# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** TREASURE FOREST EL

**Campus ID:** 101920125

**District Name:** SPRING BRANCH 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 Goals**

| | | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Current & 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% |
| | 2017-18 through 2021-22 | | | | | | | | | | | 36% |
| | 2022-23 through 2026-27 | | | | | | | | | | | 38% |
| | 2027-28 through 2031-32 | | | | | | | | | | | 40% |
| **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% | 90% |
| | 2022-23 through 2026-27 | 92% | 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% | 94% |

'^' 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.
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
**Comprehensive Support and Improvement Schools** , **Targeted Support and Improvement Schools** and **Additional Targeted Support Schools** 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)

| | | State | District | Campus | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Percent at Approaches Grade Level or Above** | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 75% | 72% | **36%** | 29% | 37% | * | - | - | - | * | 36% | 40% | 43% | 36% | 32% | 40% | 32% | - | * | - | - |
| | CWD | 49% | 46% | **43%** | - | 43% | - | - | - | - | - | 50% | * | 43% | - | 33% | 20% | * | - | - | - | - |
| | CWOD | 79% | 74% | **36%** | 29% | 36% | * | - | - | - | * | 35% | * | - | 36% | 32% | 43% | 28% | - | * | - | - |
| | EL | 69% | 58% | **32%** | - | 32% | - | - | - | - | - | 31% | * | 33% | 32% | 32% | 35% | 29% | - | * | - | - |
| | Male | 73% | 69% | **40%** | * | 42% | * | - | - | - | * | 41% | 40% | 20% | 43% | 35% | 40% | - | - | - | - | - |
| | Female | 78% | 74% | **32%** | * | 31% | - | - | - | - | - | 32% | - | * | 28% | 29% | - | 32% | - | * | - | - |
| Mathematics | All Students | 78% | 76% | **49%** | 71% | 45% | * | - | - | - | * | 49% | 40% | 29% | 51% | 45% | 55% | 42% | - | * | - | - |
| | CWD | 52% | 51% | **29%** | - | 29% | - | - | - | - | - | 33% | * | 29% | - | 17% | 40% | * | - | - | - | - |
| | CWOD | 81% | 78% | **51%** | 71% | 47% | * | - | - | - | * | 51% | * | - | 51% | 48% | 57% | 44% | - | * | - | - |
| | EL | 75% | 66% | **45%** | - | 45% | - | - | - | - | - | 45% | * | 17% | 48% | 45% | 48% | 42% | - | * | - | - |
| | Male | 78% | 76% | **55%** | * | 50% | * | - | - | - | * | 57% | 40% | 40% | 57% | 48% | 55% | - | - | - | - | - |
| | Female | 78% | 75% | **42%** | * | 40% | - | - | - | - | - | 42% | - | * | 44% | 42% | - | 42% | - | * | - | - |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 74% | 68% | **29%** | 50% | 25% | * | - | - | - | * | 29% | 20% | 22% | 30% | 21% | 29% | 28% | - | * | - | - |
| | CWD | 44% | 41% | **22%** | - | 22% | - | - | - | - | - | 25% | * | 22% | - | 33% | 33% | * | - | - | - | - |
| | CWOD | 78% | 71% | **30%** | 50% | 26% | * | - | - | - | * | 30% | * | - | 30% | 19% | 29% | 31% | - | * | - | - |
| | EL | 64% | 49% | **21%** | - | 21% | - | - | - | - | - | 20% | * | 33% | 19% | 21% | 28% | 14% | - | * | - | - |
| | Male | 71% | 65% | **29%** | * | 27% | * | - | - | - | * | 28% | * | 33% | 29% | 28% | 29% | - | - | - | - | - |
| | Female | 77% | 71% | **28%** | * | 24% | - | - | - | - | * | 31% | * | * | 31% | 14% | - | 28% | - | * | - | - |
| Mathematics | All Students | 74% | 70% | **36%** | 50% | 35% | * | - | - | - | * | 37% | 20% | 22% | 38% | 34% | 39% | 33% | - | * | - | - |
| | CWD | 46% | 44% | **22%** | - | 22% | - | - | - | - | - | 25% | * | 22% | - | 33% | 33% | * | - | - | - | - |
| | CWOD | 78% | 73% | **38%** | 50% | 37% | * | - | - | - | * | 39% | * | - | 38% | 35% | 40% | 36% | - | * | - | - |
| | EL | 69% | 56% | **34%** | - | 34% | - | - | - | - | - | 35% | * | 33% | 35% | 34% | 41% | 28% | - | * | - | - |
| | Male | 74% | 71% | **39%** | * | 41% | * | - | - | - | * | 38% | * | 33% | 40% | 41% | 39% | - | - | - | - | - |
| | Female | 74% | 69% | **33%** | * | 29% | - | - | - | - | * | 36% | * | * | 36% | 28% | - | 33% | - | * | - | - |
| Grade 5 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 86% | 82% | **57%** | 75% | 56% | * | - | - | - | * | 61% | 27% | 47% | 59% | 51% | 62% | 50% | - | * | - | - |
| | CWD | 55% | 50% | **47%** | * | 43% | - | - | - | - | - | 50% | * | 47% | - | 38% | 50% | 40% | - | - | - | - |
| | CWOD | 89% | 86% | **59%** | 71% | 59% | * | - | - | - | * | 63% | 30% | - | 59% | 53% | 65% | 51% | - | * | - | - |
| | EL | 77% | 68% | **51%** | - | 53% | * | - | - | - | * | 56% | 22% | 38% | 53% | 51% | 59% | 41% | - | - | - | - |
| | Male | 83% | 80% | **62%** | * | 64% | * | - | - | - | - | 64% | 40% | 50% | 65% | 59% | 62% | - | - | * | - | - |
| | Female | 88% | 85% | **50%** | 86% | 45% | * | - | - | - | * | 56% | 17% | 40% | 51% | 41% | - | 50% | - | - | - | - |
| Mathematics | All Students | 89% | 84% | **64%** | 89% | 61% | * | - | - | - | * | 65% | 55% | 80% | 61% | 52% | 69% | 59% | - | * | - | - |
| | CWD | 68% | 57% | **80%** | * | 79% | - | - | - | - | - | 79% | * | 80% | - | 75% | 70% | 100% | - | - | - | - |
| | CWOD | 92% | 87% | **61%** | 88% | 57% | * | - | - | - | * | 63% | 50% | - | 61% | 48% | 68% | 53% | - | * | - | - |
| | EL | 85% | 74% | **52%** | - | 52% | * | - | - | - | * | 53% | 44% | 75% | 48% | 52% | 57% | 44% | - | - | - | - |
| | Male | 88% | 84% | **69%** | * | 67% | * | - | - | - | - | 70% | 60% | 70% | 68% | 57% | 69% | - | - | * | - | - |
| | Female | 90% | 85% | **59%** | 88% | 52% | * | - | - | - | * | 60% | 50% | 100% | 53% | 44% | - | 59% | - | - | - | - |
| Science | All Students | 74% | 69% | **36%** | 56% | 32% | * | - | - | - | * | 38% | 18% | 40% | 35% | 23% | 42% | 28% | - | * | - | - |
| | CWD | 45% | 41% | **40%** | * | 43% | - | - | - | - | - | 43% | * | 40% | - | 25% | 40% | 40% | - | - | - | - |

