Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: CENTER INT Campus ID: 210901102 District Name: CENTER 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

	State ESSA Guais													
		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%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 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% 85% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 61% 69% 77%	33% 33% 43% 55% 67% 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%		

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

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

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

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

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

											Two											
					Afr			Ame	r	Pac	or More	Econ	Non Econ								Foste	r
		State	District	Campus		Hispani	ic White							CWD	CWOD	EL	Male	Female	Migran	it Homeless		
STAAR Perce	nt at App	roac	hes Gr	ade Lev	vel or A	bove																
Grade 4																						
Reading	All	74%	80%	80%	76%	82%	82%	-	83%	-	63%	79%	88%	25%	89%	82%	83%	76%	*	-	-	*
	Students CWD	44%	25%	25%	25%	27%	22%					25%	*	25%		200/	35%	9%	*			
	CWD		89%	89%	90%	89%	94%	-	83%	-	63%	88%	96%	25%	89%		92%	9% 85%	*			*
	EL	64%	82%	82%	30 /0	82%	34 70	-	80%	-	*	82%	*	30%	88%		84%		*	_	_	_
	Male	71%	83%	83%	78%	83%	90%	-	*	-	80%	82%	89%	35%	92%		83%	-	*	-	-	*
	Female		76%	76%	71%	81%	72%	-	*	-	*	74%	86%	9%	85%	80%		76%	-	-	-	-
Mathematics		74%	83%	83%	76%	85%	82%	-	83%	-	88%	81%	91%	36%	90%	85%	83%	82%	*	-	-	*
	Students CWD	46%	36%	36%	38%	27%	44%					33%	*	36%		200/	35%	36%	*			
	CWD		90%	90%	36% 86%	93%	89%	-	83%	-	88%	89%	96%	30%	90%		92%	88%	*	-	-	*
	EL	69%	85%	85%	-	85%	-	-	80%	-	*	85%	*	30%	92%		82%		*	-	-	
	Male	74%	83%	83%	74%	80%	94%	-	*	-	100%	81%	94%	35%	92%		83%	-	*	-	-	*
	Female		82%	82%	79%	90%	68%	_	*	_	*	81%	86%	36%	88%	89%		82%	_	_	_	_
	Tomalo	1 170	0270	0270	1070	0070	0070					0170	0070	0070	0070	0070		0270				
Grade 5																						
Reading	All	86%	85%	85%	88%	80%	90%	-	60%	*	*	82%	94%	55%	90%	72%	81%	89%	*	*	-	-
	Students CWD	55%	55%	55%	*	22%	80%	_	*	_	_	52%	67%	55%	_	20%	58%	50%	*	*	_	_
	CWOD		90%	90%	90%	88%	95%	_	*	*	*	88%	100%	-	90%		86%	95%	*	_	_	_
