86% 86% 86% 86% 86% 86% 86	19% 55% 44% 56% 40% 11% 45% 35% 49% 69% 60% 71% 64% * 69% 67%	33% 34% 33% 33% 14% 14% 63% 63% 63% 61% 61% 61% 61% 67%		34% 39% 38% 35% 43% 20% 13% 20% 13% 22% 86% 72% 86% 72% 89% 89% 56% 58% 58%	33% 53% 35% 48% - 34% 14% 40% 34% - 75% 64% 75% 67% 75% 67% 75% 67% 75%	33% 67% 43% 62% 49% 14% 55% 22% 49% 82% 63% 88% 88% 88% 50% 82% 50% 52%		* 46% 60% 40% 22% * 25% -	* .* .* . * .*	
Mathematic Science	Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female Students CWD EL Male Female Students CWD CWD CWD CWD CWD CWD CWD CWD CWD CWD	46% 81% 62% 74% 80% 73% 69% 78% 81% 53% 81% 81% 51% 84% 61% 79% 81%	47% 82% 59% 74% 79% 74% 41% 79% 52% 70% 78% 80% 53% 84% 68% 78% 81% 79% 50% 83% 58% 78% 80%	33% 60% 38% 48% 62% 41% 14% 20% 34% 49% 78% 63% 86% 75% 82% 77% 61% 80% 56% 75% 80%	28% 55% 31% 45% 54% 34% 42% 6% 30% 40% 75% 67% 75% 67% 75% 59% 75% * 72% 78%	35% 62% 39% 49% 65% 44% 17% 21% 21% 53% 53% 81% 63% 87% 82% 78% 82% 78% 57% 80% 56% 73%	50% 92% 64% 89% 73% * 86% 67% 80% * * * 100% * *	-	33% 33% 43% * 25% 	-	* 78% 86% 64% 73% * 89% - * 71% 71% * 67% - * 60% *	35% 61% 40% 49% 63% 15% 48% 20% 34% 49% 79% 63% 86% 86% 86% 86% 86% 86% 86% 86% 86% 86	19% 55% 44% 56% 40% 11% 45% 35% 49% 69% 60% 71% 64% * 69% 67%	33% 34% 33% 33% 14% 14% 63% 63% 63% 61% 61% 61% 61% 67%		34% 39% 38% 35% 43% 20% 13% 20% 13% 22% 86% 72% 86% 72% 89% 89% 56% 58% 58%	33% 53% 35% 48% - 34% 14% 40% 18% 34% - 75% 64% 75% - 75% 67% 75% -	33% 67% 43% 62% 49% 14% 55% 22% 49% 82% 63% 88% 88% 88% 50% 82% 50% 52%		* 46% 60% 40% 22% * 25% -	* .*.* * .*.*. * .*.* * .*.*	
Mathematic Science	Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female Students CWD EL Male Female Students CWD CWD CWD CWD CWD CWD CWD CWD CWD CWD	46% 81% 62% 74% 80% 73% 69% 73% 81% 53% 84% 79% 82% 80% 51% 84% 79% 81% 61% 79%	47% 82% 59% 74% 79% 74% 79% 52% 70% 78% 80% 80% 80% 78% 81% 79% 50% 83% 78% 80%	33% 60% 38% 48% 62% 41% 14% 20% 34% 49% 78% 63% 86% 75% 82% 77% 61% 80% 75% 80%	28% 55% 31% 45% 54% 34% 42% 6% 30% 40% 75% 6% 75% 75% 75% 75% 75% 75% 75% 75% 75% 75	35% 62% 39% 49% 65% 44% 21% 35% 53% 81% 63% 87% 82% 78% 57% 80% 57% 80% 73% 82%	50% 92% 64% 89% 73% * 86% 67% 80% * * * * * * * * * *	40% - * * * * * * * * * * * * *	33% 33% 43% * 25% 25% 25% 25% 33% * - - - - - - - * *		* 78% 86% 64% 73% * 71% 71% * 67% * 60% * *	35% 61% 40% 63% 15% 20% 34% 49% 79% 63% 86% 76% 82% 80% 67% 82%	19% 55% 44% 56% 40% 11% 45% 35% 49% 69% 40% 73% 62% 71% 64% * 69% 45% 67% 61%	33% 34% 33% 33% 14% 14% 14% 63% 63% 63% 61% 61% 61% 61% 61% 50%		34% 39% 35% 43% 20% 13% 22% 86% 72% 86% 72% 88% 56% 40% 56% 40% 58% 52%	33% 53% 35% 48% - 34% 14% 40% 18% 34% - 75% 64% 75% - 75% 67% 75% -	33% 67% 43% - 62% 49% 22% 49% 82% 82% 82% 80% 80% 50% 82% 52% - 80%		* 46% 40% 22% * 25% - * 17% * * * *	* .* .* . * .*	