| | | State | District | Campus | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CWOD | 77% | 72% | **35%** | 63% | 30% | * | - | - | - | * | 37% | 20% | - | 35% | 23% | 43% | 26% | - | * | - | - |
| | EL | 60% | 47% | **23%** | - | 22% | * | - | - | - | * | 25% | 11% | 25% | 23% | 23% | 32% | 12% | - | - | - | - |
| | Male | 74% | 70% | **42%** | * | 43% | * | - | - | - | - | 42% | 40% | 40% | 43% | 32% | 42% | - | - | * | - | - |
| | Female | 73% | 68% | **28%** | 63% | 17% | * | - | - | - | * | 32% | 0% | 40% | 26% | 12% | - | 28% | - | - | - | - |

**STAAR Percent at Meets Grade Level or Above**

Grade 3

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | All Students | 44% | 44% | **14%** | 29% | 11% | * | - | - | - | * | 15% | 0% | 43% | 11% | 10% | 17% | 11% | - | * | - | - |
| | CWD | 26% | 28% | **43%** | - | 43% | - | - | - | - | - | 50% | * | 43% | - | 33% | 20% | * | - | - | - | - |
| | CWOD | 46% | 46% | **11%** | 29% | 8% | * | - | - | - | * | 12% | * | - | 11% | 7% | 16% | 6% | - | * | - | - |
| | EL | 35% | 26% | **10%** | - | 10% | - | - | - | - | - | 10% | * | 33% | 7% | 10% | 10% | 10% | - | * | - | - |
| | Male | 41% | 43% | **17%** | * | 14% | * | - | - | - | * | 19% | 0% | 20% | 16% | 10% | 17% | - | - | - | - | - |
| | Female | 47% | 45% | **11%** | * | 9% | - | - | - | - | - | 11% | - | * | 6% | 10% | - | 11% | - | * | - | - |
| Mathematics | All Students | 48% | 47% | **13%** | 14% | 11% | * | - | - | - | * | 12% | 20% | 14% | 12% | 11% | 19% | 5% | - | * | - | - |
| | CWD | 30% | 27% | **14%** | - | 14% | - | - | - | - | - | 17% | * | 14% | - | 0% | 20% | * | - | - | - | - |
| | CWOD | 50% | 49% | **12%** | 14% | 11% | * | - | - | - | * | 12% | * | - | 12% | 13% | 19% | 6% | - | * | - | - |
| | EL | 41% | 33% | **11%** | - | 11% | - | - | - | - | - | 10% | * | 0% | 13% | 11% | 16% | 6% | - | * | - | - |
| | Male | 49% | 48% | **19%** | * | 17% | * | - | - | - | * | 19% | 20% | 20% | 19% | 16% | 19% | - | - | - | - | - |
| | Female | 46% | 45% | **5%** | * | 6% | - | - | - | - | - | 5% | - | * | 6% | 6% | - | 5% | - | * | - | - |

Grade 4

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | All Students | 43% | 43% | **14%** | 50% | 10% | * | - | - | - | * | 15% | 0% | 22% | 13% | 7% | 12% | 15% | - | * | - | - |
| | CWD | 24% | 28% | **22%** | - | 22% | - | - | - | - | - | 25% | * | 22% | - | 33% | 33% | * | - | - | - | - |
| | CWOD | 46% | 44% | **13%** | 50% | 8% | * | - | - | - | * | 13% | * | - | 13% | 4% | 9% | 17% | - | * | - | - |
| | EL | 30% | 22% | **7%** | - | 7% | - | - | - | - | - | 7% | * | 33% | 4% | 7% | 10% | 3% | - | * | - | - |
| | Male | 41% | 41% | **12%** | * | 11% | * | - | - | - | * | 13% | * | 33% | 9% | 10% | 12% | - | - | - | - | - |
| | Female | 46% | 44% | **15%** | * | 9% | - | - | - | - | * | 17% | * | * | 17% | 3% | - | 15% | - | * | - | - |
| Mathematics | All Students | 46% | 47% | **19%** | 50% | 15% | * | - | - | - | * | 20% | 0% | 22% | 18% | 16% | 24% | 13% | - | * | - | - |
| | CWD | 27% | 31% | **22%** | - | 22% | - | - | - | - | - | 25% | * | 22% | - | 33% | 33% | * | - | - | - | - |
| | CWOD | 49% | 49% | **18%** | 50% | 15% | * | - | - | - | * | 19% | * | - | 18% | 13% | 23% | 14% | - | * | - | - |
| | EL | 39% | 29% | **16%** | - | 16% | - | - | - | - | - | 17% | * | 33% | 13% | 16% | 28% | 3% | - | * | - | - |
| | Male | 48% | 49% | **24%** | * | 24% | * | - | - | - | * | 26% | * | 33% | 23% | 28% | 24% | - | - | - | - | - |
| | Female | 45% | 45% | **13%** | * | 6% | - | - | - | - | * | 14% | * | * | 14% | 3% | - | 13% | - | * | - | - |

