Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools District Name: MUMFORD ISD District ID: 198906

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

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

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

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

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

" 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%
ů,	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)

											Two											
											or		Non									
		State	Region 06		Afr Amer H	lispanic		Amer Ind				Econ Disadv		CWD	смор	EL	Male	Female M	igrant	Homeless	Foster Care	
STAAR Percer	nt at App	proac	hes G	rade Le	vel or	Above																
Grade 3	A II	750/	75%	98%		96%	100%				*	97%	100%	*	98%	88%	94%	100%				
Reading	All Students	7570	75%	90%	-	90%	100%	-	-	-		91 70	100%		90%	0070	94 70	100%	-	-	-	-
	CWD	49%	46%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	79%	79%	98%	-	96%	100%	-	-	-	*	97%	100%	-	98%	88%	94%	100%	-	-	-	-
	EL	69%	66%	88%	-	88%	-	-	-	-	-	86%	*	-	88%	88%	*	100%	-	-	-	-
	Male	73%	73%	94%	-	88%	100%	-	-	-	*	92%	*	-	94%	*	94%	-	-	-	-	-
	Female	78%	78%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	-	-	-
Mathematics	All	78%	80%	95%	-	91%	100%	-	-	-	*	94%	100%	*	95%	88%	88%	100%	-	-	-	-
:	Students																					
	CWD	52%	51%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		84%	95%	-	91%	100%	-	-	-	*	94%	100%	-	95%	88%	88%	100%	-	-	-	-
	EL	75% 78%	75% 80%	88%	-	88% 75%	- 100%	-	-	-	- *	86% 83%	*	-	88%	88% *	88%	100%	-	-	-	-
	Male Female		80%	88% 100%	-	100%	100%	-	-	-		100%	100%	*	88%	100%		- 100%	-	-	-	-
	remaie	1070	00 /0	100 /6	-	100 /0	100 /0	-	-	-	-	100 /0	100 /0		100 /0	100 /6	-	100 %	-	-	-	-
Grade 4																		100-1		,		
Reading	All Students	74%	75%	98%	*	95%	100%	-	-	-	*	97%	100%	*	100%	100%	93%	100%	-	*	-	-
	CWD	44%	42%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		79%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	64%	62%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	71%	72%	93%	-	88%	100%	-	-	-	-	92%	*	*	100%	*	93%	-	-	*	-	-
	Female	77%	78%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All	74%	76%	95%	*	89%	100%	-	-	-	*	94%	100%	*	100%	86%	93%	96%	-	*	-	-
:	Students																					
	CWD	46%	43%	*	- *	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		80%	100%		100%	100%	-	-	-	*	100%	100%	-		100%	100%	100%	-	*	-	-
	EL	69%	68%	86%	-	86%	-	-	-	-	-	86%	-	*	100%	86%			-	-	-	-
	Male Female	74%	76% 76%	93% 96%	- *	88% 91%	100% 100%	-	-	-	- *	92% 95%	100%	*	100% 100%	*	93%	- 96%	-		-	-
	remaie	: /4/0	1070	50 /0		9170	100 /0	-	-	-		90%	100 /0		100 /0		-	90 /0	-	-	-	-
Grade 5																						
Reading	All	86%	84%	96%	*	96%	100%	-	-	-	*	94%	100%	60%	100%	89%	96%	96%	-	-	-	-
:	Students																					
	CWD	55%	46%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD		88%	100%	*	100%	100%	-	-	-	*	100%	100%	-		100%		100%	-	-	-	-
	EL	77%	71%	89%	-	89%	-	-	-	-	-	88%			100%		83%	-	-	-	-	-
	Male Female	83%	82% 87%	96% 96%	*	92% 100%	100% 100%	-	-	-	*	93% 94%	100% 100%	*	100% 100%	83% *	96%	- 96%	-	-	-	-
	remale	0070	0170	90%		100%	100%	-	-	-		94 70	100%		100%		-	90%	-	-	-	-
Mathematics	All Students	89%	87%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
	CWD	68%	59%	100%	*	*	-	-	-	-	-	100%	-	100%	-	*	*	*	-	-	-	-
	CWOD		90%	100%	*	100%	100%	_	_	-	*	100%	100%	-	100%	100%	100%	100%	_	-	-	-
	EL	85%	80%	100%	-	100%	-	-	-	-	-	100%	*	*		100%		*	-	-	-	-
	Male	88%	86%	100%	*	100%	100%	-	-	-	*	100%	100%	*				-	-	-	-	-
	Female		89%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Science	All Students	74%	75%	92%	*	91%	100%	-	-	-	*	88%	100%	60%	95%	78%	96%	87%	-	-	-	-
	CWD	45%	43%	60%	*	*	_					60%	_	60%	_	*	*	*	_			_
	CWD		43% 79%	95%	*	95%	- 100%	-	-	2	*	93%	- 100%	-	- 95%	88%	100%	90%	-	-	-	-
	EL	60%	57%	78%	-	78%		-	-	-	-	35 <i>%</i> 75%	*	*	88%	78%	83%	*	_	-	-	-
	Male	74%	76%	96%	*	92%	100%	-	-	-	*	93%	100%	*	100%		96%	-	-	-	-	-
	Female		74%	87%	*	91%	100%	-	-	-	*	82%	100%	*	90%	*	-	87%	-	-	-	-

		State	Regior 06		Afr t Amer H	lispanio		Amer Ind				Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant Ho	omeless	Foster Care	
Grade 6 Reading	All	67%	68%	87%	*	82%	100%	-	-	-	*	85%	92%	*	90%	43%	75%	96%	-	*	-	-
	Students			*		*						*	*			*		*				
	CWD CWOD	33% 71%	31% 72%	90%	- *	88%	100%	-	-	-	- *	90%	92%	-	- 90%	60%	。 82%	96%	-	- *	-	-
	EL	42%	38%	43%	-	43%	-	-	-	-	-	43%	-	*	60%	43%	*	*	-	-	-	-
	Male Female	62% 71%	64% 72%	75% 96%	*	71% 93%	100% 100%	-	-	-	- *	73% 94%	80% 100%	*	82% 96%	*	75% -	- 96%	-	- *	-	-
Mathematics	S All Students	80%	82%	98%	*	100%	93%	-	-	-	*	100%	92%	*	100%	100%	100%	96%	-	*	-	-
	CWD	50%	49%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		85%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%		100%	100%	-	*	-	-
	EL Male	67% 78%	68% 81%	100% 100%	- *	100% 100%	- 100%	-	-	-	-	100% 100%	- 100%	*	100% 100%	100%	100%	-	-	-	-	-
	Female	81%	83%	96%	*	100%	90%	-	-	-	*	100%	88%	*	100%	*	-	96%	-	*	-	-
Grade 7																						
Reading	All	74%	75%	89%	*	84%	93%	-	*	-	*	88%	92%	50%	95%	*	96%	81%	-	-	-	-
-	Students	270/	200/	50%	*	*	*					*	*	E00/		*	*	*				
	CWD CWOD	37% 78%	36% 79%	50% 95%	*	91%	100%	-	*	-	*	93%	100%	50% -	- 95%	*	100%	89%	-	-	-	-
	EL	49%	47%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male Female	70% 79%	71% 79%	96% 81%	*	100% 67%	88% 100%	-	-	-	- *	100% 73%	83% 100%	*	100% 89%	- *	96% -	- 81%	-	-	-	-
Mathematics	s All Students	73%	72%	91%	*	84%	100%	-	*	-	*	88%	100%	67%	95%	*	100%	81%	-	-	-	-
	CWD	43%	39%	67%	*	*	*	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	77%	77%	95% *	*	91% *	100%	-	*	-	*	93%	100%	-*	95% *	*	100%	89% *	-	-	-	-
	EL Male	57% 72%	56% 71%	100%	- *	100%	- 100%	-	*	-	-	100%	- 100%	*	100%	-	- 100%	-	-	-	-	-
	Female		73%	81%	*	67%	100%	-	-	-	*	73%	100%	*	89%	*	-	81%	-	-	-	-
Crada 9																						
Grade 8 Reading	All	84%	85%	98%	*	100%	91%	-	*	-	*	97%	100%	*	100%	*	94%	100%	-	-	-	-
	Students					*	*															
	CWD CWOD	47% 88%	43% 89%	* 100%	- *	* 100%	* 100%	-	- *	2	- *	* 100%	- 100%	-	- 100%	- *	* 100%	- 100%	-	-	-	-
	EL	62%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	81%	82% 89%	94% 100%	*	100% 100%	* 100%	-	*	-	*	92% 100%	100% 100%	*	100% 100%	*	94%	- 100%	-	-	-	-
	i emale	0070	0370	100 /8		100 /0	100 /0	-	-	-	-	100 /0	10070	-	100 /0		-	100 /0	-	-	-	-
Mathematics		87%	88%	95%	*	93%	*	-	*	-	*	94%	*	*	100%	*	91%	100%	-	-	-	-
	Students CWD	58%	53%	*	-	*	*	-	-	-	-	*	-	*		-	*				-	-
	CWOD	90%	91%	100%	*	100%	-	-	*	-	*	100%	*	-	100%	*	100%	100%	-	-	-	-
	EL Male	77% 84%	76% 85%	* 91%	- *	* 86%	- *	-	- *	2	- *	* 89%	- *	- *	* 100%	*	* 91%	-	-	-	-	-
	Female		91%	100%	*	100%	-	-	-	-	-	100%	-	-	100%	-	-	100%	-	-	-	-
Science	A 11	700/	0.00/	88%	*	050/	1000/		*		*	0.00/	1000/	*	90%	*	0.20/	92%				
Science	All Students	79%	82%	00 %		85%	100%	-		-		83%	100%		90%		83%	9270	-	-	-	-
	CWD	46%	46%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD EL	83% 55%	85% 51%	90% *	-	88% *	100%	-	-	-	-	85% *	100% -	-	90% *	*	88% *	92% *	-	-	-	-
	Male	78%	80%	83%	*	82%	*	-	*	-	*	75%	100%	*	88%	*	83%	-	-	-	-	-
	Female	81%	83%	92%	*	88%	100%	-	-	-	-	88%	100%	-	92%	*	-	92%	-	-	-	-
End of Cours	se																					
English I	All	66%	67%	97%	*	95%	100%	-	-	-	-	97%	100%	*	97%	100%	95%	100%	-	-	-	-
	Students CWD	27%	26%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	71%	72%	97%	*	94%	100%	-	-	-	-	96%	100%	-	97%	*	94%	100%	-	-	-	-
	EL Male	34% 60%	33% 61%	100% 95%	- *	100% 92%	- 100%	-	-	-	-	100% 94%	- 100%	*	* 94%	100%	* 95%	*	-	-	-	-
	Female		75%	100%	*	100%	100%	-	-	-	-	100%	*	-	100%	*	-	100%	-	-	-	-
English !!	A.II	670/	600/	700/	*	700/	000/		*		*	600/	0.00/	2004	040/	2004	600/	040/				
English II	All Students	67%	69%	72%		73%	88%	-		-	-	69%	86%	29%	81%	20%	60%	84%	-	-	-	-
	CWD	27%	24%	29%	*	40%	-	-	-	-	-	17%	*	29%	-	*	*	*	-	-	-	-
	CWOD EL	72% 30%	73% 28%	81% 20%	*	81% *	88%	-	*	-	*	81% 20%	83% -	- *	81% *	* 20%	69% 20%	94%	-	-	-	-
	Male	62%	62%	60%	*	64%	*	-	*	-	-	59%	*	*	69%	20%	20 % 60%	-	-	-	-	-
	Female	73%	76%	84%	*	83%	*	-	-	-	*	80%	*	*	94%	-	-	84%	-	-	-	-
Algebra I	All	83%	80%	98%	*	96%	100%	-	-	-	-	97%	100%	*	98%	*	94%	96%	-	-	-	-
-	Students						-					*	·	-			*	*				
	CWD CWOD	52% 87%	45% 85%	* 98%	- *	* 96%	- 100%	-	-	2	-	* 97%	- 100%	-	- 98%	- *	* 93%	* 96%	-	-	-	-
	EL	73%	65%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	79%	75% 86%	94% 96%	*	89% 94%	100% 100%	-	-	-	-	92% 95%	* 100%	*	93% 96%	*	94%	- 96%	-	-	-	-
		0070	0070	30%	-	J+ /0	10070	-	-	-	-	3070	10070		3070		-	30 /0	-	-	-	-
Biology	All	87%	88%	92%	*	90%	100%	-	*	-	-	90%	100%	*	94%	40%	90%	94%	-	-	-	-
	Students CWD	60%	61%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	90%	92%	94%	*	94%	100%	-	*	-	-	92%	100%	-	94%	*	94%	94%	-	-	-	-
	EL Male	68% 84%	67% 86%	40% 90%	- *	* 92%	- 100%	-	*	-	-	40% 87%	- 100%	*	* 94%	40% *	* 90%	*	-	-	-	-
	maic	0470	00 /0	30 /0		JZ /0	100 /0	-		-	-	01 /0	100 /0		3 4 /0		30 /0	-	-	-	-	-

