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Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: H F STEVENS MIDDLE Campus ID: 220912041 District Name: CROWLEY ISD

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

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

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

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

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	(Current & Farmer)
Academic Perfor	mance (At Meets Grade Level	or Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates	44% 44% 52% 62% 72% 46%	32% 32% 42% 54% 66% 31%	37% 37% 46% 58% 69% 40%	60% 66% 73% 80% 59%	43% 43% 51% 62% 72% 45%	74% 74% 78% 82% 87% 82%	45% 45% 53% 63% 73% 50%	56% 56% 62% 70% 78% 54%	33% 33% 43% 55% 67% 36%	19% 19% 31% 45% 60% 23%	29% 29% 39% 52% 65% 40%
	2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	46% 54% 63% 73%	31% 41% 54% 66%	40% 49% 59% 70%	59% 65% 73% 80%	45% 53% 63% 73%	82% 85% 88% 91%	50% 57% 66% 75%	54% 61% 69% 77%	36% 45% 57% 68%	23% 34% 48% 62%	40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate	24-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%
riigii osiioolo siilo tt to	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SOSS: College, Career, and Military Readiness	30%

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

À 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	or More	Econ	Non Econ							Foster	
		State	District	Campus	Ameri	lispanio	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	FemaleMi	grantHomeless	Care	Milita
TAAR Perce Grade 7	nt at App	roac	hes Gr	ade Le	vel or	Above															
Reading	All Students	74%	63%	56%	50%	55%	71%	(*)	64%	*	75%	51%	71%	11%	60%	45%	52%	61%	•	•	•
	CWD	37%	29%	11%	16%	0%	*			20	•	12%	*	11%	-	0%	19%	0%	4 g		
	CWOD		66%	60%	53%	59%	75%	2	70%		73%	56%	73%		60%	51%	55%	65%			
	EL	49%	57%	45%	*	42%	*		60%			45%	47%	0%	51%	45%	45%	46%			
	Male	70%	58%	52%	42%	52%	68%	•	56%		88%	49%	63%	19%	55%	45%	52%			36	
	Female		69%	61%	57%	57%	74%	•	83%	٠	63%	54%	77%	0%	65%	46%	•	61%			2
Mathematics	All	73%	49%	51%	46%	49%	66%	•	53%	*	64%	47%	66%	19%	55%	48%	49%	53%		٠	
	Students																				
	CWD	43%	35%	19%	32%	0%	*		•		•	18%	*	19%		0%	29%	6%		•	
	CWOD	77%	51%	55%	48%	54%	68%	-	60%	•	70%	51%	67%	<u>-</u>	55%	55%	52%	58%		•	-
	EL	57%	55%	48%	*	47%	*		54%	3.0	.â.	50%	38%	0%	55%	48%	50%	45%)
	Male	72%	47%	49%	44%	48%	66%	-	33%		67%	46%	64%	29%	52%	50%	49%	(3)		•	
	Female	75%	51%	53%	48%	50%	66%	200	100%		60%	48%	67%	6%	58%	45%	•	53%			
Grade 8												=404	7.40/	000/	700/	000/	050/	700/			
Reading	All Students	84%	76%	72%	67%	69%	83%	•	100%	•	88%	71%	74%	36%	76%	60%	65%	78%		070	
	CWD	47%	42%	36%	32%	11%	75%		~	•	*	29%	50%	36%	-	•	44%	20%			
	CWOD	88%	80%	76%	72%	73%	84%	•	100%		93%	76%	77%		76%	62%	69%	82%		•	
	EL	62%	78%	60%	*	60%	*	0.00	100%			63%	50%	*	62%	60%	57%	65%			
	Male	81%	72%	65%	54%	65%	78%		100%	•	100%	62%	71%	44%	69%	57%	65%	•			
	Female		80%	78%	78%	72%	87%	*	100%	•	67%	79%	77%	20%	82%	65%	-	78%		•	
Mathematics		87%	75%	74%	67%	79%	76%	*	100%	-	88%	74%	75%	30%	79%	70%	70%	78%		·	,
	Students												400/			2	000/	070/			
	CWD	58%	42%	30%	29%	50%	25%	•				26%	40%	30%	2004	740/	32%	27%		•	3
	CWOD		79%	79%	73%	81%	82%	7.5	100%		100%	79%	79%	3300	79%	71%	76%	82%		•	
	EL	77%	78%	70%	20%	74%	*	•	100%		36	71%	69%		71%	70%	67%	76%			
	Male	84%	73%	70%	62%	78%	65%	•	100%	•	100%	69%	72%	32%	76%	67%	70%		2 L	-	
	Female	89%	78%	78%	73%	80%	86%	S#3	*	•	78%	78%	78%	27%	82%	76%	-	78%	•	•	
Science	All	79%	68%	65%	57%	64%	78%	*	91%	•	88%	64%	67%	17%	70%	59%	60%	69%			
	Students			4=0/	4.407	4401	000/					6%	38%	17%	2677		19%	13%	37 S	0.50	
	CWD	46%	31%	17%	14%	11%	38%		0407		100%	70%	71%		70%	60%	67%	73%	: :		
	CWOD		72%	70%	63%	68%	82%	0.70	91%		100%			*				73% 61%		0.50	
	EL	55%	68%	59%	*	60%			80%		40004	59%	58%		60%	59%	57%				
	Male	78%	64%	60%	48%	65%	67%		80%	- 0	100%	56%	68%	19%	67%	57%	60%	000/			
	Female	81%	71%	69%	64%	63%	85%	0.70	100%	0.50	67%	70%	67%	13%	73%	61%		69%			
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	Male	60%	57%	200			54		3		-		26		120	122	5-2-2		200 2	323	
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Algebra I	All Students	83%	80%	94%	93%	90%	96%	*	100%	*	•	92%	97%	40%	98%	100%	93%	95%	(*)		3
	CWD	52%	51%	40%		•	*	(i+)	-			*	*	40%	-	*	*	*	(e) (e	0.00	
	CWOD	87%	84%	98%	93%	100%	100%	*	100%			96%	100%	(10)	98%	100%	100%	97%			- 9
	EL	73%	85%	100%	9376	100%			*	•	-	100%	*	•	100%			*			
				93%	100%	89%	80%	995	*			94%	91%		100%				20 E	72	