Grade 5

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | All Students | 53% | 52% | **19%** | 13% | 21% | * | - | - | - | * | 19% | 18% | 40% | 15% | 13% | 28% | 8% | - | * | - | - |
| | CWD | 27% | 26% | **40%** | * | 43% | - | - | - | - | - | 43% | * | 40% | - | 38% | 50% | 20% | - | - | - | - |
| | CWOD | 56% | 55% | **15%** | 14% | 16% | * | - | - | - | * | 14% | 20% | - | 15% | 9% | 23% | 6% | - | * | - | - |
| | EL | 36% | 24% | **13%** | - | 14% | * | - | - | - | * | 13% | 11% | 38% | 9% | 13% | 24% | 0% | - | - | - | - |
| | Male | 50% | 51% | **28%** | * | 30% | * | - | - | - | - | 27% | 40% | 50% | 23% | 24% | 28% | - | - | * | - | - |
| | Female | 56% | 54% | **8%** | 14% | 6% | * | - | - | - | * | 9% | 0% | 20% | 6% | 0% | - | 8% | - | - | - | - |
| Mathematics | All Students | 57% | 56% | **21%** | 33% | 20% | * | - | - | - | * | 23% | 0% | 40% | 17% | 15% | 25% | 15% | - | * | - | - |
| | CWD | 31% | 32% | **40%** | * | 43% | - | - | - | - | - | 43% | * | 40% | - | 25% | 40% | 40% | - | - | - | - |
| | CWOD | 60% | 58% | **17%** | 38% | 15% | * | - | - | - | * | 19% | 0% | - | 17% | 13% | 22% | 11% | - | * | - | - |
| | EL | 46% | 35% | **15%** | - | 15% | * | - | - | - | * | 17% | 0% | 25% | 13% | 15% | 23% | 4% | - | - | - | - |
| | Male | 56% | 56% | **25%** | * | 27% | * | - | - | - | - | 28% | 0% | 40% | 22% | 23% | 25% | - | - | * | - | - |

| | | State | District | Campus | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | 57% | 55% | **15%** | 38% | 10% | * | - | - | - | * | 17% | 0% | 40% | 11% | 4% | - | 15% | - | - | - | - |
| Science | All Students | 48% | 45% | **17%** | 22% | 17% | * | - | - | - | * | 18% | 9% | 40% | 12% | 10% | 22% | 10% | - | * | - | - |
| | CWD | 27% | 27% | **40%** | * | 43% | - | - | - | - | - | 43% | * | 40% | - | 25% | 40% | 40% | - | - | - | - |
| | CWOD | 50% | 46% | **12%** | 25% | 11% | * | - | - | - | * | 12% | 10% | - | 12% | 8% | 18% | 6% | - | * | - | - |
| | EL | 31% | 19% | **10%** | - | 10% | * | - | - | - | * | 12% | 0% | 25% | 8% | 10% | 18% | 0% | - | - | - | - |
| | Male | 50% | 48% | **22%** | * | 23% | * | - | - | - | - | 22% | 20% | 40% | 18% | 18% | 22% | - | - | * | - | - |
| | Female | 45% | 41% | **10%** | 25% | 7% | * | - | - | - | * | 12% | 0% | 40% | 6% | 0% | - | 10% | - | - | - | - |

**STAAR Percent at Masters Grade Level**

Grade 3

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | All Students | 27% | 28% | **4%** | 14% | 3% | * | - | - | - | * | 4% | 0% | 14% | 3% | 0% | 7% | 0% | - | * | - | - |
| | CWD | 10% | 9% | **14%** | - | 14% | - | - | - | - | - | 17% | * | 14% | - | 0% | 20% | * | - | - | - | - |
| | CWOD | 29% | 30% | **3%** | 14% | 2% | * | - | - | - | * | 3% | * | - | 3% | 0% | 5% | 0% | - | * | - | - |
| | EL | 19% | 12% | **0%** | - | 0% | - | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% | 0% | - | * | - | - |
| | Male | 24% | 26% | **7%** | * | 6% | * | - | - | - | * | 8% | 0% | 20% | 5% | 0% | 7% | - | - | - | - | - |
| | Female | 29% | 30% | **0%** | * | 0% | - | - | - | - | - | 0% | - | * | 0% | 0% | - | 0% | - | * | - | - |
| Mathematics | All Students | 24% | 25% | **4%** | 14% | 3% | * | - | - | - | * | 3% | 20% | 0% | 4% | 3% | 7% | 0% | - | * | - | - |
| | CWD | 12% | 10% | **0%** | - | 0% | - | - | - | - | - | 0% | * | 0% | - | 0% | 0% | * | - | - | - | - |
| | CWOD | 25% | 27% | **4%** | 14% | 3% | * | - | - | - | * | 3% | * | - | 4% | 4% | 8% | 0% | - | * | - | - |
| | EL | 18% | 13% | **3%** | - | 3% | - | - | - | - | - | 2% | * | 0% | 4% | 3% | 6% | 0% | - | * | - | - |
| | Male | 26% | 27% | **7%** | * | 6% | * | - | - | - | * | 5% | 20% | 0% | 8% | 6% | 7% | - | - | - | - | - |
| | Female | 22% | 22% | **0%** | * | 0% | - | - | - | - | - | 0% | - | * | 0% | 0% | - | 0% | - | * | - | - |