											Two		Non									
			Regior	1	Afr			Amer		Рас	or More	Econ	Non Econ								Foster	
		State	06	District	Amer			Ind	Asiar				Disadv	CWD			Male		Migrant H	omeless	Care	Military
	Female	90%	91%	94%	*	89%	100%	-	-	-	-	93%	*	-	94%	*	-	94%	-	-	-	-
STAAR Perce	ent at Mee	ets G	rade L	evel or	Abov	e																
Grade 3		4 4 0 /	4.40/	0.5%		740/	4000/					040/	4000/		050/	500/	000/	0.40/				
Reading	All Students	44%	44%	85%	-	74%	100%	-	-	-		81%	100%		85%	50%	88%	84%	-	-	-	-
		26%	26%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		47%	85%	-	74%	100%	-	-	-	*	81%	100%	-	85%	50%	88% *	83%	-	-	-	-
	EL Male	35% 41%	29% 42%	50% 88%	-	50% 75%	- 100%	-	-	-	- *	43% 83%	*	-	50% 88%	50% *	88%	50% -	-	-	-	-
	Female		47%	84%	-	73%	100%	-	-	-	-	80%	100%	*	83%	50%	-	84%	-	-	-	-
Mathematic	s All Students	48%	50%	80%	-	70%	94%	-	-	-	*	78%	89%	*	80%	63%	69%	88%	-	-	-	-
		30%	29%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		52%	80%	-	70%	94%	-	-	-	*	77%	89%	-	80%	63%	69%	88%	-	-	-	-
	EL	41% 49%	38% 51%	63%	-	63%	-	-	-	-	- *	71% 67%	*	-	63% 69%	63% *	*	83%	-	-	-	-
	Male Female		48%	69% 88%	-	50% 80%	86% 100%	-	-	-	-	85%	100%	*	69% 88%	83%	69% -	- 88%	-	-	-	-
Grade 4																						
Reading		43%	44%	77%	*	68%	86%	-	-	-	*	71%	92%	*	80%	57%	87%	71%	-	*	-	-
	Students CWD	24%	23%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	_	-	-
	CWOD		46%	80%	*	76%	86%	-	-	-	*	76%	91%	-	80%	67%	93%	73%	-	*	-	-
	EL	30%	23%	57%	-	57%	-	-	-	-	-	57%	-	*	67%	57%	*	*	-	-	-	-
	Male Female	41%	42% 46%	87% 71%	-	75% 64%	100% 80%	-	-	-	-*	83% 63%	* 89%	*	93% 73%	*	87%	- 71%	-	*	-	-
	remaie	40 /0	40 /0	/ 1 /0		04 /0	00 /0	-	-	-		0370	0970		1370		-	/ 1 /0	-	-	-	-
Mathematic	s All	46%	50%	42%	*	42%	45%	-	-	-	*	35%	58%	*	45%	29%	47%	39%	-	*	-	-
	Students	070/	000/			*	*					*	*			*		*				
	CWD CWOD	27% 40%	29% 53%	* 45%	- *	* 47%	* 48%	-	-	-	- *	38%	* 64%	*	- 45%	* 33%	* 50%	* 42%	-	- *	-	-
	EL	39%	36%	43 <i>%</i> 29%	-	29%	40 /0	-	-	-	-	29%	-	*	33%	29%	*	42 /0	-	-	-	-
	Male	48%	52%	47%	-	25%	71%	-	-	-	-	33%	*	*	50%	*	47%	-	-	*	-	-
	Female	45%	49%	39%	*	55%	33%	-	-	-	*	37%	44%	*	42%	*	-	39%	-	-	-	-
Grade 5																						
Reading	All	53%	51%	78%	*	70%	84%	-	-	-	*	69%	94%	60%	80%	44%	73%	83%	-	-	-	-
· · · · · · · · · · · · · · · · · · ·	Students																					
		27%	24%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD EL	56% 36%	54% 26%	80% 44%	-	70% 44%	84%	-	-	-	_	70% 38%	94% *	-*	80% 50%	50% 44%	74% 50%	86% *	-	-	-	-
		50%	49%	73%	*	58%	82%	-	-	-	*	60%	91%	*	74%	50%	73%	-	-	-	-	-
	Female	56%	54%	83%	*	82%	88%	-	-	-	*	76%	100%	*	86%	*	-	83%	-	-	-	-
Mathematic	e All	57%	55%	80%	*	74%	89%	_	_	_	*	72%	94%	60%	82%	56%	88%	70%	_	_	_	_
Mathematic	Students	57 70	5570	00 /6		7470	0970	-	-	-		12/0	94 /0	00 /0	02 /0	50 /0	00 /0	1070	-	-	-	-
		31%	26%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD EL	60% 46%	58% 35%	82% 56%	*	75% 56%	89%	-	-	-	*	74% 50%	94% *	-*	82% 63%	63% 56%	91% 50%	71%	-	-	-	-
	Male	40 % 56%	55%	88%	*	75%	- 100%	-	-	-	*	30 % 80%	100%	*	91%	50%		-	-	-	-	-
	Female		55%	70%	*	73%	75%	-	-	-	*	65%	83%	*	71%	*	-	70%	-	-	-	-
Science	All Students	48%	51%	73%	*	65%	89%	-	-	-	*	63%	94%	60%	75%	56%	85%	61%	-	-	-	-
		27%	27%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD	50%	54%	75%	*	65%	89%	-	-	-	*	63%	94%	-	75%	63%	87%	62%	-	-	-	-
	EL	31% 50%	28% 53%	56%	-	56%	- 100%	-	-	-	- *	50%	* 100%	*	63% 87%	56%	67%	*	-	-	-	-
	Male Female		48%	85% 61%	*	75% 55%	75%	-	-	-	*	73% 53%	83%	*	62%	67% *	85% -	- 61%	-	-	-	-
Grade 6																						
Reading		36%	38%	50%	*	36%	80%	-	-	-	*	48%	54%	*	52%	14%	40%	58%	-	*	-	-
	Students CWD	19%	18%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		41%	52%	*	38%	85%	-	-	-	*	50%	58%	-	52%	20%	41%	60%	-	*	-	-
	EL	14%	11%	14%	- *	14%	-	-	-	-	-	14%	-	*	20%	14%	*	*	-	-	-	-
	Male Female	33% 40%	35% 42%	40% 58%	*	21% 50%	100% 70%	-	-	-	- *	33% 61%	60% 50%	*	41% 60%	*	40%	- 58%	-	-*	-	-
	1 ontaio	1070	12.70	0070		0070	1070					0170	0070		0070			0070				
Mathematic		46%	50%	76%	*	71%	80%	-	-	-	*	70%	92%	*	81%	43%	70%	81%	-	*	-	-
	Students	220/	220/	*		*	*					*	*	*		*	*	*				
	CWD CWOD	23% 48%	23% 53%	81%	- *	, 77%	85%	-	-	-	- *	73%	, 100%	_	- 81%	60%	^ 76%	。 84%	-	- *	-	-
	EL	27%	28%	43%	-	43%	-	-	-	-	-	43%	-	*	60%	43%	*	*	-	-	-	-
		45%	50%	70%	*	57%	100%	-	-	-	-	60%	100%	*	76%	*	70%	-	-	-	-	-
	Female	40%	50%	81%	Ŷ	86%	70%	-	-	-	•	78%	88%	Ŷ	84%	^	-	81%	-	~	-	-
Grade 7																						
Reading	All	48%	49%	61%	*	52%	80%	-	*	-	*	53%	83%	17%	68%	*	65%	57%	-	-	-	-
5	Students																					
	CWD CWOD	21%	22% 52%	17% 68%	*	* 57%	* 92%	-	- *	-	- *	* 57%	* 100%	17% -	- 68%	*	* 75%	* 61%	-	-	-	-
	EL	19%	52% 16%	68% *	-	57%	9∠% -	-	_	-	-	317/0 *	100% -	*	*	*	10%	*	-	-	-	-
	Male	44%	45%	65%	*	69%	63%	-	*	-	-	65%	67%	*	75%	-	65%	-	-	-	-	-
	Female	52%	53%	57%	*	33%	100%	-	-	-	*	40%	100%	*	61%	*	-	57%	-	-	-	-

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			Deview		A 6			A		Dee	or	Faar	Non								F i .	_
Mathematics	A 11	State		Distric	Afr t Amer	Hispanic		Amer Ind			Races	Disadv	Disadv			EL			Migran	t Homeless	Foster Care	
Mathematics	Students	41%		75%	Â	72%	80%	-	^	-	^	72%	83%	17%	84%	Ŷ	78%	71%	-	-	-	-
	CWD CWOD	22% 44%	21% 40%	17% 84%	*	* 78%	* 92%	-	- *	-	- *	* 79%	* 100%	17%	- 84%	*	* 90%	* 78%	-	-	-	-
	EL	22%	20%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male Female	41%	38% 37%	78% 71%	*	85% 58%	75% 86%	-	*	-	- *	82% 60%	67% 100%	*	90% 78%	- *	78%	- 71%	-	-	-	-
	i emaie	42 /0	51 /0	1170		50%	0070	-	-	-		00 /0	100 /0		1070		-	7170	-	-	-	-
Grade 8	A II	E 20/	EC0/	67%	*	63%	82%		*		*	59%	050/	*	70%	*	67%	67%				
Reading	All Students	53%	56%	0/%		03%	82%	-		-		59%	85%		70%		07%	07%	-	-	-	-
	CWD	22%		*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD EL	57% 19%	59% 15%	70% *	-	65% *	90% -	-	_	-	-	63% *	85% -	-	70% *	*	75% *	67% *	-	-	-	-
	Male	49%	52%	67%	*	64%	*	-	*	-	*	58%	83%	*	75%	*	67%	-	-	-	-	-
	Female	30%	60%	67%		63%	86%	-	-	-	-	59%	86%	-	67%		-	67%	-	-	-	-
Mathematics		55%	60%	63%	*	71%	*	-	*	-	*	65%	*	*	71%	*	55%	75%	-	-	-	-
	Students CWD	27%	26%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	59%	64%	71%	*	77% *	-	-	*	-	*	73%	*	-	71% *	*	67% *	75%	-	-	-	-
	EL Male	36% 52%	35% 58%	* 55%	- *	* 57%	- *	-	- *	-	- *	* 56%	- *	- *	* 67%	*	* 55%	-	-	-	-	-
	Female		63%	75%	*	86%	-	-	-	-	-	75%	-	-	75%	-	-	75%	-	-	-	-
Science	All	50%	54%	62%	*	56%	82%	_	*	_	*	52%	85%	*	65%	*	56%	67%	_	_	-	_
	Students							-		-		JZ 70	00%		00 /0			01 /0	-	-	-	-
	CWD CWOD	23% 53%	24% 57%	* 65%	- *	* 58%	* 90%	-	- *	-	- *	* 56%	- 85%	*	- 65%	- *	* 63%	- 67%	-	-	-	-
	EL	20%	16%	*	-	\$	-	-	-	-	-	*	- 00	-	*	*	*	*	-	-	-	-
	Male Female	50%	54% 53%	56% 67%	*	45% 63%	* 86%	-	*	-	*	42% 59%	83% 86%	*	63% 67%	*	56%	- 67%	-	-	-	-
	remale	50%	5570	01 %		03%	00%	-	-	-	-	59%	00%	-	07 70		-	07 70	-	-	-	-
End of Cours																						
English I	All Students	48%	50%	82%	*	71%	100%	-	-	-	-	77%	100%	*	91%	40%	67%	100%	-	-	-	-
	CWD	15%	15%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD EL	53% 14%	54% 12%	91% 40%	*	83% 40%	100%	-	-	-	-	88% 40%	100%	- *	91% *	* 40%	82% *	100%	-	-	-	-
	Male	42%	42%	67%	*	50%	100%	-	-	-	-	56%	100%	*	82%	*	67%	-	-	-	-	-
	Female	56%	58%	100%	*	100%	100%	-	-	-	-	100%	*	-	100%	*	-	100%	-	-	-	-
English II	All	48%	50%	59%	*	54%	88%	-	*	-	*	53%	86%	29%	66%	0%	50%	68%	-	-	-	-
	Students CWD	16%	15%	29%	*	40%	-					17%	*	29%	-	*	*	*				
	CWOD	52%	54%	66%	*	57%	88%	-	*	-	*	62%	83%	-	66%	*	56%	75%	-	-	-	-
	EL Male	11% 42%	8% 44%	0% 50%	-*	* 50%	- *	-	*	-	-	0% 47%	- *	*	* 56%	0% 0%	0% 50%	-	-	-	-	-
	Female		58%	68%	*	58%	*	-	-	-	*	60%	*	*	75%	-	-	68%	-	-	-	-
	A II	E00/	E60/	84%	*	77%	93%					78%	100%	*	88%	*	75%	86%				
Algebra I	All Students	59%	56%	84%		11%	93%	-	-	-	-	18%	100%		00%		75%	80%	-	-	-	-
	CWD CWOD	24%		*	- *	* 83%	- 93%	-	-	-	-	* 83%	- 100%	*	- 88%	-	* 80%	* 89%	-	-	-	-
	EL	40%	30%	88% *	-	*	93%	-	-	-	-	*	-	-	*	*	*	89%	-	-	-	-
	Male Female	53%	50% 62%	75% 86%	*	67% 78%	80% 100%	-	-	-	-	67% 81%	* 100%	*	80% 89%	*	75% -	- 86%	-	-	-	-
	remale	0370	02 /0	00 /0	-	1070	100 %	-	-	-	-	0170	100 /0		0970		-	00 /0	-	-	-	-
Biology	All	60%	63%	71%	*	57%	92%	-	*	-	-	62%	100%	*	74%	20%	65%	78%	-	-	-	-
	Students CWD	24%	25%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	64%	68%	74%	*	61%	92%	-	*	-	-	65%	100%	-	74% *	*	71% *	78% *	-	-	-	-
	EL Male	24% 58%		20% 65%	*	50%	- 100%	-	*	-	-	20% 53%	- 100%	*	71%	20% *	65%	-	-	-	-	-
	Female	62%	66%	78%	*	67%	88%	-	-	-	-	71%	*	-	78%	*	-	78%	-	-	-	-
STAAR Percei	nt at Ma	sters	Grade	Level																		
Grade 3	A.!!	070/	0001	F 40/		4001	0501					E00/	670		E 50/	0501	E001	E00/				
Reading	All Students	27%	28%	54%	-	43%	65%	-	-	-	•	50%	67%	^	55%	25%	50%	56%	-	-	-	-
	CWD	10%	10%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD EL	29% 19%	30% 15%	55% 25%	-	43% 25%	69% -	-	-	-	-	52% 29%	67% *	-	55% 25%	25% 25%	50% *	58% 33%	-	-	-	-
	Male	24%	25%	50%	-	25%	71%	-	-	-	*	42%	*	- *	50%	*	50%	-	-	-	-	-
	Female	29%	30%	56%	-	53%	60%	-	-	-	-	55%	60%	^	58%	33%	-	56%	-	-	-	-
Mathematics		24%	26%	44%	-	26%	65%	-	-	-	*	41%	56%	*	43%	25%	25%	56%	-	-	-	-
	Students CWD	12%	11%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	25%	27%	43%	-	26%	63%	-	-	-	*	39%	56%	-	43%	25%	25%	54%	-	-	-	-
	EL Male	18% 26%	15% 27%	25% 25%	-	25% 0%	- 43%	-	-	-	- *	29% 17%	*	-	25% 25%	25% *	* 25%	33%	-	-	-	-
	Female			25% 56%	-	40%	43% 80%	-	-	-	-	55%	60%	*	25% 54%	33%	25%	- 56%	-	-	-	-
Ora I. A																						
Grade 4 Reading	All	21%	22%	47%	*	32%	59%	-	_	-	*	39%	67%	*	50%	29%	47%	46%	-	*	-	-
	Students							-	-			0070			0070	20/0	11 /0		-		-	-
	CWD CWOD	8% 23%	8% 24%	* 50%	- *	* 35%	* 62%	-	-	-	- *	* 41%	* 73%	*	- 50%	* 33%	* 50%	* 50%	-	- *	-	-
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		State	Regior 06	Distric	Afr t Amer	Hispani	c White	Amer Ind			or More Races		Non Econ Disadv	CWD			Male	Female	Migrant	Homeless	Foster Care	
	EL Male Female	12% 20% 23%	8% 20% 24%	29% 47% 46%	- - *	29% 25% 36%	- 71% 53%	-	-	-	- - *	29% 42% 37%	- * 67%	* * *	33% 50% 50%	29% *	* 47% -	* - 46%	-	- * -	-	-
Mathematics		27%	31%	16%	*	16%	18%	-	-	-	*	13%	25%	*	18%	14%	13%	18%	-	*	-	-
	Students CWD	13%	14%	*	- *	*	*	-	-	-	-	*	*	*	-	*	* 14%	*	-	-	-	-
	CWOD EL	20%	33% 18%	18% 14%	-	18% 14%	19% -	-	-	-	-	14% 14%	27% -	*	18% 17%	17% 14%	*	19% *	-	-	-	-
	Male Female	29% 25%	33% 29%	13% 18%	- *	13% 18%	14% 20%	-	-	-	- *	8% 16%	* 22%	*	14% 19%	*	13% -	- 18%	-	-	-	-
Grade 5 Reading	All	29%	28%	43%	*	35%	53%	_	_	_	*	41%	47%	40%	43%	11%	31%	57%	_	_	_	_
	Students CWD	9%	9%	40%	*	*	-	_	_	_	_	40%	-	40%	-	*	*	*	_	_	_	_
	CWOD	31%	30%	43%	*	35%	- 53%	-	-	-	*	41%	47%	-	43%	13%	30%	57%	-	-	-	-
	EL Male	14% 26%	8% 26%	11% 31%	- *	11% 17%	- 45%	-	-	-	- *	13% 27%	* 36%	*	13% 30%	11% 0%	0% 31%	*	-	-	-	-
	Female		31%	57%	*	55%	63%	-	-	-	*	53%	67%	*	57%	*	-	57%	-	-	-	-
Mathematics	All Students	36%	34%	57%	*	43%	74%	-	-	-	*	44%	82%	60%	57%	22%	69%	43%	-	-	-	-
	CWD	14%	11%	60%	*	*	-	-	-	-	- *	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD EL	38% 24%	37% 18%	57% 22%	-	40% 22%	74% -	-	-	-	-	41% 13%	82% *	- *	57% 25%	25% 22%	70% 33%	43%	-	-	-	-
	Male Female	36%	35% 34%	69% 43%	*	58% 27%	82% 63%	-	-	-	*	53% 35%	91% 67%	*	70% 43%	33%	69%	- 43%	-	-	-	-
Science	All	23%	27%	33%	*	13%	58%	_	_	_	*	22%	53%	0%	36%	0%	27%	39%	_	_	_	_
	Students CWD	11%	11%	0%	*	*	0070					0%	-	0%	-	*	*	*				
	CWOD		28%	36%	*	15%	- 58%	-	-	-	*	26%	- 53%	-	- 36%	0%	30%	43%	-	-	-	-
	EL Male	11% 25%	9% 29%	0% 27%	- *	0% 8%	- 55%	-	-	-	-	0% 13%	* 45%	*	0% 30%	0% 0%	0% 27%	*	-	-	-	-
	Female		29 <i>%</i> 25%	39%	*	18%	63%	-	-	-	*	29%	43 <i>%</i> 67%	*	43%	*	-	- 39%	-	-	-	-
Grade 6 Reading	All	17%	18%	30%	*	21%	47%	-	-	-	*	24%	46%	*	33%	0%	25%	35%	-	*	-	-
	Students CWD	6%	6%	*	_	*	*	-	_	-	-	*	*	*		*	*	*		_	-	
	CWOD	18%	20%	33%	*	23%	54%	-	-	-	*	27%	50%	-	33%	0%	29%	36%	-	*	-	-
	EL Male	4% 14%	3% 16%	0% 25%	- *	0% 21%	- 40%	-	-	-	-	0% 20%	- 40%	*	0% 29%	0% *	* 25%	*	-	-	-	-
	Female		21%	35%	*	21%	50%	-	-	-	*	28%	50%	*	36%	*	-	35%	-	*	-	-
Mathematics	All Students	20%	25%	22%	*	11%	47%	-	-	-	*	15%	38%	*	24%	0%	20%	23%	-	*	-	-
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	22% 8%	27% 8%	24% 0%	*	12% 0%	54% -	-	-	-	-	17% 0%	42%	- *	24% 0%	0% 0%	24% *	24%	-	-	-	-
	Male Female	20%	26% 24%	20% 23%	*	7% 14%	60% 40%	-	-	-	- *	7% 22%	60% 25%	*	24% 24%	*	20%	- 23%	-	- *	-	-
Grade 7	i cinaic	2070	2470	2070		1470	4070					2270	2070		2470			2070				
Reading	All Students	29%	30%	43%	*	40%	53%	-	*	-	*	28%	83%	0%	50%	*	43%	43%	-	-	-	-
	CWD CWOD	9%	9%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	EL	31% 8%	32% 6%	50% *	-	43% *	67% -	-	-	-	-	32% *	100% -	*	50% *	*	50% -	50% *	-	-	-	-
	Male Female	25% 32%	27% 32%	43% 43%	*	54% 25%	38% 71%	-	*	-	- *	35% 20%	67% 100%	*	50% 50%	- *	43% -	- 43%	-	-	-	-
Mathematics	All Students	16%	12%	36%	*	32%	40%	-	*	-	*	28%	58%	0%	42%	*	43%	29%	-	-	-	-
	CWD	7%	8%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD EL	17% 6%	12% 3%	42% *	*	35%	50% -	-	*	-	*	32%	70%	- *	42% *	*	50%	33%	-	-	-	-
	Male Female	16%	12% 11%	43% 29%	*	54% 8%	25% 57%	-	*	-	- *	35% 20%	67% 50%	* *	50% 33%	- *	43%	- 29%	-	-	-	-
Grade 8								-	-	-									-	-	-	-
Reading	All Students	27%	30%	43%	a'	33% *	73% *	-	â	-	•	31%	69%	- -	45%	â	56% *	33%	-	-	-	-
	CWD CWOD		6% 32%	* 45%	- *	35%	* 80%	-	- *	-	- *	*	- 69%	-	- 45%	- *	* 63%	33%	-	-	-	-
	EL Male	5% 24%	3% 26%	* 56%	- *	* 55%	- *	-	- *	-	- *	* 42%	- 83%	- *	* 63%	*	* 56%	* _	-	-	-	-
	Female		33%	33%	*	19%	71%	-	-	-	-	24%	57%	-	33%	*	-	33%	-	-	-	-
Mathematics	Students	17%	22%	0%	*	0%	*	-	*	-	*	0%	*	*	0%	*	0%	0%	-	-	-	-
	CWD CWOD	9% 18%	9% 24%	* 0%	- *	* 0%	*	-	- *	-	- *	* 0%	- *	*	- 0%	- *	* 0%	- 0%	-	-	-	-
	EL	6%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male Female	16% 17%	22% 23%	0% 0%	*	0% 0%	*	-	*	-	*	0% 0%	*	* -	0% 0%	*	0% -	- 0%	-	-	-	-
Science	All	25%	28%	12%	*	4%	36%	-	*	_	*	0%	38%	*	13%	*	11%	13%	_	_	_	-
	Students	_0/0	_0/0	/0		. 70	5070					5,0	0070		.070			.070				