Mathematics	EL Male Female All tudents CWD CWOD EL Male Female	29% 47% 52% 47% 21%	Distric 28% 51% 54% 52%	t Campus 16% 25% 35%	Afr Amer 8% 23%	17%	: White	Amer Ind	Asian		or More		Non Econ								Foster	
S	EL Male Female All tudents CWD CWOD EL Male	29% 47% 52% 47% 21%	28% 51% 54%	16% 25%	Amer 8%	17%	: White															
S	EL Male Female All tudents CWD CWOD EL Male	29% 47% 52% 47% 21%	28% 51% 54%	16% 25%	8%	17%			nsiail	ISI	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	uare	willitarv
S	Female All tudents CWD CWOD EL Male	52% 47% 21%	54%		23%		-	-	11%	-	-	17%	10%	17%	16%		15%	18%	-	-	-	-
S	All tudents CWD CWOD EL Male	47% 21%		35%		27%	27%	*	14%	-	43%	26%	23%	11%	30%	15%	25%	-	-	60%	*	-
S	tudents CWD CWOD EL Male	21%	52%		31%	37%	78%	*	*	-	36%	37%	27%	13%	40%	18%		35%	-	10%	-	-
Mathematics	CWD CWOD EL Male		02 /0	24%	21%	24%	55%	*	13%	-	45%	24%	21%	6%	28%	8%	19%	30%	-	11%	*	-
	CWOD EL Male		23%	6%	3%	8%	*	-	-	-	*	7%	0%	6%	-	8%	6%	6%	-	*	-	-
	EL Male	50%	56%	28%	27%	27%	71%	*	13%	-	56%	29%	24%	-	28%	8%	23%	34%	-	13%	*	-
	Male	23%	24%	8%	0%	8%	-	-	13%	-	-	9%	2%	8%	8%	8%	8%	7%	-	-	-	-
		43%	48%	19%	17%	19%	33%	*	17%	-	*	19%	19%	6%	23%	8%	19%	-	-	*	*	-
			55%	30%	26%	30%	80%	*	*	-	43%	31%	23%	6%	34%	7%	-	30%	-	0%	-	-
5		51%	52%	39%	30%	46%	*	*	-	-	14%	40%	31%	24%	44%	43%	34%	43%	-	*	-	-
	tudents	000/	070/	0.40/	000/	000/					*	0.40/	000/	0.40/		000/	000/	000/		•		
	CWD	26%	27%	24%	22%	30%	Ŷ	-	-	-		24%	20%	24%	-		20%	29%	-	÷	-	-
	CWOD	54%	57%	44%	33%	52%	^	^	-	-	17%	46%	32%	-	44%		40%	47%	-	^	-	-
	EL	37%	35%	43%	33%	44%	-	-	-	-	-	42%	50%	33%	46%		33%	49%	-	-	-	-
	Male	50%	52%	34%	32%	40%	*	-	-	-		35%	31%	20%	40%		34%	-	-	-	-	-
	Female	51%	52%	43%	25%	50%			-	-	20%	45%	29%	29%	47%	49%	-	43%	-	-	-	-
Science S	All tudents	53%	55%	43%	41%	43%	60%	*	*	-	*	45%	33%	16%	47%	19%	40%	46%	-	*	*	-
	CWD	25%	27%	16%	12%	21%	*	-	-	-	-	19%	*	16%	-	20%	19%	10%	-	-	-	-