Grade 4

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| Reading | All Students | 21% | 23% | **6%** | 33% | 3% | * | - | - | - | * | 7% | 0% | 0% | 7% | 2% | 5% | 8% | - | * | - | - |
| | CWD | 8% | 8% | **0%** | - | 0% | - | - | - | - | - | 0% | * | 0% | - | 0% | 0% | * | - | - | - | - |
| | CWOD | 23% | 24% | **7%** | 33% | 3% | * | - | - | - | * | 7% | * | - | 7% | 2% | 6% | 8% | - | * | - | - |
| | EL | 12% | 6% | **2%** | - | 2% | - | - | - | - | - | 2% | * | 0% | 2% | 2% | 3% | 0% | - | * | - | - |
| | Male | 20% | 22% | **5%** | * | 3% | * | - | - | - | * | 5% | * | 0% | 6% | 3% | 5% | - | - | - | - | - |
| | Female | 23% | 24% | **8%** | * | 3% | - | - | - | - | * | 8% | * | * | 8% | 0% | - | 8% | - | * | - | - |
| Mathematics | All Students | 27% | 31% | **8%** | 50% | 4% | * | - | - | - | * | 8% | 0% | 0% | 8% | 5% | 7% | 8% | - | * | - | - |
| | CWD | 13% | 15% | **0%** | - | 0% | - | - | - | - | - | 0% | * | 0% | - | 0% | 0% | * | - | - | - | - |
| | CWOD | 29% | 33% | **8%** | 50% | 5% | * | - | - | - | * | 9% | * | - | 8% | 6% | 9% | 8% | - | * | - | - |
| | EL | 20% | 15% | **5%** | - | 5% | - | - | - | - | - | 6% | * | 0% | 6% | 5% | 10% | 0% | - | * | - | - |
| | Male | 29% | 33% | **7%** | * | 8% | * | - | - | - | * | 8% | * | 0% | 9% | 10% | 7% | - | - | - | - | - |
| | Female | 25% | 30% | **8%** | * | 0% | - | - | - | - | * | 8% | * | * | 8% | 0% | - | 8% | - | * | - | - |

Grade 5

| | | | | | | | | | | | | | | | | | | | | | | |
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| Reading | All Students | 29% | 31% | **3%** | 0% | 4% | * | - | - | - | * | 3% | 9% | 7% | 3% | 5% | 6% | 0% | - | * | - | - |
| | CWD | 9% | 7% | **7%** | * | 7% | - | - | - | - | - | 7% | * | 7% | - | 13% | 10% | 0% | - | - | - | - |
| | CWOD | 31% | 34% | **3%** | 0% | 3% | * | - | - | - | * | 2% | 10% | - | 3% | 4% | 5% | 0% | - | * | - | - |
| | EL | 14% | 7% | **5%** | - | 5% | * | - | - | - | * | 4% | 11% | 13% | 4% | 5% | 9% | 0% | - | - | - | - |
| | Male | 26% | 29% | **6%** | * | 6% | * | - | - | - | - | 4% | 20% | 10% | 5% | 9% | 6% | - | - | * | - | - |
| | Female | 31% | 34% | **0%** | 0% | 0% | * | - | - | - | * | 0% | 0% | 0% | 0% | 0% | - | 0% | - | - | - | - |

| | | State | District | Campus | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
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| Mathematics | All Students | 36% | 38% | **7%** | 11% | 6% | * | - | - | - | * | 7% | 0% | 13% | 5% | 5% | 8% | 5% | - | * | - | - |
| | CWD | 14% | 16% | **13%** | * | 14% | - | - | - | - | - | 14% | * | 13% | - | 13% | 10% | 20% | - | - | - | - |
| | CWOD | 38% | 41% | **5%** | 13% | 5% | * | - | - | - | * | 6% | 0% | - | 5% | 4% | 7% | 3% | - | * | - | - |
| | EL | 24% | 16% | **5%** | - | 5% | * | - | - | - | * | 6% | 0% | 13% | 4% | 5% | 9% | 0% | - | - | - | - |
| | Male | 36% | 39% | **8%** | * | 8% | * | - | - | - | - | 9% | 0% | 10% | 7% | 9% | 8% | - | - | * | - | - |
| | Female | 35% | 38% | **5%** | 13% | 3% | * | - | - | - | * | 6% | 0% | 20% | 3% | 0% | - | 5% | - | - | - | - |
| Science | All Students | 23% | 22% | **2%** | 0% | 3% | * | - | - | - | * | 3% | 0% | 7% | 1% | 2% | 4% | 0% | - | * | - | - |
| | CWD | 11% | 10% | **7%** | * | 7% | - | - | - | - | - | 7% | * | 7% | - | 13% | 10% | 0% | - | - | - | - |
| | CWOD | 25% | 23% | **1%** | 0% | 2% | * | - | - | - | * | 2% | 0% | - | 1% | 0% | 3% | 0% | - | * | - | - |
| | EL | 11% | 4% | **2%** | - | 2% | * | - | - | - | * | 2% | 0% | 13% | 0% | 2% | 3% | 0% | - | - | - | - |
| | Male | 25% | 24% | **4%** | * | 4% | * | - | - | - | - | 4% | 0% | 10% | 3% | 3% | 4% | - | - | * | - | - |
| | Female | 21% | 19% | **0%** | 0% | 0% | * | - | - | - | * | 0% | 0% | 0% | 0% | 0% | - | 0% | - | - | - | - |