		State	Region 06		Afr t Amer I	Hispanio		Amer Ind				Econ Disadv	Non Econ Disadv	CWD	смор	EL	Male	Female	Migrant H		Foster Care	
	CWD CWOD	10% 26%	10% 30%	* 13%	- *	* 4%	* 40%	-	- *	2	- *	* 0%	- 38%	*	- 13%	- *	* 13%	- 13%	-	-	-	-
	EL Male	5% 25%	3% 30%	* 11%	- *	* 0%	- *	-	- *	-	- *	* 0%	- 33%	- *	* 13%	*	* 11%	*	-	-	-	-
	Female		27%	13%	*	6%	29%	-	-	-	-	0%	43%	-	13%	*	-	- 13%	-	-	-	-
End of Cours	se																					
English I	All Students	10%	11%	26%	*	14%	43%	-	-	-	-	10%	78%	*	29%	0%	24%	28%	-	-	-	-
	CWD	3%	4%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD EL	11% 1%	12% 0%	29% 0%	-	17% 0%	43% -	-	-	-	-	12% 0%	78% -	- *	29% *	0%	29% *	28% *	-	-	-	-
	Male Female	7% 14%	8% 15%	24% 28%	*	8% 22%	50% 38%	-	-	2	-	6% 14%	80% *	*	29% 28%	*	24%	- 28%	-	-	-	-
													100/				=0/					
English II	All Students	8%	8%	15%	*	12%	25%	-	*	-	*	9%	43%	14%	16%	0%	5%	26%	-	-	-	-
	CWD CWOD	4% 8%	4% 9%	14% 16%	*	20% 10%	- 25%	-	- *	-	- *	17% 8%	* 50%	14% -	- 16%	*	* 6%	* 25%	-	-	-	-
	EL	0%	0%	0%	-	*	-	-	*	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male Female	6% 10%	6% 11%	5% 26%	*	7% 17%	*	-	*	-	- *	6% 13%	*	*	6% 25%	0% -	5%	- 26%	-	-	-	-
Algebra I	All Students	36%	36%	56%	*	50%	67%	-	-	-	-	44%	91%	*	59%	*	50%	57%	-	-	-	-
	CWD	9%	8%	*	-	*	-	-	-	-	-	*	-	*	-	- *	*	*	-	-	-	-
	CWOD EL	39% 19%	39% 12%	59% *	-	54% *	67% -	-	-	-	-	47% *	91% -	-	59% *	*	53% *	59% *	-	-	-	-
	Male	31%	32%	50%	*	33%	80%	-	-	-	-	33%	*	*	53%	*	50%	-	-	-	-	-
	Female	40%	40%	57%	-	56%	60%	-	-	-	-	48%	86%		59%		-	57%	-	-	-	-
Biology	All Students	24%	26%	37%	*	33%	54%	-	*	-	-	21%	89%	*	40%	0%	35%	39%	-	-	-	-
	CWD	6%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD EL	26% 4%	28% 2%	40% 0%	*	39% *	54%	-	*	-	-	23% 0%	89%	- *	40% *	* 0%	41% *	39% *	-	-	-	-
	Male	24%	26%	35%	*	33%	60%	-	*	-	-	20%	80%	*	41%	*	35%	-	-	-	-	-
	Female	25%	26%	39%	*	33%	50%	-	-	-	-	21%	*	-	39%	*	-	39%	-	-	-	-
STAAR Perce All Grades All Subjects	All Students CWD	p roac 77% 46%	hes G 78% 43%	rade Le 93% 63%	evel or 88% 64%	Above 91% 54%	99%	-	71%	-	90%	91% 61%	98% 78%	63% 63%	96%	78% 36%	92% 66%	95% 58%	-	*	-	-
	CWOD	81%	82%	96%	97%	95%	100%	-	71%	-	90%	95%	99%	-	96%	85%	95%	97%	-	*	-	-
	EL Male	62% 74%	60% 75%	78% 92%	- 90%	80% 89%	- 97%	-	* 71%	-	- 88%	77% 90%	100% 97%	36% 66%	85% 95%	78% 75%	75% 92%	82%	-	- *	-	-
	Female	80%	81%	95%	84%	92%	99%	-	-	-	92%	93%	99%	58%	97%	82%	-	95%	-	*	-	-
Reading	All	73%	74%	92%	78%	90%	98%	-	*	-	100%	90%	97%	56%	95%	74%	88%	95%	-	*	-	-
	Students CWD	39%	36%	56%	50%	50%	75%	-	-	-	-	52%	80%	56%	-	29%	55%	58%	-	-	-	-
	CWOD EL	78% 54%	79% 52%	95% 74%	92%	94% 76%	99%	-	*	-	100%	95% 73%	98% *	- 29%	95% 82%	82% 74%	93% 63%	98% 86%	-	*	-	-
	Male	69%	70%	88%	78%	86%	94%	-	*	-	*	86%	93%	55%	93%	63%	88%	-	-	*	-	-
	Female	78%	79%	95%	78%	93%	100%	-	-	-	100%	93%	100%	58%	98%	86%	-	95%	-	*	-	-
Mathematics		81%	81%	96%	100%	94%	99%	-	*	-	100%	95%	99%	74%	98%	87%	97%	96%	-	*	-	-
	Students CWD	53%	48%	74%	*	58%	88%	-	-	-	-	74%	*	74%	-	60%	85%	60%	-	-	-	-
	CWOD EL	84% 72%	85% 70%	98% 87%	100%	97% 87%	100%	-	*	-	100%	97% 86%	100% *	- 60%	98% 91%	91% 87%	98% 94%	98% 82%	-	*	-	-
	Male	79%	79%	97%	100%	94%	100%	-	*	-	*	96%	100%	85%	98%	94%	97%	-	-	*	-	-
	Female	82%	83%	96%	100%	93%	98%	-	-	-	100%	95%	98%	60%	98%	82%	-	96%	-	*	-	-
Science	All	80%	82%	91%	89%	89%	100%	-	*	-	*	87%	100%	60%	93%	69%	91%	91%	-	-	-	-
	Students CWD	51%	50%	60%	*	57%	*	-	-	-	-	60%	-	60%	-	*	63%	*	-	-	-	-
	CWOD	84%	85%	93%	100%	92%	100%	-	*	-	*	90%	100%	- *	93%	79%	95%	92%	-	-	-	-
	EL Male	61% 79%	58% 81%	69% 91%	- 100%	73% 89%	- 100%	-	*	-	*	67% 86%	100%	63%	79% 95%	69% 70%	70% 91%	67% -	-	-	-	-
	Female		83%	91%	*	89%	100%	-	-	-	*	88%	100%	*	92%	67%	-	91%	-	-	-	-
STAAR Perce All Grades	nt at Me	ets G	rade L	evel or	Above	Ð																
All Subjects	All Students	49%	51%	71%	63%	63%	84%	-	71%	-	62%	64%	87%	29%	74%	45%	69%	72%	-	*	-	-
	CWD	24%	23%	29%	27%	24%	41%	-	-	-	-	30%	22%	29%	-	0%	24%	38%	-	-	-	-
	CWOD EL	52% 29%	54% 25%	74% 45%	76% -	67% 45%	87% -	-	71% *	:	62%	68% 43%	90% 80%	- 0%	74% 52%	52% 45%	75% 37%	74% 52%	-	*	-	-
	Male	47%	49%	69%	71%	58%	87%	-	71%	-	63%	61%	88%	24%	75%	37%	69%	-	-	*	-	-
	Female	52%	53%	72%	53%	67%	82%	-	-	-	62%	67%	86%	38%	74%	52%	-	72%	-	*	-	-
Reading	All	47%	48%	70%	56%	60%	88%	-	*	-	67%	64%	86%	28%	74%	39%	66%	73%	-	*	-	-
	Students CWD	21%	20%	28%	17%	22%	50%	-	-	-	-	26%	40%	28%	-	0%	20%	42%	-	-	-	-
	CWOD		51%	74%	75%	64%	90%	-	*	-	67%	68%	89%	-	74%	46%	73%	75%	-	*	-	-

											Two		Non									
			Region		Afr			Amer		Pac	or More	Econ	Econ								Foster	
		State	06			Hispanic	White							CWD	CWOD	EL	Male	Female	Migrant H			
	EL	23%	18%	39%	-	40%	-	-	*	-	-	36%	*	0%	46%	39%	33%	45%	<u> </u>	-	-	- '
	Male	43%	44%	66%	56%	55%	87%	-	*	-	*	59%	84%	20%	73%	33%	66%	-	-	*	-	-
	Female	51%	53%	73%	56%	64%	88%	-	-	-	67%	67%	88%	42%	75%	45%	-	73%	-	*	-	-
Mathematics	All Students	51%	52%	72%	69%	69%	78%	-	*	-	63%	67%	86%	26%	76%	49%	72%	72%	-	*	-	-
	CWD	26%	25%	26%	*	17%	38%	-	-	-	-	32%	*	26%	-	0%	23%	30%	-	-	-	-
	CWOD	54%	55%	76%	80%	73%	81%	-	*	-	63%	71%	90%	-	76%	56%	78%	75%	-	*	-	-
	EL	37%	32%	49%	-	49%	-	-	-	-	-	49%	*	0%	56%	49%	35%	59%	-	-	-	-
	Male	50%	51%	72%	86%	63%	84%	-	*	-	*	66%	89%	23%	78%	35%	72%	-	-	*	-	-
	Female	51%	52%	72%	50%	74%	73%	-	-	-	60%	69%	83%	30%	75%	59%	-	72%	-	*	-	-
Science	All Students	53%	56%	69%	67%	59%	88%	-	*	-	*	59%	92%	40%	71%	50%	70%	68%	-	-	-	-
	CWD	25%	25%	40%	*	43%	*	-	-	-	-	40%	-	40%	-	*	38%	*	-	-	-	-
	CWOD		59%	71%	71%	61%	90%	-	*	-	*	61%	92%	-	71%	57%	75%	68%	-	-	-	-
	EL	26%	22%	50%	-	53%	-	-	*	-	-	47%	*	*	57%	50%	50%	50%	-	-	-	-
	Male	53%	56%	70%	80%	57%	95%	-	*	-	*	57%	95%	38%	75%	50%	70%	-	-	-	-	-
	Female	53%	56%	68%	*	61%	83%	-	-	-	*	60%	88%	*	68%	50%	-	68%	-	-	-	-
STAAR Percer All Grades					000/	00%	50%		00%		2004	00%	50%	440/	00%	4.40/	00%	070/				
All Subjects	All Students	23%	24%	35%	28%	26%	52%	-	29%	-	33%	26%	59%	11%	38%	14%	33%	37%	-	î	-	-
	CWD	8%	8%	11%	18%	11%	6%	-	-	-	-	13%	0%	11%	-	0%	7%	17%	-	-	-	-
	CWOD		26%	38%	31%	27%	55%	-	29%	-	33%	28%	62%	-	38%	16%	37%	39%	-	*	-	-
	EL	11%	8%	14%	-	14%	-	-	*	-	-	14%	20%	0%	16%	14%	14%	14%	-	-	-	-
	Male	22%	23%	33%	19%	24%	51%	-	29%	-	38%	23%	59%	7%	37%	14%	33%	-	-	*	-	-
	Female	24%	26%	37%	37%	27%	53%	-	-	-	31%	29%	60%	17%	39%	14%	-	37%	-	*	-	-
Reading	All Students	20%	21%	38%	33%	29%	54%	-	*	-	33%	29%	62%	9%	41%	13%	34%	41%	-	*	-	-
	CWD	7%	7%	9%	17%	11%	0%	-	-	-	-	11%	0%	9%	-	0%	5%	17%	-	-	-	-
	CWOD		23%	41%	42%	30%	58%	-	*	-	33%	31%	66%	-	41%	15%	38%	43%	-	*	-	-
	EL	8%	6%	13%	-	13%	-	-	*	-	-	14%	*	0%	15%	13%	13%	14%	-	-	-	-
	Male	17%	18%	34%	22%	26%	50%	-	*	-	*	26%	56%	5%	38%	13%	34%	-	-	*	-	-
	Female	23%	24%	41%	44%	31%	57%	-	-	-	33%	32%	67%	17%	43%	14%	-	41%	-	*	-	-
Mathematics	Students	26%	27%	36%	31%	27%	50%	-	*	-	38%	28%	58%	17%	38%	21%	37%	36%	-	*	-	-
	CWD	11%	10%	17%	*	17%	13%	-	-	-	-	21%	*	17%	-	0%	15%	20%	-	-	-	-
	CWOD		29%	38%	30%	28%	53%	-	*	-	38%	29%	61%	-	38%	24%	39%	37%	-	*	-	-
	EL	16%	12%	21%	-	21%	-	-	-	-	-	19%	*	0%	24%	21%	24%	18%	-	-	-	-
	Male	25%	27%	37%	29%	27%	50%	-	*	-	*	24%	69%	15%	39%	24%	37%	-	-	*	-	-
	Female	26%	27%	36%	33%	27%	50%	-	-	-	20%	31%	49%	20%	37%	18%	-	36%	-	*	-	-
Science	All Students	24%	27%	27%	11%	15%	51%	-	*	-	*	14%	56%	0%	29%	0%	25%	29%	-	-	-	-
	CWD	8%	8%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	29%	29%	14%	17%	52%	-	*	-	*	16%	56%	-	29%	0%	29%	30%	-	-	-	-
	EL	7%	5%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	28%	25%	0%	14%	55%	-	*	-	*	12%	50%	0%	29%	0%	25%	-	-	-	-	-
	Female	23%	26%	29%	*	17%	48%	-	-	-	*	17%	65%	*	30%	0%	-	29%	-	-	-	-

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

 \mathbf{U} 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	68	79	62	76	-	*	-	69	65	44	46
CWD	44	*	39	25	-	-	-	-	47	44	30
CWOD	70	75	64	79	-	*	-	69	67	-	50
EL	46	-	46	-	-	-	-	-	48	30	46
Male	67	75	65	69	-	*	-	*	67	43	43
Female	68	83	58	81	-	-	-	83	63	45	50
Mathematics											
All Students	69	88	68	68	-	*	-	64	67	45	60
CWD	45	*	41	33	-	-	-	-	56	45	40
CWOD	72	89	70	71	-	*	-	64	69	-	64
EL	60	-	60	-	-	-	-	-	59	40	60
Male	75	93	70	76	-	*	-	*	71	50	70
Female	65	80	66	63	-	-	-	50	64	38	50

Part (iii)(II): Graduation Rate

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

								Two					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort	t Graduatio	on Rate (Gi	r 9-12): Cla	ss of 201	8								
All Students	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	100.0%	100.0%	-	-	100.0%
CWD	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	-
CWOD	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	100.0%	-	-	-	100.0%
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	100.0%	-	-	-	-
Female	100.0%	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	100.0%

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

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

'^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
73	10	14%

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

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

'-' Indicates zero observations reported for this group.

