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

Campus Name: EAST GRAND PREPARATORY ACADEMY

Campus ID: 057841001

District Name: CITYSCAPE SCHOOLS

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

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

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

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

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

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Two or Non
African American Pacific More Econ Econ Econ Foster
State District Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

					African			American		Pacific	Two or More	Econ	Non Econ								Foste	r
		State	District	Campus	s American	Hispanic '								CWD	CWOD	EL	Male	Female	Migrant H	omeless		
STAAR Percent	t at Appro	aches	Grade I	Level or	Above																	
Grade 3 Reading	All	77%	58%	58%	*	56%	-	-	*	-	-	55%	78%	*	60%	55%	50%	64%	-	-	*	-
	Students CWD	51%	*	*	*	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD	79%	60%	60%	*	58%	-	-	*	-	-	58%	78%	-	60%		52%	68%	-	-	*	-
	EL Male	70% 74%	55% 50%	55% 50%	*	55% 52%	-	-	-	-	-	52% 46%	71% *	*	56% 52%	55% 56%	56% 50%	54%	-	-	-	-
			64%	64%	*	59%	-	-	*	-	-	62%	*	*	68%	54%		64%	-	-	*	-
Mathematics	. AII	77%	59%	59%	83%	57%			*			57%	78%	*	62%	E70/	47%	69%			*	
Matriematics	Students	1170	3370	33 /6	0370	31 /0	-	-		-	_	31 /0	1070		02 /0	31 /0	47 70	0370	-	-		-
	CWD	52%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD EL	80% 74%	62% 57%	62% 57%	100%	59% 57%	-	-	_	-	-	59% 54%	78% 71%	*	62% 58%		48% 48%	73% 65%	-	-	_	-
	Male	77%	47%	47%	*	45%	-	-	-	-	-	43%	*	*	48%	48%	47%	-	-	-	-	-
	Female	78%	69%	69%	*	68%	-	-	•	-	-	67%	•	*	73%	65%	-	69%	-	-	•	-
Grade 4	A.II	700/	450/	450/	*	450/						400/	EE0/	*	450/	4.40/	050/	500 /				
Reading	All Students	72%	45%	45%		45%	-	-	-	-	-	43%	55%		45%	44%	35%	56%	-	•	-	-
	CWD	46%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD EL	75% 60%	45% 44%	45% 44%	*	45% 44%	*	-	-	-		44% 43%	50% *	*	45% 44%		34% 35%	56% 52%	-	-		-
	Male	70%	35%	35%	*	34%	*	-	-	-	-	31%	*	*	34%	35%	35%	-	-	*	-	-
	Female	75%	56%	56%	*	57%	-	-	-	-	-	57%	*	*	56%	52%	-	56%	-	*	-	-
Mathematics		77%	47%	47%	*	51%	*	-	-	-	-	49%	*	*	48%	56%	50%	44%	-	*	-	-
	Students CWD	49%	*	*		*						*	*	*		*	*	*		*		
	CWD	49% 81%	48%	48%	*	52%	*	-	-	-	-	51%	*	_	48%	56%	51%	44%	-	*	-	-
	EL	72%	56%	56%	-	56%	-	-	-	-	-	60%	*	*	56%	56%	60%	52%	-	-	-	-
	Male Female	77% 78%	50% 44%	50% 44%	*	54% 47%	*	-	-	-	-	51% 46%	*	*	51% 44%	60% 52%	50%	- 44%	-	*	-	-
	· omaio			,0								.070				0270						
Grade 5 Reading	All	83%	74%	74%	*	75%	_	_	*	_	_	73%	75%	*	80%	73%	73%	74%	_	*	_	_
. touug	Students												. 0 / 0		0070	. 0 / 0						