**STAAR Percent at Approaches Grade Level or Above**

All Grades

| | | State | District | Campus | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
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| All Subjects | All Students | 77% | 74% | **44%** | 62% | 42% | 54% | - | - | - | 56% | 45% | 32% | 44% | 44% | 37% | 49% | 39% | - | 43% | - | - |
| | CWD | 46% | 43% | **44%** | * | 43% | - | - | - | - | - | 47% | 14% | 44% | - | 38% | 44% | 44% | - | - | - | - |
| | CWOD | 81% | 77% | **44%** | 61% | 42% | 54% | - | - | - | 56% | 45% | 35% | - | 44% | 37% | 50% | 38% | - | 43% | - | - |
| | EL | 62% | 51% | **37%** | - | 37% | * | - | - | - | * | 38% | 30% | 38% | 37% | 37% | 43% | 30% | - | * | - | - |
| | Male | 74% | 71% | **49%** | 33% | 49% | 70% | - | - | - | * | 49% | 45% | 44% | 50% | 43% | 49% | - | - | * | - | - |
| | Female | 80% | 77% | **39%** | 73% | 34% | * | - | - | - | 40% | 41% | 17% | 44% | 38% | 30% | - | 39% | - | * | - | - |
| Reading | All Students | 73% | 70% | **41%** | 52% | 40% | 40% | - | - | - | * | 42% | 29% | 39% | 42% | 35% | 45% | 37% | - | * | - | - |
| | CWD | 39% | 38% | **39%** | * | 37% | - | - | - | - | - | 43% | * | 39% | - | 35% | 38% | 40% | - | - | - | - |
| | CWOD | 78% | 73% | **42%** | 50% | 41% | 40% | - | - | - | * | 42% | 33% | - | 42% | 35% | 46% | 36% | - | * | - | - |
| | EL | 54% | 42% | **35%** | - | 35% | * | - | - | - | * | 35% | 29% | 35% | 35% | 35% | 41% | 28% | - | * | - | - |
| | Male | 69% | 66% | **45%** | 14% | 46% | * | - | - | - | * | 45% | 42% | 38% | 46% | 41% | 45% | - | - | * | - | - |
| | Female | 78% | 74% | **37%** | 71% | 33% | * | - | - | - | * | 39% | 11% | 40% | 36% | 28% | - | 37% | - | * | - | - |
| Mathematics | All Students | 81% | 77% | **50%** | 73% | 48% | 80% | - | - | - | * | 51% | 43% | 52% | 50% | 44% | 55% | 45% | - | * | - | - |
| | CWD | 53% | 48% | **52%** | * | 50% | - | - | - | - | - | 54% | * | 52% | - | 45% | 52% | 50% | - | - | - | - |
| | CWOD | 84% | 80% | **50%** | 71% | 47% | 80% | - | - | - | * | 51% | 44% | - | 50% | 44% | 56% | 44% | - | * | - | - |
| | EL | 72% | 61% | **44%** | - | 44% | * | - | - | - | * | 44% | 41% | 45% | 44% | 44% | 49% | 38% | - | * | - | - |
| | Male | 79% | 76% | **55%** | 57% | 54% | * | - | - | - | * | 56% | 50% | 52% | 56% | 49% | 55% | - | - | * | - | - |
| | Female | 82% | 79% | **45%** | 80% | 40% | * | - | - | - | * | 46% | 33% | 50% | 44% | 38% | - | 45% | - | * | - | - |
| Science | All Students | 80% | 78% | **36%** | 56% | 32% | * | - | - | - | * | 38% | 18% | 40% | 35% | 23% | 42% | 28% | - | * | - | - |
| | CWD | 51% | 48% | **40%** | * | 43% | - | - | - | - | - | 43% | * | 40% | - | 25% | 40% | 40% | - | - | - | - |
| | CWOD | 84% | 81% | **35%** | 63% | 30% | * | - | - | - | * | 37% | 20% | - | 35% | 23% | 43% | 26% | - | * | - | - |
| | EL | 61% | 52% | **23%** | - | 22% | * | - | - | - | * | 25% | 11% | 25% | 23% | 23% | 32% | 12% | - | - | - | - |
| | Male | 79% | 77% | **42%** | * | 43% | * | - | - | - | - | 42% | 40% | 40% | 43% | 32% | 42% | - | - | * | - | - |
| | Female | 81% | 80% | **28%** | 63% | 17% | * | - | - | - | * | 32% | 0% | 40% | 26% | 12% | - | 28% | - | - | - | - |

**STAAR Percent at Meets Grade Level or Above**

All Grades

| | | State | District | Campus | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Subjects | All Students | 49% | 49% | **17%** | 29% | 15% | 8% | - | - | - | 33% | 17% | 8% | 34% | 14% | 12% | 21% | 11% | - | 0% | - | - |