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

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

Student Success (Student Achie		African American nain Score	•	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	66	60	60	78	-	57	-	62	60	34	46
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	68%	*	68%	63%	-	*	-	-	64%	*	-

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

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

Part (vi): Goal Meeting Status

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

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

Target Met	All Students Y	African American	Hispanic Y	White Y	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv Y	CWD	EL + Y
Long-Term Goals Target Met	73% Y	66%	70% Y	80% N	73%	91%	75%	77%	68% Y	62%	70% N
English Learner Language Profic	iency Statu	IS									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% N 38% N 40% N 40% N
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90% Y	90%	90%	90%	90%	90%	90%	90%	90% Y	90%	90%
Interim Goals (2023-2027) Target Met	92% Y	92%	92%	92%	92%	92%	92%	92%	92% Y	92%	92%
Interim Goals (2028-2032) Target Met	94% Y	94%	94%	94%	94%	94%	94%	94%	94% Y	94%	94%
Long-Term Goals Target Met	94% Y	94%	94%	94%	94%	94%	94%	94%	94% Y	94%	94%

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. '+'

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

Part (vii): STAAR Participation

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

Participation Ra	ite	District	African American	Hispanic	White	American Indian		Pacific	Two or More Races		Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	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%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%		100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	-	*	-	100%	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	-	*	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	-	*	-	*	99%	100%	100%		100%	99%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	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%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%		100%	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
Non-Participatio	on Rate																
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-

		District	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	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%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	-	*	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	0%	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	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%	-

** 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)

The data is not required for district level.

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.

The data is not required for district level.

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Pover	ty Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.6	Percent 4.1%	Number	Percent	Number	Percent
Teachers Teaching with Emergency or Provisional Credentials	0.0	-				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.6	12.0%				

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	Region 06 Number of ALT2	Region 06 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3 Reading	5,881	1%	203	1%	-	-
Mathematics	5,880	1%	203	1%	-	-
Grade 4 Reading	6,312	2%	210	1%	-	-
Mathematics	6,311	2%	210	1%	-	-
Grade 5 Reading	6,133	1%	209	1%	*	2%
Mathematics	6,131	1%	208	1%	*	2%
Science	6,133	1%	209	1%	*	2%
Grade 6 Reading	6,038	1%	198	1%		-
Mathematics	6,036	1%	197	1%	-	-
Grade 7 Reading	5,616	1%	189	1%	-	-
Mathematics	5,616	2%	189	2%	-	-
Grade 8 Reading	5,251	1%	171	1%	-	-
Mathematics	5,254	2%	172	1%	-	-
Science	5,250	1%	172	1%	-	-
End of Course English I	5,150	1%	195	1%	-	-
English II	4,680	1%	141	1%	*	3%
Algebra I	5,122	1%	195	1%	-	-
Biology	4,954	1%	165	1%	-	-
All Grades All Subjects	101,751	1%	3,436	1%	*	1%
Reading	45,064	1%	1,516	1%	*	1%
Mathematics	40,350	1%	1,374	1%	*	0%
Science	16,337	1%	546	1%	*	1%

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

'-' Indicates zero observations reported for this group.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

								r Above		
			% Belo	w Basic	% At or Al	oove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	•	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

Grade	Subject	Student Group	% Belov TX	w Basic US	% At or At TX	oove Basic US		r Above icient US	% At Ac TX	lvanced US
	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)

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	47%	*	43%	55%	-	*	-	*	39%	*	*

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

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

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2019

Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: MUMFORD H S Campus ID: 198906001 District Name: MUMFORD 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 FI (Current Two or All African Pacific American More Special Econ & Students Hispanic White Indian Asian Islander Disadv Ėduc Former) American Races Academic Performance (At Meets Grade Level or Above) Reading/ELA Baseline 2016-17 Rates 32% 37% 60% 43% 74% 45% 56% 33% 19% 29% 44% 2017-18 through 2021-22 44% 32% 37% 60% 43% 74% 45% 56% 33% 19% 29% 2022-23 through 2026-27 39% 52% 42% 46% 66% 51% 78% 53% 62% 43% 31% 2027-28 through 2031-32 62% 54% 58% 73% 82% 63% 70% 55% 45% 52% 62% 2032-33 72% 66% 69% 80% 72% 87% 67% 60% 65% 73% 78% Baseline 2016-17 Rates 40% Mathematics 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 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% 92% 92% 92% 92% 92% 2022-23 through 2026-27 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;

Indicator	Weight
Academic Achievement	30%
Other Academic Indicator	50%
English Learner Language Proficiency	10%
SQSS: Student Achievement Domain Score	10%
Academic Achievement	50%
4-Year Graduation Rate	10%
English Learner Language Proficiency	10%
SQSS: College, Career, and Military Readiness	30%
	Academic Achievement Other Academic Indicator English Learner Language Proficiency SQSS: Student Achievement Domain Score Academic Achievement 4-Year Graduation Rate English Learner Language Proficiency

(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)

					Afr			Amer				Econ									Foster	
		State	District	Campus	Amer	Hispanio	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female M	igrant Hoi	neless	Care	Military
STAAR Perce Grade 7	ent at Ap	proad	ches G	rade Lev	el or	Above																
Reading	All Students	74%	89%	89%	*	84%	93%	-	*	-	*	88%	92%	50%	95%	*	96%	81%	-	-	-	-
	CWD	37%	50%	50%	*	*	*	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD		95%	95% *	*	91%	100%	-	*	-	*	93%	100%	-	95% *	*	100%	89%	-	-	-	-
	EL Male	49% 70%	· 96%	96%	- *	* 100%	- 88%	-	- *	-	-	* 100%	- 83%	*	* 100%	-	- 96%	-	-	-	-	-
	Female		81%	81%	*	67%	100%	-	-	-	*	73%	100%	*	89%	*	-	81%	-	-	-	-
Mathematic	s All Students	73%	91%	91%	*	84%	100%	-	*	-	*	88%	100%	67%	95%	*	100%	81%	-	-	-	-
	CWD	43%		67%	*	*	*	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD EL	77% 57%	95%	95% *	*	91%	100%	-	*	-	*	93%	100%	-	95% *	*	100%	89%	-	-	-	-
	⊏∟ Male	72%	100%	100%	*	100%	- 100%	-	*	-	-	100%	- 100%	*	100%	-	- 100%	-	-	-	-	-
	Female		81%	81%	*	67%	100%	-	-	-	*	73%	100%	*	89%	*	-	81%	-	-	-	-
Grade 8																						
Reading	All Students	84%	98%	98% *	*	100%	91%	-	*	-	*	97%	100%	*	100%	*	94%	100%	-	-	-	-
	CWD CWOD	47% 88%	100%	100%	*	100%	100%	-	*	-	*	100%	- 100%	_	- 100%	*	100%	- 100%	-	-	-	-
	EL	62%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	81%		94%	*	100%	*	-	*	-	*	92%	100%	*	100%	*	94%	-	-	-	-	-
	Female	88%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	-	100%	-	-	-	-
Mathematic	Students	87%	95%	95% *	*	93%	*	-	*	-	*	94%	*	*	100%	*	91%	100%	-	-	-	-
	CWD CWOD	58% 90%	100%	100%	*	100%	-	-	*	-	*	100%	*	-	- 100%	*	100%	- 100%	-	-	-	-
	EL	77%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	84%	91%	91%	*	86%	*	-	*	-	*	89%	*	*	100%	*	91%	-	-	-	-	-
	Female	0970	100%	100%		100%	-	-	-	-	-	100%	-	-	100%	-	-	100%	-	-	-	-
Science	All Students	79%	88%	88%	*	85%	100%	-	*	-	*	83%	100%	*	90%	*	83%	92%	-	-	-	-
	CWD	46%	*	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD EL	83% 55%	90% *	90% *	*	88% *	100%	-	*	-	*	85% *	100%	-	90% *	*	88% *	92% *	-	-	-	-
	Male	78%	83%	83%	*	82%	*	-	*	-	*	75%	- 100%	*	88%	*	83%	-	-	-	-	-
	Female	81%	92%	92%	*	88%	100%	-	-	-	-	88%	100%	-	92%	*	-	92%	-	-	-	-
End of Cou																						
English I	All Students	66%	97%	97%	*	95%	100%	-	-	-	-	97%	100%	*	97%	100%	95%	100%	-	-	-	-
	CWD	27%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD EL	71% 34%		97% 100%	-	94% 100%	100%	-	-	-	-	96% 100%	100%	- *	97% *	100%	94% *	100%	-	-	-	-
	Male	60%	95%	95%	*	92%	100%	-	-	-	-	94%	100%	*	94%	*	95%	-	-	-	-	-
	Female	73%	100%	100%	*	100%	100%	-	-	-	-	100%	*	-	100%	*	-	100%	-	-	-	-
English II	All Students	67%	72%	72%	*	73%	88%	-	*	-	*	69%	86%	29%	81%	20%	60%	84%	-	-	-	-
	CWD	27%		29%	*	40%	-	-	-	-	-	17%	*	29%	-	*	*	*	-	-	-	-
	CWOD EL	72% 30%	81% 20%	81% 20%	*	81% *	88%	-	*	-	*	81% 20%	83%	- *	81% *	* 20%	69% 20%	94%	-	-	-	-
	EL Male	30% 62%	20% 60%	20% 60%	*	64%	*	-	*	-	-	20% 59%	*	*	69%	20% 20%	20% 60%	-	-	-	-	-
	Female			84%	*	83%	*	-	-	-	*	80%	*	*	94%	-	-	84%	-	-	-	-

Algebra I	All	State 83%		Campus 98%	Afr s Amer *	Hispani 96%		Amer Ind				Econ Disadv 97%	Non Econ Disadv 100%	CWD	CWOD 98%	EL *	Male 94%	Female 96%	Migrant H -		Foster Care	
•	Students CWD	52%	*	*		*						*		*			*	*				
	CWOD	87%	98%	98%	*	96%	- 100%	-	-	-	-	97%	- 100%	-	- 98%	*	93%	96%	-	-	-	-
	EL Male	73% 79%	* 94%	* 94%	- *	* 89%	- 100%	-	-	-	-	* 92%	- *	- *	* 93%	*	* 94%	*	-	-	-	-
	Female		94 <i>%</i> 96%	94% 96%	-	89% 94%	100%	-	-	-	-	92% 95%	100%	*	93% 96%	*	94 %	- 96%	-	-	-	-
Biology	All	87%	92%	92%	*	90%	100%	-	*	-	-	90%	100%	*	94%	40%	90%	94%	-	-	-	-
	Students CWD	60%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD		94%	94%	*	94%	100%	-	*	-	-	92%	100%	-	94% *	*	94% *	94% *	-	-	-	-
	EL Male	68% 84%	40% 90%	40% 90%	- *	92%	- 100%	2	*	-	-	40% 87%	- 100%	*	94%	40% *	90%	-	-	-	-	-
	Female	90%	94%	94%	*	89%	100%	-	-	-	-	93%	*	-	94%	*	-	94%	-	-	-	-
TAAR Perce Grade 7	ent at Mee	ets G	rade Le	evel or	Above)																
Reading	All Students	48%	61%	61%	*	52%	80%	-	*	-	*	53%	83%	17%	68%	*	65%	57%	-	-	-	-
	CWD	21%	17%	17%	*	*	*	-	- *	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD EL	51% 19%	68% *	68% *	-	57% *	92% -	-	-	-	-	57% *	100%	- *	68% *	*	75% -	61% *	-	-	-	-
		44%	65% 57%	65% 57%	*	69% 33%	63% 100%	-	*	-	- *	65% 40%	67% 100%	*	75% 61%	- *	65% -	- 57%	-	-	-	-
Mathematic	s All Students	41%	75%	75%	*	72%	80%	-	*	-	*	72%	83%	17%	84%	*	78%	71%	-	-	-	-
		22%	17%	17%	*	*	*	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD		84% *	84% *	*	78%	92%	-	*	-	*	79% *	100%	-	84%	*	90%	78%	-	-	-	-
		22% 41%	78%	78%	- *	85%	- 75%	-	- *	-	-	82%	- 67%	*	90%	-	- 78%	-	-	-	-	-
	Female	42%	71%	71%	*	58%	86%	-	-	-	*	60%	100%	*	78%	*	-	71%	-	-	-	-
Grade 8 Reading	All	53%	67%	67%	*	63%	82%	-	*	-	*	59%	85%	*	70%	*	67%	67%	-	-	-	-
	Students CWD	22%	*	*	_	*	*	_	_	_	_	*	_	*	_	_	*		_	_	_	_
	CWOD	57%	70%	70%	*	65%	90%	-	*	-	*	63%	- 85%	-	70%	*	75%	- 67%	-	-	-	-
	EL Male	19% 49%	* 67%	* 67%	- *	* 64%	- *	-	- *	-	- *	* 58%	- 83%	- *	* 75%	*	* 67%	*	-	-	-	-
	Female		67%	67%	*	63%	86%	-	-	-	-	59%	86%	-	67%	*	-	67%	-	-	-	-
Mathematic	s All Students	55%	63%	63%	*	71%	*	-	*	-	*	65%	*	*	71%	*	55%	75%	-	-	-	-
	CWD	27%	*	*	- *	*	*	-	-	-	-	*	-	*	-	- *	*	-	-	-	-	-
	CWOD EL	59% 36%	71% *	71% *	-	77% *	-	-	-	-	-	73% *	-	-	71% *	*	67% *	75% -	-	-	-	-
	Male	52%	55%	55%	*	57%	*	-	*	-	*	56%	*	*	67%	*	55%	-	-	-	-	-
	Female	59%	75%	75%	*	86%	-	-	-	-	-	75%	-	-	75%	-	-	75%	-	-	-	-
Science	All Students	50%	62%	62%	*	56%	82%	-	*	-	*	52%	85%	*	65%	*	56%	67%	-	-	-	-
	CWD CWOD	23% 53%	* 65%	* 65%	-*	* 58%	* 90%	-	-	-	- *	* 56%	- 85%	*	- 65%	- *	* 63%	- 67%	-	-	-	-
	EL	20%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	50% 50%	56% 67%	56% 67%	*	45% 63%	* 86%	-	-	-	-	42% 59%	83% 86%	*	63% 67%	*	56% -	- 67%	-	-	-	-
End of Cour		0070	0770	0170		0070	0070	-	-		-	0070	0070	-	0770		_	0770	_	_	_	-
English I	All Students	48%	82%	82%	*	71%	100%	-	-	-	-	77%	100%	*	91%	40%	67%	100%	-	-	-	-
	CWD CWOD	15% 53%	* 91%	* 91%	*	* 83%	- 100%	-	-	-	-	* 88%	- 100%	-	- 91%	*	* 82%	- 100%	-	-	-	-
	EL	14%	40%	40%	- *	40%	-	-	-	-	-	40%	-	*	*	40%	*	*	-	-	-	-
	Male Female	42% 56%	67% 100%	67% 100%	*	50% 100%	100% 100%	-	-	-	-	56% 100%	100% *	-	82% 100%	*	67% -	- 100%	-	-	-	-
English II	All Students	48%	59%	59%	*	54%	88%	-	*	-	*	53%	86%	29%	66%	0%	50%	68%	-	-	-	-
	CWD		29%	29%	*	40%	-	-	-	-	- *	17%	*	29%	-	*	*	*	-	-	-	-
	CWOD EL	52% 11%	66% 0%	66% 0%	-	57% *	88% -	2	*	-	-	62% 0%	83% -	*	66% *	0%	56% 0%	75% -	-	-	-	-
	Male	42%	50%	50%	*	50%	*	-	*	-	- *	47%	*	*	56%	0%	50%	-	-	-	-	-
Algebra	Female		68% 84%	68% 84%	*	58%	0.30/	-	-	-	-	60%		*	75% 88%	-	-	68% 86%	-	-	-	-
Algebra I	All Students CWD	59% 24%	84% *	84% *	-	77% *	93% -	-	-	-	-	78% *	- 100%	*	- 88%	-	75% *	86% *	-	-	-	-
	CWOD	63%	88%	88%	*	83%	93%	-	-	-	-	83%	100%	-	88%	*	80%	89%	-	-	-	-
	EL Male	40% 53%	* 75%	* 75%	- *	* 67%	- 80%	-	-	-	-	* 67%	- *	- *	* 80%	*	* 75%	-	-	-	-	-
	Female		86%	86%	-	78%	100%	-	-	-	-	81%	100%	*	89%	*	-	86%	-	-	-	-
D : 1	All	60%	71%	71%	*	57%	92%	-	*	-	-	62%	100%	*	74%	20%	65%	78%	-	-	-	-
Biology	Students																					
Biology		24%	* 74%	* 74%	- *	* 61%	- 92%	-	- *	-	-	* 65%	- 100%	*	- 74%	*	* 71%	- 78%	-	-	-	-