	CWD	54% 87%	* 80%	* 80%	*	* 80%	-	-	*	-	-	* 80%	- 75%	*	- 80%	* 70%	* 81%	* 77%	-	*	-	-
	EL	73%	73%	73%	-	73%	-	-	-	-	-	73%	*	*	79%		77%	67%	-	*		-
	Male	81%	73%	73%	*	78%	-	-	*	-	-	72%	*	*	81%		73%	-	-	-	-	-
	Female	86%	74%	74%		71%	-	-	-	-	-	75%	^		77%	67%	-	74%	-	•	-	-
Mathematics		90%	91%	91%	*	90%	-	-	*	-	-	91%	88%	*	94%	89%	90%	91%	-	*	-	-
	Students CWD	70%	*	*	*	*	_	_	-	_	_	*	_	*	_	*	*	*	-	-	_	_
	CWOD	92%	94%	94%	*	93%	-	-	*	-	-	95%	88%	-	94%		96%	91%	-	*	-	-
	EL Male	86% 89%	89% 90%	89% 90%	*	89% 89%	-	-	*	-	-	91% 88%	100%	*	94% 96%		86% 90%	93%	-	_	-	-
	Female		91%	91%	*	90%	-	-	-	-	-	95%	*	*	91%	93%		91%	-	*	-	-
Science	All	75%	70%	70%	*	71%	_	_	*	_	_	69%	75%	*	76%	73%	70%	70%	_	*	_	_
00.000	Students			*									. 0 / 0		. 0 / 0							
	CWD	48% 78%	76%	76%	*	76%	-	-	*	-	-	76%	- 75%	_	- 76%	79%	78%	73%	-	*	-	-
	EL	62%	73%	73%	-	73%	-	-	-	-	-	76%	*	*	79%	73%	77%	67%	-	*	-	-
	Male Female	76% 75%	70% 70%	70% 70%	*	74% 67%	-	-	*	-	-	64% 75%	100%	*	78% 73%	77% 67%	70% -	- 70%	-	*	-	-
	remale	1370	1070	10 /0		07 70	-	-	-	_	_	1370			1370	01 /0	-	1070	-		-	-
Grade 6 Reading	All	68%	53%	53%	*	54%	_	_	_	_	_	54%	*	*	56%	48%	44%	60%	_	_	_	_
	Students	00 70	JJ 70	33 /6		34 /0	-	-	-	-	_	J4 /0			30 /0	40 /0	44 /0	00 /0	-	-	-	-
	CWD CWOD	35%	* 56%	* 56%	-	* 57%	-	-	-	-	-	* 57%	- *	*	- 56%	* 55%	* 50%	* 61%	-	-	-	-
	EL	42%	48%	48%	-	48%	-	-	-	-	-	48%	-	*	55%	48%		47%	-	-		-
	Male	63%	44%	44%	*	47%	-	-	-	-	-	50%	*	*	50%	*	44%	-	-	-	-	-
	Female	12%	60%	60%	•	58%	-	-	-	-	-	57%	-4		61%	47%	-	60%	-	-	-	-
Mathematics		76%	79%	79%	*	78%	-	-	-	-	-	77%	*	*	85%	72%	78%	80%	-	-	-	-
	Students CWD	50%	*	*	_	*	-	_	_	_	_	*	-	*	_	*	*	*	_	_	_	_
	CWOD	79%	85%	85%	*	84%	-	-	-	-	-	83%	*	-	85%		88%	83%	-	-	-	-
	EL Male	61% 76%	72% 78%	72% 78%	*	72% 76%	-	-	-	-	-	72% 75%	*	*	82% 88%		75% 78%	71%	-	-	-	-
	Female		80%	80%	*	79%	-	-	-	-	-	78%	*	*	83%	71%		80%	-	-	-	-
Grade 7																						
Reading	All	73%	67%	67%	-	67%	-	-	-	-	-	68%	*	*	74%	65%	45%	81%	-	-	-	-
	Students CWD	37%	*	*	_	*	_	_	_	_	_	*	_	*	_	*	*	_	_	_	_	_
	CWOD	77%	74%	74%	-	74%	-	-	-	-	-	76%	*	-	74%	67%		81%	-	-	-	-
	EL Male	44% 69%	65% 45%	65% 45%	-	65% 45%	-	-	-	-	-	69% 45%	*	*	67% *	65% *	* 45%	80%	-	-	-	-
	Female		81%	81%	-	81%	-	-	-	-	-	45% 86%	*	-	81%	80%		81%	-	-	-	-
Mathematics	s ΔII	71%	70%	70%	_	70%						76%	*	*	74%	760/	73%	69%				
wautemades	Students				-		-	-	-	-	-				1470		1370	UB //0	-	-	-	-
	CWD CWOD	42% 75%	* 74%	* 74%	-	* 74%	-	-	-	-	-	* 81%	-	*	- 74%	* 73%	* 86%	- 69%	-	-	-	-
	EL	75% 52%	74% 76%	74% 76%	-	74% 76%	-	-	-	-	-	81%	*	*	74% 73%	76%	86%	70%	-	-	-	-
	Male	69%	73%	73%	-	73% 60%	-	-	-	-	-	73%	- *	*	86% 60%		73%	- 60%	-	-	-	-
	Female	13%	69%	69%	-	69%	-	-	-	-	-	79%		-	69%	70%	-	69%	-	-	-	-
Grade 8																						