	CWOD	56%	59%	47%	48%	46%	*	*	*	-	*	49%	37%	-	47%		45%	49%	-	*	*	-
	EL	26%	25%	19%	*	20%	-	-	*	-	-	19%	18%	20%	19%		24%	12%	-	-	-	-
	Male	53%	54%	40%	36%	41%	*	-	*	-	*	41%	33%	19%	45%		40%	-	-	*	*	-
	Female	53%	55%	46%	45%	45%	*	*	-	-	*	47%	33%	10%	49%	12%	-	46%	-	*	-	-
STAAR Percent All Grades All Subjects	All	23%	26%	5%	4%	4%	32%	0%	0%	_	5%	6%	1%	6%	4%	3%	4%	6%	-	0%	*	
	tudents																					
	CWD	8%	9%	6%	5%	8%	0%	-	-	-	*	7%	0%	6%	-	6%	7%	5%	-	*	-	-
	CWOD	25%	29%	4%	4%	4%	50%	0%	0%	-	6%	5%	1%	-	4%	3%	3%	6%	-	0%	*	-
	EL	11%	11%	3%	0%	4%	-	-	0%	-	-	4%	0%	6%	3%	3%	2%	6%	-	-	-	-
	Male	22%	25%	4%	5%	4%	9%	*	0%	-	0%	5%	0%	7%	3%	2%	4%	-	-	0%	*	-
	Female	24%	27%	6%	3%	5%	56%	*	*	-	7%	6%	3%	5%	6%	6%	-	6%	-	0%	-	-
Reading	All tudents	20%	25%	2%	2%	2%	18%	*	0%	-	9%	2%	1%	5%	2%	1%	2%	2%	-	0%	*	-
	CWD	7%	8%	5%	3%	7%	*	-	-	-	*	5%	0%	5%	-	5%	5%	4%	-	*	-	-
	CWOD		28%	2%	2%	1%	29%	*	0%	-	11%	2%	1%	-	2%	0%	1%	2%	-	0%	*	-
	EL	8%	9%	1%	0%	1%	-	-	0%	-	-	1%	0%	5%	0%	1%	0%	2%	-	-	-	-
	Male	17%	22%	2%	3%	2%	0%	*	0%	-	*	3%	0%	5%	1%	0%	2%	-	-	*	*	-
	Female	23%	28%	2%	2%	1%	40%	*	*	-	14%	2%	2%	4%	2%	2%	-	2%	-	0%	-	-
	All tudents	26%	27%	10%	8%	11%	*	*	-	-	0%	11%	0%	10%	10%	11%	7%	12%	-	*	-	-
	CWD	11%	10%	10%	11%	11%	*	-	-	-	*	11%	0%	10%	-	11%	12%	8%	-	*	-	-
		28%	30%	10%	7%	11%	*	*	-	-	0%	11%	0%	-	10%	11%	5%	14%	-	*	-	-
	EL	16%	15%	11%	0%	12%	-	-	-	-	-	12%	0%	11%	11%	11%		16%	-	-	-	-
	Male	25%	28%	7%	10%	5%	*	-	-	-	*	8%	0%	12%	5%	4%	7%	-	-	-	-	-
	Female		26%	12%	4%	15%	*	*	-	-	0%	14%	0%	8%	14%	16%		12%	-	*	-	-
Science	All tudents	24%	27%	9%	8%	8%	60%	*	*	-	*	10%	3%	6%	9%	5%	8%	9%	-	*	*	-
C	CWD	8%	10%	6%	6%	7%	*	-	-	-	-	7%	*	6%	-	0%	10%	0%	-	-	-	-
	CWOD	26%	30%	9%	8%	8%	*	*	*	-	*	11%	3%	-	9%	6%	8%	10%	-	*	*	-
	EL	7%	8%	5%	*	5%	-	-	*	-	-	6%	0%	0%	6%	5%	5%	4%	-	-	-	-
	Male	25%	28%	8%	8%	8%	*	-	*	-	*	11%	0%	10%	8%	5%	8%	-	-	*	*	-
	Female		26%	9%	8%	7%	*	*	-	-	*	9%	6%	0%	10%	4%	-	9%	-	*	-	-