	Male Female	79%	77% 84%	93% 95%	91%	92%	100%		100%		-57	92%	100%		97%	*	- 5570	95%	<u>.</u>		
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Biology	All	State I 87%	District 83%	Campus	Ameri	lispanio	White	Ind	Asian	Isl	Races	Disady	Disadv	CWD	CWOD	EL	Male	FemaleMi	grantHomel	ss Care	Milit
Biology	Students	07 70	0370																		
	CWD	60%	55%	i		•		$(\mathcal{A}_{\mathcal{A}}}}}}}}}}$	=		*	•	•		(*)		•	•			-
	CWOD		87%		000		-	•	-	3	35	58.5	*		3		•		S 5		- 1
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AAR Perce	nt at Me	ets Gı	ade L	evel or	Above	•															
Grade 7 Reading	All	48%	36%	30%	24%	31%	37%	_	36%	•	50%	24%	48%	8%	32%	21%	26%	34%		-	ş
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	CWD	21%	20%	8%	11%	0%	•		*	•	*	9%	•	8%	•	0%	14%	0%	· ·	12	-
	CMOD		37%	32%	25%	34%	39%	•	40%	*	47%	26%	50%	007	32%	23%	27%	37% 33%		-	
	EL	19%	29%	21%	21%	20% 25%	34%		20% 25%		63%	19% 23%	29% 38%	0% 14%	23% 27%	21% 11%	11% 26%	3376			
	Male Female	44%	33% 38%	26% 34%	27%	25% 38%	39%		67%	*	38%	25%	55%	0%	37%	33%	2070	34%			
	remale	52%	30%	34%	2170	30%	3970		Q7 76		3070	2070	JJ 76	070	31 70	55 /6	_	U-170	oc	0.5%	
Mathematics	Students	41%	16%	17%	12%	19%	20%	(m)	41%	•	27%	15%	26%	3%	19%	21%	15%	20%			3
	CWD	22%	16%	3%	5%	0%			*	0.00	*	3%	•	3%	:51	0%	5%	0%	(#/) II	140	
	CWOD		16%	19%	13%	21%	21%	() * ()	47%		30%	16%	28%		19%	24%	16%	22%			
	EL	22%	24%	21%	*	18%	*	-	38%	٠		23%	15%	0%	24%	21%	17%	27%	T 2	12	
	Male	41%	16%	15%	12%	17%	16%	•	17%		17%	13%	22%	5%	16%	17%	15%	(a)			
	Female		16%	20%	12%	21%	24%	12	100%	•	40%	17%	29%	0%	22%	27%		20%	(\$7)		
Grade 8									0001		E00'	0.407	4001	00/	2004	200	9864	400/	- - -	20	
Reading	All Students	53%	41%	36%	27%	35%	53%	•	36%	•	56%	31%	46%	2%	39%	22%	28%	42%	: (f)	1.50	
	CWD	22%	19%	2%	4%	0%	0%		2		*	3%	0%	2%	•	*	0%	7%			
	CWOD	57%	43%	39%	31%	38%	59%		36%	•	64%	34%	52%	-	39%	24%	33%	45%		•	
	EL	19%	44%	22%	*	26%	*	•	0%	•	35	22%	25%	*	24%	22%	29%	13%		12	
	Male	49%	35%	28%	17%	35%	38%	:	0%		60%	24%	35%	0%	33%	29%	28%	4004	2 0		
	Female	58%	47%	42%	36%	35%	63%	•	67%		50%	37%	57%	7%	45%	13%	•	42%	•		
Mathematics	s All Students	55%	36%	34%	28%	38%	37%	1.0	70%	-	35%	31%	40%	4%	37%	39%	29%	39%	•	0.4	
	CWD	27%	20%	4%	7%	0%	0%	727			*	6%	0%	4%		*	3%	7%	1 €	(*)	
	CWOD		37%	37%	31%	40%	42%		70%	200	40%	34%	45%	-	37%	41%	33%	41%		(6)	
	ĘL	36%	43%	39%	20%	38%	*		80%			40%	38%	*	41%	39%	36%	44%	(e)	(*)	
	Male	52%	33%	29%	20%	34%	32%		63%		38%	25%	37%	3%	33%	36%	29%	000/	* 2		
	Female	59%	38%	39%	36%	41%	42%	*	•	150	33%	37%	44%	7%	41%	44%	•	39%	=	1/5	
Science	All Students	50%	33%	30%	19%	34%	45%	•	45%	•	44%	25%	41%	4%	33%	28%	25%	34%	*		
	CWD	23%	22%	4%	4%	11%	0%				•	3%	6%	4%	•	*	3%	7%	2	12	
	CWOD	53%	34%	33%	22%	35%	50%	•	45%		50%	28%	45%	-	33%	27%	29%	36%	•		
	EL	20%	33%	28%	•	30%	*	-	20%	•	-	24%	42%	*	27%	28%	31%	22%			
	Male Female	50%	31% 35%	25% 34%	12% 26%	36% 31%	27% 57%	:	40% 50%	:	50% 33%	22% 28%	32% 49%	3% 7%	29% 36%	31% 22%	25%	34%	: :		
		30 /0	3570	3470	2070	0170	0, 70		0070												
End of Cour English I	se All	48%	41%	60%	*			0.00	2	(*)	-			•	•	-	•		œ1 æ0	(*)	
g	Students																				
	CWD	15%	15%	•	*	•	•	100	\simeq	100		*	•	•		100	•	•		0.5	
	CWOD		44%		•				27			•		4.5		-	•		Z 2		
	EL	14%	33%	-	-	2					3	-	-	:		*				-	
	Male Female	42% 56%	36% 47%	*			-				-	*	-			-		•	2	04:	
				= 401	7001	0701	7007	•	4000/	10.00		6601	pen/	400/	760/	700/	850/	680/	120 Sec		
Algebra I	All Students	59%	47%	74%	70%	67%	79%		100%	13.75	-	66%	86%	40%	76%		86%	68%		0.75	
	CWD	24%	22%	40%	*	•	*				3.	*	*	40%	360	*	*	*	(e)		
	CWOD		50%	76%	69%	72%	83%		100%			68%	88%		76%		92%	69%	90	•	
	EL	40%	52%	78%	000/	67%	E00/	-				67% 82%		*	75%	78% 100%	100%	-	5 5	100	
	Male Female	53% 65%	41% 53%	86% 68%	88% 64%	89% 50%	60% 84%		100%		3	82% 58%	91% 83%	*	92% 69%	100%	86%	68%	3 3	•	
Diele				*		240										2		*		7/27	
Biology	All Students	60%	52%						17	0.70	57.0				=2.	=					
	CWD	24%	24%		•	•	(*)	•	-	1 4	7-411		*	*	:=:	52	6. 5 0,		· ·	100	
	CWOD		55%		-		•	-	~		-		*	-	3.0	-		10#3	(#)	(=	
	EL	24%	44%		-		-	-		1.00	5#00		-	*				()#3		(#)	
	Male Female	58% 62%	51% 52%	•				-		(*)	(#): (#):	•		*	:=::: :=::::	:= ::			a a	13	
AAR Perce	ent at Ma	sters	Grade	Level																	
Grade 7 Reading	All	29%	19%	14%	12%	13%	17%	-	23%	٠	19%	11%	22%	3%	15%	9%	11%	17%		200	
	Students	9%	9%	3%	5%	0%	*		*			3%		3%		0%	5%	0%		1 = 1	
	CWD		20%	3% 15%	13%	14%	18%		25%		20%	12%	23%	-	15%		12%	18%			
	EL	8%	10%	9%	*	9%	1076	-	13%	*	2070	7%	18%	0%	10%	9%	6%	13%		-	
	Male	25%	19%	11%	9%	8%	21%		19%	*	13%	10%	17%	5%	12%	6%	11%	1/4:		-	
	Female		20%	17%	15%	19%	13%	-	33%	*	25%	13%	26%	0%	18%	13%	700	17%		(60	