Grade 8

												. rtope										
					African			American		Pacific	Two or More		Non Econ								Foster	
					American							Disadv		CWD			Male		Migrant Ho	meless		
Reading	All	85%	57%	57%	*	61%	-	-	-	-	-	58%	*	*	65%	57%	*	73%	-	-	-	-
	Students CWD	49%	*	*	*	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD	88%	65%	65%	*	67%	-	-	-	-	-	67%	*	-	65%	67%	*	88%	-	-	_	_
	EL	58%	57%	57%	-	57%	-	-	-	-	-	57%	-	*	67%	57%	*	75%	-	-	-	-
	Male	82%	*	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	88%	73%	73%	*	78%	-	-	-	-	-	70%	*	*	88%	75%	-	73%	-	-	-	-
Mathematic	-ε ΔΙΙ	85%	57%	57%	*	61%	_	_	_	_	_	53%	*	*	65%	50%	50%	64%	_	_	_	_
Matricinatio.	Students	0070	31 /0	31 /0		0170	-	-	-	-	-	3370			0370	30 /0	JU /0	04 /0	-	-	-	-
	CWD	53%	*	*	*	*	_	_	_	_	-	*	_	*	_	*	*	*	_	-	_	_
	CWOD	89%	65%	65%	*	67%	-	-	-	-	-	60%	*	-	65%	58%	56%	75%	-	-	-	-
	EL	73%	50%	50%	-	50%	-	-	-	-	-	50%	-	*	58%	50%	*	63%	-	-	-	-
	Male	82%	50%	50%	*	56%	-	-	-	-	-	*	*	*	56%	*	50%		-	-	-	-
	Female	87%	64%	64%	*	67%	-	-	-	-	-	60%	*	*	75%	63%	-	64%	-	-	-	-
Science	ΛII	75%	50%	E00/	*	53%						50%	*	*	63%	62%	*	55%				
Science	All Students	1370	30 %	50%		3370	-	-	-	-	-	30 %			0376	02 /0		3376	-	-	-	-
	CWD	39%	*	*	*	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD	78%	63%	63%	*	64%	-	-	-	-	-	64%	*	-	63%	73%	*	75%	-	-	-	-
	EL	46%	62%	62%	-	62%	-	-	-	-	-	62%	-	*	73%	62%	*	63%	-	-	-	-
	Male	74%	*	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	76%	55%	55%	*	56%	-	-	-	-	-	50%	*	*	75%	63%	-	55%	-	-	-	-
TAAR Percen	nt at Moote	Grado	l evel o	r Ahove																		
Grade 3	it at Micets	Grade	Level O	I ADOVE																		
Reading	All	43%	22%	22%	*	21%	-	-	*	-	-	22%	22%	*	23%	21%	15%	29%	-	-	*	-
3	Students																					
	CWD	28%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	44%	23%	23%	*	21%	-	-	*	-	-	23%	22%	-	23%	21%	15%	30%	-	-	*	-
	EL	32%	21%	21%	- *	21%	-	-	-	-	-	20%	29%	*	21%	21%	19%	23%	-	-	-	-
	Male	40%	15%	15%	*	16%	-	-	*	-	-	14%	*	*	15%	19%	15%	200/	-	-	*	-
	Female	45%	29%	29%		24%	-	-		-	-	28%			30%	23%	-	29%	-	-		-
Mathematic	s All	46%	28%	28%	33%	28%	_	_	*	_	_	30%	11%	*	29%	30%	24%	31%	_	_	*	_
man omano	Students	.070	2070	_0,0	0070	2070						0070	,.		2070	0070		0.70				
	CWD	30%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	48%	29%	29%	40%	29%	-	-	*	-	-	31%	11%	-	29%	31%		33%	-	-	*	-
	EL	39%	30%	30%	-	30%	-	-	-	-	-	33%	14%	*	31%	30%		35%	-	-	-	-
	Male	47%	24%	24%	*	26%	-	-	-	-	-	25%	*	*	24%	26%		-	-	-	-	-
	Female	45%	31%	31%	•	30%	-	-	•	-	-	33%	•	*	33%	35%	-	31%	-	-	*	-
Grade 4																						
Reading	All	45%	18%	18%	*	20%	*	_	_	_	-	14%	36%	*	18%	22%	20%	15%	_	*	_	-
3	Students																					
	CWD	28%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	47%	18%	18%	*	21%	*	-	-	-	-	16%	30%	-	18%	23%		16%	-	*	-	-