** 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	Asian	Islander	Races	DISauv	CWD	EL
Reading											
All Students	63	65	62	50	*	*	-	*	66	60	64
CWD	60	57	67	*	-	-	-	-	68	60	80
CWOD	64	66	61	*	*	*	-	*	66	-	59
EL	64	*	63	-	-	*	-	-	72	80	64
Male	61	70	53	*	*	*	-	*	66	55	55
Female	66	58	70	*	*	-	-	*	66	70	78
Mathematics											

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
All Students	66	64	68	*	-	-	-	58	68	57	71
CWD	57	68	50	-	-	-	-	*	57	57	63
CWOD	70	63	74	*	-	-	-	50	72	-	74
EL	71	80	70	-	-	-	-	-	71	63	71
Male	62	63	63	-	-	-	-	*	63	56	63
Female	70	67	70	*	-	-	-	*	72	58	75

Part (iii)(II): Graduation Rate

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

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 Cohor			,										
All Students	93.7%	94.9%	92.6%	100.0%	100.0%	-	-	-	95.0%	92.6%	96.2%	81.8%	-
CWD	92.6%	90.9%	93.8%	-	-	-	-	-	95.0%	92.6%	100.0%	-	-
CWOD	93.9%	95.6%	92.4%	100.0%	100.0%	-	-	-	95.0%	-	95.3%	81.8%	-
EL	96.2%	100.0%	95.7%	100.0%	100.0%	-	-	-	100.0%	100.0%	96.2%	100.0%	-
Male	94.6%	95.2%	93.6%	100.0%	100.0%	-	-	-	95.2%	84.6%	96.2%	80.0%	-
Female	92.9%	94.6%	91.8%	100.0%	-	-	-	-	94.9%	100.0%	96.2%	83.3%	-

** 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
186	26	14%

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

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

'-' Indicates zero observations reported for this group.

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

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

Student Success (Student Achiev			Hispanic e: STAAR Co	White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	30	26	31	55	20	15	-	42	31	17	19
School Quality (College, Career, a	and Militar	y Readines	s Performa	nce)							
%Students meeting CCMR	76%	74%	77%	*	*	-	-	-	76%	96%	70%

* 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%

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				=• .			J GI G				
	All Students		Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N	Ν	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Ν	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	Ν	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	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	Y						Y	Ν	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	Ν	Ν						Ν	Ν	Ν
English Learner Language Pro	ficiency Statu	IS									
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											Ν
Long-Term Goals											40%

Long-Term Goals Target Met

Federal Graduation Status^

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

Ν

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. '+'