	EL	77%	72%	72%	-	74%	-	-	*	-	_	71%	*	20%	82%		69%	77%	*	-	-	_
	Male	83%	81%	81%	80%	79%	90%	-	*	-	-	77%	96%	58%	86%		81%	-	*	*	-	-
	Female	88%	89%	89%	100%	82%	91%	-	*	*	*	89%	92%	50%	95%	77%	-	89%	*	-	-	-
Mathematics	. All	89%	96%	96%	88%	96%	100%		100%	*	*	95%	100%	90%	97%	05%	97%	95%	*	*		
	Students	0370	30 /0	30 /6	00 /0	30 /0	100 /0	-	100 /0			3370	10070	30 70	31 /0	3370	31 /0	3370			_	-
	CWD	68%	90%	90%	*	89%	100%	_	*	_	_	87%	100%	90%	_	90%	89%	90%	*	*	_	_
	CWOD		97%	97%	94%	97%	100%	-	*	*	*	97%	100%	-	97%		99%	95%	*	-	-	-
	EL	85%	95%	95%	-	95%	-	-	*	-	-	95%	*	90%	96%		97%	92%	*	-	-	-
	Male	88%	97%	97%	90%	98%	100%	-	*	-	-	96%	100%	89%	99%	97%	97%	-	*	*	-	-
	Female	90%	95%	95%	86%	94%	100%	-	*	*	*	94%	100%	90%	95%	92%	-	95%	*	-	-	-
Science	All	74%	68%	68%	56%	66%	77%		60%	*	*	64%	85%	38%	74%	57%	70%	65%	*	*		
	Students	1 4 70	0070	00 /0	30 /0	0070	11 70	-	0070			04 /0	00 /0	30 /0	1 4 70	31 /0	1070	0370			-	_
	CWD	45%	38%	38%	*	0%	60%	_	*	_	_	30%	67%	38%	_	0%	42%	30%	*	*	_	_
	CWOD		74%	74%	55%	75%	84%	_	*	*	*	70%	89%	-	74%		77%	70%	*	-	_	_
	EL	60%	57%	57%	-	57%	-	-	*	-	_	56%	*	0%	68%		54%	60%	*	-	-	_
	Male	74%	70%	70%	70%	66%	79%	-	*	-	-	65%	87%	42%	77%		70%	-	*	*	-	-
	Female	73%	65%	65%	36%	67%	74%	-	*	*	*	62%	75%	30%	70%	60%	-	65%	*	-	-	-
STAAR Perce	nt at Mee	ets G	rade Le	evel or A	Above																	
Grade 4																						
Reading	All	43%	41%	41%	19%	41%	52%	-	50%	-	50%	36%	69%	18%	45%	41%	44%	37%	*	-	-	*
	Students																					
	CWD	24%	18%	18%	25%	9%	22%	-	-	-	-	17%	*	18%	-		29%	0%	*	-	-	-
	CWOD	46%	45%	45%	17%	46%	57%	-	50%	-	50%	39%	75%	-	45%		47%	42%	*	-	-	*
	EL Mala	30%	41%	41%	120/	39%	640/	-	40%	-	600/	41%	700/	10%	44%		49%	31%	*	-	-	*
	Male Female	41% 46%	44% 37%	44% 37%	13% 29%	46% 38%	61% 40%	-	*	-	60% *	37% 33%	78% 57%	29% 0%	47% 42%	49% 31%	44%	- 37%	_	-	-	_
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Mathematics	: All	46%	43%	43%	30%	47%	45%	-	50%	-	38%	39%	63%	18%	47%	46%	46%	39%	*	-	-	*
	Students																					
	CWD	27%	18%	18%	25%	9%	22%	-		-	-	17%	*	18%	-		29%	0%	*	-	-	-
	CWOD	49%	47%	47%	31%	52%	49%	-	50%	-	38%	43%	68%	-	47%		49%	44%	*	-	-	*
	EL	39%	46%	46%	-	45%	-	-	40%	-	400/	46%	× C70/	10%	50%		53%	38%	*	-	-	-
	Male	48%	46%	46%	22%	50%	58%	-	*	-	40%	42%	67%	29%	49%	53%	46%	-	*	-	-	*