											Two or		Non									
		State	District	Campus	Afr	Hienania		Amer				Econ	Econ	CWD	CWOD	EI	Malo	Fomalo	Migrant	Homeless	Foster	Militar
	Male	58%	65%	65%	*	50%	100%	-	*	-	-	53%	100%	*	71%	*	65%	-	-	-	-	-
	Female	62%	78%	78%	*	67%	88%	-	-	-	-	71%	*	-	78%	*	-	78%	-	-	-	-
TAAR Perce	ent at Ma	sters	Grade	Level																		
Grade 7 Reading	All	29%	43%	43%	*	40%	53%	-	*	_	*	28%	83%	0%	50%	*	43%	43%	-	-	-	-
5	Students CWD	9%	0%	0%	*	*	*		-	-	-	*	*	0%	_	*	*	*	-	-	-	_
	CWOD EL		50% *	50%	*	43%	67%	-	*	-	*	32%	100%	- *	50% *	*	50%	50% *	-	-	-	-
	Male	25%	43%	43%	- *	54%	38%	-	*	-	-	35%	- 67%	*	50%	-	- 43%	-	-	-	-	-
	Female	32%	43%	43%	î	25%	71%	-	-	-	Ŷ	20%	100%	•	50%	î	-	43%	-	-	-	-
Mathematic	s All Students	16%	36%	36%	*	32%	40%	-	*	-	*	28%	58%	0%	42%	*	43%	29%	-	-	-	-
	CWD CWOD	7% 17%	0% 42%	0% 42%	*	* 35%	* 50%	2	- *	-	- *	* 32%	* 70%	0% -	- 42%	*	* 50%	* 33%	-	-	-	-
	EL Male	6% 16%	* 43%	* 43%	- *	* 54%	- 25%	-	- *	-	-	* 35%	- 67%	*	* 50%	*	- 43%	*	-	-	-	-
	Female		29%	29%	*	8%	57%	-	-	-	*	20%	50%	*	33%	*	-	29%	-	-	-	-
Grade 8																						
Reading	All Students	27%	43%	43%	*	33%	73%	-	*	-	*	31%	69%	*	45%	*	56%	33%	-	-	-	-
	CWD CWOD	7% 30%	* 45%	* 45%	- *	* 35%	* 80%	-	- *	-	- *	* 33%	- 69%	*	- 45%	- *	* 63%	- 33%	-	-	-	-
	EL Male	5% 24%	* 56%	* *	- *	55%	- *	-	- *	-	- *	* 42%	- 83%	- *		*	* 56%	*	-	-	-	-
	Female		33%	33%	*	19%	71%	-	-	-	-	24%	57%	-	33%	*	-	33%	-	-	-	-
Mathematic		17%	0%	0%	*	0%	*	-	*	-	*	0%	*	*	0%	*	0%	0%	-	-	-	-
	Students CWD	9%	*	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD EL	18% 6%	0% *	0% *	*	0% *	-	-	*	-	*	0% *	*	-	0% *	*	0% *	0% -	-	-	-	-
	Male Female	16% 17%	0% 0%	0% 0%	*	0% 0%	*	-	*	-	*	0% 0%	*	*	0% 0%	*	0% -	- 0%	-	-	-	-
Colonno		25%	12%	12%	*	4%	36%		*		*	0%	200/	*		*	440/					
Science	All Students		1∠% *			4% *	*	-		-		0% *	38%		13%		11%	13%	-	-	-	-
	CWD CWOD		* 13%	* 13%	- *	* 4%	* 40%	-	- *	-	- *	0%	- 38%	-	- 13%	- *	* 13%	- 13%	-	-	-	-
	EL Male	5% 25%	* 11%	* 11%	- *	* 0%	- *	-	- *	-	- *	* 0%	- 33%	- *	* 13%	*	* 11%	-	-	-	-	-
	Female	24%	13%	13%	*	6%	29%	-	-	-	-	0%	43%	-	13%	*	-	13%	-	-	-	-
End of Cour		100/	269/	20%	*	1 4 0/	400/					100/	700/	*	200/	00/	0.40/	200/				
English I	All Students	10%	26%	26% *		14% *	43%	-	-	-	-	10% *	78%		29%	0%	24%	28%	-	-	-	-
	CWD CWOD		* 29%	29%	*	17%	- 43%	-	-	-	-	12%	- 78%	-	- 29%	*	* 29%	- 28%	-	-	-	-
	EL Male	1% 7%	0% 24%	0% 24%	- *	0% 8%	- 50%	-	-	-	-	0% 6%	- 80%	*	* 29%	0% *	* 24%	*	-	-	-	-
	Female		28%	28%	*	22%	38%	-	-	-	-	14%	*	-	28%	*	-	28%	-	-	-	-
English II	All	8%	15%	15%	*	12%	25%	-	*	-	*	9%	43%	14%	16%	0%	5%	26%	-	-	-	-
	Students CWD	4%	14%	14%	*	20%	-	-	-	-	-	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD EL	8% 0%	16% 0%	16% 0%	-	10%	25% -	2	*	-	-	8% 0%	50% -	- *	16% *	* 0%	6% 0%	25% -	-	-	-	-
	Male	6%	5%	5%	*	7%	*	-	*	-	-	6%	*	*	6%	0%	5%	-	-	-	-	-
	Female		26%	26%		17%		-	-	-		13%			25%	-	-	26%	-	-	-	-
Algebra I	All Students	36%	56%	56%	*	50%	67%	-	-	-	-	44%	91%	*	59%	*	50%	57%	-	-	-	-
	CWD CWOD	9% 39%	* 59%	* 59%	- *	* 54%	- 67%	-	-	-	-	* 47%	- 91%	*	- 59%	- *	* 53%	* 59%	-	-	-	-
	EL	19%	*	*	-	*	-	-	-	-	-	*	- *	-	*	*	*	*	-	-	-	-
	Male Female	31% 40%	50% 57%	50% 57%	-	33% 56%	80% 60%	-	-	-	-	33% 48%	86%	*	53% 59%	*	50% -	- 57%	-	-	-	-
Biology	All	24%	37%	37%	*	33%	54%	-	*	-	-	21%	89%	*	40%	0%	35%	39%	-	-	-	-
	Students CWD	6%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD		40% 0%	40% 0%	*	39% *	54%	-	*	-	-	23% 0%	89%	-	40% *	* 0%	41% *	39% *	-	-	-	-
	Male	24%	35%	35%	- * *	33%	- 60%	-	*	-	-	20%	- 80% *	*	41%	0% *	35%	-	-	-	-	-
	Female	∠ວ%	39%	39%	-	33%	50%	-	-	-	-	21%		-	39%	-	-	39%	-	-	-	-
TAAR Perce	ent at Ap	oroac	hes Gr	ade Lev	vel or A	Above																
All Grades All Subjects	all .	77%	93%	91%	91%	89%	97%	-	71%	_	83%	89%	98%	59%	94%	60%	90%	92%	-	-		-
ວິດມີງວິວເອີ	Students	46%	63%	59%	60%	50%	78%	_		_	-	55%	80%	59%	-		67%	40%	_	_	-	_
	(: \/\/ 1)				UU /0	JU /0	10/0	-	-	-	-	00 /0		00/0		20/0			-	-	-	-
	CWD CWOD EL		96% 78%	94% 60%	100%	93% 64%	99% -	-	71%	-	83%	93% 60%	99%	- 20%	94% 68%	68% 60%		95% 60%	-	-	-	-

Two

											Two											
					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
	Female		District 95%	Campus 92%		lispanio 87%									CWOD 95%	EL 60%	Male -	Female M 92%	/ligrant Hoi -	meless -		
Reading	All	73%	92%	89%	82%	88%	94%	-	*	-	*	87%	95%	53%	94%	60%	87%	91%	-	-	-	-
	Students CWD	39%	56%	53%	*	55%	*		-	_	-	50%	*	53%	-	*	62%	33%	-	_	_	-
	CWOD	78%	95%	94%	100%	92%	98%	-	*	-	*	93%	97%	-	94%	67%	91%	96%	-	-	-	-
	EL Male	54% 69%	74% 88%	60% 87%	- 83%	64% 88%	- 86%	-	*	-	- *	60% 85%	- 90%	* 62%	67% 91%	60% 56%	56% 87%	67% -	-	-	-	-
	Female	98%	95%	91%	80%	88%	100%	-	-	-	*	89%	100%	33%	96%	67%	-	91%	-	-	-	-
Mathematics	s All Students	81%	96%	94%	100%	91%	100%	-	*	-	*	93%	100%	70%	97%	63%	98%	91%	-	-	-	-
	CWD	53%	74%	70%	*	40%	*	-	-	-	-	63%	*	70%	-	*	83%	*	-	-	-	-
	CWOD EL	84% 72%	98% 87%	97% 63%	100% -	95% 63%	100% -	-	-	-	-	96% 63%	100% -	*	97% 71%	71% 63%	100%	94% 50%	-	-	-	-
	Male Female	79%	97% 96%	98% 91%	*	96% 86%	100% 100%	-	*	-	*	97% 89%	100% 100%	83% *	100% 94%	* 50%	98%	- 91%	-	-	-	-
	remaie	; 02 /0	3070	3170		0070	100 /0	-	-	-		0370	10070		3470	50 /0	-	3170	-	-	-	-
Science	All Students	80%	91%	90%	100%	88%	100%	-	*	-	*	86%	100%	60%	92%	57%	87%	93%	-	-	-	-
	CWD	51%	60%	60%	-	*	*	-	-	-	-	60%	-	60%	-	*	60%	-	-	-	-	-
	CWOD EL	84% 61%	93% 69%	92% 57%	100%	91% 67%	100%	-	*	-	*	89% 57%	100%	- *	92% 67%	67% 57%	91% *	93% *	-	-	-	-
	Male	79%	91%	87%	*	87%	100%	-	*	-	*	81%	100%	60%	91%	*	87%	-	-	-	-	-
	Female	81%	91%	93%	*	88%	100%	-	-	-	-	90%	100%	-	93%	*	-	93%	-	-	-	-
STAAR Perce	nt at Me	ets G	rade Le	evel or A	Above																	
All Grades						000	0.001		7401		000	000	0000	4501	700/	4001	050	7.40/				
All Subjects	All Students	49%	71%	70%	64%	63%	86%	-	71%	-	33%	63%	89%	15%	76%	40%	65%	74%	-	-	-	-
	CWD	24%	29%	15%	0%	15%	22%	-	-	-	-	14%	20%	15%	-	0%	8%	30%	-	-	-	-
	CWOD EL	52% 29%	74% 45%	76% 40%	82% -	68% 43%	93% -	-	71% *	-	33%	70% 40%	93% -	- 0%	76% 48%	48% 40%	74% 20%	77% 60%	-	-	-	-
	Male	47%	69%	65%	69%	60%	78%	-	71%	-	*	60%	81%	8%	74%	20%	65%	-	-	-	-	-
	Female	\$ 52%	72%	74%	56%	66%	93%	-	-	-	î	67%	96%	30%	77%	60%	-	74%	-	-	-	-
Reading	All Students	47%	70%	67%	55%	60%	88%	-	*	-	*	60%	88%	16%	74%	33%	62%	72%	-	-	-	-
	CWD	21%	28%	16%	*	18%	*	-	-	-	-	13%	*	16%	-	*	8%	33%	-	-	-	-
	CWOD EL	50% 23%	74% 39%	74% 33%	86% -	65% 36%	93% -	-	*	-	*	67% 33%	92% -	- *	74% 42%	42% 33%	72% 11%	75% 67%	-	-	-	-
	Male	43%	66%	62%	50%	58%	77%	-	*	-	*	56%	80%	8%	72%	11%	62%	-	-	-	-	-
	Female	9 51%	73%	72%	60%	61%	96%	-	-	-	*	64%	95%	33%	75%	67%	-	72%	-	-	-	-
Mathematics	s All Students	51%	72%	76%	67%	74%	84%	-	*	-	*	73%	88%	10%	83%	50%	73%	79%	-	-	-	-
	CWD	26%	26%	10%	*	0%	*	-	-	-	-	13%	*	10%	-	*	0%	*	-	-	-	-
	CWOD EL	54% 37%	76% 49%	83% 50%	80%	80% 50%	93%	-	*	-	*	79% 50%	96%	- *	83% 57%	57% 50%	84% *	83% 50%	-	-	-	-
	Male	50%	72%	73%	*	75%	71%	-	*	-	*	73%	75%	0%	84%	*	73%	-	-	-	-	-
	Female	9 51%	72%	79%	*	73%	94%	-	-	-	*	73%	100%	*	83%	50%	-	79%	-	-	-	-
Science	All Students	53%	69%	66%	80%	56%	88%	-	*	-	*	57%	91%	20%	69%	43%	61%	71%	-	-	-	-
	CWD	25%	40%	20%	-	*	*	-	-	-	-	20%	-	20%	-	*	20%	-	-	-	-	-
	CWOD EL	56% 26%	71% 50%	69% 43%	80% -	59% 50%	91% -	-	*	-	*	60% 43%	91%	- *	69% 50%	50% 43%	67% *	71% *	-	-	-	-
	Male	53%	70%	61%	*	48%	89%	-	*	-	*	48%	91%	20%	67%	*	61%	-	-	-	-	-
	Female	9 53%	68%	71%	*	64%	87%	-	-	-	-	65%	91%	-	71%	*	-	71%	-	-	-	-
STAAR Perce	nt at Ma	sters	Grade	Level																		
All Grades	ΔII	220/	350/	200/	7 20/	250/	50%		29%		00/	200/	67%	3%	35%	13%	310/	330%	_	_		
All Subjects	All Students		35%	32%	23%	25%		-	Z9%	-	0%	20%			30%			33%	-	-	-	-
	CWD CWOD	8% 25%	11% 38%	3% 35%	0% 29%	5% 28%	0% 54%	-	- 29%	-	- 0%	3% 22%	0% 71%	3%	- 35%	0% 16%	0% 37%	10% 34%	-	-	-	-
	EL	11%	14%	13%	-	14%	-	-	*	-	-	13%	-	0%	16%	13%	13%	13%	-	-	-	-
	Male Female	22%	33% 37%	31% 33%	15% 33%	29% 23%	44% 53%	-	29% -	-	*	21% 20%	63% 71%	0% 10%	37% 34%	13% 13%	31% -	- 33%	-	-	-	-
Reading	All	20%	38%	32%	27%	25%	50%		*	-	*	20%	71%	5%	36%	7%	32%	33%	-	-	-	-
	Students				*		*															
	CWD CWOD	7% 22%	9% 41%	5% 36%	* 43%	9% 27%	* 55%	-	- *	-	- *	6% 21%	* 76%	5% -	- 36%	* 8%	0% 38%	17% 34%	-	-	-	-
	EL	8%	13%	7%	-	7%	-	-	*	-	-	7%	-	*	8%	7%	11%	0%	-	-	-	-
	Male Female	17% 23%	34% 41%	32% 33%	17% 40%	30% 20%	41% 58%	-	-	-	*	21% 18%	65% 76%	0% 17%	38% 34%	11% 0%	32% -	- 33%	-	-	-	-
M 41 - 22									-		-											
Mathematics	Students	26%	36%	38%	33%	32%	52%	-	•	-	•	28%	68%	0%	42%	38%	37%	39%	-	-	-	-
	CWD CWOD	11% 28%	17% 38%	0% 42%	* 40%	0% 35%	* 59%	-	- *	-	- *	0% 32%	* 74%	0% -	- 42%	* 43%	0% 42%	* 42%	-	-	-	-
	EL	16%	21%	38%	-	38%	-	-	-	-	-	38%	-	*	43%	38%	*	42% 33%	-	-	-	-
	Male Female	25%	37% 36%	37% 39%	*	36% 30%	43% 59%	-	*	-	*	27% 30%	67% 69%	0% *	42% 42%	* 33%	37%	- 39%	-	-	-	-
	i ciliale	, 20 /0	0070	JJ /0		00 /0	JJ /0	-	-	-		00 /0	03/0		ע ⊿ד /0	00 /0	-	00/0	-	-	-	-

											or		Non									
					Afr			Amer		Pac	More	Econ	Econ								Foster	•
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrantl	Homeless	Care	Military
Science	All	24%	27%	24%	0%	17%	46%	-	*	-	*	10%	59%	0%	25%	0%	24%	24%	-	-	-	
	Students																					
	CWD	8%	0%	0%	-	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	26%	29%	25%	0%	18%	48%	-	*	-	*	11%	59%	-	25%	0%	27%	24%	-	-	-	-
	EL	7%	0%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	25%	25%	24%	*	17%	56%	-	*	-	*	11%	55%	0%	27%	*	24%	-	-	-	-	-
	Female	23%	29%	24%	*	16%	40%	-	-	-	-	10%	64%	-	24%	*	-	24%	-	-	-	-