יאי 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 (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	ate	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	96%	95%	96%	95%	100%	100%	-	90%	96%	94%	95%	96%	97%	95%	96%	-
	CWD	95%	93%	96%	100%	-	-	-	*	95%	93%	95%	-	97%	94%	95%	-
	CWOD	96%	95%	96%	92%	100%	100%	-	89%	96%	95%	_	96%	97%	95%	97%	-
	EL	97%	100%	97%	*	-	100%	-	-	97%	97%	97%	97%	97%	96%	99%	-
	Male	95%	95%	94%	100%	*	100%	-	100%	95%	92%	94%	95%	96%	95%	-	-
	Female	96%	94%	98%	90%	*	*	-	86%	96%	98%	95%	97%	99%	-	96%	-
Reading	All Students	96%	94%	97%	92%	*	100%	-	100%	96%	94%	94%	96%	100%	95%	97%	-
	CWD	94%	92%	96%	*	-	-	-	*	93%	100%	94%	-	98%	94%	94%	-
	CWOD	96%	94%	97%	88%	*	100%	-	100%	97%	93%	-	96%	100%	95%	98%	-
	EL	100%	100%	100%	*	-	100%	-	-	100%	100%	98%	100%	100%	99%	100%	-
	Male	95%	93%	95%	100%	*	100%	-	*	96%	91%	94%	95%	99%	95%	-	-
	Female	97%	94%	99%	83%	*	*	-	100%	97%	98%	94%	98%	100%	-	97%	-
Mathematics	All Students	96%	97%	96%	*	*	-	-	86%	97%	93%	96%	96%	94%	97%	96%	-
	CWD	96%	95%	96%	*	-	-	-	*	100%	60%	96%	-	94%	96%	96%	-
	CWOD	96%	98%	97%	*	*	-	-	83%	96%	100%	-	96%	94%	97%	96%	-
	EL	94%	100%	93%	-	-	-	-	-	95%	83%	94%	94%	94%	89%	97%	-
	Male	97%	100%	93%	*	-	-	-	*	97%	92%	96%	97%	89%	97%	-	-
	Female	96%	92%	99%	*	*	-	-	80%	97%	93%	96%	96%	97%	-	96%	-
Science	All Students	94%	96%	93%	100%	*	*	-	*	94%	98%	97%	94%	91%	94%	95%	-

