

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

**Campus Name:** ADAMS EL  
**Campus ID:** 220901161  
**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>72%</b>	61%	81%	*	*	89%	-	*	69%	92%	*	74%	77%	68%	77%	-	*	-	*
	Students																					
	CWD	51%	46%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>74%</b>	65%	81%	*	-	89%	-	*	71%	100%	-	74%	78%	71%	79%	-	*	-	*
	EL	70%	69%	<b>77%</b>	*	81%	*	-	86%	-	*	75%	*	*	78%	77%	71%	84%	-	-	-	-
	Male	74%	68%	<b>68%</b>	54%	78%	*	*	*	-	*	65%	88%	*	71%	71%	68%	-	-	*	-	*
	Female	79%	73%	<b>77%</b>	70%	86%	*	-	83%	-	*	75%	*	*	79%	84%	-	77%	-	*	-	-
Mathematics	All	77%	71%	<b>75%</b>	70%	76%	*	*	100%	-	*	74%	77%	*	79%	73%	75%	74%	-	*	-	*
	Students																					
	CWD	52%	43%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	73%	<b>79%</b>	75%	78%	*	-	100%	-	*	78%	82%	-	79%	76%	79%	79%	-	*	-	*
	EL	74%	73%	<b>73%</b>	*	74%	*	-	100%	-	*	75%	*	*	76%	73%	72%	74%	-	-	-	-
	Male	77%	70%	<b>75%</b>	71%	79%	*	*	*	-	*	75%	78%	*	79%	72%	75%	-	-	*	-	*
	Female	78%	71%	<b>74%</b>	68%	71%	*	-	100%	-	*	74%	*	*	79%	74%	-	74%	-	*	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>69%</b>	58%	74%	*	*	71%	*	*	71%	62%	-	69%	71%	68%	69%	-	*	-	*
	Students																					
	CWD	46%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	69%	<b>69%</b>	58%	74%	*	*	71%	*	*	71%	62%	-	69%	71%	68%	69%	-	*	-	*
	EL	60%	56%	<b>71%</b>	*	71%	*	-	67%	*	-	76%	*	-	71%	71%	72%	71%	-	*	-	*
	Male	70%	64%	<b>68%</b>	65%	73%	*	*	*	-	*	67%	73%	-	68%	72%	68%	-	-	*	-	*
Female	75%	70%	<b>69%</b>	53%	74%	*	-	78%	*	-	73%	50%	-	69%	71%	-	69%	-	*	-	-	
Mathematics	All	77%	74%	<b>77%</b>	73%	80%	*	*	80%	*	*	86%	45%	*	78%	77%	70%	82%	-	*	-	*
	Students																					
	CWD	49%	49%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	81%	76%	<b>78%</b>	73%	82%	*	*	80%	*	*	87%	45%	-	78%	78%	71%	82%	-	*	-	*
	EL	72%	72%	<b>77%</b>	*	77%	*	-	83%	*	-	87%	*	*	78%	77%	67%	84%	-	*	-	*
	Male	77%	72%	<b>70%</b>	61%	76%	*	*	*	-	*	82%	*	*	71%	67%	70%	-	-	*	-	*
Female	78%	76%	<b>82%</b>	84%	83%	*	-	80%	*	-	89%	55%	-	82%	84%	-	82%	-	*	-	-	
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>73%</b>	58%	88%	*	-	75%	-	-	71%	80%	*	75%	81%	68%	77%	-	*	-	*
	Students																					
CWD	54%	47%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-

						African		American		Pacific		Two or Non Econ		Econ		Non Econ				Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWOD	87%	83%	<b>75%</b>	60%	90%	*	-	75%	-	-	73%	84%	-	75%	81%	72%	77%	-	*	-	*	
	EL	73%	70%	<b>81%</b>	*	93%	*	-	*	-	-	80%	*	-	81%	81%	71%	90%	-	-	-	-	
	Male	81%	77%	<b>68%</b>	55%	82%	*	-	*	-	-	69%	63%	*	72%	71%	68%	-	-	*	-	-	
	Female	86%	82%	<b>77%</b>	61%	95%	*	-	86%	-	-	73%	92%	-	77%	90%	-	77%	-	-	-	*	
Mathematics	All	90%	85%	<b>79%</b>	71%	79%	*	-	100%	-	-	77%	84%	*	82%	79%	73%	85%	-	*	-	*	
	Students																						
	CWD	70%	56%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	92%	89%	<b>82%</b>	74%	83%	*	-	100%	-	-	80%	89%	-	82%	79%	78%	85%	-	*	-	*	