					Afr			Amer				Econ	Non Econ			_		<u> </u>			Foster	
				Campus				Ind	Asian	isi	Races 0%	-	Disadv 3%	CWD	CWOD 3%	EL 4%	Male F	FemaleN 3%	ligrantHon	neless	Care	Milit
Mathematics	Students	16%	3%	2%	1%	4%	0%	•	6%		0%	2%	376	070	370	470	270	370				-
	CWD	7%	5%	0%	0%	0%	*	-	*	-	*	0%	*	0%		0%	0%	0%	(*)	•	300	
	CWOD		3%	3%	1%	5%	0% *	-	7%	*	0%	2%	4% 8%	0%	3% 5%	5% 4%	2% 0%	3% 9%			•	
	EL Male	6% 16%	4% 3%	4% 2%	1%	4% 5%	0%	-	0% 0%	*	0%	3% 1%	6%	0%	2%	0%	2%	-				- 3
	Female		2%	3%	1%	4%	0%	-	20%	*	0%	3%	2%	0%	3%	9%	-	3%	125	•		-
Grade 8 Reading	All	27%	17%	14%	10%	13%	27%	*	27%	*	13%	11%	23%	0%	16%	9%	10%	19%		(* °	300	
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I Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female 3 All Students CWD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26%	15% 6% 17% 14% 17% 14% 17% 14% 5% 16% 14% 11% 18% 17%	11% 1% 12% 8% 13% 14% 15% 9% 11% 18% 7%	1% 7% 0% 4% 10% 11% 2% 12% 0% 7% 15% 4%	2% 12% 8% 11% 12% 13% 0% 14% 10% 11% 16% 9%	0% 19% 0% 11% 22% 22% 0% 24% * 17% 26% 10%	33% - *	21% 7% 11% 33% 24% * 26% 10% 42% 18%	30% 60% 40% 20%	0% 13% 15% 6% 16% 17% 17% 14%	1% 9% 6% 6% 10% 11% 12% 8% 13% 5% 0%	2% 18% 17% 12% 21% 23% 0% 25% 14% 17% 28% 13%	1% 4% 1% 0% 1% 1% - 0% 2% 0% 1%	12% 9% 9% 14% 15% 15% 10% 12% 19%	4% 9% 8% 9% 9% 0% 10% 7% 11% 8%	1% 9% 8% 8% - 11% 2% 12% 7% 11% - 5% 2%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9%		- 0% - -		
I Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28%	15% 6% 17% 17% 14% 17% 14% 5% 16% 14% 11% 18% 17%	11% 1% 12% 8% 13% 14% 14% 15% 9% 11% 18% 7%	1% 7% 0% 4% 10% 11% 2% 12% 0% 7% 15% 4%	2% 12% 8% 11% 12% 13% 0% 14% 10% 11% 16% 9%	0% 19% 0% 11% 22% 22% 0% 24% * 17% 26% 10%	33% - *	21% 7% 11% 33% 24% * 26% 10% 14% 42% 18% *	30% 60% 40% 20%	0% 13% 5% 6% 16% 17% 17% 14%	1% 9% 6% 10% 11% 12% 8% 13% 5% 0% 6%	2% 18% 17% 12% 21% 23% 0% 25% 14% 17% 28% 13%	1% 4% 1% 0% 1% 1% - 0% 2% 0% 1%	12% 9% 9% 14% 15% 15% 10% 12% 19% 8%	4% 9% 8% 9% 9% 0% 10% 7% 11% 8%	1% 9% 8% 8% - 11% 2% 12% 7% 11% - 5% 2% 6%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9%		- 0% - -		
I Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female 3 All Students CWD CWD CWD EL CWD CWD EL CWD CWD EL	23% 8% 25% 11% 224% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28% 16%	15% 6% 17% 17% 14% 17% 14% 5% 16% 11% 11% 17% 7% 19% 24%	11% 1% 12% 8% 13% 14% 15% 9% 11% 18% 7% 1% 8%	1% 7% 0% 4% 10% 11% 2% 12% 0% 7% 15% 4% 0%	2% 12% 8% 11% 12% 13% 0% 14% 10% 11% 16% 5% 10% 8%	0% 19% 0% 11% 22% 22% 22% 24% * 17% 26% 10%	33% - *	* 21% 7% 11% 33% 24% * 26% 10% 14% 42% 18% * 19% 5%	30% 60% 40% 20%	0% 13% 15% 6% 16% 17% 17% 14% 6%	1% 9% 6% 6% 10% 11% 12% 8% 8% 13% 5%	2% 18% 17% 12% 21% 23% 0% 25% 14% 17% 28% 13%	1% 4% 1% 0% 1% - 0% 2% 0% 1% 1% - 8%	12% 9% 9% 14% 15% 15% 12% 19% 8%	4% 9% 8% 9% 9% 0% 10% 7% 11% 8% 8%	1% 9% 8% 8% - 11% 2% 12% 7% 11% - 5% 2% 6% 7%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9% 0% 10%		- 0% - -		
I Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 25%	15% 6% 17% 17% 14% 17% 14% 16% 14% 11% 18% 17%	11% 1% 12% 8% 13% 14% 15% 9% 11% 18% 7% 1% 8% 8% 5%	1% 7% 0% 4% 10% 11% 2% 12% 0% 7% 15% 4% 0% 4% 0% 1%	2% 12% 8% 11% 12% 13% 0% 14% 10% 11% 16% 9% 5% 10% 8% 10%	0% 19% 0% 11% 22% 22% 0% 24% * 17% 26% 10%	33%	* 21% 7% 11% 33% 24% * 26% 10% 42% 18% * 19% 5% 10%	30% 60% 40% 20%	0% 13% 15% 6% 16% * 17% 14% 6% * 7%	1% 9% 6% 6% 10% 11% 12% 8% 13% 5% 0% 6% 5% 4%	2% 18% 17% 12% 21% 23% 0% 25% 14% 17% 28% 13% 5% 14% 214% 21%	1% 4% 1% 0% 1% 1% 2% 0% 1% 1%	12% 9% 9% 14% 15% 10% 12% 19% 8% 	4% 9% 8% 8% 9% 0% 10% 7% 11% 8% 8% 8% 7%	1% 9% 8% 8% - 11% 2% 12% 7% 11% - 5% 2% 6% 7% 5%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9% 0% 10% 10%		- 0% - -		
I Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female 3 All Students CWD CWD CWD EL CWD CWD EL CWD CWD EL	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 25%	15% 6% 17% 17% 14% 17% 14% 5% 16% 11% 11% 17% 7% 19% 24%	11% 1% 12% 8% 13% 14% 15% 9% 11% 18% 7% 1% 8%	1% 7% 0% 4% 10% 11% 2% 12% 0% 7% 15% 4% 0%	2% 12% 8% 11% 12% 13% 0% 14% 10% 11% 16% 5% 10% 8%	0% 19% 0% 11% 22% 22% 22% 24% * 17% 26% 10%	33% - *	* 21% 7% 11% 33% 24% * 26% 10% 14% 42% 18% * 19% 5%	30% 60% 40% 20%	0% 13% 15% 6% 16% 17% 17% 14% 6%	1% 9% 6% 6% 10% 11% 12% 8% 8% 13% 5%	2% 18% 17% 12% 21% 23% 0% 25% 14% 17% 28% 13%	1% 4% 1% 0% 1% - 0% 2% 0% 1% 1% - 8%	12% 9% 9% 14% 15% 15% 12% 19% 8%	4% 9% 8% 9% 9% 0% 10% 7% 11% 8% 8%	1% 9% 8% 8% - 11% 2% 12% 7% 11% - 5% 2% 6% 7%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9% 0% 10%		- 0% - -		
Il Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL All All	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 26% 11% 25%	15% 6% 17% 17% 14% 17% 14% 16% 14% 11% 18% 17%	11% 1% 12% 8% 13% 14% 15% 9% 11% 18% 7% 1% 8% 8% 5%	1% 7% 0% 4% 10% 11% 2% 12% 0% 7% 15% 4% 0% 4% 0% 1%	2% 12% 8% 11% 12% 13% 0% 14% 10% 11% 16% 9% 5% 10% 8% 10%	0% 19% 0% 11% 22% 22% 0% 24% * 17% 26% 10%	33%	* 21% 7% 11% 33% 24% * 26% 10% 42% 18% * 19% 5% 10%	30% 60% 40% 20%	0% 13% 15% 6% 16% * 17% 14% 6% * 7%	1% 9% 6% 6% 10% 11% 12% 8% 13% 5% 0% 6% 5% 4%	2% 18% 17% 12% 21% 23% 0% 25% 14% 17% 28% 13% 5% 14% 214% 21%	1% 4% 1% 0% 1% 1% 2% 0% 1% 1%	12% 9% 9% 14% 15% 10% 12% 19% 8% 	4% 9% 8% 8% 9% 0% 10% 7% 11% 8% 8% 8% 7%	1% 9% 8% 8% - 11% 2% 12% 7% 11% - 5% 2% 6% 7% 5%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9% 0% 10% 10%		- 0% - -		
I Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL All Students Students CWD CWOD EL Temale	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 26% 26% 24%	15% 6% 17% 14% 17% 14% 16% 14% 11% 18% 17% 18%	11% 12% 8% 8% 13% 14% 15% 9% 11% 18% 7% 1% 8% 8% 8% 10%	1% 7% 0% 4% 10% 11% 2% 12% 0% 4% 15% 4% 0% 4% 3%	2% 12% 8% 11% 12% 13% 0% 14% 10% 16% 9% 10% 8% 10% 8% 10% 9%	0% 19% 0% 11% 22% 0% 24% * 17% 26% 10% 0% 14% 14%	33%	21% 7% 111% 333% 244% * 26% 10% 149% 42% 188% * 19% 5% 1033%	30% 60% 40% 20%	0% 13% 6% 16% • 17% 17% 6% • 11% 0%	1% 9% 6% 6% 10% 11% 12% 8% 13% 5% 0% 6% 4% 7%	2% 18% 17% 12% 21% 23% 0% 25% 14% 17% 28% 14% 21% 10% 15%	1% 4% 1% 0% 1% 0% 2% 0% 1% 8% 2% 0% 0%	12% 9% 9% 14% 15% 15% 10% 12% 19% 8% 6% 10%	4% 9% 8% 9% 9% 0% 10% 9% 11% 8% 8% 7% 10%	1% 9% 8% 8% - 111% 2% 12% 7% 111% - 5% 2% 6% 7% 5% - 8%	0% 14% 9% - 13% 18% 0% 19% 11% - - 18% 9% 0% 10% - 10% - 10% 10% 10% 10% 10% 10%		- 0% - -		
I Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD	23% 8% 25% 11% 22% 20% 7% 22% 8% 11% 23% 26% 11% 26% 26% 24% 8% 8%	15% 6% 17% 17% 14% 17% 14% 16% 16% 11% 18% 17% 7% 19% 24% 17% 18%	11% 12% 8% 13% 14% 15% 9% 11% 18% 7% 1% 8% 5% 10% 0%	1% 7% 0% 4% 10% 11% 22% 12% 0% 7% 15% 4% 0% 4% 0% 3% 0%	2% 12% 8% 11% 12% 13% 0% 14% 10% 11% 16% 9% 5% 10% 8% 10% 9%	0% 119% 0% 111% 22% 22% 0% 24% * 17% 26% 10% 11% 24 44 44 44 44 44 44 44 44 44 44 44 44	333%	21% 7% 11% 33% 24% * 26% 14% 42% 18% 5% 10% 5% 10% 33%	30% 60% 40% 20%	0% 13% 15% 6% 16% • 17% 14% 6% • 7% - 11% 0%	1% 6% 6% 10% 11% 1% 124 8% 8% 13% 5% 0% 6% 5% 4% 7%	2% 18% 17% 12% 21% 23% 0% 25% 14% 17% 28% 13% 5% 14% 21% 10% 15%	1% -4% 1% 0% 1% -6% 2% 0% 1% -8% 2% 0% 0% 0%	12% 9% 9% 14% 15% 15% 12% 19% 8% 10% 11%	4% 9% 8% 9% 9% 0% 10% 7% 11% 8% 8% 8% 7% 10%	1% 8% 8% - 111% 2 12% 7% 111% - 5% 6% 7% 5% - 8% 0%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9% 0% 10% 10% - 10% 10% -		- 0% - -		
I Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female GAII Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 26% 16% 25% 26% 24% 8% 28% 8% 28%	15% 6% 17% 17% 14% 17% 14% 16% 16% 11% 18% 17% 17% 18% 144% 17% 18%	11% 12% 8% 13% 14% 15% 9% 11% 18% 7% 1% 8% 8% 5% 9% 10% 0% 11%	1% 7% 0% 4% 10% 11% 22% 12% 0% 4 4% 0% 11% 6% 3% 0%	2% 12% 8% 11% 12% 13% 0% 14% 10% 16% 5% 10% 9% 11% 0% 11% 0% 11%	0% 119% 0% 1119% 22% 0% 24% * 17% 26% 10% 0% 14% 44% 14% 22% 0% 25%	33%	* 21% 7% 111% 33% 24% * 26% 42% 18% 5% 103% 33% 9% - 9%	30% 60% 40% 20%	0% 13% 6% 15% 6% 17% -17% 14% 6% • 7% -11% 0% 13% • 14%	1% 6% 6% 10% 11% 122% 8% 13% 5% 0% 4% 7% 8%	2% 18% 17% 12% 21% 23% 0% 25% 14% 28% 13% 5% 14% 10% 15% 14% 0% 16%	1% 1% 0% 1% 1% - 0% 2% 0% 1% - 1% - - - - - - - - - - - - - - -	12% 9% 9% 14% 15% 15% 10% 12% 19% 8% 6% 10%	4% 9% 8% 9% 9% 0% 10% 9% 11% 8% 7% 77 77 77 77	1% 9% 8% 8% - 111% 2% 12% 7% 11% 5% 6% 7% 5% - 8% 0% 9%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 0% 10% 10% - 9% 12% 0% 13%		- 0% - -		
I Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28% 26% 24% 8% 24% 8% 24%	15% 6% 17% 14% 17% 14% 5% 16% 11% 18% 17% 14% 5% 144% 17% 14%	11% 1% 12% 8% 13% 14% 15% 9% 11% 18% 7% 18% 0% 10% 0% 11% 7%	1% 7% 0% 4% 10% 11% 2% 12% 0% 4% 0% 4% 0% 4% 6% 3%	2% 12% 8% 11% 12% 13% 0% 14% 10% 16% 16% 9% 11% 0% 11% 0% 11% 0% 6%	0% 119% 02% 22% 0% 24% * 17% 26% 0% 11% 4% 14% 22% 0%	33%	21% 7% 119% 333% 24% * 26% 10% 14% 42% 18% * * * * * * * * * * * * * * * * * * *	30% 60% 40% 20%	0% 13% 15% 6% 16% - 17% 17% 14% 6% - 11% 0%	1% 6% 6% 10% 11% 124 8% 13% 5% 0% 6% 4% 7% 8%	2% 18% 17% 12% 21% 23% 0% 25% 14% 28% 5% 14% 21% 0% 15% 14% 0% 16% 17%	1% -4% 1% 0% 1% -0% 2% 0% 1% -8% -0% 0% 0%	12% 9% 9% 14% 15% 15% 10% 12% 19% 8% 6% 10% 11% 7%	4% 9% 8% 9% 9% 0% 110% 7% 111% 8% 8% 8% 7% 100% 7%	1% 9% 8% 8% - 11% 2% 12% 7% 11% - 5% 2% 6% 7% 5% - 8% 0% 9% 11%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9% 0% 10% - 9% 12% 0%		- 0% - -		
Il Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	23% 8% 25% 11% 22% 24% 20% 7% 23% 26% 11% 28% 16% 25% 24% 8% 26% 24% 8% 25% 25% 25% 25% 25% 25% 25% 24% 24% 22% 24% 22% 24% 24% 25% 24% 24% 25% 26% 26% 26% 26% 26% 26% 26% 26	15% 6% 17% 14% 17% 14% 16% 14% 19% 24% 17% 18% 14% 5% 144% 5% 144% 14%	11% 12% 8% 13% 14% 15% 9% 11% 18% 7% 1% 8% 5% 10% 0% 11% 8%	1% 7% 0% 4% 10% 11% 2% 12% 0% 7% 15% 4% 0% 4% 0% 4% 0% 4% 0% 4% 0% 4% 0% 4% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10	2% 12% 8% 11% 12% 13% 0% 14% 10% 11% 16% 9% 11% 0% 11% 0% 11% 0% 12%	0% 119% 0% 111% 22% 22% 0% 24% * 17% 26% 10% 0% 111% 22% 0% 22% 0% 23% 13%	333%	21% 7% 11% 33% 24% * 26% 10% 14% 42% 18% * 19% 5% 0% 0%	30% 60% 40% 20%	0% 13% 15% 6% 16% • 17% 14% 6% • 11% 0% 13% • 14%	1% 6% 6% 10% 11% 1% 12% 8% 8% 13% 5% 6% 5% 6% 5% 6% 5% 6% 4% 7% 8%	2% 18% 17% 12% 21% 23% 0% 25% 14% 28% 13% 5% 14% 21% 0% 15% 0% 16% 7%	1% 1% 1% 0% 1% 1% 0% 1% 1% 1% 1% 2% 0% 0% 0%	12% 9% 9% 14% 15% 10% 12% 19% 8% 8% 10% 11% 7%	4% 9% 8% 8% 9% 0% 10% 7% 11% 8% 8% 8% 7% 10%	1% 9% 8% 8% - 111% 22% 77% 111% - 5% 2% 6% 5% - 8% 0% 9% 11% 8%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9% 10% 10% 10% - 9% 12% 0% 13% 0%		- 0% - -		
I Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 23% 26% 11% 28% 16% 25% 24% 8% 26% 24% 8% 25% 25% 25% 25% 25% 25% 25% 24% 24% 22% 24% 22% 24% 24% 25% 24% 24% 25% 26% 26% 26% 26% 26% 26% 26% 26	15% 6% 17% 14% 17% 14% 5% 16% 11% 18% 17% 14% 5% 144% 17% 14%	11% 1% 12% 8% 13% 14% 15% 9% 11% 18% 7% 18% 0% 10% 0% 11% 7%	1% 7% 0% 4% 10% 11% 2% 12% 0% 4% 0% 4% 0% 4% 6% 3%	2% 12% 8% 11% 12% 13% 0% 14% 10% 16% 16% 9% 11% 0% 11% 0% 11% 0% 6%	0% 119% 02% 22% 0% 24% * 17% 26% 0% 11% 4% 14% 22% 0%	33%	21% 7% 119% 333% 24% * 26% 10% 14% 42% 18% * * * * * * * * * * * * * * * * * * *	30% 60% 40% 20%	0% 13% 15% 6% 16% - 17% 17% 14% 6% - 11% 0%	1% 6% 6% 10% 11% 124 8% 13% 5% 0% 6% 4% 7% 8%	2% 18% 17% 12% 21% 23% 0% 25% 14% 28% 5% 14% 21% 0% 15% 14% 0% 16% 17%	1% -4% 1% 0% 1% -0% 2% 0% 1% -8% -0% 0% 0%	12% 9% 9% 14% 15% 15% 10% 12% 19% 8% 6% 10% 11% 7%	4% 9% 8% 9% 9% 0% 110% 7% 111% 8% 8% 8% 7% 100% 7%	1% 9% 8% 8% - 11% 2% 12% 7% 11% - 5% 2% 6% 7% 5% - 8% 0% 9% 11%	0% 14% 9% - 13% 18% 0% 19% 11% - 18% 9% 0% 10% - 9% 12% 0%		- 0% - -		