	CWD	Campus 97%	African American 94%	Hispanic 100%	White	American Indian		Pacific Islander	Two or More Races	Econ	Non Econ Disadv *	CWD 97%	CWOD	EL 100%	Male 95%	Female 100%	Migrant
	CWOD	94%	97%	93%	*	*	*	-	*	93%	97%	-	94%	89%	93%	94%	_
	EL	91%	*	90%	_	_	*	-	_	91%	91%	100%	89%	91%	87%	96%	_
	Male	94%	98%	91%	*	_	*	_	*	93%	95%	95%	93%	87%	94%	-	_
	Female	95%	95%	96%	*	*	-	-	*	94%	100%	100%	94%	96%	-	95%	_
Non-Participati				00/0						0170			0.70	0070		0070	
All Subjects	All	4%	5%	4%	5%	0%	0%	_	10%	4%	6%	5%	4%	3%	5%	4%	-
	Students																
	CWD	5%	7%	4%	0%	-	-	-	*	5%	7%	5%	-	3%	6%	5%	-
	CWOD	4%	5%	4%	8%	0%	0%	-	11%	4%	5%	-	4%	3%	5%	3%	-
	EL	3%	0%	3%	*	-	0%	-	-	3%	3%	3%	3%	3%	4%	1%	-
	Male	5%	5%	6%	0%	*	0%	-	0%	5%	8%	6%	5%	4%	5%	-	-
	Female	4%	6%	2%	10%	*	*	-	14%	4%	2%	5%	3%	1%	-	4%	-
Reading	All	4%	6%	3%	8%	*	0%	-	0%	4%	6%	6%	4%	0%	5%	3%	-
	Students																
	CWD	6%	8%	4%	*	-	-	-	*	7%	0%	6%	-	2%	6%	6%	-
	CWOD	4%	6%	3%	12%	*	0%	-	0%	3%	7%	-	4%	0%	5%	2%	-
	EL	0%	0%	0%	*	-	0%	-	-	0%	0%	2%	0%	0%	1%	0%	-
	Male	5%	7%	5%	0%	*	0%	-	*	4%	9%	6%	5%	1%	5%	-	-
	Female	3%	6%	1%	17%	*	*	-	0%	3%	2%	6%	2%	0%	-	3%	-
Mathematics		4%	3%	4%	*	*	-	-	14%	3%	7%	4%	4%	6%	3%	4%	-
	Students	40/	F 0/	40/	*				*	00/	400/	40/		<u> </u>	40/	40/	
	CWD	4%	5%	4%	*	- *	-	-		0%	40%	4%	-	6%	4%	4%	-
	CWOD	4%	2%	3%			-	-	17%	4%	0%	-	4%	6%	3%	4%	-
	EL	6%	0%	7%	- *	-	-	-	- *	5%	17%	6%	6%	6%	11%	3%	-
	Male	3%	0%	7%	*	- *	-	-		3%	8%	4%	3%	11%	3%	-	-
	Female	4%	8%	1%	^	~	-	-	20%	3%	7%	4%	4%	3%	-	4%	-
Science	All	6%	4%	7%	0%	*	*	-	*	6%	2%	3%	6%	9%	6%	5%	-
	Students CWD	3%	6%	0%	*					4%	*	3%		0%	5%	0%	
					*	-	- *	-	- *				-		5% 7%		-
	CWOD	6% 0%	3%	7%			*	-		7%	3%	-	6%	11%		6%	-
	EL	9% 6%		10%	- *	-	*	-	- *	9% 7%	9%	0%	11%	9%	13%	4%	-
	Male	6%	2%	9%	*	- *	-	-	*	7%	5%	5%	7%	13%	6%	-	-
	Female	5%	5%	4%	<u> </u>	•	-	-	~	6%	0%	0%	6%	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 students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	es										
In-School Suspensions											
	Male	25	17	8	0	0	0	0	0	2	
	Female	10	8	2	0	0	0	0	0	2	
	Total	35	25	10	0	0	0	0	0	4	
Out-of-School Suspensions											
	Male	43	22	19	0	0	0	0	2	10	
	Female	42	31	11	0	0	0	0	0	2	
	Total	85	53	30	0	0	0	0	2	12	
Expulsions											
With Educational Services	Male	16	5	11	0	0	0	0	0	5	
	Female	6	2	2	2	0	0	0	0	2	
	Total	22	7	13	2	0	0	0	0	7	
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	0	2	0	0	0	0	0	2	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	2	
School-Related Arrests											
	Male	18	5	11	2	0	0	0	0	8	
	Female	10	5	5	0	0	0	0	0	2	

	Total	Total students 28	African American 10	Hispanic 16	White 2	Indian or Alaska Native 0	Asian 0	Pacific Islander 0	Two or More Races 0	EL 10	Students with Disabilities	Students with Disabilities (Section 504)
Referrals to Law Enforcement	Total	20	10	10	2	0	0	0	0	10		
	Male Female Total	36 39 75	20 23 43	14 14 28	0 2 2	0 0 0	0 0 0	0 0 0	2 0 2	11 2 13		
Students With Disabilities In-School Suspensions												
	Male	9	5	2	0	0	0	0	2	2		5
	Female Total	4 13	2 7	2 4	0 0	0 0	0 0	0 0	0 2	2 4		5 10
Out-of-School Suspensions							-					
	Male Female	17 8	13 4	4 2	0 0	0 0	0 0	0 0	0 2	2 2		10 7
	Total	25	17	6	Ő	Õ	Õ	0 0	2	4		17
Expulsions With Educational Services	Male	5	5	0	0	0	0	0	0	0		2
	Female	0	0	0	0	Ő	0	0 0	0	0		2
Without Educational	Total Male	5 0	5 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		4 0
Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Under Zero Tolerance Policies	Total Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Total	0	0	0	0	0	0	0	0	0		0
	Male	7	2	5	0	0	0	0	0	2		0
	Female Total	2 9	0 2	2 7	0 0	0 0	0 0	0 0	0 0	0 2		0 0
Referrals to Law Enforcement							-		-			
	Male Female	12 9	8 5	2 2	0 0	0 0	0 0	0 0	2 2	2 2		0 0
	Total	21	13	4	0	0	0	0	4	4		0
All Students Chronic Absenteeism												
	Male	151	56	89	2	2	0	0	2	32	20	14
	Female Total	158 309	53 109	101 190	2 4	0 2	0 0	0 0	2 4	20 52	11 31	17 31
												Total
Incidents of Violence Incidents of rape or attempte Incidents of sexual assault (c Incidents of robbery with a wincidents of robbery with a fir Incidents of robbery without a Incidents of physical attack of Incidents of physical attack of Incidents of physical attack of Incidents of threats of physic Incidents of sex On the basis of sex On the basis of ace On the basis of sexual orient On the basis of religiion	other than rape) eapon earm or explosive a weapon or fight with a wea- or fight with a fire- or fight without a b al attack with a v al attack with a v al attack with a fi al attack without firearm or explosion oullying	apon arm or explo weapon /eapon rearm or ex a weapon										0 0 0 0 0 81 0 0 15 0 0 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	Two or More Races	EL	Students with Disabilities
r recencer regrame	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-