	EL	29%	22%	22%		22%		-	-	-	-	20%	*	*	23%		25%	19%	-	-	-	-
	Male	43%	20%	20%	*	23%	*	-	-	-	-	17%	*	*	20%	25%		450/	-	*	-	-
	Female	47%	15%	15%		17%	-	-	-	-	-	11%			16%	19%	-	15%	-		-	-
Mathematic	s All	48%	15%	15%	*	17%	*	_	_	_	_	13%	*	*	15%	20%	18%	12%	_	*	_	_
	Students																					
	CWD	29%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	50%	15%	15%	*	17%	*	-	-	-	-	14%	*	-	15%	21%		13%	-	*	-	-
	EL	38%	20%	20%	-	20%	-	-	-	-	-	20%	*	*	21%	20%		14%	-	-	-	-
	Male	48%	18%	18%		20%	•	-	-	-	-	14%			17%	25%		400/	-	*	-	-
	Female	47%	12%	12%	•	13%	-	-	-	-	-	11%	-	•	13%	14%	-	12%	-		-	-
Grade 5																						
Reading	All	53%	38%	38%	*	35%	_	_	*	_	_	33%	63%	*	41%	35%	37%	39%	_	*	_	_
	Students	2070	_0,0	20 /0		3070						-070	-0/0			-570	- , , , ,	_0,0				
	CWD	30%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	56%	41%	41%	*	38%	-	-	*	-	-	37%	63%	-	41%	38%		41%	-	*	-	-
	EL	35%	35%	35%	-	35%	-	-	-	-	-	33%	*	*	38%	35%		33%	-	*	-	-
	Male	50%	37%	37%	*	37%	-	-	*	-	-	32%	*	*	41%	36%		200/	-	*	-	-
	Female	ეხ%	39%	39%	-	33%	-	-	-	-	-	35%			41%	33%	-	39%	-	-	-	-
Mathematic	s All	57%	72%	72%	*	71%	_	_	*	_	_	69%	88%	*	78%	73%	70%	74%	_	*	_	_
wan emalle	Students	J1 /0	12/0	1 2 /0		1 1 70	•	-		-	-	00/0	00 /0		7 0 70	1 3 70	. 0 /0	7 70	-		-	-
	CWD	34%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	60%	78%	78%	*	76%	-	-	*	-	-	76%	88%	-	78%	79%	78%	77%	-	*	-	-
	EL	46%	73%	73%	-	73%	-	-	-	-	-	73%	*	*	79%	73%	64%	87%	-	*	-	-
	Male	57%	70%	70%	*	70%	-	-	*	-	-	64%	100%	*	78%	64%			-	-	-	-
	Female	58%	74%	74%	*	71%	-	-	-	-	-	75%	*	*	77%	87%	-	74%	-	*	-	-
Scionos	ΛII	40%	260/	260/	*	250/			*			24%	200/	*	200/	270/	330/	17%		*		
Science	All Students	40%	26%	26%		25%	-	-		-	-	∠470	38%		29%	Z170	J3%	1 / 70	-		-	-
	CWD	25%	*	*	*	*	-	_	_	_	-	*	_	*	-	*	*	*	_	_	_	_
	CWOD	42%	29%	29%	*	27%	-	-	*	-	-	27%	38%	-	29%	29%	37%	18%	-	*	-	-
	EL	24%	27%	27%	-	27%	-	-	-	-	-	27%	*	*	29%	27%	32%	20%	-	*	-	-
	Male	42%	33%	33%	*	33%	-	-	*	-	-	28%	60%	*	37%	32%			-	-	-	-
	Female	38%	17%	17%	*	14%	-	-	-	-	-	20%	*	*	18%	20%	-	17%	-	*	-	-
0	ΛII	200/	200/	200/	*	070/						240/	*	*	200/	240/	140/	400/				
Grade 6	All	38%	28%	28%	-	27%	-	-	-	-	-	31%	•	•	28%	24%	11%	40%	-	-	-	-
Grade 6 Reading	Students	22%	*	*	_	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWD		28%	28%	*	27%	-	-	_	-	-	31%	*	_	28%	27%	13%	39%	_	_	_	-
	CWD	40%		_0 /0				_	_	_	-	24%	_	*	27%	24%	*	29%	_	_	_	_
	CWD CWOD EL	40% 14%	24%	24%	-	24%																
	CWOD			24% 11%	*	24% 12%	-	-	-	-	-	13%	*	*	13%	*	11%	-	-	-	-	-
	CWOD EL	14% 34%	24%		*		-	-	-	-	-		*	*			11% -	- 40%	-	-	-	-
	CWOD EL Male Female	14% 34%	24% 11%	11%	- * *	12%	-	-	-	-	-	13%	*	*	13%	*	-	-	-	- -	-	-