Two

** 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	71	92	66	81	-	*	-	*	66	42	60
CWD	42	*	36	*	-	-	-	-	40	42	*
CWOD	75	*	69	87	-	*	-	*	69	-	*
EL	60	-	60	-	-	-	-	-	60	*	60
Male	75	*	77	72	-	*	-	*	75	44	*
Female	68	*	55	89	-	-	-	*	58	40	*
Mathematics											
All Students	85	92	83	85	-	*	-	*	83	33	71
CWD	33	*	*	*	-	-	-	-	43	33	*
CWOD	90	100	88	90	-	*	-	*	87	-	83
EL	71	-	71	-	-	-	-	-	71	*	71
Male	88	*	88	85	-	*	-	*	89	33	*
Female	83	*	80	85	-	-	-	*	79	*	60

Part (iii)(II): Graduation Rate

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

								Two					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates			-										
4-year Longitudinal Cohort	Graduatio	on Rate (G	r 9-12): Cla	ss of 201	8								
All Students	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	100.0%	100.0%	-	-	100.0%
CWD	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	-
CWOD	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	100.0%	-	-	-	100.0%
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	100.0%	-	-	-	-
Female	100.0%	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	100.0%

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

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

'^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
٨	٨	٨

'^' 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)

schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achie		African American nain Score	•	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	64	59	59	78	-	57	-	39	57	26	38
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	68%	*	68%	63%	-	*	-	-	64%	*	-

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

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

Part (vi): Goal Meeting Status

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

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

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											36% 38% 40% 40%
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90% Y	90%	90%	90%	90%	90%	90%	90%	90% Y	90%	90%
Interim Goals (2023-2027) Target Met	92% Y	92%	92%	92%	92%	92%	92%	92%	92% Y	92%	92%
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

94%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

94%

Υ

94%

'N' 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).

94%

94%

Two or

94%

Man

94%

Y

94%

94%

94%

Part (vii): STAAR Participation

Target Met

Target Met

Long-Term Goals

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)

94%

				100 01		NOT				
	African	American	Pacific	More	Econ	Econ				
	Campus American Hispanic White	Indian	Asian Islander	Races	Disadv	Disadv	CWD (CWOD	EL	Male Female Migrant
Participation Rate										-

		•	African American	•		American Indian	Asian	Pacific Islander	Races	Econ Disadv			CWOD	EL			Migrant
All Subjects	All	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	99%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	-	100%	-	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	-	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	-	100%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	_	-	*	100%	100%	100%	100%	100%	-	100%	-
	. onnaro	,	10070														
Reading	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	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%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	_	100%	-
Mathematics		99%	100%	98%	100%	_	*	_	*	99%	100%	100%	99%	100%	98%	100%	_
	Students CWD	100%	*	100%	*				_	100%	*	100%	-	*	100%	*	
	CWD	99%		98%	100%	-	*	-	*	99%		100 /0	- 99%	1000/	98%	1000/	-
			100%		100%	-		-			100%	*		100%	90 ⁻ /0	100%	-
	EL	100%	-	100%		-	-	-	- *	100%			100%	100%		100%	-
	Male	98%	*	97%	100%	-	Ŷ	-	*	97%	100%	100%	98%		98%	-	-
Osianas	Female	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%	-	-
	CWOD	100%	100%	100%	100%	-		-		100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	-	*	100%	100%	*	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-
Non-Participati	Female on Rate	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	-	0%	-	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	*	_	-	0%	-	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	0%	-	0%	_	*	1%	0%	0%	1%	0%	1%	-	_
	Female	0%	0%	0%	0%	-	- 0 /0	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	- 0%	0%	_
Reading	Students CWD	0%	*	0%	*	-		-	_	0%	*	0%	-	*	0%	0%	-
	CWD	0%	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%	-	-
N (1) (1)	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	Students	1%	0%	2%	0%	-	*	-	*	1%	0%	0%	1%	0%	2%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	1%	0%	2%	0%	-	*	-	*	1%	0%	-	1%	0%	2%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-
	Male	2%	*	3%	0%	-	*	-	*	3%	0%	0%	2%	*	2%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	*	*	-	-	-	-	0%	-	0%	-	*	0%	-	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	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)

In Suberial Superial Superia	Students Without Disabilitie	s	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
Fendale Out-d-School Supension FendaleFendale C00<	In-School Suspensions												
Total2000 <td></td>													
Cul-dr-School SuggeneionsMale Fermale Formale TotalNoN													
Male Female TotalOO <td>Out of School Suspensions</td> <td>Iotal</td> <td>2</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td></td>	Out of School Suspensions	Iotal	2	0	2	0	0	0	0	0	0		
Female ExplainsFemale Total00	Out-of-School Suspensions	Male	0	0	0	0	0	0	0	0	٥		
FoldTotal000<													
With Educational Services TotalMale00<													
Female Without Educational Without Educational ServicesFemale Polational Polatio	Expulsions												
Mithout Educational ServicesTotal I000 <t< td=""><td>With Educational Services</td><td>Male</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td><td></td><td></td><td></td></t<>	With Educational Services	Male	0						0				
Without Educational ServicesMale00 <td></td>													
ServicesUnder Zero Tolerance TolalFemale Tolal000<													
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PoliciesFormale Total000													
TotalTotal000													
School-Related Arrests Male Female 0 <													
Male Female Total00 <td>School-Related Arrests</td> <td>IUIAI</td> <td>U</td> <td>U</td> <td>U</td> <td>U</td> <td>U</td> <td>U</td> <td>U</td> <td>U</td> <td>U</td> <td></td> <td></td>	School-Related Arrests	IUIAI	U	U	U	U	U	U	U	U	U		
Referrals to Law Enforcement TotalFemale regression00<	School-I Clatcu Allesis	Male	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement Referrals to Law Enforcement Parallel on Law Enforcement Male Total000 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>													
Male Female Total00													
Fendle Total000 <td>Referrals to Law Enforcement</td> <td></td>	Referrals to Law Enforcement												
Total0000000000Students With Disabilities In-School SuspensionsNale00 </td <td></td>													
Students With Disabilities In-School Suspensions Male 0 <													
Male 0		Total	0	0	0	0	0	0	0	0	0		
Female Total 0 <t< td=""><td>In-School Suspensions</td><td>Mala</td><td>0</td><td>0</td><td>٥</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td></td><td>0</td></t<>	In-School Suspensions	Mala	0	0	٥	0	0	0	0	0	0		0
Out-of-School SuspensionsTotal000<													
Out-of-School Suspensions Male 0													
Male 0	Out-of-School Suspensions		Ū.	U U	Ŭ	Ũ	U U	· ·	°,	Ū.	Ũ		C C
Total0000000000000ExpulsionsMale000 <td>·</td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td>0</td>	·	Male	0	0	0	0	0	0	0	0	0		0
Expulsions Male 0 <		Female	0	0	0	0	0	0	0	0	0		0
With Educational Services Male 0		Total	0	0	0	0	0	0	0	0	0		0
Female 0 <td></td> <td></td> <td>0</td> <td>0</td> <td>•</td> <td>0</td> <td>0</td> <td>•</td> <td>0</td> <td>•</td> <td>•</td> <td></td> <td>•</td>			0	0	•	0	0	•	0	•	•		•
Without Educational Male Total Male 0 <	With Educational Services												
Without Educational Services Male 0 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>													
Services Female 0 <	Without Educational												-
Total 0 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td></td>										-			
Under Zero Tolerance Policies Male 0 <													
Female Total 0 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>													
School-Related Arrests Total 0 </td <td></td> <td>Female</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td>0</td>		Female	0	0	0	0	0	0	0	0	0		0
School-Related Arrests Male 0 <td></td>													
Female Total 0 <t< td=""><td>School-Related Arrests</td><td></td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>•</td><td>-</td><td>-</td><td>-</td><td></td><td>-</td></t<>	School-Related Arrests		-	-	-	-	-	•	-	-	-		-
Referrals to Law Enforcement Total 0 <		Male	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement Male 0 </td <td></td> <td></td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td></td> <td>0</td>			0	0					0				0
Male 0			0	0	0	0	0	0	0	0	0		0
Female Total 0 <t< td=""><td>Reterrals to Law Enforcement</td><td></td><td>0</td><td>0</td><td><u>^</u></td><td>~</td><td>0</td><td>0</td><td>~</td><td>0</td><td>~</td><td></td><td>0</td></t<>	Reterrals to Law Enforcement		0	0	<u>^</u>	~	0	0	~	0	~		0
Total 0 <td></td>													
All Students Chronic Absenteeism Male 6 2 2 0 0 0 2 2 0 Male 6 2 2 2 0 0 0 2 2 0 Female 7 0 5 2 0 0 0 2 0													
Male 6 2 2 0 0 0 2 2 0 Female 7 0 5 2 0 0 0 2 2 0	All Students	iotai	U	0	0	0	0	0	U	U	0		0
Male6222000220Female7052000020													
Female 7 0 5 2 0 0 0 0 2 0		Male	6	2	2	2	0	0	0	0	2	2	0
		Female	7	0	5								
		Total	13	2	7	4	0	0	0	0	2	4	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	0
Incidents of threats of physical attack with a weapon	0

Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon Incidents of possession of a firearm or explosive device Allegations of Harassment or bullying	
On the basis of sex	
On the basis of race	
On the basis of disability	
On the basis of sexual orientation	
On the basis of religiion	

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	2	0	2	0	0	0	0	0	0	0
	Female	2	0	2	0	0	0	0	0	0	0
	Total	4	0	4	0	0	0	0	0	0	0
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
5	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.

	All Se	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.3	Percent 7.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.7	22.6%

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	-	-	-	-
Mathematics	5,880	1%	-	-	-	-

0 0

State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
6,312	2%	-	-	-	-
6,311	2%	-	-	-	-
6,133	1%	*	2%	-	-
6,131	1%	*	2%	-	-
6,133	1%	*	2%	-	-
6,038	1%	-	-	-	-
6,036	1%	-	-	-	-
5,616	1%	-	-	-	-
5,616	2%	-	-	-	-
5,251	1%	-	-	-	-
5,254	2%	-	-	-	-
5,250	1%	-	-	-	-
5,150	1%	-	-	-	-
4,680	1%	*	3%	*	3%
5,122	1%	-	-	-	-
4,954	1%	-	-	-	-
101,751	1%	*	1%	*	0%
45,064	1%	*	1%	*	1%
40,350	1%	*	0%	-	-
16,337	1%	*	1%	-	-
	Number of ALT2 6,312 6,311 6,133 6,131 6,133 6,131 6,133 6,038 6,036 5,616 5,616 5,251 5,254 5,250 5,150 4,680 5,122 4,954 101,751 45,064 40,350	Number of ALT2 Rate of ALT2 6,312 2% 6,311 2% 6,133 1% 6,131 1% 6,133 1% 6,133 1% 6,133 1% 6,133 1% 6,038 1% 6,036 1% 5,616 2% 5,616 2% 5,251 1% 5,254 2% 5,250 1% 5,150 1% 4,680 1% 4,954 1% 101,751 1% 45,064 1% 40,350 1%	Number of ALT2 Rate of ALT2 Number of ALT2 6,312 2% - 6,311 2% - 6,133 1% * 6,131 1% * 6,133 1% * 6,133 1% * 6,133 1% * 6,133 1% - 6,038 1% - 6,036 1% - 5,616 2% - 5,616 2% - 5,251 1% - 5,254 2% - 5,250 1% - 5,150 1% - 5,150 1% - 4,680 1% - 4,680 1% - 101,751 1% - 4,5064 1% - 40,350 1% *	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 6,312 2% - - 6,311 2% - - 6,133 1% * 2% 6,133 1% * 2% 6,131 1% * 2% 6,133 1% * 2% 6,133 1% * 2% 6,133 1% * 2% 6,038 1% - - 6,036 1% - - 5,616 2% - - 5,616 2% - - 5,251 1% - - 5,254 2% - - 5,150 1% - - 4,880 1% - - 4,954 1% - - 101,751 1% 1% - 4,954 1% 1% -	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 Number of ALT2 6,312 2% - - 6,311 2% - - 6,311 2% - - 6,133 1% - 2% - 6,131 1% 2% - - 6,133 1% - 2% - 6,133 1% - 2% - 6,038 1% - - - 6,036 1% - - - 6,036 1% - - - 5,616 1% - - - 5,616 1% - - - 5,251 1% - - - 5,250 1% - - - 5,150 1% - - - 4,680 1% - - - <

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

'-' Indicates zero observations reported for this group.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	r Above		
			% Belo	w Basic	% At or Al	oove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	тх	US	ТХ	US	тх	US	тх	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	-	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

Grade	Subject	Student Group	% Belov TX	w Basic US	% At or At TX	oove Basic US		r Above cient US	% At Ac TX	lvanced US
	•	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)

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	47%	*	43%	55%	-	*	-	*	39%	*	*

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

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

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2019

Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: MUMFORD EL Campus ID: 198906101 District Name: MUMFORD ISD

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

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

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

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

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

" 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%
5	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)

					Afr			Amer		Pac	Two or More	Econ	Non Econ								Foster	
		State	District	Campus		Hispanio			Asian					CWD	CWOD	EL	Male	Female M	ligrant H	omeless		
STAAR Percer Grade 3	nt at Ap	proac	hes Gr	ade Lev	el or	Above																
Reading	All	75%	98%	98%	-	96%	100%	-	-	-	*	97%	100%	*	98%	88%	94%	100%	-	-	-	-
	Students CWD	49%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		98%	98%	-	96%	100%	-	-	-	*	97%	100%	-	98%	88%	94%	100%	-	-	-	-
	EL	69%	88%	88%	-	88%	-	-	-	-	-	86%	*	-	88%	88%	*	100%	-	-	-	-
	Male	73%	94%	94%	-	88%	100%	-	-	-	*	92%		-	94%	*	94%	-	-	-	-	-
	Female	: 78%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	î	100%	100%	-	100%	-	-	-	-
Mathematics	Students	78%	95%	95%	-	91%	100%	-	-	-	*	94%	100%	*	95%	88%	88%	100%	-	-	-	-
	CWD	52%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		95%	95%	-	91%	100%	-	-	-	*	94%	100%	-	95%	88%	88%	100%	-	-	-	-
	EL	75%	88%	88%	-	88%	-	-	-	-	-	86%	*	-	88%	88% *	*	100%	-	-	-	-
	Male	78%	88%	88%	-	75%	100%	-	-	-		83%	* 100%	-	88%		88%	-	-	-	-	-
	Female	10%	100%	100%	-	100%	100%	-	-	-	-	100%	100%		100%	100%	-	100%	-	-	-	-
Grade 4 Reading	All	74%	98%	98%	*	95%	100%	_	_	-	*	97%	100%	*	100%	100%	93%	100%	-	*	-	-
	Students		*	*		*	*					*	*	*		*	*	*				
	CWD CWOD	44%	100%	100%	- *	100%	100%	-	-	-	- *	100%	100%		- 100%	100%	100%	100%	-	*	-	-
	EL	64%	100%	100%	-	100%	-	-	-	-		100%	-	*		100%	*	*	-		-	-
	Male	71%	93%	93%	-	88%	100%	-	-	-	-	92%	*	*	100%	*	93%	-	-	*	-	-
	Female		100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	74%	95%	95%	*	89%	100%	-	-	-	*	94%	100%	*	100%	86%	93%	96%	-	*	-	-
	CWD	46%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%		100%		-	*	-	-
	EL	69%	86%	86%	-	86%	-	-	-	-	-	86%	-	*	100%	86%	*	*	-	-	-	-
	Male	74%	93%	93%	-	88%	100%	-	-	-	-	92%		*	100%	*	93%	-	-	*	-	-
	Female	14%	96%	96%		91%	100%	-	-	-		95%	100%		100%		-	96%	-	-	-	-
Grade 5																						
Reading	All Students	86%	96%	96%	*	96%	100%	-	-	-	*	94%	100%	60%	100%	89%	96%	96%	-	-	-	-
	CWD	55%	60%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD		100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	77%	89%	89%	-	89%	-	-	-	-	-	88%	*	*	100%	89%	83%	*	-	-	-	-
	Male	83%	96%	96%	*	92%	100%	-	-	-	*	93%	100%	*	100%	83%	96%	-	-	-	-	-
	Female	88%	96%	96%	*	100%	100%	-	-	-	*	94%	100%	*	100%	*	-	96%	-	-	-	-
Mathematics	All Students	89%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
	CWD	68%	100%	100%	*	*	-	-	-	-	-	100%	-	100%	-	*	*	*	-	-	-	-
	CWOD	92%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%			100%	-	-	-	-
	EL	85%	100%	100%	-	100%	-	-	-	-	-	100%	*	*		100%		*	-	-	-	-
	Male	88%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*		100%	100%	-	-	-	-	-
	Female	90%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Science	All Students	74%	92%	92%	*	91%	100%	-	-	-	*	88%	100%	60%	95%	78%	96%	87%	-	-	-	-
	CWD	45%	60%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD	77%	95%	95%	*	95%	100%	-	-	-	*	93%	100%	-	95%		100%	90%	-	-	-	-
	EL	60%	78%	78%	-	78%	-	-	-	-	-	75%	*	*	88%	78%	83%	*	-	-	-	-
	Male	74%	96%	96%	*	92%	100%	-	-	-	*	93%	100%	*	100%	83%	96%	-	-	-	-	-
	Female	73%	87%	87%	*	91%	100%	-	-	-	*	82%	100%	*	90%	*	-	87%	-	-	-	-