Two or Non Pac More Afr Econ Econ Foster Amer State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military 44% 38% Female 45% 39% 39% 43% 28% 36% 57% 0% Grade 5 Reading ΑII 53% 42% 42% 38% 40% 46% 60% 38% 57% 21% 46% 31% 44% 39% Students 21% 0% 33% CWD 21% 27% 17% 21% 0% 21% 20% CWOD 56% 46% 46% 35% 44% 54% 42% 62% 46% 37% 49% 42% FΙ 36% 31% 31% 30% 31% 0% 37% 31% 34% 27% Male 50% 44% 44% 45% 40% 48% 38% 65% 21% 49% 34% 44% Female 56% 39% 39% 29% 38% 43% 38% 42% 20% 42% 27% 39% 40% Mathematics All 57% 44% 32% 49% 44% 39% 66% 14% 50% 43% 47% 40% Students 9% CWD 31% 14% 14% 0% 33% 0% 20% 20% 14% 11% CWOD 60% 50% 50% 32% 56% 54% 44% 72% 50% 51% 56% 43% 0% EL 46% 43% 43% 44% 42% 51% 43% 49% 35% 35% 41% 65% 47% 42% 11% 56% 49% 47% Male 56% 47% 55% 35% 40% Female 57% 40% 29% 48% 35% 67% 20% 43% 40% 41% Science ΑII 48% 39% 39% 29% 41% 40% 40% 34% 59% 24% 41% 33% 48% 26% Students CWD 27% 24% 24% 0% 33% 22% 33% 24% 0% 26% 20% CWOD 50% 41% 41% 26% 46% 43% 36% 64% 41% 40% 53% 27% 33% EL 31% 33% 32% 32% 0% 40% 33% 40% 24% 40% 52% 74% 50% 48% 48% 51% 40% 26% 53% 40% 48% 45% 26% 14% 27% 26% 25% 25% 20% 27% 24% 26% Female 26% STAAR Percent at Masters Grade Level Grade 4 Reading 16% 5% 16% 27% 17% 0% 11% 44% 4% 18% 13% 17% 16% ΑII 16% Students CWD 8% 4% 4% 0% 0% 11% 4% 4% 0% 0% 6% **CWOD 23%** 18% 18% 7% 18% 30% 17% 0% 12% 50% 18% 14% 18% 19% EL 12% 13% 13% 14% 0% 13% 0% 14% 13% 14% 11% በ% 32% Male 20% 17% 17% 17% 0% 11% 44% 6% 18% 14% 17% 43% 16% Female 23% 16% 16% 14% 15% 20% 12% 0% 19% 11% Mathematics All 27% 18% 18% 14% 18% 25% 17% 0% 15% 38% 7% 20% 17% 21% 15% Students 7% 13% 0% 0% CWD 13% 7% 11% 8% 7% 12% 0% CWOD 29% 20% 20% 20% 17% 0% 16% 43% 20% 19% 23% 14% 28% 17% 0% EL 20% 17% 17% 18% 0% 17% 19% 17% 20% 13% 21% 13% 32% 0% 18% 39% 12% 23% Male 29% 21% 22% 20% 21% 14% 36% 15% Female 25% 15% 15% 15% 16% 12% 0% 17% Grade 5 ΑII 29% 16% 16% 9% 15% 23% 20% 12% 31% 3% 18% 7% 16% 16% Reading Students CWD 9% 3% 3% 0% 7% 4% 0% 3% 0% 5% 0% CWOD 31% 18% 18% 10% 17% 30% 14% 38% 18% 8% 19% 18% 0% 8% 14% 7% 7% 7% 7% 7% 12% Male 26% 16% 16% 10% 13% 24% 10% 35% 5% 19% 3% 16% Female 31% 16% 16% 7% 18% 22% 14% 25% 0% 18% 12% 16% 23% 40% 17% Mathematics All 36% 20% 20% 12% 19% 31% 3% 23% 18% 26% 12% Students CWD 14% 3% 3% 0% 7% 4% 0% 3% 0% 5% 0% CWOD 38% 13% 23% 23% 23% 26% 24% 20% 38% 22% 31% 14% 0% FΙ 24% 18% 18% 18% 19% 22% 18% 20% 15% 24% 20% 35% Male 36% 26% 26% 28% 23% 5% 31% 20% 26% 12% Female 35% 12% 12% 0% 18% 13% 10% 25% 0% 14% 15% Science ΑII 23% 17% 17% 12% 21% 12% 40% 16% 24% 0% 21% 18% 20% 14% Students CWD 11% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% CWOD 25% 21% 21% 13% 24% 16% 19% 29% 21% 22% 25% 16% 0% 22% 18% 20% 11% 18% 18% 16% 19% 16% 26% 20% 20% Male 25% 20% 20% 10% 17% 17% 30% 0% 25% 14% Female 21% 14% 14% 14% 15% 4% 14% 8% 0% 16% 16% STAAR Percent at Approaches Grade Level or Above All Grades 78% All Subjects 78% 82% 86% 82% 80% 92% 49% 88% 79% 83% 62% Students CWD 46% 50% 49% 40% 33% 67% 33% 45% 65% 49% 34% 53% 42% 20% CWOD 81% 82% 88% 83% 88% 92% 90% 82% 86% 96% 88% 86% 89% 87% 88% 34% FΙ 62% 71% 79% 79% 73% 100% 79% 88% 86% 79% 78% 81% 62% 75% 78% 91% Male 74% 83% 81% 70% 90% 80% 93% 53% 89% 78% 83% 70% 81% Female 80% 81% 74% 83% 81% 100% 75% 80% 89% 42% 87% 81% 81% Reading ΔII 73% 70% 82% 82% 81% 86% 73% 70% 80% 91% 40% 90% 78% 82% 82% 60% Students CWD 39% 39% 40% 36% 25% 58% 38% 50% 40% 25% 47% 29% 89% CWOD 78% 75% 90% 90% 88% 94% 70% 88% 98% 90% 86% 90% 90%