											Two or		Non									
					African			American	ı	Pacific		Econ	Econ								Foster	•
		State	Distric	Campus	American	Hispanic								CWD	CWOD	EL	Male	Female	Migrant H	Homeless		
	CWD	23%	*	*	-	*	-	-	-	-	-	*	-	*		*	*	*	-	-	-	-
	CWOD	46%	36%	36%	*	35%	-	-	-	-	-	34%	*	*	36%		38%	35%	-	-	-	-
	EL Male	24% 44%	28% 33%	28% 33%	*	28% 35%	-	-	-	_	-	28% 31%	*	*	32% 38%		38% 33%	24%	-	-	_	-
	Female		36%	36%	*	33%	-	-	_	_	_	35%	*	*	35%	24%	-	36%	-	-	-	_
		,,	0070	0070		0070						0070			0070			0070				
Grade 7																						
Reading	All	47%	41%	41%	-	41%	-	-	-	-	-	44%	*	*	43%	41%	36%	44%	-	-	-	-
	Students	000/	*	*																		
	CWD	23%			-	400/	-	-	-	-	-	400/	-	*	420/	400/		4.40/	-	-	-	-
	CWOD EL	50% 16%	43% 41%	43% 41%	-	43% 41%	-	-	-	-	-	48% 44%	*	*	43% 40%	40% 41%	*	44% 40%	-	-	-	-
	Male	42%	36%	36%		36%					- [36%	_	*	*	* *	36%					
	Female		44%	44%	_	44%	_	_	_	_	_	50%	*	_	44%	40%	-	44%	_	_	_	_
Mathematics	s All	39%	44%	44%	-	44%	-	-	-	-	-	48%	*	*	48%	47%	36%	50%	-	-	-	-
	Students																					
	CWD	20%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	41%	48%	48%	-	48%	-	-	-	-	-	52%	*	-	48%	47%		50%	-	-	-	-
	EL Mala	17%	47%	47%	-	47%	-	-	-	-	-	50%	•	*	47%		43%	50%	-	-	-	-
	Male Female	38% 40%	36% 50%	36% 50%	-	36% 50%		-	-	-	-	36% 57%	*	_	43% 50%	43% 50%	30%	50%	-	-	_	-
	1 Citiale	40 /0	30 /0	30 /0	_	30 /0	_	_	_	_	_	31 70		_	30 70	30 70	_	30 /0	_	_	_	_
Grade 8																						
Reading	All	48%	33%	33%	*	33%	-	-	-	-	-	32%	*	*	35%	29%	*	45%	-	-	-	-
_	Students																					
	CWD	23%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	51%	35%	35%	*	33%	-	-	-	-	-	33%	*	-	35%	33%	*	50%	-	-	-	-
	EL	13%	29%	29%	-	29%	-	-	-	-	-	29%	-	*	33%	29%	*	38%	-	-	-	-
	Male Female	44% 53%	45%	45%	*	44%	-	-	-	-	-	40%	*	*	E00/-	38%	-	45%	-	-	-	-
	гентане	3376	4570	45 /0		44 70	-	-	-	-	-	40 %			50%	30 70	-	45%	-	-	-	-
Mathematics	s All	50%	29%	29%	*	33%	_	_	_	_	_	32%	*	*	29%	29%	20%	36%	_	_	_	_
Mathematic	Students	0070	2070	2070		0070						0270			2070	2070	2070	0070				
	CWD	25%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	53%	29%	29%	*	33%	-	-	-	-	-	33%	*	-	29%	33%	22%	38%	-	-	-	-
	EL	30%	29%	29%	-	29%	-	-	-	-	-	29%	-	*	33%	29%	*	38%	-	-	-	-
	Male	48%	20%	20%	*	22%	-	-	-	-	-	*	*	*	22%	*	20%	-	-	-	-	-
	Female	53%	36%	36%	*	44%	-	-	-	-	-	40%	*	*	38%	38%	-	36%	-	-	-	-
0 :	A.II	E00/	050/	0=0/		000/						000/			040/	040/		070/				
Science	All	50%	25%	25%	•	29%	-	-	-	-	-	28%	•		31%	31%	•	27%	-	-	-	-
	Students CWD	23%	*	*	*	*						*		*		*	*	*				
	CWOD	53%	31%	31%	*	36%		-	-	_	_	36%	*	_	31%	36%	*	38%	_	-	_	-
	EL	19%	31%	31%	-	31%	_	-	-	_	_	31%	-	*	36%	31%	*	38%	-	-	_	-
	Male	51%	*	*	*	*	_	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	50%	27%	27%	*	33%	-	-	-	-	-	30%	*	*	38%	38%	-	27%	-	-	-	-
	 .	_																				
STAAR Percen	t at Maste	rs Gra	de Leve	el																		
Grade 3	ΛII	240/	00/	00/	*	70/			*			70/	110/	*	00/	60/	00/	70/			*	
Reading	All Students	24%	8%	8%	-	7%	-	-	-	-	-	7%	11%	-	8%	6%	9%	7%	-	-		-
	CWD	9%	*	*	*	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD	26%	8%	8%	*	8%	_	_	*	_	_	8%	11%	_	8%	6%	9%	8%	_	_	*	_
	EL	15%	6%	6%	-	6%	_	-	-	-	-	4%	14%	*	6%	6%	11%	0%	-	-	-	-
	Male	22%	9%	9%	*	10%	-	-	-	-	-	7%	*	*	9%	11%	9%	-	-	-	-	-
	Female	26%	7%	7%	*	5%	-	-	*	-	-	8%	*	*	8%	0%	-	7%	-	-	*	-
Mathematics		22%	13%	13%	33%	12%	-	-	*	-	-	13%	11%	*	14%	15%	12%	14%	-	-	*	-
	Students CWD	12%	*	*	*	*						*		*	_	*	*	*				
	CWD		14%	14%	40%	12%	_	-	*	-	-	14%	11%	_	14%	15%	12%	15%	-	-	*	-
	EL	17%	15%	15%	-070	15%		-	_	_	_	15%	14%	*	15%		15%	15%	_	-	_	-
	Male	23%	12%	12%	*	13%	_	_	_	_	_	11%	*	*	12%		12%	-	_	_	_	_
	Female		14%	14%	*	11%	-	-	*	-	-	15%	*	*	15%	15%	-	14%	-	-	*	-
Grade 4		05.51											45					051				
Reading	All	23%	8%	8%	*	9%	*	-	-	-	-	6%	18%	*	9%	10%	8%	9%	-	*	-	-
	Students CWD	9%	*	*		*						*	*	*		*	*	*		*		
	CWD		9%	9%	*	10%	*	-	-	-	-	7%	20%		9%	10%	00/	9%	-	*	-	-
	EL	12%	10%	10%		10%		-	-	-	-	9%	20%	*	10%		10%	10%	-		-	-
	Male	22%	8%	8%	*	9%	*			-		9%	*	*	9%	10%		-	- 1	*	-	
	Female		9%	9%	*	10%	_	-	-	_	_	4%	*	*	9%	10%	-	9%	_	*	_	-
Mathematics	s All	26%	9%	9%	*	11%	*	-	-	-	-	6%	*	*	9%	12%	13%	6%	-	*	-	-
	Students																					
	CWD	11%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	28%	9%	9%	*	10%	•	-	-	-	-	7%		-	9%		11%	6%	-	*	-	-
	EL Mala	18%	12%	12%	*	12%	*	-	-	-	-	11%	*	*	13%		20%	5%	-	*	-	-
	Male Female	27% 25%	13% 6%	13% 6%	*	14% 7%		-	-	_	-	9% 4%	*	*	11% 6%	20% 5%	13%	6%	-	*	-	-
	i ciilale	2070	J /0	U /0		1 /0	-	-	-	-	-	-1 /0			J /0	J /0	-	J /0	-		-	-
Grade 5																						
Reading	All	26%	9%	9%	*	8%	-	-	*	-	-	9%	13%	*	10%	8%	7%	13%	-	*	-	-
3	Students																					
	CWD	9%	*	*	*	*	-	-	-	-	-	*	-	*		*	*	*	-	-	-	-
	CWOD		10%	10%	*	9%	-	-	*	-	-	10%	13%	-	10%	9%	7%	14%	-	*	-	-
	EL	12%	8%	8%	-	8%	-	-	-	-	-	6%	*	*	9%	8%	9%	7%	-	*	-	-
	Male	24%	7%	7% 12%	*	7% 10%	-	-	*	-	-	8% 10%	*	*	7%	9% 7%	7%	120/	-	*	-	-
	Female	28%	13%	13%	-	10%	-	-	-	-	-	10%			14%	7%	-	13%	-	-	-	-
Mathematics	s All	30%	32%	32%	*	31%	_	_	*	_	_	33%	25%	*	35%	32%	30%	35%	_	*	_	_
	Students			/-											- 3 . 0		/-					
	CWD	13%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-