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	70	71	73	*	79	*	71	69	69	72
CWD	69	70	60	79	-	*	-	*	64	69	58
CWOD	71	70	72	73	*	81	*	68	70	-	73
EL	72	*	69	*	-	82	*	-	70	58	72
Male	70	66	75	70	*	75		79	68	66	72
Female	72	74	68	76	*	86	*	61	70	75	72
Mathematics											
All Students	63	64	61	62	*	74	*	66	62	51	61
CWD	51	58	32	62	2	*	= 1	*	46	51	17
CWOD	64	64	64	62	•	80	79.00	66	64	-	66
EL	61	*	59	*	_	71	•	-	63	17	61
Male	60	60	61	57	*	67	3.70	65	58	55	64
Female	65	67	60	66	*	86	*	68	66	44	58

Part (iii)(II): Graduation Rate

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

All Students ites phort Graduatio	African American on Rate (Gr		White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL^	Homeless	Foste Care
ites					Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
	on Rate (Gr	9-12): Cla	ss of 20	18								
hort Graduatio	on Rate (Gr	[,] 9-12): Cla	iss of 20	18								
	-			2					(₩)		. .	-
		-	2.0	2	-	-	-		•	-	-	
	-			8	-	4	-	•	-	-	-	-
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	(5	· ·			•	•	•		-
	; - ;:		3.50	Ħ	200	1,5	(5)	100	150	-	-	•
	<u>;•</u> 9				8 9 2 8 8 8 8 2 8 2							

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
	142	16	11%
יאי	Indicates data reporting does not	meet for Minimum Size.	
141	Indicates results are masked due	to small numbers to protect student cor	nfidentiality.
12	Indicates zero observations report	ed 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)

								Two or			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	CWD	EL
udent Success (Student Achie	vement Dor	nain Score	STAAR C	omponen	t Only)						
STAAR Component Score	36	30	36	45	67	48	70	47	32	11	30
hool Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	÷	:	-	(3 5)	1963		(*)	(-):	:=0) = 3

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)

STAAR Performance Status Reading		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Name	TAAR Performance											
Interim Goals (2018- 44% 32% 37% 60% 43% 74% 45% 56% 59% 33% 19% 10% 1002?) Target Met												
1022 1022		44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met Interim Goals (2023- 1027) Interim Goals (2023- 1028) Interim Goals (2023- 1028) Interim Goals (2028- 1029) Target Met Interim Goals (2018- 1029) Target Met Interim Goals (2018- 1029) Target Met Interim Goals (2028- 1039) Target Met Interim Goals (2028- 1032) Target Met Interim Goals (2038- 1032) Target Met Interim Goals (2038- 1032) Target Met Interim Goals (2038- 1032) Target Met Interim Goals (2	And the second s	1175	0_75									
Interim Goals (2023- 52% 42% 46% 66% 51% 78% 53% 53% 62% 43% 31% 51027) Target Met		N	N	Υ	N		N		N	N	N	N
1027 1027						51%		53%	62%	43%	31%	39%
Target Met N N N N N N N N N N N N N N N N N N N		02 /0	7270	1070	0070							
Interim Goals (2028- 62% 54% 58% 73% 62% 82% 63% 70% 55% 45% 1032) 1032) 1032) 1032) 1032) 1032) 1032) 1032) 1033		N	N	N	N		N		N	N	N	N
1032 1032						62%		63%	70%	55%	45%	52%
Target Met N N N N N N N N N N N N N N N N N N N		02 /0	0470	0070		0270						
Target Met		N	N	N	N		N		N	N	N	N
Target Met						72%		73%				65%
Mathematics Interim Goals (2018- 46% 31% 40% 59% 45% 82% 50% 54% 36% 23%						. = .0						N
Interim Goals (2018- 48% 31% 40% 59% 45% 82% 50% 54% 36% 23%		14	14		1.4		• • • • • • • • • • • • • • • • • • • •		.,	12.2		
Target Met N N N N N N N N N		460/	240/	400/-	50%	45%	82%	50%	54%	36%	23%	40%
Target Met N N N N N N N N N N N N N N N N N N N		40%	3170	40%	3570	4570	02/0	3070	0-770	0070	2070	
Interim Goals (2023- 54% 41% 49% 65% 53% 85% 57% 61% 45% 34% 10207) Target Met N N N N N N N N N N N N N N N N N N N				N	NI.		N		N	N	N	N
Target Met N N N N N N N N N N N N N N N N N N N						E20/		E70/				49%
Target Met N N N N N N N N N N N N N N N N N N N		54%	41%	49%	00%	33 %	0070	3/70	0170	₩0 /0	J+ /0	737
Interim Goals (2028- 63% 54% 59% 73% 63% 88% 66% 69% 57% 48% 1032) Target Met							N.		NI	NI.	NI.	N
Target Met Interim Goals (2028-2022) Target Met Long-Term Goals (2018-2022) Target Met Interim Goals (2018-2022) Target Met Interim Goals (2028-2022) Target Met Interim Goals (2018-2028-2027) Target Met Interim Goals (2018-2028-2028) Target Met Interim Goals (2018-208-208-208-208-208-208-208-208-208-20						000/		660/				59%
Target Met N N N N N N N N N N N N N N N N N N N		63%	54%	59%	13%	63%	00%	00%	0970	37 70	40 70	557
Target Met									NI	N	M	N
Target Met N N N N N N N N N N N N N N N N N N N						=00/		750/				709
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 Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals (2018- 2022) Target Met Interim Goals (2018- 2022) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2028- 2048- 2048- 2048- 2052 Target Met Interim Goals (2028- 2052) Target Met Interim Goals (2058- 2052) Interim Goals (2058- 2058-						73%		75%				
Interim Goals (2018- 1022) Target Met Interim Goals (2023- 1027) Target Met Interim Goals (2028- 1032) Target Met Long-Term Goals Target Met Long-Term Goals (2018- 1022) Interim Goals (2018- 1022) Target Met Interim Goals (2018- 1022) Target Met Interim Goals (2018- 1022) Target Met Interim Goals (2023- 1022) Target Met Interim Goals (2023- 1022) Target Met Interim Goals (2023- 1022) Target Met Interim Goals (2028- 1022) Target Met Int	Target Met	N	N	N	N		N		N	N	IN	N
Target Met Long-Term Goals (2018- 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%	Interim Goals (2023- 2027)											389 N
Target Met Long-Term Goals Target Met Federal Graduation Status^ Interim Goals (2018- 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%	Interim Goals (2028-											40%
Long-Term Goals Target Met Federal Graduation Status^ Interim Goals (2018- 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%	100 100 100 P.											N
Target Met Federal Graduation Status^ Interim Goals (2018- 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%												40%
Interim Goals (2018- 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%	Target Met											N
Target Met Interim Goals (2023- 92% 92% 92% 92% 92% 92% 92% 92% 92% 92%	Federal Graduation S	tatus^										
Target Met Interim Goals (2023- 92% 92% 92% 92% 92% 92% 92% 92% 92% 92%	L-1 O (0010	000/	00%	000/	000/	00%	00%	90%	90%	90%	90%	90%
Target Met Interim Goals (2023- 92% 92% 92% 92% 92% 92% 92% 92% 92% 92%	Interim Goals (2018-	90%	90%	90%	90%	90%	9070	30%	3070	30 76	30 /0	307
Interim Goals (2023- 92% 92% 92% 92% 92% 92% 92% 92% 92% 92%												
Target Met 94%		000/	000/	000/	000/	000/	020/	020/	020/	020/	02%	929
Target Met Interim Goals (2028- 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%		92%	92%	92%	92%	92%	92%	92%	92%	9270	9270	927
Interim Goals (2028- 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%												
2032) Target Met Long-Term Goals 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%						- 404	0.407	0.40/	0.407	0.40/	0.407	040
Target Met Long-Term Goals 94% 94% 94% 94% 94% 94% 94% 94% 94% Target Met		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	949
Long-Term Goals 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%	2032)											
Target Met	Target Met								-			
-	Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	949
-												
+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).	_											
	STAAR Perform	ance and G	raduation us	se EL(Curre	nt & Mon	itored), EL El	nglish Lea	ırner Language	Proficiency uses EL (Current).		
Blank cells above represent student group indicators that do not meet the minimum size criteria.	Blank cells above	represent	t student ard	oup indicato	rs that do	not meet the	minimum	i 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	Student groups v	with gradual	tion rates the	at were at o	r above 9	0 percent are	required	to exceed that	rate by at least a tenth	of a percent i	n the follo	wing
s).		mui graduai	aon raco un	at 0		_ po.co are						J.,