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or Non Pac More Afr Econ Foster Amer Econ **State District Campus** Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Mathematics All 82% 91% 91% 90% 87% 80% 81% 86% 89% 90% 96% 63% 93% 89% 90% Students CWD 53% 63% 63% 36% 55% 79% 60% 80% 63% 60% 64% 62% 90% 94% 89% 93% 93% 95% CWOD 84% 89% 93% 95% 90% 92% 98% 91% 72% 89% 88% 85% 89% 89% 89% 89% 60% 93% 90% 80% Male 79% 85% 90% 81% 89% 97% 88% 100% 88% 98% 64% 95% 88% 90% 87% Female 82% 87% 87% 82% 91% 83% 80% 87% 92% 62% 91% 90% Science ΑII 80% 79% 68% 56% 66% 77% 60% 64% 85% 38% 74% 57% 70% 65% Students CWD 51% 47% 38% 0% 60% 30% 67% 38% 0% 42% 30% 74% CWOD 84% 83% 55% 75% 84% 70% 89% 74% 68% 77% 70% 57% 56% 0% 57% 54% 61% 64% 57% 68% 60% EL 79% 70% 70% 66% 79% 65% 87% 42% 54% 70% 78% 77% Male Female 81% 65% 36% 67% 74% 62% 75% 30% 70% 60% 65% 81% STAAR Percent at Meets Grade Level or Above All Grades 46% 48% 32% 37% 63% 19% 30% 44% 46% 40% 46% 36% 38% All Subjects All 49% 42% 42% Students 23% CWD 24% 25% 19% 36% 4% 25% 0% 16% 31% 19% 4% 12% 0% CWOD 52% 44% 46% 28% 49% 52% 62% 32% 41% 68% 46% 45% 51% 40% 63% 29% 30% 40% 39% 41% 83% 40% 38% 4% 45% 40% 46% 32% 38% Male 47% 40% 46% 30% 48% 52% 45% 50% 40% 70% 23% 51% 46% 46% 50% Female 52% 44% 36% 29% 38% 37% 57% 17% 34% 51% 12% 40% 32% 36% Reading 28% 49% 55% 40% 63% 38% 40% ΑII 36% 41% 41% 37% 19% 45% 37% 44% Students CWD 21% 21% 19% 36% 5% 25% 17% 30% 19% 5% 25% 10% 67% CWOD 50% 38% 45% 27% 45% 56% 40% 40% 68% 45% 42% 48% 42% 22% 44% 5% 42% 40% EL 23% 37% 35% 37% 37% 43% 30% Male 43% 33% 44% 28% 43% 55% 60% 38% 71% 25% 48% 43% 44% 50% Female 51% 40% 38% 38% 42% 20% 35% 10% 42% 30% 38% 29% 50% 48% 44% 45% 30% 39% 40% Mathematics All 51% 47% 43% 31% 64% 16% 48% 45% 46% 40% Students CWD 26% 28% 16% 5% 13% 30% 5% 19% 10% 16% 48% 51% 56% 30% 48% 50% 52% **CWOD** 54% 50% 32% 54% 44% 70% 44% 37% 40% 45% 45% 33% 45% 5% 50% 45% 51% 37% 40% Male 50% 48% 46% 28% 53% 50% 50% 40% 42% 66% 19% 52% 51% 46% Female 51% 40% 36% 43% 38% 20% 35% 62% 10% 44% 37% 40% 47% 40% 40% 34% 33% 48% Science ΑII 46% 39% 29% 41% 59% 24% 41% 26% Students 24% CWD 25% 26% 24% 0% 33% 22% 33% 0% 26% 20% **CWOD** 56% 41% 26% 36% 41% 49% 46% 43% 64% 40% 53% 27% 0% 32% 40% 33% 40% FΙ 26% 31% 33% 32% 24% 40% 52% 74% 53% 48% 51% 40% 26% 53% 40% 48% 46% Male Female 53% 47% 26% 14% 27% 26% 25% 25% 20% 27% 24% 26% STAAR Percent at Masters Grade Level All Grades 10% 19% 21% 26% 0% 14% 33% 20% 15% 15% All Subjects All 23% 14% 18% 3% 14% 20% Students CWD 8% 6% 3% 4% 0% 6% 0% 4% 0% 3% 0% 5% 0% 0% CWOD 25% 15% 20% 11% 21% 26% 33% 0% 16% 39% 20% 17% 23% 17% 25% 11% 9% 14% 15% 14% 0% 15% 0% 0% 17% 14% 15% 13% 15% Male 22% 14% 20% 10% 21% 26% 20% 0% 16% 36% 5% 23% 15% 20% 20% Female 24% 14% 15% 10% 16% 15% 43% 0% 12% 29% 0% 17% 13% 15% Reading 7% 15% 25% 18% 0% 12% 37% 4% 18% 10% 16% 16% 0% ΑII 20% 12% 16% Students CWD 5% 4% 0% 0% 8% 4% 0% 4% 0% 6% 0% 22% CWOD 22% 13% 18% 8% 17% 30% 0% 13% 44% 18% 12% 18% 18% 0% 10% 11% 0% 10% 12% 0% EL 8% 6% 10% 9% 11% 28% 39% Male 10% 16% 5% 0% 11% 6% 18% 9% 16% 17% 15% 13% 16% 16% 21% 0% 35% 0% 18% 11% Female 23% 14% 16% 11% 13% 16% 19% 13% 21% 22% 27% 0% 16% 34% 22% 17% 23% 14% 20% Mathematics All 26% 5% Students CWD 11% 7% 5% 9% 0% 8% 6% ი% 5% 0% 8% 0% 13% 26% **CWOD** 28% 18% 22% 23% 33% 0% 18% 40% 22% 20% 27% 16% 0% 17% 20% 16% 11% 17% 18% 11% 18% 20% 14% 20% Male 25% 17% 23% 16% 25% 28% 25% 0% 20% 37% 8% 27% 20% 23% Female 26% 15% 14% 7% 16% 15% 0% 11% 31% 0% 16% 14% 14% 21% 40% 16% 24% 18% 20% 14% Science ΑII 24% 17% 12% 12% 0% 21% Students CWD 8% 3% 0% 0% 0% 0% **n**% 0% 0% 0% 0% 21% CWOD 26% 18% 21% 13% 24% 16% 19% 29% 22% 25% 16% 0% 19% 18% 20% FΙ 7% 12% 18% 16% 22% 16% 10% 17% 30% 25% 25% 18% 20% 17% 0% 20% 20% Male 26%