	EL	86%	81%	<b>79%</b>	*	80%	*	-	100%	-	-	78%	*	-	79%	79%	71%	86%	-	-	-	-	
	Male	89%	84%	<b>73%</b>	64%	74%	*	-	100%	-	-	73%	63%	*	78%	71%	73%	-	-	*	-	-	
	Female	91%	86%	<b>85%</b>	78%	84%	*	-	100%	-	-	83%	92%	-	85%	86%	-	85%	-	-	-	*	
Science	All	75%	69%	<b>70%</b>	53%	81%	*	-	100%	-	-	69%	78%	*	74%	81%	64%	76%	-	*	-	*	
	Students																						
	CWD	48%	38%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	78%	72%	<b>74%</b>	58%	85%	*	-	100%	-	-	72%	82%	-	74%	81%	71%	76%	-	*	-	*	
	EL	62%	57%	<b>81%</b>	*	87%	*	-	100%	-	-	80%	*	-	81%	81%	71%	90%	-	-	-	-	
	Male	76%	69%	<b>64%</b>	48%	74%	*	-	100%	-	-	65%	*	*	71%	71%	64%	-	-	*	-	-	
	Female	75%	69%	<b>76%</b>	59%	89%	*	-	100%	-	-	73%	91%	-	76%	90%	-	76%	-	-	-	*	
Grade 6	All	68%	67%	<b>54%</b>	58%	47%	*	-	65%	-	*	53%	56%	*	56%	49%	48%	61%	-	*	-	*	
	Reading																						
	Students																						
	CWD	35%	33%	*	-	*	*	-	*	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	71%	70%	<b>56%</b>	58%	50%	*	-	69%	-	*	56%	56%	-	56%	52%	52%	61%	-	*	-	*	
	EL	42%	46%	<b>49%</b>	*	45%	*	-	*	-	-	48%	*	*	52%	49%	52%	43%	-	*	-	-	
	Male	63%	61%	<b>48%</b>	50%	37%	*	-	73%	-	-	46%	56%	*	52%	52%	48%	-	-	*	-	*	
	Female	72%	73%	<b>61%</b>	67%	59%	*	-	*	-	*	62%	*	-	61%	43%	-	61%	-	*	-	-	
Mathematics	All	76%	76%	<b>66%</b>	58%	67%	*	-	82%	-	*	68%	59%	*	69%	71%	65%	67%	-	*	-	*	
	Students																						
	CWD	50%	46%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	79%	80%	<b>69%</b>	58%	71%	*	-	88%	-	*	71%	63%	-	69%	76%	72%	67%	-	*	-	*	
	EL	61%	67%	<b>71%</b>	*	68%	*	-	75%	-	-	73%	*	*	76%	71%	77%	63%	-	*	-	-	
	Male	76%	76%	<b>65%</b>	56%	65%	*	-	82%	-	-	66%	60%	*	72%	77%	65%	-	-	*	-	*	
	Female	77%	77%	<b>67%</b>	60%	68%	*	-	83%	-	*	69%	*	*	67%	63%	-	67%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 3</b>																							
	All	43%	35%	<b>36%</b>	30%	38%	*	*	67%	-	*	36%	33%	*	38%	35%	36%	36%	-	*	-	*	
	Reading																						
	Students																						
	CWD	28%	21%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	44%	36%	<b>38%</b>	30%	39%	*	-	67%	-	*	37%	40%	-	38%	37%	39%	36%	-	*	-	*	
	EL	32%	32%	<b>35%</b>	*	31%	*	-	71%	-	*	35%	*	*	37%	35%	38%	32%	-	-	-	-	
	Male	40%	33%	<b>36%</b>	29%	43%	*	*	*	-	*	38%	25%	*	39%	38%	36%	-	-	*	-	*	
	Female	45%	37%	<b>36%</b>	30%	29%	*	-	83%	-	*	35%	*	*	36%	32%	-	36%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>37%</b>	28%	39%	*	*	78%	-	*	37%	38%	*	40%	41%	39%	35%	-	*	-	*
	Students																					
	CWD	30%	23%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	48%	38%	<b>40%</b>	33%	41%	*	-	78%	-	*	40%	45%	-	40%	43%	42%	38%	-	*	-	*
	EL	39%	38%	<b>41%</b>	*	37%	*	-	86%	-	*	40%	*	*	43%	41%	44%	37%	-	-	-	-
	Male	47%	38%	<b>39%</b>	33%	42%	*	*	*	-	*	38%	44%	*	42%	44%	39%	-	-	*	-	*
	Female	45%	35%	<b>35%</b>	23%	36%	*	-	83%	-	*	36%	*	*	38%	37%	-	35%	-	*	-	-
Grade 4	All	45%	40%	<b>39%</b>	42%	32%	*	*	43%	*	*	40%	33%	-	39%	41%	46%	33%	-	*	-	*