											Two or		Non									
		State	District	t Campus	African American	Hispanic		American Indian		Pacific Islander			Econ Disady	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
	CWOD	31%	35%	35%	*	33%	-	-	*	-	-	37%	25%	-	35%	35%	33%	36%	-	*	-	-
	EL	19%	32%	32%	-	32%	-	-	-	-	-	36%	*	*	35%		27%	40%	-	*	-	-
	Male Female	29% 30%	30% 35%	30% 35%	*	30% 33%	-	-	-	-	-	28% 40%	40% *	*	33% 36%	27% 40%	30%	35%	-	*	-	-
Coionas	AII	160/	00/	00/	*	60/			*			7%	120/	*	00/	90/	120/	00/		*		
Science	All Students	16%	8%	8%		6%	-	-		-	-	1 70	13%		8%	8%	13%	0%	-		-	-
	CWD	9%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD EL	17% 7%	8% 8%	8% 8%	_	7% 8%	-	-		-	-	7% 9%	13%	*	8% 9%	9% 8%	15% 14%	0% 0%	-	*	-	-
	Male	18%	13%	13%	*	11%	-	-	*		-	12%	20%	*	15%	14%	13%	-	-	_	-	-
	Female		0%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-
Grade 6																						
Reading	All	18%	16%	16%	*	17%	_	-	-	-	-	18%	*	*	15%	16%	0%	28%	-	-	-	-
· ·	Students																					
	CWD	8% 20%	* 15%	* 15%	*	* 16%	-	-	-	-	-	* 17%	*	*	- 15%	18%	0%	* 26%	-	-	-	-
	EL	4%	16%	16%	_	16%		-			-	16%	_	*	18%	16%	*	24%	-	-		-
	Male	15%	0%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	22%	28%	28%	*	29%	-	-	-	-	-	30%	*	*	26%	24%	-	28%	-	-	-	-
Mathematic	s All	18%	16%	16%	*	17%	_	_	_	_	_	18%	*	*	15%	16%	0%	28%	_	_	_	_
	Students																					
	CWD	9%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	19% 6%	15% 16%	15% 16%	_	16% 16%	-	-	-	-	-	17% 16%	-	*	15% 18%	18% 16%	0% 0%	26% 24%	-	-	-	-
	Male	18%	0%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	- 70	_	-	-	-
	Female		28%	28%	*	29%	-	-	-	-	-	30%	*	*	26%	24%	-	28%	-	-	-	-
Grade 7																						
Reading	All	28%	26%	26%	-	26%	-	-	-	-	-	28%	*	*	26%	24%	27%	25%	-	-	-	-
9	Students																					
	CWD	10%	*	* 269/	-	*	-	-	-	-	-	*	-	*	- 260/	*	*	- 2E0/	-	-	-	-
	CWOD EL	30% 6%	26% 24%	26% 24%	-	26% 24%	-	-	-		-	29% 25%	*	*	26% 20%	20% 24%	*	25% 20%	-	-		-
	Male	24%	27%	27%	-	27%	-	-	-	-	-	27%	-	*	*	*	27%	-	-	-	-	-
	Female	33%	25%	25%	-	25%	-	-	-	-	-	29%	*	-	25%	20%	-	25%	-	-	-	-
Mathematic	s All	18%	30%	30%	_	30%	_	_	_	_	_	32%	*	*	30%	35%	18%	38%	_	_	_	_
Matriciliatio	Students	1070	3070	30 /0	_	30 /0	_	_	_	_	_	JZ 70			30 /0	0070	1070	30 70	_	=	_	_
	CWD	7%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	19%	30%	30%	-	30%	-	-	-	-	-	33%	*	-	30%	33%	14%	38%	-	-	-	-
	EL Male	5% 17%	35% 18%	35% 18%	-	35% 18%	-	-	-	-	-	38% 18%	_	*	33% 14%	35% 29%	29% 18%	40% -	-	-	-	-
	Female		38%	38%	-	38%	-	-	-	-	-	43%	*	-	38%	40%	-	38%	-	-	-	-
0																						
Grade 8 Reading	All	26%	24%	24%	*	28%	_	_	_	_	_	26%	*	*	24%	21%	*	36%	_	_	_	_
reading	Students	2070	2470	2-7/0		2070	_	_	_	_	_	2070			2470	2170		30 70	_	_	_	_
	CWD	8%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD EL	28% 4%	24% 21%	24% 21%	*	27% 21%	-	-	-	-	-	27% 21%	*	*	24% 25%	25% 21%	*	38% 38%	-	-	-	-
	Male	22%	*	*	*	*		-			-	*	*	*	*	*	*	-	-	-		-
	Female		36%	36%	*	44%	-	-	-	-	-	40%	*	*	38%	38%	-	36%	-	-	-	-
Mathamatia	. AII	150/	00/	00/	*	00/						00/	*	*	00/	00/	00/	00/				
Mathematic	Students	15%	0%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	CWD	9%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	16%	0%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL Male	6% 14%	0% 0%	0% 0%	*	0% 0%	-	-	-	-	-	0%	*	*	0% 0%	0%	0%	0%	-	-	-	-
	Female		0%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-		-
Science	All	27%	15%	15%	*	18%	-	-	-	-	-	17%	*	*	19%	15%	*	9%	-	-	-	-
	Students CWD	8%	*	*	*	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD	29%	19%	19%	*	21%	-	-	-	-	-	21%	*	-	19%	18%	*	13%	-	-	-	-
	EL	6%	15%	15% *	-	15%	-	-	-	-	-	15%	-	*	18%	15%	*	13%	-	-	-	-
	Male Female	29% 25%	9%	9%	*	* 11%	-	-	-	-	-	10%	*	*	13%	13%	*	9%	-	-	-	-
	. Giriale	_0 /0	J 70	J /0		7170						. 0 /0			. 5 /0	. 0 /0		370				
OTA 4 D E			O		A la																	
STAAR Percer All Grades	nt at Appro	aches	Grade	Level or A	Above																	
All Subjects	s All	77%	62%	62%	53%	62%	*	-	86%	_	_	61%	66%	25%	66%	62%	57%	67%	_	*	*	-
,	Students																					
	CWD	45%	25%	25%	*	27%	-	-	-	-	-	22%	* CE0/	25%	-		22%	29%	-	*	-	-
	CWOD EL	80% 60%	66% 62%	66% 62%	60%	66% 62%	-	-	86%	-	-	66% 63%	65% 58%	- 19%	66% 66%		61% 61%	70% 64%	-	*	_	-
	Male	74%	57%	57%	32%	59%	*	-	*	-	-	55%	68%	22%	61%	61%	57%	-	-	*	-	-
	Female	79%	67%	67%	71%	66%	-	-	*	-	-	67%	63%	29%	70%	64%	-	67%	-	*	*	-
Reading	All	73%	57%	57%	48%	58%	*	_	*	_	_	57%	64%	23%	61%	56%	49%	66%	_	*	*	_
Reaulity	Students	1370	J1 70	J1 /0	40 70	JU 70		-		-	-	J1 70	U+ 70	2370	0170	JU 70	→ ∂/0	0070	-			-
	CWD	39%	23%	23%	*	26%	-	-	-	-	-	20%	*	23%	-	*	*	*	-	*	-	-
	CWOD	77%	61%	61%	55%	61%	*	-	*	-	-	61%	63%	- *	61%		53%	68%	-	*	*	-
	EL Male	52% 69%	56% 49%	56% 49%	*	56% 51%	*	-	*	-	-	56% 48%	61% 58%	*	59% 53%		53% 49%	59%	-	*	-	-
	Female		66%	66%	75%	64%	-	-	*	-	-	65%	71%	*	68%	59%	-	66%	-	*	*	-
							_		_					0=5:			0001				_	
Mathematic	s All Students	80%	66%	66%	61%	66%	*	-	*	-	-	66%	67%	35%	69%	66%	63%	68%	-	*	*	-
	CWD	52%	35%	35%	*	35%	_	-	_	_	_	32%	*	35%	_	*	31%	*	_	*	_	-
	CWOD	83%	69%	69%	65%	69%	*	-	*	-	-	69%	66%	-	69%		67%	70%	-	*	*	-
	EL	70%	66%	66%	-	66%	-	-	-	-	-	67%	56%	*	69%	66%	64%	68%	-	*	-	-