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14%

15%

4%

14%

8%

0%

16% 16%

14%

15%

Female 23%

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

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

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	72	67	76	70	-	70	*	78	71	58	76
CWD	58	50	58	63	-	*	-	-	59	58	58
CWOD	75	69	78	71	-	75	*	78	74	-	79
EL	76	-	76	-	-	63	-	*	75	58	76
Male	71	67	74	71	-	71	-	60	70	63	77
Female	73	67	77	68	-	*	*	*	72	50	75
Mathematics											
All Students	75	61	79	75	-	100	*	61	75	80	79
CWD	80	78	80	78	-	*	-	-	79	80	80
CWOD	74	58	79	74	-	100	*	61	74	-	79
EL	79	_	78	-	_	100	-	*	80	80	79
Male	73	57	76	80	-	100	-	50	73	85	76
Female	77	67	83	69	-	*	*	*	77	70	83

Part (iii)(II): Graduation Rate

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

	Two or All African American Pacific More Econ F Students American Hispanic White Indian Asian Islander Races Disady CWD EL^ Homeless (
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care	
Federal Graduation Rates			•											
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018														
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 Class	Proficiency of EL	Rate of Proficiency
158	47	30%

- 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			Hispanic e: STAAR Co	White omponer	American Indian it Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL		
STAAR Component Score	47	39	48	51	-	51	*	38	44	24	44		
School Quality (College, Career, and Military Readiness Performance)													
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-		