	Students																					
	CWD	28%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	41%	<b>39%</b>	42%	32%	*	*	43%	*	*	40%	33%	-	39%	41%	46%	33%	-	*	-	*
	EL	29%	28%	<b>41%</b>	*	36%	*	-	50%	*	-	46%	*	-	41%	41%	50%	35%	-	*	-	*
	Male	43%	39%	<b>46%</b>	47%	47%	*	*	*	-	*	50%	36%	-	46%	50%	46%	-	-	*	-	*
	Female	47%	42%	<b>33%</b>	37%	22%	*	-	56%	*	-	33%	30%	-	33%	35%	-	33%	-	*	-	-
Mathematics	All	48%	40%	<b>51%</b>	43%	55%	*	*	60%	*	*	57%	32%	*	53%	53%	50%	53%	-	*	-	*
	Students																					
	CWD	29%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>53%</b>	43%	58%	*	*	60%	*	*	58%	32%	-	53%	55%	52%	53%	-	*	-	*
	EL	38%	35%	<b>53%</b>	*	53%	*	-	58%	*	-	60%	*	*	55%	53%	52%	53%	-	*	-	*
	Male	48%	41%	<b>50%</b>	39%	53%	*	*	*	-	*	58%	*	*	52%	52%	50%	-	-	*	-	*
	Female	47%	40%	<b>53%</b>	47%	57%	*	-	60%	*	-	57%	36%	-	53%	53%	-	53%	-	*	-	-
Grade 5	All	53%	49%	<b>37%</b>	27%	44%	*	-	58%	-	-	35%	45%	*	38%	38%	30%	44%	-	*	-	*
	Students																					
	CWD	30%	25%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	56%	51%	<b>38%</b>	28%	45%	*	-	58%	-	-	36%	47%	-	38%	38%	32%	44%	-	*	-	*
	EL	35%	30%	<b>38%</b>	*	43%	*	-	*	-	-	39%	*	-	38%	38%	19%	57%	-	-	-	-
	Male	50%	46%	<b>30%</b>	27%	27%	*	-	*	-	-	31%	25%	*	32%	19%	30%	-	-	*	-	-
	Female	56%	51%	<b>44%</b>	26%	63%	*	-	57%	-	-	40%	58%	-	44%	57%	-	44%	-	-	-	*
Mathematics	All	57%	50%	<b>50%</b>	27%	67%	*	-	92%	-	-	50%	53%	*	53%	64%	49%	52%	-	*	-	*
	Students																					
	CWD	34%	24%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	60%	52%	<b>53%</b>	29%	70%	*	-	92%	-	-	53%	56%	-	53%	64%	54%	52%	-	*	-	*
	EL	46%	39%	<b>64%</b>	*	67%	*	-	80%	-	-	66%	*	-	64%	64%	62%	67%	-	-	-	-
	Male	57%	49%	<b>49%</b>	23%	65%	*	-	100%	-	-	50%	38%	*	54%	62%	49%	-	-	*	-	-
	Female	58%	50%	<b>52%</b>	30%	68%	*	-	86%	-	-	50%	58%	-	52%	67%	-	52%	-	-	-	*
Science	All	40%	34%	<b>30%</b>	9%	40%	*	-	67%	-	-	31%	22%	*	31%	43%	26%	33%	-	*	-	*
	Students																					
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	42%	35%	<b>31%</b>	10%	43%	*	-	67%	-	-	33%	24%	-	31%	43%	29%	33%	-	*	-	*
	EL	24%	18%	<b>43%</b>	*	53%	*	-	40%	-	-	41%	*	-	43%	43%	33%	52%	-	-	-	-
	Male	42%	35%	<b>26%</b>	10%	35%	*	-	60%	-	-	28%	*	*	29%	33%	26%	-	-	*	-	-
	Female	38%	32%	<b>33%</b>	9%	47%	*	-	71%	-	-	35%	27%	-	33%	52%	-	33%	-	-	-	*

					African	American	Two or Non		Econ		Non										Foster	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Grade 6 Reading	All	38%	37%	<b>20%</b>	16%	17%	*	-	35%	-	*	21%	13%	*	21%	17%	22%	17%	-	*	-	*
	Students																					
	CWD	22%	22%	*	-	*	*	-	*	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>21%</b>	16%	18%	*	-	38%	-	*	23%	13%	-	21%	18%	24%	17%	-	*	-	*
	EL	14%	15%	<b>17%</b>	*	23%	*	-	*	-	-	19%	*	*	18%	17%	19%	14%	-	*	-	-
	Male	34%	32%	<b>22%</b>	13%	21%	*	-	36%	-	-	22%	22%	*	24%	19%	22%	-	-	*	-	*
	Female	42%	42%	<b>17%</b>	20%	12%	*	-	*	-	*	21%	*	-	17%	14%	-	17%	-	*	-	-
Mathematics	All	43%	46%	<b>39%</b>	29%	36%	*	-	65%	-	*	40%	35%	*	42%	47%	39%	40%	-	*	-	*