					African			American		Pacific	Two or More		Non Econ								Foster	,
		State	District	Campus		Hispanic V								CWD	CWOD	EL	Male	Female	Migrant Ho			
	Male Female	78% 82%	63% 68%	63% 68%	55% 67%	64% 69%	*	-	*	-	-	61% 69%	74% 59%	31% *	67% 70%	64% 68%	63%	- 68%	-	*	*	-
Science	All	79%	64%	64%	*	66%			*			63%	70%	*	72%	70%	64%			*		
	Students	1970	04 70	04 /0		00 76	-	-		-	-	0370	7 0 70		1270	1070	04 70	0576	-		-	-
	CWD	48%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	82% 58%	72% 70%	72%	*	73% 70%	-	-	*	-	-	73%	70%	*	72%	78%			-	*	-	-
	EL Male	78%	64%	70% 64%	*	69%	-	-	*	-		72% 61%	83%	*	78% 71%	70% 74%			-	_	-	-
	Female		65%	65%	*	63%	-	-	-	-	-	67%	*	*	73%	65%	-	65%	-	*	-	-
TAAR Percent	at Meets	Grade	Level o	r Above																		
All Grades All Subjects	All	47%	31%	31%	23%	31%	*	_	71%	_	_	30%	34%	13%	32%	32%	28%	33%	_	*	*	_
	Students																					
	CWD	23%	13%	13%	*	15%	*	-	-	-	-	10%	*	13%	-	6%	11%		-	*	-	-
	CWOD EL	26%	32% 32%	32% 32%	27%	32% 32%	_	-	71%	-	-	32% 32%	33% 30%	- 6%	32% 34%	34%	30% 31%		-	*		-
	⊏∟ Male	45%	28%	28%	4%	30%	*	-	*	-	-	26%	41%	11%	30%		28%		-	*	-	-
	Female		33%	33%	39%	32%	-	-	*	-	-	34%	26%	17%	34%	32%	-	33%	-	*	*	-
Dooding	ΛII	160/	27%	27%	22%	27%	*		*			26%	33%	15%	28%	270/	22%	32%		*	*	
Reading	All Students	46%	2170	2170	2270	2170		-		-	-	20%	33%	15%	20%	2170	2270	32%	-			-
	CWD	22%	15%	15%	*	17%	-	-	-	-	-	12%	*	15%	-	*	*	*	-	*	-	-
	CWOD	48%	28%	28%	25%	28%	*	-	*	-	-	28%	31%	-	28%		24%		-	*	*	-
	EL	21%	27%	27%	*	27%	*	-	-	-	-	26%	33%	*	28%	27%			-	*	-	-
	Male Female	41% 50%	22% 32%	22% 32%	42%	24% 30%	_	-	*	-	-	21% 31%	32% 35%	*	24% 33%	26%	22%	32%	-	*	*	
	Tomaic	30 /0	J2 /0	32 /0	42 /u	3070	_	_		_	_	0170	0070		0070	2070	_	32 /0	_			_
Mathematics	Students	48%	35%	35%	26%	36%	*	-	*	-	-	35%	36%	15%	37%	37%	34%	36%	-	*	*	-
	CWD	26%	15%	15%	*	17%	_	_	_	_	_	12%	*	15%	_	*	13%	*	_	*	_	_
	CWOD	51%	37%	37%	30%	38%	*	-	*	-	-	37%	34%	-	37%	40%			-	*	*	-
	EL	33%	37%	37%	-	37%	-	-	-	-	-	38%	28%	*	40%		37%		-	*	-	-
	Male	47%	34%	34%	9%	35%	*	-	*	-	-	31%	47%	13%	36%		34%		-	*	-	-
	Female	49%	36%	36%	42%	36%	-	-	•	-	-	38%	24%	*	38%	38%	-	36%	-	*	*	-
Science	All	49%	26%	26%	*	26%	-	-	*	-	-	25%	30%	*	29%	28%	31%	21%	-	*	-	-
	Students CWD	23%	*	*	*	*						*		*		*	*	*				
	CWOD	52%	29%	29%	*	29%	_	_	*	_	_	29%	30%	_	29%	31%	34%	23%	-	*	_	_
	EL	21%	28%	28%	-	28%	-	-	-	-	-	28%	*	*	31%	28%			-	*	-	-
	Male	50%	31%	31%	*	31%	-	-	*	-	-	27%	50%	*	34%		31%		-	-	-	-
	Female	49%	21%	21%	*	20%	-	-	-	-	-	23%	*	*	23%	26%	-	21%	-	*	-	-
TAAR Percent	at Master	o Grad	do Lovo																			
All Grades																						
All Subjects	All Students	21%	14%	14%	9%	14%	*	-	29%	-	-	14%	13%	10%	14%	14%	12%	16%	-	*	*	-
	CWD	8%	10%	10%	*	12%	_	_	_	_	_	9%	*	10%	_	6%	8%	13%	_	*	_	_
	CWOD	23%	14%	14%	11%	14%	*	-	29%	-	-	15%	13%	-	14%	15%			-	*	*	-
	EL	9%	14%	14%	-	14%	-	-	-	-	-	15%	13%	6%	15%	14%			-	*	-	-
	Male	20%	12%	12%	0%	12%	*	-	*	-	-	11%	16%	8%	12%	14%	12%		-	*	-	-
	Female	22%	16%	16%	18%	16%	-	-	*	-	-	17%	11%	13%	16%	15%	-	16%	-	*	*	-
Reading	All	19%	12%	12%	9%	13%	*	-	*	-	-	12%	11%	12%	12%	11%	8%	16%	-	*	*	-
	Students	701	100/	400/	*	400/						100/	*	100/		*	*	*		*		
	CWD	7%	12%	12%		13%	*	-	*	-	-	12%		12%	120/				-	*	*	-
	CWOD EL	20% 7%	12% 11%	12% 11%	10%	13% 11%	_	-		-	-	12% 11%	11% 17%	*	12% 11%	11% 11%		16% 12%	-	*		-
	⊏∟ Male	16%	8%	8%	*	9%	*	-	*	-	-	9%	5%	*	9%	10%		1270	-	*	-	-
	Female		16%	16%	17%	16%	-	-	*	-	-	16%	18%	*	16%	12%	-	16%	-	*	*	-
Mathematics	ΔII	220/	170/	170/	120/	170/	*		*			17%	170/	120/	170/	100/	1/10/	100/		*	*	
	Students	23%	17%	17%	13%	17%		-	-	-	-	1/70	17%	12%	17%	19%	14%	19%	-		-	-
	CWD	10%	12%	12%	*	13%	-	-	-	-	-	8%	*	12%	-		13%		-	*	-	-
	CWOD		17%	17%	15%	17%	*	-	*	-	-	18%	14%	-	17%	20%			-	*	*	-
	EL	13%	19%	19%	-	19%	-	-	-	-	-	20%	11%	*	20%		18%		-	*	-	-
	Male Female	23% 24%	14% 19%	14% 19%	0% 25%	15% 19%	_	-	*	-	-	12% 21%	26% 6%	13%	14% 20%	18% 20%	14%	19%	-	*	*	-
	i ciliale	∠→ /0	10/0	13/0		10/0	-	-		-	-	£ 1 /0	J /0		20 /0	ZU /0	•	1370	-			-
Science	All Students	22%	10%	10%	*	9%	-	-	*	-	-	10%	10%	*	11%	10%	15%	3%	-	*	-	-
	CWD	7%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	_	-
	CWOD		11%	11%	*	10%	-	-	*	-	-	11%	10%	-	11%	11%	17%	3%	-	*	-	-
	EL	5%	10%	10%	-	10%	-	-	-	-	-	11%	*	*	11%		15%		-	*	-	-
	Male	23%	15%	15%	*	14%	-	-	*	-	-	15%	17%	*	17%		15%		-	-	-	-
	Female	21%	3%	3%	*	3%	-	-	-	-	-	3%	*	*	3%	4%	-	3%	-	*	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	65	76	64	*	-	*	-	-	64	63	64
CWD	63	*	71	-	-	-	-	-	61	63	73
CWOD	66	87	64	*	-	*	-	-	65	-	64
EL	64	-	64	-	-	-	-	-	63	73	64
Male	65	88	64	*	-	*	-	-	65	67	66
Female	65	67	65	-	-	-	-	-	64	*	63
Mathematics											
All Students	62	56	63	*	-	*	-	-	60	58	64
CWD	58	*	59	-	-	-	-	-	56	58	64
CWOD	62	57	63	*	-	*	-	-	61	-	64
EL	64	-	64	-	-	-	-	-	64	64	64
Male	63	*	64	*	-	*	-	-	60	58	69
Female	61	56	61	-	-	-	-	-	60	*	60