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

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

Part (vi): Goal Meeting Status

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

	All	African	Hismania	\A/la:4.a	American	A -:	Pacific	Two or More	Econ	CWD	EL+
STAAR Performance Status	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Υ	N					Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Υ	Υ	N					Υ	Ν	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	Ν	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	Ν	N
English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	iciency Statu	IS									36% Y 38% Y 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%

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

Part (vii): STAAR Participation

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

Participation Ra	ate	Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	99%	100%	-	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	100%
	CWD	100%	100%	100%	100%	-	100%	_	_	100%	100%	100%	_	100%	100%	100%	100%
	CWOD	100%	100%	99%	100%	-	100%	*	100%	100%	99%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	-	-	100%	-	100%	100%	88%	100%	100%	100%	100%	99%	100%
	Male	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	99%	100%	-	100%	*	100%	100%	98%	100%	100%	99%	-	100%	*
Reading	All Students	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%	*

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

^{&#}x27;M' 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).

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	100%	100%	99%	100%	_	100%	*	100%	100%	100%	_	100%	100%	99%	100%	*
	EL	100%	-	100%	-	_	100%	_	*	100%	*	100%	100%			100%	100%
	Male	100%	100%	99%	100%	_	100%	_	100%	99%	100%	100%	99%	100%	100%	-	*
							*	*								4000/	*
	Female	100%	100%	100%	100%	-			100%	100%	100%	100%	100%	100%	-	100%	
Mathematics	s All	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	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%	100%
	Male	100%	100%	99%	100%	_	100%	_	100%	99%	100%	100%	99%		100%	_	*
	Female	100%	100%	100%	100%	_	*	*	100%	100%	100%	100%	100%	100%	-	100%	*
	i ciliale	100 /6	100 /0	100 /0	100 /0	-			10070	100 /0	100 /0	100 /0	100 /0	100 /0	-	100 /0	
Science	All	99%	100%	99%	100%	-	100%	*	*	100%	97%	100%	99%	98%	100%	99%	*
	Students																
	CWD	100%	*	100%	100%	-	*	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	99%	100%	99%	100%	_	*	*	*	100%	97%	_	99%	98%	100%	98%	*
	EL	98%	-	98%	-	_	*	_	_	100%	*	100%	98%	98%	100%	96%	*
	Male	100%	100%	100%	100%	_	*	_	_	100%	100%	100%	100%	100%		-	*
						-	*	*	*		92%			96%	-		*
N B . 4 4	Female	99%	100%	97%	100%	-				100%	92%	100%	98%	96%	-	99%	
Non-Participati	on Rate																
All Subjects	All	0%	0%	1%	0%	-	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	0%	0%	0%	0%	_	0%	_	_	0%	0%	0%	_	0%	0%	0%	0%
	CWOD	0%	0%	1%	0%	_	0%	*	0%	0%	1%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	_	0%	_	0%	0%	12%	0%	0%	0%	0%	1%	0%
	Male	0%	0%		0%		0%			0%	0%	0%	0%	0%	0%		
				1%		-		*	0%							-	0%
	Female	0%	0%	1%	0%	-	0%	^	0%	0%	2%	0%	0%	1%	-	0%	•
Reading	All	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%	*
	CWOD	0%	0%	1%	0%	_	0%	*	0%	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	_	_	0%	_	*	0%	*	0%	0%	0%	0%	0%	0%
	Male	0%	0%	1%	0%	_	0%	_	0%	1%	0%	0%	1%	0%	0%	-	*
	Female	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	-	0%	*
	Геппане	U /0	0 70	0 /6	0 70	-			0 70	0 /0	0 70	0 70	U /0	0 /0	-	0 76	
Mathematics		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%	*
	CWOD	0%	0%	1%	0%	-	0%	*	0%	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	-	-	0%	-	*	0%	*	0%	0%	0%	0%	0%	0%
	Male	0%	0%	1%	0%	_	0%	_	0%	1%	0%	0%	1%	0%	0%	_	*
	Female	0%	0%	0%	0%	_	*	*	0%	0%	0%	0%	0%	0%	-	0%	*
	Tomalo	0 70	070	0 70	0 70				0 70	070	070	0 70	070	0 70		070	
Science	All	1%	0%	1%	0%	-	0%	*	*	0%	3%	0%	1%	2%	0%	1%	*
	Students																_
	CWD	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	1%	0%	1%	0%	-	*	*	*	0%	3%	-	1%	2%	0%	2%	*
	EL	2%	-	2%	-	-	*	_	-	0%	*	0%	2%	2%	0%	4%	*
	Male	0%	0%	0%	0%	_	*	_	-	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	0%	3%	0%	_	*	*	*	0%	8%	0%	2%	4%	-	1%	*
		. , .	•	0.0	•					•	.	•		.,.			