| | | State | District | Campus | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CWD | 24% | 25% | **34%** | * | 35% | - | - | - | - | - | 37% | 0% | 34% | - | 27% | 37% | 28% | - | - | - | - |
| | CWOD | 52% | 52% | **14%** | 31% | 12% | 8% | - | - | - | 33% | 14% | 9% | - | 14% | 10% | 18% | 9% | - | 0% | - | - |
| | EL | 29% | 20% | **12%** | - | 12% | * | - | - | - | * | 12% | 5% | 27% | 10% | 12% | 18% | 4% | - | * | - | - |
| | Male | 47% | 48% | **21%** | 13% | 22% | 10% | - | - | - | * | 22% | 14% | 37% | 18% | 18% | 21% | - | - | * | - | - |
| | Female | 52% | 51% | **11%** | 35% | 7% | * | - | - | - | 0% | 12% | 0% | 28% | 9% | 4% | - | 11% | - | * | - | - |
| Reading | All Students | 47% | 47% | **16%** | 29% | 14% | 0% | - | - | - | * | 16% | 10% | 35% | 13% | 10% | 20% | 11% | - | * | - | - |
| | CWD | 21% | 22% | **35%** | * | 37% | - | - | - | - | - | 39% | * | 35% | - | 35% | 38% | 30% | - | - | - | - |
| | CWOD | 50% | 49% | **13%** | 30% | 11% | 0% | - | - | - | * | 13% | 11% | - | 13% | 7% | 16% | 9% | - | * | - | - |
| | EL | 23% | 15% | **10%** | - | 10% | * | - | - | - | * | 10% | 6% | 35% | 7% | 10% | 15% | 5% | - | * | - | - |
| | Male | 43% | 43% | **20%** | 14% | 19% | * | - | - | - | * | 20% | 17% | 38% | 16% | 15% | 20% | - | - | * | - | - |
| | Female | 51% | 51% | **11%** | 36% | 8% | * | - | - | - | * | 12% | 0% | 30% | 9% | 5% | - | 11% | - | * | - | - |
| Mathematics | All Students | 51% | 51% | **17%** | 32% | 16% | 20% | - | - | - | * | 19% | 5% | 29% | 16% | 14% | 23% | 11% | - | * | - | - |
| | CWD | 26% | 26% | **29%** | * | 30% | - | - | - | - | - | 32% | * | 29% | - | 20% | 33% | 20% | - | - | - | - |
| | CWOD | 54% | 54% | **16%** | 33% | 14% | 20% | - | - | - | * | 17% | 6% | - | 16% | 13% | 21% | 10% | - | * | - | - |
| | EL | 37% | 27% | **14%** | - | 14% | * | - | - | - | * | 15% | 6% | 20% | 13% | 14% | 22% | 5% | - | * | - | - |
| | Male | 50% | 51% | **23%** | 14% | 23% | * | - | - | - | * | 25% | 8% | 33% | 21% | 22% | 23% | - | - | * | - | - |
| | Female | 51% | 51% | **11%** | 40% | 7% | * | - | - | - | * | 12% | 0% | 20% | 10% | 5% | - | 11% | - | * | - | - |
| Science | All Students | 53% | 53% | **17%** | 22% | 17% | * | - | - | - | * | 18% | 9% | 40% | 12% | 10% | 22% | 10% | - | * | - | - |
| | CWD | 25% | 26% | **40%** | * | 43% | - | - | - | - | - | 43% | * | 40% | - | 25% | 40% | 40% | - | - | - | - |
| | CWOD | 56% | 56% | **12%** | 25% | 11% | * | - | - | - | * | 12% | 10% | - | 12% | 8% | 18% | 6% | - | * | - | - |
| | EL | 26% | 17% | **10%** | - | 10% | * | - | - | - | * | 12% | 0% | 25% | 8% | 10% | 18% | 0% | - | - | - | - |
| | Male | 53% | 53% | **22%** | * | 23% | * | - | - | - | - | 22% | 20% | 40% | 18% | 18% | 22% | - | - | * | - | - |
| | Female | 53% | 53% | **10%** | 25% | 7% | * | - | - | - | * | 12% | 0% | 40% | 6% | 0% | - | 10% | - | - | - | - |

**STAAR Percent at Masters Grade Level**

All Grades

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Subjects | All Students | 23% | 23% | **5%** | 15% | 4% | 0% | - | - | - | 11% | 5% | 4% | 6% | 4% | 3% | 6% | 3% | - | 0% | - | - |
| | CWD | 8% | 7% | **6%** | * | 7% | - | - | - | - | - | 7% | 0% | 6% | - | 6% | 8% | 4% | - | - | - | - |
| | CWOD | 25% | 25% | **4%** | 16% | 3% | 0% | - | - | - | 11% | 4% | 4% | - | 4% | 3% | 6% | 3% | - | 0% | - | - |
| | EL | 11% | 6% | **3%** | - | 3% | * | - | - | - | * | 3% | 5% | 6% | 3% | 3% | 6% | 0% | - | * | - | - |
| | Male | 22% | 22% | **6%** | 13% | 6% | 0% | - | - | - | * | 6% | 7% | 8% | 6% | 6% | 6% | - | - | * | - | - |
| | Female | 24% | 24% | **3%** | 16% | 1% | * | - | - | - | 0% | 3% | 0% | 4% | 3% | 0% | - | 3% | - | * | - | - |
| Reading | All Students | 20% | 20% | **4%** | 14% | 3% | 0% | - | - | - | * | 4% | 5% | 6% | 4% | 2% | 6% | 3% | - | * | - | - |
| | CWD | 7% | 5% | **6%** | * | 7% | - | - | - | - | - | 7% | * | 6% | - | 5% | 10% | 0% | - | - | - | - |
| | CWOD | 22% | 21% | **4%** | 15% | 3% | 0% | - | - | - | * | 4% | 6% | - | 4% | 2% | 5% | 3% | - | * | - | - |
| | EL | 8% | 4% | **2%** | - | 2% | * | - | - | - | * | 2% | 6% | 5% | 2% | 2% | 4% | 0% | - | * | - | - |
| | Male | 17% | 18% | **6%** | 14% | 5% | * | - | - | - | * | 6% | 8% | 10% | 5% | 4% | 6% | - | - | * | - | - |
| | Female | 23% | 22% | **3%** | 14% | 1% | * | - | - | - | * | 3% | 0% | 0% | 3% | 0% | - | 3% | - | * | - | - |
| Mathematics | All Students | 26% | 26% | **6%** | 23% | 5% | 0% | - | - | - | * | 6% | 5% | 6% | 6% | 4% | 7% | 4% | - | * | - | - |
| | CWD | 11% | 9% | **6%** | * | 7% | - | - | - | - | - | 7% | * | 6% | - | 5% | 5% | 10% | - | - | - | - |
| | CWOD | 28% | 27% | **6%** | 24% | 4% | 0% | - | - | - | * | 6% | 6% | - | 6% | 4% | 8% | 4% | - | * | - | - |
| | EL | 16% | 10% | **4%** | - | 4% | * | - | - | - | * | 4% | 6% | 5% | 4% | 4% | 8% | 0% | - | * | - | - |
| | Male | 25% | 26% | **7%** | 14% | 7% | * | - | - | - | * | 7% | 8% | 5% | 8% | 8% | 7% | - | - | * | - | - |
| | Female | 26% | 25% | **4%** | 27% | 1% | * | - | - | - | * | 5% | 0% | 10% | 4% | 0% | - | 4% | - | * | - | - |

| | | State | District | Campus | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Science | All Students | 24% | 27% | **2%** | 0% | 3% | * | - | - | - | * | 3% | 0% | 7% | 1% | 2% | 4% | 0% | - | * | - | - |
| | CWD | 8% | 7% | **7%** | * | 7% | - | - | - | - | - | 7% | * | 7% | - | 13% | 10% | 0% | - | - | - | - |
| | CWOD | 26% | 29% | **1%** | 0% | 2% | * | - | - | - | * | 2% | 0% | - | 1% | 0% | 3% | 0% | - | * | - | - |
| | EL | 7% | 4% | **2%** | - | 2% | * | - | - | - | * | 2% | 0% | 13% | 0% | 2% | 3% | 0% | - | - | - | - |
| | Male | 25% | 28% | **4%** | * | 4% | * | - | - | - | - | 4% | 0% | 10% | 3% | 3% | 4% | - | - | * | - | - |
| | Female | 23% | 27% | **0%** | 0% | 0% | * | - | - | - | * | 0% | 0% | 0% | 0% | 0% | - | 0% | - | - | - | - |