		State	District	Campus	Afr Amer H	lispanio		Amer Ind			Two or More Races		Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant H	omeless	Foster Care	
Grade 6	A 11			87%	*	-					*		92%	*				96%	-	*		-
Reading	All Students	67%	87%			82%	100%	-	-	-		85%			90%	43%	75%		-		-	-
	CWD CWOD	33%	* 90%	* 90%	- *	* 88%	* 100%	-	-	-	- *	* 90%	* 92%	*	- 90%	* 60%	* 82%	* 96%	-	- *	-	-
	EL	42%	90 <i>%</i> 43%	43%	-	43%	-	-	-	-	-	90 % 43%	-	*	60%	43%	*	*	-	-	-	-
	Male Female	62%	75% 96%	75% 96%	*	71% 93%	100% 100%	-	-	-	-	73% 94%	80% 100%	*	82% 96%	*	75%	- 96%	-	- *	-	-
	Female	/1%	90%	90%		93%	100%	-	-	-		94%	100%		90%		-	90%	-		-	-
Mathematics		80%	98%	98%	*	100%	93%	-	-	-	*	100%	92%	*	100%	100%	100%	96%	-	*	-	-
:	Students CWD	50%	*	*	-	*	*	-		_	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	83%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%		100%	100%	-	*	-	-
	EL Male	67% 78%	100% 100%	100% 100%	- *	100% 100%	- 100%	-	-	-	-	100% 100%	- 100%	*	100% 100%		* 100%	*	-	-	-	-
	Female		96%	96%	*	100%	90%	-	-	-	*	100%	88%	*	100%	*	-	96%	-	*	-	-
STAAR Percer Grade 3	nt at Me	ets G	rade Le	evel or A	Above																	
Reading	All	44%	85%	85%	-	74%	100%	-	-	-	*	81%	100%	*	85%	50%	88%	84%	-	-	-	-
:	Students CWD	26%	*	*	_	-	*	_	-	_	_	*	_	*	-	-	-	*	_		_	_
	CWOD	46%	85%	85%	-	74%	100%	-	-	-	*	81%	100%	-	85%	50%	88%	83%	-	-	-	-
	EL Male	35% 41%	50% 88%	50% 88%	-	50% 75%	- 100%	-	-	-	- *	43% 83%	*	-	50% 88%	50% *	* 88%	50%	-	-	-	-
	Female		88% 84%	88% 84%	-	73%	100%	-	-	-	-	83% 80%	100%	*	88% 83%	50%	-	- 84%	-	-	-	-
Mathamatic	A.II	400/	000/	000/		700/	0.40/				*	700/	000/	*	000/	620/	600/	000/				
Mathematics	All Students	48%	80%	80%	-	70%	94%	-	-	-	-	78%	89%	-	80%	63%	69%	88%	-	-	-	-
	CWD	30%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD EL	50% 41%	80% 63%	80% 63%	-	70% 63%	94% -	-	-	-	-	77% 71%	89% *	-	80% 63%	63% 63%	69% *	88% 83%	-	-	-	-
	Male	49%	69%	69%	-	50%	86%	-	-	-	*	67%	*	-	69%	*	69%	-	-	-	-	-
	Female	46%	88%	88%	-	80%	100%	-	-	-	-	85%	100%	*	88%	83%	-	88%	-	-	-	-
Grade 4		100/	770/			000/	000/					740/	000/		000/		070/	740/				
Reading	All Students	43%	77%	77%	*	68%	86%	-	-	-	*	71%	92%	*	80%	57%	87%	71%	-	*	-	-
·	CWD	24%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	46% 30%	80% 57%	80% 57%	*	76% 57%	86%	-	-	-	*	76% 57%	91%	- *	80% 67%	67% 57%	93% *	73%	-	*	-	-
	Male	41%	87%	87%	-	75%	100%	-	-	-	-	83%	*	*	93%	*	87%	-	-	*	-	-
	Female	46%	71%	71%	*	64%	80%	-	-	-	*	63%	89%	*	73%	*	-	71%	-	-	-	-
Mathematics	All Students	46%	42%	42%	*	42%	45%	-	-	-	*	35%	58%	*	45%	29%	47%	39%	-	*	-	-
	CWD	27%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	49% 39%	45% 29%	45% 29%	-	47% 29%	48% -	-	-	-	-	38% 29%	64% -	*	45% 33%	33% 29%	50% *	42% *	-	-	-	-
	Male	48%	47%	47%	-	25%	71%	-	-	-	-	33%	*	*	50%	*	47%	-	-	*	-	-
	Female	45%	39%	39%	î	55%	33%	-	-	-	î	37%	44%	î	42%	^	-	39%	-	-	-	-
Grade 5																						
Reading	All	53%	78%	78%	*	70%	84%	-	-	-	*	69%	94%	60%	80%	44%	73%	83%	-	-	-	-
	Students CWD	27%	60%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD		80%	80%	*	70% 44%	84%	-	-	-	*	70%	94% *	- *	80%		74%	86% *	-	-	-	-
	EL Male	36% 50%	44% 73%	44% 73%	*	44 % 58%	- 82%	-	-	-	*	38% 60%	91%	*	50% 74%	44% 50%	50% 73%	-	-	-	-	-
	Female	56%	83%	83%	*	82%	88%	-	-	-	*	76%	100%	*	86%	*	-	83%	-	-	-	-
Mathematics	All Students	57%	80%	80%	*	74%	89%	-	-	-	*	72%	94%	60%	82%	56%	88%	70%	-	-	-	-
·	CWD	31%	60%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD EL	60% 46%	82% 56%	82% 56%	-	75% 56%	89%	-	-	-	-	74% 50%	94% *	- *	82% 63%	63% 56%	91% 50%	71% *	-	-	-	-
	Male	56%	88%	88%	*	75%	100%	-	-	-	*	80%	100%	*	91%	50%	88%	-	-	-	-	-
	Female	57%	70%	70%	*	73%	75%	-	-	-	*	65%	83%	*	71%	*	-	70%	-	-	-	-
Science	All Students	48%	73%	73%	*	65%	89%	-	-	-	*	63%	94%	60%	75%	56%	85%	61%	-	-	-	-
·	CWD	27%	60%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	-
	CWOD EL	50% 31%	75% 56%	75% 56%	*	65% 56%	89% -	-	-	-	*	63% 50%	94% *	- *	75% 63%	63% 56%	87% 67%	62% *	-	-	-	-
	Male	50%	85%	85%	*	75%	100%	-	-	-	*	73%	100%	*	87%	67%	85%	-	-	-	-	-
	Female	45%	61%	61%	*	55%	75%	-	-	-	*	53%	83%	*	62%	*	-	61%	-	-	-	-
Grade 6 Reading	All	36%	50%	50%	*	36%	80%	-	-	-	*	48%	54%	*	52%	14%	40%	58%	-	*	-	-
:	Students CWD	19%	*	*	_	*	*	_	-	_	_	*	*	*	-	*	*	*	_		_	_
	CWOD	38%	52%	52%	*	38%	85%	-	-	-	*	50%	58%	-	52%	20%	41%	60%	-	*	-	-
	EL Male	14% 33%	14% 40%	14% 40%	- *	14% 21%	- 100%	-	-	-	-	14% 33%	- 60%	*	20% 41%	14% *	* 40%	*	-	-	-	-
	Female		40% 58%	40% 58%	*	21% 50%	70%	-	-	-	*	33% 61%	60% 50%	*	41% 60%	*		- 58%	-	*	-	-
Mathamatic			700/		*	740/					*			*		400/	700/			*		
Mathematics	All Students	40%	76%	76%	-	71%	80%	-	-	-		70%	92%		81%	43%	70%	81%	-		-	-

				_	Afr			Amer					Non Econ			_		_			Foster	
		State 23%	District	Campus	Ame	r Hispanie	c White	Ind	Asia	n Isl	Races	Disadv	Disadv	CWD	CWOD	EL *	Male	Female	Migrant	Homeless	Care	Milita
	CWOD		81%	81%	*	77%	85%	-	-	-	*	73%	100%	-	81%	60%	76%	84%	-	*	-	-
		27%	43%	43%	-	43%	-	-	-	-	-	43%	-	*	60%	43%	*	*	-	-	-	-
	Male Female	45%	70% 81%	70% 81%	*	57% 86%	100% 70%	-	-	-	-*	60% 78%	100% 88%	*	76% 84%	*	70%	- 81%	-	- *	-	-
	Female	40 /0	0170	01/6		00 /0	1070	-	-	-		1070	00 /0		04 /0		-	0170	-		-	-
TAAR Perce	ent at Mas	ters	Grade	Level																		
Grade 3 Reading	All Students	27%	54%	54%	-	43%	65%	-	-	-	*	50%	67%	*	55%	25%	50%	56%	-	-	-	-
		10%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		55%	55%	-	43%	69%	-	-	-	*	52%	67%	-	55%	25%	50%	58%	-	-	-	-
		19%	25%	25%	-	25%	-	-	-	-	-	29%	*	-	25%	25%	*	33%	-	-	-	-
		24%	50%	50%	-	25%	71%	-	-	-	*	42%	*	-	50%	*	50%	-	-	-	-	
	Female	29%	56%	56%	-	53%	60%	-	-	-	-	55%	60%	*	58%	33%	-	56%	-	-	-	
Mathematic	s All Students	24%	44%	44%	-	26%	65%	-	-	-	*	41%	56%	*	43%	25%	25%	56%	-	-	-	-
		12%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	25%	43%	43%	-	26%	63%	-	-	-	*	39%	56%	-	43%	25%	25%	54%	-	-	-	-
		18%	25%	25%	-	25%	-	-	-	-	-	29%	*	-	25%	25%	*	33%	-	-	-	
		26%	25%	25%	-	0%	43%	-	-	-	*	17%	*	- *	25%	*	25%	-	-	-	-	
	Female	22%	56%	56%	-	40%	80%	-	-	-	-	55%	60%	*	54%	33%	-	56%	-	-	-	
Grade 4 Reading	All	21%	47%	47%	*	32%	59%	-	-	-	*	39%	67%	*	50%	29%	47%	46%	-	*	-	
· · · · · · · · · · · · · · · · · · ·	Students												•••••									
	CWD	8%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	
	CWOD		50%	50%	*	35%	62%	-	-	-	*	41%	73%	-	50%	33%	50% *	50%	-	*	-	
		12%	29%	29%	-	29%	-	-	-	-	-	29%	- *		33%	29% *		*	-	-	-	
	Male Female	20%	47% 46%	47% 46%	-	25% 36%	71% 53%	-	-	-	- *	42% 37%	。 67%	*	50% 50%	*	47%	- 46%	-	_	-	
Mathematic		27%	16%	40 <i>%</i>	*	16%	18%	_		_	*	13%	25%	*	18%	14%	13%	18%		*	_	
Mathematic	Students	21 /0	10 /0	10 /0		10 /0	1070	-	-	-		1070	2370		10 /0	14 /0	1370	1070	-		-	
		13%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	
	CWOD		18%	18%	*	18%	19%	-	-	-	*	14%	27%	-	18%	17%	14%	19%	-	*	-	
		20%	14%	14%	-	14%	-	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	
		29%	13%	13%	-	13%	14%	-	-	-	- *	8%	* 22%	*	14%	*	13%	-	-	*	-	
	Female	25%	18%	18%		18%	20%	-	-	-		16%	22%		19%		-	18%	-	-	-	
Grade 5																						
Reading	All	29%	43%	43%	*	35%	53%	-	-	-	*	41%	47%	40%	43%	11%	31%	57%	-	-	-	
	Students																					
	CWD	9%	40%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	*	*	-	-	-	
	CWOD		43%	43%	*	35%	53%	-	-	-	*	41%	47% *	-	43%	13%	30%	57% *	-	-	-	
		14% 26%	11% 31%	11% 31%	-	11% 17%	- 45%	-	-	-	- *	13% 27%	36%	*	13% 30%	11% 0%	0% 31%	_	-	-	-	
	Female		57%	57%	*	55%	43 <i>%</i>	-	-	-	*	53%	67%	*	57%	*	-	- 57%	-	-	-	
Mathematic	s All	36%	57%	57%	*	43%	74%	-	-	-	*	44%	82%	60%	57%	22%	69%	43%	_	_	-	
	Students			/-									•=									
	CWD			60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-	-	-	
	CWOD		57%	57%	*	40%	74%	-	-	-	*	41%	82%	-	57%	25%	70%	43%	-	-	-	
		24%	22%	22%	-	22%	-	-	-	-	-	13%	*	*	25%	22%	33%	*	-	-	-	
	Male Female	36% 35%	69% 43%	69% 43%	*	58% 27%	82% 63%	-	-	-	*	53% 35%	91% 67%	*	70% 43%	33%	69% -	- 43%	-	-	-	
o :								-	-	-									-	-	-	
Science	All Students	23%	33%	33%		13%	58%	-	-	-		22%	53%	0%	36%	0%	27%	39%	-	-	-	
	CWD	11%	0%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	
	CWOD		36%	36%	*	15%	58%	-	-	-	*	26%	53%	-	36%	0%	30%	43%	-	-	-	
		11%	0%	0%	-	0%		-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	
		25%	27%	27%	*	8%	55%	-	-	-	*	13%	45%	*	30%	0% *	27%	-	-	-	-	
	Female	∠1%	39%	39%		18%	63%	-	-	-	-	29%	67%	-	43%	-	-	39%	-	-	-	
Grade 6																						
Reading	All	17%	30%	30%	*	21%	47%	-	-	-	*	24%	46%	*	33%	0%	25%	35%	-	*	-	
5	Students																					
	CWD	6%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	
	CWOD		33%	33%	*	23%	54%	-	-	-	*	27%	50%	-	33%	0%	29%	36%	-	*	-	-
	EL Malo	4%	0% 25%	0% 25%	-	0%	- 40%	-	-	-	-	0%	- 40%	*	0%	0% *	2=0/		-	-	-	-
	Male Female	14% 20%	25% 35%	25% 35%	*	21% 21%	40% 50%	-	-	-	*	20% 28%	40% 50%	*	29% 36%	*	25% -	- 35%	-	- *	-	
	. onlaid	/0	2070	5570		21/0	5070		-	-		_0/0	2070		2070							
Mathematic	Students	20%	22%	22%	*	11%	47%	-	-	-	*	15%	38%	*	24%	0%	20%	23%	-	*	-	
	CWD	9%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	
	CWOD		24%	24%	*	12%	54%	-	-	-	*	17%	42%	-	24%	0%	24%	24%	-	*	-	
	EL	8%	0%	0%	-*	0%	-	-	-	-	-	0%	-	*	0%	0% *	*	*	-	-	-	-
	Male Female	20%	20% 23%	20% 23%	*	7% 14%	60% 40%	-	-	-	- *	7% 22%	60% 25%	*	24% 24%	*	20%	- 23%	-	-	-	-
			1.3%	1.37/0																		