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)

			African			American		Pacific		Econ	Non Econ	01110	OWOD			4	
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	<u>EL</u>	Male	Female	Migran
articipation R	ate																
All Subjects	All Students	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	•
	CWD	100%	100%	100%	100%	· ·	100%		100%	100%	100%	100%	-	100%	100%	100%	
	CWOD	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%		100%	100%	100%	100%	
	EL	100%	100%	100%	100%		100%	100%	(a)	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	100%	100%	99%	*	100%		100%	100%	100%	100%	100%	100%	100%	:40	(=)
	Female	100%	100%	100%	99%	*	100%		100%	100%	99%	100%	100%	100%		100%	= 5

								Decision:	Two	C	Non						
		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female I	Migr
Reading	All Students	100%	100%	100%	99%	٠	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	100%	100%	100%	(A)	3.00	-	*	100%	100%	100%	3 2 8	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	*	100%	100%	100%		100%	100%	100%	100%	
	EL	100%	100%	100%	*	270	100%	*		100%	100%	100%	100%	100%	100%	100%	- 6
	Male	100%	100%	100%	100%	•	100%	*	100%	100%	100%	100%	100%	100%	100%		14
	Female	100%	100%	100%	99%		100%	*	100%	100%	99%	100%	100%	100%	-	100%	
Mathematics	s All	100%	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	2
	Students																
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%			100%		
	CWOD	100%	100%	100%	99%		100%	*	100%	100%	100%		100%	100%	100%	100%	
	EL	100%	100%	100%	*		100%	*	-	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	100%	100%	100%		100%	*	100%	100%	100%	100%	100%	100%	100%	72	
	Female	100%	100%	100%	99%	•	100%	*	100%	100%	99%	100%		100%	-	100%	
Science	All	100%	100%	100%	99%		100%	*	100%	100%	99%	100%	100%	100%	99%	100%	
	Students																
	CWD	100%	100%	100%	100%	-		3	*	100%	100%	100%	-	*	100%		
	CWOD	100%	99%	100%	99%	*	100%	*	100%	100%	99%	-	100%	100%	99%	100%	
	EL	100%	*	100%	*	-	100%	*	-	100%	100%	*	100%	100%	100%	100%	
	Male	99%	99%	100%	97%	*	100%	*	100%	99%	99%	100%	99%	100%	99%		
	Female	100%	100%	100%	100%	*	100%	.*	100%	100%	100%	100%	100%	100%	-	100%	
n-Participati		10070	10070	10070													
All Subjects	All	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
,	Students																
	CWD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	
	CWOD	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	-	0%	0%	0%	0%	
	EL	0%	0%	0%	0%	-	0%	0%	_	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	1%	*	0%	0%	0%	0%	1%	0%	0%	0%	-	0%	
Reading	All	0%	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	
, todaii ig	Students	- 7.0															
	CWD	0%	0%	0%	0%	1.0	*		*	0%	0%	0%	_	0%	0%	0%	
	CWOD	0%	0%	0%	1%	*	0%		0%	0%	0%	_	0%	0%	0%	0%	
	EL	0%	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%	1%	*	0%		0%	0%	1%	0%	0%	0%	-	0%	
Mathematic		0%	0%	0%	1%		0%	*	0%	0%	0%	0%	0%	0%	0%	0%	
.v.a.i.ioiiialio	Students	J /0	0.70	÷ /0	. 70												
	CWD	0%	0%	0%	0%	296	*		*	0%	0%	0%	-	0%	0%	0%	
	CWOD	0%	0%	0%	1%	*	0%		0%	0%	0%	-	0%	0%	0%	0%	
	EL	0%	0%	0%	*	-	0%		-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	0%		0%	•	0%	0%	0%	0%	0%	0%	0%	-	
	maie Female	0% 0%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	0%	0%	-	0%	
	i emale								-								
Science	All	0%	0%	0%	1%	•	0%	*	0%	0%	1%	0%	0%	0%	1%	0%	
	Students	00/	0%	0%	0%	1000			*	0%	0%	0%	-	*	0%	0%	
	CWD	0%				6 TE	09/	*			1%	U /0	0%	0%	1%	0%	
	CWOD	0%	1%	0%	1% *		0%	_	0%	0%		*					
	EL	0%	4	0%		0.00	0%		-	0%	0%		0%	0%	0%	0%	
	Male	1%	1%	0%	3%		0%	*	0%	1%	1% 0%	0%	1% 0%	0% 0%	1%	0%	
	Female	0%	0%	0%	0%		0%		0%	0%		0%					

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			EL	Students with Disabilities	Students with Disabilities (Section 5 504)
133	77	35	14	2	0	0	5	17		
62	35 112	17 52	8 22	0 2	0	0	2	8 25		
	students 133	133 77 62 35	133 77 35 62 35 17	students American Hispanic White 133 77 35 14 62 35 17 8	Total African Hispanic White Alaska Native 133 77 35 14 2 62 35 17 8 0	Total students African American Hispanic White Alaska Native Asian 133 77 35 14 2 0 62 35 17 8 0 0	Total students African American Hispanic White Alaska Native Pacific Islander 133 77 35 14 2 0 0 62 35 17 8 0 0 0	Total African Hispanic White Native Asian Islander Races 133 77 35 14 2 0 0 5 62 35 17 8 0 0 0 2	Total students African students Hispanic White Indian or Alaska Native Asian Pacific More Islander EL 133 77 35 14 2 0 0 5 17 62 35 17 8 0 0 0 2 8	Total African students American Hispanic White Native Asian Pacific More Islander Races EL Disabilities 133 77 35 14 2 0 0 5 17 62 35 17 8 0 0 0 0 2 8