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

**Part (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 Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Academic Growth Score** | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | |
| All Students | 57 | 69 | 55 | * | - | - | - | * | 57 | 57 | 56 |
| CWD | 57 | - | 57 | - | - | - | - | - | 58 | 57 | 65 |
| CWOD | 57 | 69 | 55 | * | - | - | - | * | 57 | - | 55 |
| EL | 56 | - | 56 | - | - | - | - | - | 57 | 65 | 56 |
| Male | 61 | * | 59 | * | - | - | - | * | 61 | 73 | 58 |
| Female | 52 | 70 | 49 | - | - | - | - | * | 52 | 17 | 54 |
| **Mathematics** | | | | | | | | | | | |
| All Students | 56 | 61 | 57 | * | - | - | - | * | 55 | 57 | 59 |
| CWD | 57 | - | 57 | - | - | - | - | - | 58 | 57 | 65 |
| CWOD | 56 | 61 | 57 | * | - | - | - | * | 55 | - | 58 |
| EL | 59 | - | 59 | - | - | - | - | * | 58 | 65 | 59 |
| Male | 55 | * | 56 | * | - | - | - | * | 55 | 57 | 57 |
| Female | 58 | 68 | 57 | - | - | - | - | * | 56 | 58 | 61 |

**Part (iii)(II): Graduation Rate**
This section provides information on high school graduation rates for the class of 2018.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL^ | Homeless | Foster Care |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Federal Graduation Rates** | | | | | | | | | | | | | |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018** | | | | | | | | | | | | | |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWD | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL^ | Homeless | Foster Care |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CWOD | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | - | - | - | - | - | - | - | - | - | - | - | - | - |

'*' 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 |
|---|---|---|
| 371 | 16 | 4% |

'^' 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)

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Success (Student Achievement Domain Score: STAAR Component Only)** | | | | | | | | | | | |
| STAAR Component Score | 22 | 35 | 20 | 21 | - | - | - | 33 | 22 | 28 | 17 |
| **School Quality (College, Career, and Military Readiness Performance)** | | | | | | | | | | | |
| %Students meeting CCMR | - | - | - | - | - | - | - | - | - | - | - |

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

**Part (vi):** Goal Meeting Status

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

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL + |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Status** | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | |
| Interim Goals (2018-2022) | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| Target Met | N | | N | | | | | | N | Y | N |
| Interim Goals (2023-2027) | 52% | 42% | 46% | 66% | 51% | 78% | 53% | 62% | 43% | 31% | 39% |
| Target Met | N | | N | | | | | | N | Y | N |
| Interim Goals (2028-2032) | 62% | 54% | 58% | 73% | 62% | 82% | 63% | 70% | 55% | 45% | 52% |
| Target Met | N | | N | | | | | | N | N | N |
| Long-Term Goals | 72% | 66% | 69% | 80% | 72% | 87% | 73% | 78% | 67% | 60% | 65% |
| Target Met | N | | N | | | | | | N | N | N |
| **Mathematics** | | | | | | | | | | | |
| Interim Goals (2018-2022) | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| Target Met | N | | N | | | | | | N | Y | N |
| Interim Goals (2023-2027) | 54% | 41% | 49% | 65% | 53% | 85% | 57% | 61% | 45% | 34% | 49% |
| Target Met | N | | N | | | | | | N | Y | N |
| Interim Goals (2028-2032) | 63% | 54% | 59% | 73% | 63% | 88% | 66% | 69% | 57% | 48% | 59% |
| Target Met | N | | N | | | | | | N | N | N |
| Long-Term Goals | 73% | 66% | 70% | 80% | 73% | 91% | 75% | 77% | 68% | 62% | 70% |
| Target Met | N | | N | | | | | | N | N | N |
| **English Learner Language Proficiency Status** | | | | | | | | | | | |
| Interim Goals (2018-2022) | | | | | | | | | | | 36% |
| Target Met | | | | | | | | | | | Y |
| Interim Goals (2023-2027) | | | | | | | | | | | 38% |
| Target Met | | | | | | | | | | | N |
| Interim Goals (2028-2032) | | | | | | | | | | | 40% |
| Target Met | | | | | | | | | | | N |
| Long-Term Goals | | | | | | | | | | | 40% |
| Target Met | | | | | | | | | | | N |
| **Federal Graduation Status^** | | | | | | | | | | | |
| Interim Goals (2018-2022) | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Target Met | | | | | | | | | | | |
| Interim Goals (2023-2027) | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |
| Target Met | | | | | | | | | | | |
| Interim Goals (2028-2032) | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |
| Target Met | | | | | | | | | | | |
| Long-Term Goals | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |
| Target Met | | | | | | | | | | | |