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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 -
	Tatal										
Accelerated Coursework	Total	-	-	-	-	-	-	-		-	
Advanced Placement Courses	Male	25	11	14	0	0	0	0	0	2	0
	Female	51	17	32	0	0	2	0	0	5	0
	Total	76	28	46	0	0	2	0	0	7	0
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	27	11	14	0	0	0	0	2	0	0
-	Female	77	23	50	2	0	0	0	2	0	0
	Total	104	34	64	2	0	0	0	4	0	0

1*1 Indicates results are masked due to small numbers to protect student confidentiality. <u>.</u>...

Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

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

	All School		
Inexperienced Teachers, Principals, and Other School Leaders	Number 8.9	Percent 15.2%	
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.7%	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.9	14.4%	

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	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%		-

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Mathematics	State Number of ALT2 6,036	State Rate of ALT2 1%	District Number of ALT2 91	District Rate of ALT2 2%	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%	6	2%						
English II	4,680	1%	69	1%	*	1%						
Algebra I	5,122	1%	70	1%	6	3%						
Biology	4,954	1%	72	1%	*	1%						
All Grades All Subjects	101,751	1%	1,645	2%	18	2%						
Reading	45,064	1%	730	1%	9	1%						
Mathematics	40,350	1%	662	2%	6	3%						
Science	16,337	1%	253	1%	*	1%						

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

'-' Indicates zero observations reported for this group.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

			% Below Basic % At or Above Basic				% At or Above c Proficient			
	- • • •									lvanced
Grade	Subject	Student Group	ТХ	US	TX	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

Grade

2018-19 Federal Report Card

	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Subject		TX	US	TX	US	TX	US	TX	US
,	Students with Disabilities	81	68	19	32	3	7	n/a	n/a
	English Language Learners	66	72	34	28	4	4	n/a	n/a
Mathematics	Overall	32	31	68	69	30	34	7	10
	Black	48	53	52	47	16	14	2	2
	Hispanic	37	43	63	57	21	20	3	4
	White	20	20	80	80	44	44	13	13
	American Indian	*	49	*	51	*	15	*	3
	Asian	10	12	90	88	71	64	36	33
	Pacific Islander	*	45	*	55	*	21	*	4
	Two or More Races	25	27	75	73	41	38	11	12
	Econ Disadv	41	46	59	54	19	18	2	3
	Students with Disabilities	73	73	27	27	5	6	1	2
	English Language Learners	60	72	40	28	8	5	1	1

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

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

'*' Indicates reporting standards not met.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	33%	40%	28%	*	-	-	-	*	29%	*	*

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

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

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