Two or

Non

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)

Students Without Disabilitie In-School Suspensions	s	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
in concor cuspensions	Mala	50	22	14	11	0	0	0	2	44	
	Male		23			0	0	0	_	11	
	Female	7	5	0	2	0	0	0	0	0	
	Total	57	28	14	13	0	0	0	2	11	
Out-of-School Suspensions											
	Male	24	13	7	2	0	0	0	2	7	
	Female	0	0	0	0	0	0	0	0	0	
	Total	24	13	7	2	0	0	0	2	7	
Expulsions											

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

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

		Total	African			Indian or Alaska		Pacific	Two or More		Students D	with isabilities (Section
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities In-School Suspensions												
	Male	8	2	2	2	0	0	0	2	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	8	2	2	2	0	0	0	2	2		2
Out-of-School Suspensions												
•	Male	6	2	0	4	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	2	0	4	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	Ö	Ō	Ō	Ō	Ö	Ö	Ö	Ō	Ö		Ō
Without Educational	Male	0	0	0	0	0	0	0	0	0		0
Services	Female	0	0	0	0	0	0	0	0	0		0
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	0		Ö
Under Zero Tolerance Policies	Male	0	Ö	0	0	0	Ö	Ö	Ö	Ö		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	Ö	Ō	Ō	Ō	Ö	Ö	Ö	Ō	Ö		Ō
School-Related Arrests		-	-	-	•	-	•	-	•	-		•
2011001 1 1014104 7 11 10010	Male	0	0	0	0	0	0	0	0	0		0
	Female	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Õ		Ö
	Total	Ö	Ö	0	Õ	Ö	Ö	Õ	0	0		Ö
Referrals to Law Enforcement		O	Ū	Ū	O	O	O	O	O	O		O
Resolution to Law Ellionellielli	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 Studente	าบเสเ	U	U	U	U	U	U	U	U	U		U
All Students Chronic Absenteeism		40	_	•	-	6	•	•	0			
	Male	12	5	0	5	0	0	0	2	0	0	0
	Female	4	2	0	2	0	0	0	0	0	0	0
	Total	16	7	0	7	0	0	0	2	0	0	0

Students

	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	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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

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

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 6.3	Percent 21.2%
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	0.0	-

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

Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	*	2%	-	-
Mathematics	5,880	1%	*	2%	-	-
Grade 4						
Reading	6,312	2%	*	2%	*	2%
Mathematics	6,311	2%	*	2%	*	2%
Grade 5						
Reading	6,133	1%	*	2%	*	2%
Mathematics	6,131	1%	*	2%	*	2%
Science	6,133	1%	*	2%	*	2%

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 6 Reading	6,038	1%	5	2%	-	-
Mathematics	6,036	1%	5	2%	-	-
Grade 7 Reading	5,616	1%	5	3%	-	-
Mathematics	5,616	2%	5	3%	-	-
Grade 8 Reading	5,251	1%	*	2%	-	-
Mathematics	5,254	2%	*	2%	-	-
Science	5,250	1%	*	2%	-	-
End of Course English I	5,150	1%	*	1%	-	-
English II	4,680	1%	*	0%	-	-
Algebra I	5,122	1%	*	2%	-	-
Biology	4,954	1%	*	1%	-	-
All Grades All Subjects	101,751	1%	70	2%	20	2%
Reading	45,064	1%	31	2%	8	2%
Mathematics	40,350	1%	30	2%	8	2%
Science	16,337	1%	9	2%	*	2%

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

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 or Above

							70 At OI Above			
			% Belo	w Basic	% At or Al	oove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	_	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13

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

							% At o	r Above		
			% Belo	w Basic	% At or Al	ove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	•	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%

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.

^{&#}x27;*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.