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

| | | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Participation Rate** | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | **100%** | 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% | 100% | - |
| | EL | **100%** | - | 100% | * | - | - | - | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | Male | **100%** | 100% | 100% | 100% | - | - | - | * | 100% | 100% | 100% | 100% | 100% | 100% | - | - |
| | Female | **100%** | 100% | 100% | * | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | - |
| Reading | All Students | **100%** | 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% | 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% | 100% | - |
| | CWD | **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% | - |
| Science | 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% | - | - |
| | Female | **100%** | 100% | 100% | * | - | - | - | * | 100% | 100% | 100% | 100% | 100% | - | 100% | - |
| **Non-Participation Rate** | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | **0%** | 0% | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | CWD | **0%** | * | 0% | - | - | - | - | - | 0% | 0% | 0% | - | 0% | 0% | 0% | - |
| | CWOD | **0%** | 0% | 0% | 0% | - | - | - | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | **0%** | - | 0% | * | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Male | **0%** | 0% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | **0%** | 0% | 0% | * | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - |
| Reading | All Students | **0%** | 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% | 0% | - |

| | | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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% | 0% | - |
| | CWD | **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% | - |
| Science | 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% | - | - |
| | Female | **0%** | 0% | 0% | * | - | - | - | * | 0% | 0% | 0% | 0% | 0% | - | 0% | - |

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

**Part (viii):** Civil Rights Data

**Part (viii)(I)** This section provides information 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 Disabilities | Students with Disabilities (Section 504) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Students Without Disabilities** | | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | | |
| | Male | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | | |
| | Female | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 6 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | 14 | 0 | 10 | 4 | 0 | 0 | 0 | 0 | 7 | | |
| | Female | 7 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 5 | | |
| | Total | 21 | 2 | 15 | 4 | 0 | 0 | 0 | 0 | 12 | | |
| Expulsions | | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities | Students with Disabilities (Section 504) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| School-Related Arrests | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Referrals to Law Enforcement | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| **Students With Disabilities** | | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | | |
| | Male | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | | 0 |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | 7 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 2 | | 0 |
| | Female | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | | 0 |
| | Total | 9 | 0 | 7 | 2 | 0 | 0 | 0 | 0 | 4 | | 0 |
| Expulsions | | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| School-Related Arrests | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Referrals to Law Enforcement | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| **All Students** | | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | | |
| | Male | 28 | 0 | 26 | 2 | 0 | 0 | 0 | 0 | 17 | 5 | 0 |
| | Female | 37 | 0 | 35 | 0 | 0 | 0 | 0 | 2 | 29 | 2 | 0 |
| | Total | 65 | 0 | 61 | 2 | 0 | 0 | 0 | 2 | 46 | 7 | 0 |

| | Total |
|---|---|
| Incidents of Violence | |
| Incidents of rape or attempted rape | 0 |
| Incidents of sexual assault (other than rape) | 0 |
| Incidents of robbery with a weapon | 0 |
| Incidents of robbery with a firearm or explosive device | 0 |
| Incidents of robbery without a weapon | 0 |
| Incidents of physical attack or fight with a weapon | 0 |
| Incidents of physical attack or fight with a firearm or explosive device | 0 |
| Incidents of physical attack or fight without a weapon | 9 |
| Incidents of threats of physical attack with a weapon | 0 |
| Incidents of threats of physical attack with a firearm or explosive device | 0 |
| Incidents of threats of physical attack without a weapon | 1 |
| Incidents of possession of a firearm or explosive device | 0 |
| Allegations of Harassment or bullying | |
| On the basis of sex | 0 |
| On the basis of race | 0 |
| On the basis of disability | 0 |
| On the basis of sexual orientation | 0 |
| On the basis of religiion | 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.

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Preschool Programs | | | | | | | | | | | |
| | Male | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |
| International Baccalaureate Courses | Male | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |
| Dual Enrollment/Dual Credit Programs | Male | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.
Blank cell indicates the student group is not applicable to this report.

**Part (ix):** Teacher Quality Data

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

**High Poverty**

| | All School | |
|---|---|---|
| | **Number** | **Percent** |
| Inexperienced Teachers, Principals, and Other School Leaders | 8.1 | 20.7% |
| Teachers Teaching with Emergency or Provisional Credentials | 4.1 | 11.1% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.2 | 0.5% |

'-' 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 non-personnel 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% | 36 | 1% | * | **1%** |
| Mathematics | 5,880 | 1% | 36 | 1% | * | **1%** |
| Grade 4 | | | | | | |
| Reading | 6,312 | 2% | 45 | 2% | * | **4%** |
| Mathematics | 6,311 | 2% | 44 | 2% | * | **4%** |
| Grade 5 | | | | | | |
| Reading | 6,133 | 1% | 41 | 2% | **6** | **7%** |
| Mathematics | 6,131 | 1% | 41 | 2% | **6** | **7%** |
| Science | 6,133 | 1% | 41 | 2% | **6** | **7%** |

| | 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 6 | | | | | | |
| Reading | 6,038 | 1% | 41 | 2% | - | - |
| Mathematics | 6,036 | 1% | 41 | 2% | - | - |
| Grade 7 | | | | | | |
| Reading | 5,616 | 1% | 28 | 1% | - | - |
| Mathematics | 5,616 | 2% | 28 | 1% | - | - |
| Grade 8 | | | | | | |
| Reading | 5,251 | 1% | 36 | 1% | - | - |
| Mathematics | 5,254 | 2% | 36 | 2% | - | - |
| Science | 5,250 | 1% | 36 | 1% | - | - |
| End of Course | | | | | | |
| English I | 5,150 | 1% | 29 | 1% | - | - |
| English II | 4,680 | 1% | 27 | 1% | - | - |
| Algebra I | 5,122 | 1% | 28 | 1% | - | - |
| Biology | 4,954 | 1% | 29 | 1% | - | - |
| All Grades | | | | | | |
| All Subjects | 101,751 | 1% | 643 | 1% | **26** | **4%** |
| Reading | 45,064 | 1% | 283 | 1% | **10** | **4%** |
| Mathematics | 40,350 | 1% | 254 | 1% | **10** | **4%** |
| Science | 16,337 | 1% | 106 | 1% | **6** | **7%** |

'*' 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 Proficient | | % At Advanced | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grade** | **Subject** | **Student Group** | **TX** | **US** | **TX** | **US** | **TX** | **US** | **TX** | **US** |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

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

There is no data for this campus.