STAAR Percent at Approaches Grade Level or Above All Grades

All Subjects	All	77%	93%	95%	83%	93%	99%	-	-	-	93%	94%	98%	68%	98%	86%	93%	97%	-	*	-	-	
	Students	;																					

											Two											
					Afr			Amer			or More	Econ	Non Econ								Foster	
	CWD	46%	63%	t Campus 68%	67%	59%	88%	Ind -	Asian -	Isi -	-	67%	*	68%	CWOD	44%	65%	71%	Migrant Ho -	omeless	Care -	Military -
	CWOD EL	81% 62%	96% 78%	98% 86%	92% -	96% 86%	100%	-	-	-	93% -	97% 85%	99% 100%	- 44%	98% 92%	92% 86%	96% 81%	99% 91%	-	-	-	-
	Male Female	74% 80%	92% 95%	93% 97%	88% 80%	89% 97%	100% 99%	-	-	-	100% 90%	91% 96%	98% 98%	65% 71%	96% 99%	81% 91%	93% -	- 97%	-	*	-	-
Reading	All Students	73%	92%	94%	71%	91%	100%	-	-	-	100%	93%	98%	62%	97%	81%	90%	98%	-	*	-	-
	CWD CWOD	39% 78%	56% 95%	62% 97%	* 80%	43% 95%	* 100%	-	-	-	- 100%	55% 97%	* 98%	62% -	- 97%	* 89%	43% 94%	83% 99%	-	- *	-	-
	EL	54%	74%	81%	-	81%	-	-	-	-	-	79%	*	*	89%	81%	67%	94%	-	-	-	-
	Male Female	69% 78%	88% 95%	90% 98%	*	83% 98%	100% 100%	-	-	-	*	87% 97%	96% 100%	43% 83%	94% 99%	67% 94%	90% -	- 98%	-	*	-	-
Mathematics	All	81%	96%	97%	100%	96%	99%	-	-	-	100%	97%	98%	77%	99%	94%	96%	98%	-	*	-	-
	Students CWD	53%	74%	77%	*	71%	*					82%	*	77%	_	*	86%	67%				
	CWOD	84%	98%	99%	100%	98%	100%	-	-	-	- 100%	98%	100%	-	99%	96%	97%	100%	-	*	-	-
	EL Male	72% 79%	87% 97%	94% 96%	- *	94% 93%	- 100%	-	-	-	- *	93% 94%	* 100%	* 86%	96% 97%	94% 93%	93% 96%	94% -	-	- *	-	-
	Female		96%	98%	*	98%	98%	-	-	-	*	99%	96%	67%	100%	94%	-	98%	-	*	-	-
Science	All	80%	91%	92%	*	91%	100%	-	-	-	*	88%	100%	60%	95%	78%	96%	87%	-	-	-	-
:	Students CWD	51%	60%	60%	*	*	-	-	-	-	-	60%	-	60%	-	*	*	*	-		-	-
	CWOD	84%	93%	95%	*	95%	100%	-	-	-	*	93%	100%	-	95%	88%	100%	90%	-	-	-	-
	EL Male	61% 79%	69% 91%	78% 96%	- *	78% 92%	- 100%	-	-	-	*	75% 93%	100%	*	88% 100%	78% 83%	83% 96%	-	-	-	-	-
	Female	81%	91%	87%	*	91%	100%	-	-	-	*	82%	100%	*	90%	*	-	87%	-	-	-	-
STAAR Percer All Grades	nt at Me	ets Gi	rade L	evel or <i>l</i>	Above)																
All Subjects	All	49%	71%	71%	61%	63%	82%	-	-	-	73%	65%	86%	45%	73%	46%	73%	70%	-	*	-	-
:	Students CWD	24%	29%	45%	50%	35%	63%	-	-	-	-	48%	*	45%	-	0%	47%	43%	-	-	-	-
	CWOD EL	52% 29%	74% 45%	73% 46%	67% -	66% 46%	83%	-	-	-	73%	67% 44%	88% 80%	- 0%	73% 53%	53% 46%	75% 44%	72% 49%	-	*	-	-
	Male	47%	69%	73%	75%	56%	93%	-	-	-	100%	63%	93%	47%	75%	44%	73%	-	-	*	-	-
	Female	52%	72%	70%	50%	69%	74%	-	-	-	60%	67%	79%	43%	72%	49%	-	70%	-	*	-	-
Reading	All	47%	70%	72%	57%	60%	88%	-	-	-	83%	67%	84%	46%	74%	42%	70%	74%	-	*	-	-
	Students CWD	21%	28%	46%	*	29%	*	-	-	-	-	45%	*	46%	-	*	43%	50%	-	-	-	-
	CWOD EL	50% 23%	74% 39%	74% 42%	60% -	63% 42%	88% -	-	-	-	83% -	69% 38%	86% *	- *	74% 48%	48% 42%	73% 47%	75% 38%	-	*	-	-
	Male	43%	66%	70%	*	52%	93% 84%	-	-	-	*	63%	87% 82%	43% 50%	73%	47% 38%	70%	- 74%	-	*	-	-
	Female	5170	73%	74%		67%	04 70	-	-	-		70%	0270	50%	75%	3070	-	7470	-		-	-
Mathematics	All Students	51%	72%	70%	71%	66%	75%	-	-	-	67%	64%	84%	38%	72%	48%	71%	69%	-	*	-	-
	CWD	26%	26%	38%	*	29%	*	-	-	-	-	45%	*	38%	-	*	43%	33%	-	-	-	-
	CWOD EL	54% 37%	76% 49%	72% 48%	80% -	69% 48%	77% -	-	-	-	67% -	66% 48%	88% *	- *	72% 56%	56% 48%	74% 33%	71% 63%	-	-	-	-
	Male Female	50% 51%	72% 72%	71% 69%	*	55% 75%	90% 65%	-	2	-	*	61% 66%	96% 75%	43% 33%	74% 71%	33% 63%	71% -	- 69%	-	*	-	-
Science	All Students	53%	69%	73%	×	65%	89%	-	-	-	*	63%	94%	60%	75%	56%	85%	61%	-	-	-	-
	CWD CWOD	25% 56%	40% 71%	60% 75%	*	* 65%	- 89%	-	-	-	- *	60% 63%	- 94%	60% -	- 75%	* 63%	* 87%	* 62%	-	-	-	-
	EL	26%	50%	56%	- *	56%	-	-	-	-	-	50%	*	*	63%	56%	67%	*	-	-	-	-
	Male Female	53% 53%	70% 68%	85% 61%	*	75% 55%	100% 75%	-	-	-	*	73% 53%	100% 83%	*	87% 62%	67% *	85% -	- 61%	-	-	-	-
STAAR Percer	nt at Ma	sters	Grade	Level																		
All Grades All Subjects	All	23%	35%	38%	33%	26%	53%	_	-	-	47%	32%	54%	19%	40%	14%	35%	41%	_	*	_	_
	Students							-	-	-									-		-	-
	CWD CWOD	8% 25%	11% 38%	19% 40%	33% 33%	18% 27%	13% 55%	-	-	-	- 47%	22% 33%	* 56%	19% -	- 40%	0% 16%	18% 37%	21% 42%	-	- *	-	-
	EL Male	11% 22%	14% 33%	14% 35%	- 25%	14% 20%	- 55%	-	-	-	- 60%	14% 25%	20% 56%	0% 18%	16% 37%	14% 14%	14% 35%	14% -	-	- *	-	-
	Female		37%	41%	40%	32%	52%	-	-	-	40%	37%	52%	21%	42%	14%	-	41%	-	*	-	-
Reading	All	20%	38%	43%	43%	32%	56%	-	-	-	50%	38%	55%	15%	45%	16%	36%	48%	-	*	-	-
	Students CWD	7%	9%	15%	*	14%	*	-	-	-	-	18%	*	15%	_	*	14%	17%	-	-	-	-
	CWOD	22%	41%	45%	40%	34%	59%	-	-	-	- 50%	40%	57%	-	- 45%	19%	39%	50%	-	*	-	-
	EL Male	8% 17%	13% 34%	16% 36%	- *	16% 21%	- 57%	-	-	-	- *	17% 31%	* 48%	* 14%	19% 39%	16% 13%	13% 36%	19% -	-	- *	-	-
	Female		41%	48%	*	41%	56%	-	-	-	*	43%	61%	17%	50%	19%	-	48%	-	*	-	-
	All	26%	36%	35%	29%	24%	49%	-	-	-	50%	28%	53%	31%	36%	16%	36%	34%	-	*	-	-
:	Students CWD	11%	17%	31%	*	29%	*	-	-	-	-	36%	*	31%	-	*	29%	33%	-	-	-	-
	CWOD		38% 21%	36%	20%	23% 16%	51%	-	-	-	50%	27% 14%	55% *	- *	36% 19%	19% 16%	37% 20%	34% 13%	-	*	-	-
	EL Male	16% 25%	21% 37%	16% 36%	- *	16% 21%	- 53%	-	-	-	*	14% 22%	70%	29%	19% 37%	16% 20%		13%	-	*	-	-

											or		Non									
					Afr			Ame	r	Pac	: More	Econ	Econ								Foster	•
		State	District	Campus	Amer	Hispanio	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	Female	26%	36%	34%	*	25%	47%	-	-	-	*	32%	39%	33%	34%	13%	-	34%	-	*	-	-
Science	All	24%	27%	33%	*	13%	58%	-	-	-	*	22%	53%	0%	36%	0%	27%	39%	-	-	-	-
	Students																					
	CWD	8%	0%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	26%	29%	36%	*	15%	58%	-	-	-	*	26%	53%	-	36%	0%	30%	43%	-	-	-	-
	EL	7%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	25%	25%	27%	*	8%	55%	-	-	-	*	13%	45%	*	30%	0%	27%	-	-	-	-	-
	Female	23%	29%	39%	*	18%	63%	-	-	-	*	29%	67%	*	43%	*	-	39%	-	-	-	-

Two

** 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	64	67	57	72	-	-	-	70	63	45	43
CWD	45	*	43	*	-	-	-	-	56	45	*
CWOD	66	*	59	75	-	-	-	70	64	-	44
EL	43	-	43	-	-	-	-	-	45	*	43
Male	58	*	53	67	-	-	-	*	59	42	42
Female	69	*	61	76	-	-	-	*	67	50	45
Mathematics											
All Students	57	83	54	59	-	-	-	50	54	55	57
CWD	55	*	57	*	-	-	-	-	67	55	*
CWOD	57	*	54	61	-	-	-	50	53	-	58
EL	57	-	57	-	-	-	-	-	55	*	57
Male	64	*	56	71	-	-	-	*	56	67	65
Female	51	*	53	50	-	-	-	*	53	40	45

Part (iii)(II): Graduation Rate

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

Federal Graduation Rates 4-year Longitudinal Cohor			Hispanic 9-12): Clas	White	American Indian 8	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
All Students	-	- `	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
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 ClassProficiency of ELRate of Proficiency60610%

'^' 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.

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

Student Success (Student Achiev		African American nain Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	68	59	61	78	-	-	-	71	64	44	49
School Quality (College, Career, a	and Military	/ Readines	s Performa	nce)							
%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								10000	2.000		
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y					Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y					Y		Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		Ν	Y					Y		Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	Y					Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y	Y					Y		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Ν		N	Ν					N		Ν

English Learner Language Proficiency Status

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

'+' 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)

		Two	or	Non			
African	America	n Pacific Mo	re Econ	Econ			
Campus American	Hispanic White Indian	Asian Islander Rac	es Disad	v Disadv CWI	D CWOD	EL	Male Female Migrant

		Campus	African American	Hispanic	White	American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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%	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%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	_	_	_	_	100%	*	100%	-	*	100%	100%	_
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%		100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%		100%	-
	Male	100%	*	100%	100%	_	_	_	*	100%	100%	100%		100%		-	_
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics		100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students	4000/	*	1000/	*					1000/	*	1000/		*	1000/	1000/	
	CWD CWOD	100% 100%	100%	100% 100%	100%	-	-	-	- 100%	100% 100%	100%	100%	-	100%	100%	100% 100%	-
					100%	-	-	-			100%	*					-
	EL	100%	- *	100%	-	-	-	-	- *	100%			100%	100%		100%	-
	Male Female	100% 100%	*	100% 100%	100% 100%	-	-	-	*	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100%	- 100%	-
Science	All	100%	*	100%	100%	_	_	_	*	100 %	100 %	100 %	100%	100 %		100%	-
Colonice	Students CWD	100%	*	*	-	_	_	_	_	100%	-	100%	-	*	*	*	_
	CWOD	100%	*	100%	100%	_	_		*	100%	100%	-	100%	100%	100%	100%	_
	EL	100%	_	100%	100 /0	_	_		_	100%	*	*	100%	100%		*	
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	*	100 %	100%		-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100 %	*	100 %	*	-	100%	-
Non-Participation		10070		10070	10070					10070	10070		10070			10070	
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%	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%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	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%	-
	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%	0%	-
	CWD	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%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students		*	*						001		001		*	*	+	
	CWD	0%			-	-	-	-	-	0%	-	0%	-			*	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	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	S											
	Male Female Total	4 2 6	2 0 2	0 2 2	2 0 2	0 0 0	0 0 0	0 0 0	0 0 0	5 2 7		
Out-of-School Suspensions				•					•	•		
	Male Female Total	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0		
Expulsions												
With Educational Services	Male Female Total	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female Total	0 0	0 0	0 0	0 0	0 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		
School-Related Arrests	Total Male	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		
	Female	Õ	Õ	õ	Ő	õ	Õ	Õ	õ	Ő		
	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 Total	0	0	0	0	0	0	0 0	0 0	0 0 0		
Students With Disabilities In-School Suspensions	- Ctar	Ũ	Ū	Ū	Ū	Ū	Ū	Ū	U	Ū		
	Male	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
	Male Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
E 1 ·	Total	0	0	0	0	0	0	0	0	0		0
Expulsions With Educational Services	Male Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Without Educational Services	Total Male	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Services	Female Total	0 0	0 0	0 0	0 0	0 0	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
School-Related Arrests	Total Male	0 0	0 0	0	0 0	0 0	0 0	0 0	0 0	0		0
	Female Total	0	0	0 0 0	0	0	0 0	0 0	0 0 0	0 0 0		0 0 0
Referrals to Law Enforcement												
	Male Female Total	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0		0 0 0
All Students Chronic Absenteeism	Iotai	0	0	0	0	0	0	0	U	0		U
	Male	12	2	5	5	0	0	0	0	2	5	0
	Female Total	12 24	2 4	5 10	5 10	0 0	0 0	0 0	0 0	2 4	2 7	0 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	0
Incidents of threats of physical attack with a weapon	0

Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon Incidents of possession of a firearm or explosive device Allegations of Harassment or bullying On the basis of sex On the basis of race On the basis of disability On the basis of sexual orientation On the basis of religiion

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	36	2	17	17	0	0	0	0	5	2
	Female	38	2	20	14	0	0	0	2	8	2
	Total	74	4	37	31	0	0	0	2	13	4
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	_	_	_	_	_	_	_	-	_
	Total	-	-	_	-	_	_	_	-	-	_
Dual Enrollment/Dual Credit	Male	_	_	_	-	_	_	_	_	-	_
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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 0.3	Percent 1.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.9	4.1%

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	-	-	-	-
Mathematics	5,880	1%	-	-	-	-

0

0

Grade 4	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,312	2%	-	-	-	-
Mathematics	6,311	2%	-	-	-	-
Grade 5 Reading	6,133	1%	*	2%	*	2%
Mathematics	6,131	1%	*	2%	*	2%
Science	6,133	1%	*	2%	*	2%
Grade 6 Reading	6,038	1%	-	-	-	-
Mathematics	6,036	1%	-	-	-	-
Grade 7 Reading	5,616	1%	-	-	-	-
Mathematics	5,616	2%	-	-	-	-
Grade 8 Reading	5,251	1%	-	-	-	-
Mathematics	5,254	2%	-	-	-	-
Science	5,250	1%	-	-	-	-
End of Course English I	5,150	1%	-	-	-	-
English II	4,680	1%	*	3%	-	-
Algebra I	5,122	1%	-	-	-	-
Biology	4,954	1%	-	-	-	-
All Grades All Subjects	101,751	1%	*	1%	*	1%
Reading	45,064	1%	*	1%	*	1%
Mathematics	40,350	1%	*	0%	*	1%
Science	16,337	1%	*	1%	*	2%

** 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

							% At o	r Above		
			% Belo	w Basic	% At or Al	ove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	тх	US	ТХ	US	тх	US	тх	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	•	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

Grade	Subject	Student Group	% Belov TX	w Basic US	% At or At TX	oove Basic US		r Above cient US	% At Ac TX	lvanced US
	•	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.