		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)
Out-of-School Suspensions	N4-1-	0.4		16	7	2	0	0	7	7		
	Male Female	84 39	52 28	7	2	2 0	0	0	2	4		
	Total	123	80	23	9	2	ő	Ö	9	11		
Expulsions	IOLAI	125	00	20	J	_	·	ŭ	·			
With Educational Services	Male	15	8	5	0	0	0	0	2	5		
With Eddcational Services	Female	7	5	2	ŏ	ŏ	ő	Ö	ō	Õ		
	Total	22	13	7	ŏ	ō	ō	ō	2	5		
Without Educational	Male	0	Ö	Ö	Ō	Ō	0	0	0	Ō		
Services		•	-									
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	Ö	Ō	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	t											
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities n-School Suspensions												
	Male	25	14	5	2	0	2	0	2	2		11
	Female	15	11	2	2	0	0	0	0	0		8
	Total	40	25	7	4	0	2	0	2	2		19
Out-of-School Suspensions				_	18	_	_	_		_		
	Male	35	19	7	7	0	0	0	2	4		16
	Female	9	7	0	2	0	0	0	0	0		7
S - 33	Total	44	26	7	9	0	0	0	2	4		23
Expulsions			_	_		•	•	•	_	_		•
With Educational Services	Male .	9	5	2	2	0	0	0	0	0		2 0
	Female	0	0	0	0	0	0	0	0	0		2
Mich and Educational	Total	9	5 0	2 0	2 0	0	Ö	0	0	0		0
Without Educational	Male	U	U	U	U	U	U	U	U	J		U
Services	Female	0	0	0	0	0	0	0	0	0		0
	remale Total	0	0	0	Ö	Ö	Ö	ŏ	ŏ	0		Ö
Under Zero Tolerance	Male	0	0	Ö	Ö	Ö	ő	ő	ŏ	Ö		0
Policies	Maic	U	J	J	•	•	-	•	-	•		•
VIIVIOS	Female	0	0	0	0	0	0	0	0	0		0
	Total	ő	Ö	ŏ	ŏ	ŏ	ŏ	ŏ	ŏ	Ŏ		ŏ
School-Related Arrests		ŭ	•	-	-	-	-	-	-	-		=
	Male	0	0	0	0	0	0	0	0	0		0
	Female	ŏ	ŏ	ŏ	ō	Ö	ŏ	Ŏ	ŏ	Ŏ		Ŏ
	Total	ō	ō	Ō	Ō	Ö	0	0	0	0		0
Referrals to Law Enforcement		_										
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
hronic Absenteeism												
	Male	238	95	74	56	2	0	0	11	26	35	17
	Female	230	95	65	56	2	2	2	8	17	23	14
	Total	468	190	139	112	4	2	2	19	43	58	31

	Total
acidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
ncidents of robbery with a firearm or explosive device	0
ncidents of robbery without a weapon	0
ncidents of physical attack or fight with a weapon	0
icidents of physical attack or fight with a firearm or explosive device	0
ncidents of physical attack or fight without a weapon	0
cidents of threats of physical attack with a weapon	0
cidents of threats of physical attack with a firearm or explosive device	0
ncidents of threats of physical attack without a weapon	0
cidents of possession of a firearm or explosive device	0
egations of Harassment or bullying	
n the basis of sex	0
On the basis of race	0
On the basis of disability	. 0

	Total
On the basis of sexual orientation	7
On the basis of religiion	0
Citatio basis of foliginari	

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	1.4	-		-	-		₩:	÷:		*
	Female		2	25/	2	22	•	-	-	•	*
	Total	-	-	-	2	2		29	12		*
Accelerated Coursework											
Advanced Placement Courses	Male	*:	77		5:		-	-		•	
, in the second	Female	-	*	250	-	3.7		5		₹/	
	Total	*		9 8 8	*	:=	3.5	-		5.00	5
International Baccalaureate	Male	=	*		+	3 4		*	*	***	₹:
Courses											
	Female		2	3.0		-	5 € 3	H	-	360	
	Total	- 2	~	(2)	-	-		<u>u</u>	-		-
Dual Enrollment/Dual Credit	Male	9	3	***	-	2		2	<u>.</u>		-
Programs											
	Female	•		2.50		-	-			•	•
	Total	-		750	=					-	

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
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.0	18.3%
Teachers Teaching with Emergency or Provisional Credentials	4.0	6.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.7	7.6%
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%	27	3%	=	3#3
Mathematics	5,880	1%	27	3%	÷	367
Grade 4 Reading	6,312	2%	25	2%	•	:#J
Mathematics	6,311	2%	25	2%	-	\$ = ,0
Grade 5 Reading	6,133	1%	18	1%	-	: ■5

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,131	1%	18	1%	2 - 3	Ţ
Science	6,133	1%	18	1%	*	<u>@</u>
Grade 6 Reading	6,038	1%	28	2%	:#:	÷
Mathematics	6,036	1%	28	2%	0#0	
Grade 7 Reading	5,616	1%	14	1%	≫ 1	0%
Mathematics	5,616	2%	14	2%	18 4 0	0%
Grade 8 Reading	5,251	1%	19	2%	*	0%
Mathematics	5,254	2%	19	1%	•	0%
Science	5,250	1%	19	2%	. €	0%
End of Course English I	5,150	1%	18	1%	2008	67%
English II	4,680	1%	24	1%	9 = 9	
Algebra I	5,122	1%	18	1%	(*)	4%
Biology	4,954	1%	18	1%	*	80%
All Grades All Subjects	101,751	1%	377	2%	17	1%
Reading	45,064	1%	173	2%	6	1%
Mathematics	40,350	1%	149	2%	6	1%
Science	16,337	1%	55	1%	5	1%
	ilts are masked due to s observations reported f		tect student confidential	ity.		

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	Above		
			% Belo	w Basic	% At or Al	ove Basic	Prof	icient	% At Ac	vanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
rade 4	Reading	Overall	39	34	61	66	30	35	7	9
7 TANK 1 1	100000000	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 Disady	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
rade 8	Reading	Overall	33	27	67	73	25	34	2	4
9:5555		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

								Above		
				w Basic	% At or At	bove Basic	Proficient			ivanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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 Disady	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%
	ŭ	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%
'*' Indicat	es reporting standare	ds not met,	
'n/a' Indicat	es data reporting is r	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.