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
362	34	9%

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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

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

Student Success (Student Achie			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	36	28	36	*	-	*	-	-	35	16	36
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	• • • • • • • • • • • • • • • • • • • •	7				7101411			2.000		
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Υ		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%

^{&#}x27;-' Indicates there are no students in the group.

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

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

Target Met	All Students N	African American	Hispanic N	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv N	CWD	EL+ N	
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											42% Y 44% Y 46% Y 46% Y	
Federal Graduation Status												
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е		7	Порато			7.0.0			2.000	2.000		552				g
All Subjects	All Students	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	*	-	*	-	_	100%	100%	100%	100%	100%	100%	100%	_
•	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	*	_	*	_	_	100%	100%	100%	100%	100%	100%	100%	_
Mathematics	CWD	100%	*	100%	_	_	_	_	_	100%	*	100%	-	100%	100%	100%	_
	CWOD	100%	100%	100%	*	_	*	_	_	100%	100%	10070	100%	100%	100%	100%	_
	EL	100%	-	100%		_	_	_	-	100%	100%	100%	100%	100%	100%	100%	_
	Male	100%	100%	100%	*	_	*	-		100%	100%	100%	100%	100%	100%	100 /0	-
	Female	100%	100%	100%		-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
	remale	100%	100%	100%	-	-		-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%		100%	-	-	-	-	-	100%	-	100%	-	100%			-
	CWOD	100%	100%	100%	-	-	•	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%		100%	100%	100%	100%	100%	-
	Male	100%	*	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%		-
	Female	100%	*	100%	-	-	-	-	-	100%	*	*	100%	100%	-	100%	-
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	*	_	*	_	_	0%	0%	0%	0%	0%	0%	0%	_
manomanoo	CWD	0%	*	0%	_	_	_	_	_	0%	*	0%	-	0%	0%	0%	_
	CWOD	0%	0%	0%	*	_	*	_	_	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	070	0%		_		_	_	0%	0%	0%	0%	0%	0%	0%	_
	Male	0%	0%	0%	*	_	*	-	-	0%	0%	0%	0%	0%	0%	0 /0	
	Female	0%	0%	0%		-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
	i Ciliale				-	-		-	-								-
Science	All Students	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0% 0%		0%	-	-	*	-	-	0%	-00/	0%	- 00/	0%		00/	-
	CWOD	0% 0%	0%	0%	-	-	-	-	-	0%	0%	- 00/	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%		0%	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-		-	-	0%	0%		0%	0%	0%	-	-

								IWO OI		NOII							
		African			American		Pacific	More	Econ	Econ							
	Campus A	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	:
Female	0%	*	0%	_	_	-	_	-	0%	*	*	0%	0%	-	0%	-	

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

Part (viii): Civil Rights Data

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

Out-of-School Suspensions M Fi To Expulsions With Educational Services Fi	Male Female Total Male Female Total	* 9 13 21 11 32	* * *	* 5 7	*							
Out-of-School Suspensions M Fi To Outsof-School Suspensions M Fi To Expulsions With Educational Services Fi	Female Fotal Male Female Fotal	13 21 11	*	5	*							
Out-of-School Suspensions M Fi To Expulsions With Educational Services Fi	Female Fotal Male Female Fotal	13 21 11	*			*	*	*	*	*		
Out-of-School Suspensions M F Expulsions With Educational Services F	Гotal Иale Female Гotal	21 11				*	*	*	*	*		
Expulsions With Educational Services When the description of the descr	Female Fotal	11	*		*	*	*	*	*	*		
Expulsions With Educational Services Fig. 1	Female Fotal	11	*									
Expulsions With Educational Services M Fi	Total			19	*	*	*	*	*	13		
Expulsions With Educational Services M F		32	*	7	*	*	*	*	*	7		
With Educational Services M F		02	*	26	*	*	*	*	*	20		
F				*		_		*				
	Male -	*	*	*	*	*	*	*	*	*		
т.	emale		*	*		*		*				
	Total	*	*	*		*	*	*	*			
	Male Female	*	*	*	*	*	*	*	*	*		
	-emaie Total	*	*	*	*	*	*	*	*	*		
	iotai Male	*	*	*	*	*	*	*	*	*		
	viale Female	*	*	*	*	*	*	*	*	*		
	Fotal	*	*	*	*	*	*	*	*	*		
School-Related Arrests	i Otali											
	Male	*	*	*	*	*	*	*	*	*		
	emale	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	√lale	*	*	*	*	*	*	*	*	*		
	emale	*	*	*	*	*	*	*	*	*		
	Total .	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Иale	*	*	*	*	*	*	*	*	*		*
	emale	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	emale	*	*	*	*	*	*	*	*	*		*
	Total	-	*	*	•	*		-	•	•		*
Expulsions								*				
	Male		*	*		*	*	*				*
	emale	*	*	*	*	*	*	*	*	*		*
	Гotal Иale	*	*	*	*	*	*	*	*	*		*
	emale	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	emale	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	emale	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Иale	*	*	*	*	*	*	*	*	*		*
	emale	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism										_		
	Male -	20	*	14	*	*	*	*	*	8	*	*
	emale	22	*	14	*	*	*	*	*	8 16	*	*
10	Total	42	-	28	-	^	^	•		1h		

Incidents of Violence
Incidents of rape or attempted rape
Incidents of sexual assault (other than rape)
Incidents of sexual assault (other than rape)
Incidents of robbery with a weapon
Incidents of robbery with a firearm or explosive device
Incidents of robbery without a weapon
Incidents of physical attack or fight with a weapon
Incidents of physical attack or fight with a firearm or explosive device
Incidents of physical attack or fight with a firearm or explosive device
Incidents of physical attack or fight without a weapon
Incidents of threats of physical attack with a weapon
Incidents of threats of physical attack with a firearm or explosive device
Incidents of threats of physical attack with a firearm or explosive device
Incidents of threats of physical attack with a firearm or explosive device
Incidents of threats of physical attack without a weapon
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Incidents of physical attack wit

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

2/11/2019

Total On the basis of disability

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
· · · · · · · · · · · · · · · · · ·	Male	85	11	65	*	5	*	*	*	38	*
	Female	126	17	101	*	*	*	*	*	65	*
	Total	211	28	166	*	7	*	*	*	103	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 25.8	Percent 86.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6 Reading	5,678	1%	*	*	*	*

Mathematics	State Number of ALT2 5,677	State Rate of ALT2 1%	District Number of ALT2 *	District Rate of ALT2 *	Campus Number of ALT2 *	Campus Rate of ALT2 *
Grade 7 Reading	5,298	1%	*	*	*	*
Mathematics	5,294	1%	*	*	*	*
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	*	*	*	*
Reading	43,730	1%	*	*	*	*
Mathematics	39,178	1%	*	*	*	*
Science	16,112	1%	-	-	-	-

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Olddo 4	rtodding	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
										•
		White	21	22	34	32	35 *	34	10	13
		American Indian		52		28		17		3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
									_	_
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	i
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		English Eanguage Edumore	02	00	00	2,	Ü	Ü	11/4	TI/G
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
		English Language Learners	01	7.1	32	25	,	3	'	•

^{...}

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

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018