	Students																					
	CWD	23%	27%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	46%	48%	<b>42%</b>	29%	40%	*	-	69%	-	*	43%	38%	-	42%	53%	43%	40%	-	*	-	*
	EL	24%	31%	<b>47%</b>	*	44%	*	-	50%	-	-	48%	*	*	53%	47%	45%	50%	-	*	-	-
	Male	44%	46%	<b>39%</b>	31%	40%	*	-	55%	-	-	39%	40%	*	43%	45%	39%	-	-	*	-	*
	Female	42%	46%	<b>40%</b>	27%	32%	*	-	83%	-	*	42%	*	*	40%	50%	-	40%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3 Reading	All	24%	19%	<b>19%</b>	16%	19%	*	*	44%	-	*	19%	17%	*	19%	19%	21%	16%	-	*	-	*
	Students																					
	CWD	9%	7%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	26%	20%	<b>19%</b>	15%	19%	*	-	44%	-	*	19%	20%	-	19%	20%	24%	14%	-	*	-	*
	EL	15%	16%	<b>19%</b>	*	19%	*	-	43%	-	*	20%	*	*	20%	19%	25%	11%	-	-	-	-
	Male	22%	17%	<b>21%</b>	17%	30%	*	*	*	-	*	23%	13%	*	24%	25%	21%	-	-	*	-	*
	Female	26%	20%	<b>16%</b>	15%	0%	*	-	50%	-	*	15%	*	*	14%	11%	-	16%	-	*	-	-
Mathematics	All	22%	15%	<b>17%</b>	7%	18%	*	*	56%	-	*	16%	23%	*	18%	25%	18%	15%	-	*	-	*
	Students																					
	CWD	12%	5%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	16%	<b>18%</b>	8%	19%	*	-	56%	-	*	17%	27%	-	18%	26%	19%	17%	-	*	-	*
	EL	17%	16%	<b>25%</b>	*	19%	*	-	57%	-	*	23%	*	*	26%	25%	28%	21%	-	-	-	-
	Male	23%	17%	<b>18%</b>	8%	17%	*	*	*	-	*	15%	33%	*	19%	28%	18%	-	-	*	-	*
	Female	21%	14%	<b>15%</b>	5%	21%	*	-	50%	-	*	17%	*	*	17%	21%	-	15%	-	*	-	-
Grade 4 Reading	All	23%	19%	<b>19%</b>	19%	13%	*	*	21%	*	*	20%	14%	-	19%	16%	17%	20%	-	*	-	*
	Students																					
	CWD	9%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	20%	<b>19%</b>	19%	13%	*	*	21%	*	*	20%	14%	-	19%	16%	17%	20%	-	*	-	*
	EL	12%	11%	<b>16%</b>	*	11%	*	-	25%	*	-	20%	*	-	16%	16%	11%	19%	-	*	-	*
	Male	22%	18%	<b>17%</b>	18%	13%	*	*	*	-	*	17%	18%	-	17%	11%	17%	-	-	*	-	*
	Female	25%	21%	<b>20%</b>	21%	13%	*	-	33%	*	-	22%	10%	-	20%	19%	-	20%	-	*	-	-
Mathematics	All	26%	20%	<b>31%</b>	16%	38%	*	*	47%	*	*	35%	14%	*	31%	40%	34%	28%	-	*	-	*
	Students																					
	CWD	11%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-

					African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	28%	21%	<b>31%</b>	16%	39%	*	*	47%	*	*	36%	14%	-	31%	41%	36%	28%	-	*	-	*	
	EL	18%	14%	<b>40%</b>	*	40%	*	-	50%	*	-	44%	*	*	41%	40%	48%	34%	-	*	-	*	
	Male	27%	21%	<b>34%</b>	17%	41%	*	*	*	-	*	42%	*	*	36%	48%	34%	-	-	*	-	*	
	Female	25%	19%	<b>28%</b>	16%	35%	*	-	40%	*	-	30%	18%	-	28%	34%	-	28%	-	*	-	-	
Grade 5																							
Reading	All	26%	23%	<b>15%</b>	9%	12%	*	-	50%	-	-	15%	15%	*	15%	7%	12%	17%	-	*	-	*	
	Students																						
	CWOD	9%	7%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	27%	24%	<b>15%</b>	9%	13%	*	-	50%	-	-	15%	16%	-	15%	7%	13%	17%	-	*	-	*	
	EL	12%	8%	<b>7%</b>	*	7%	*	-	*	-	-	7%	*	-	7%	7%	5%	10%	-	-	-	-	
	Male	24%	21%	<b>12%</b>	9%	9%	*	-	*	-	-	14%	0%	*	13%	5%	12%	-	-	*	-	-	
	Female	28%	25%	<b>17%</b>	9%	16%	*	-	57%	-	-	15%	25%	-	17%	10%	-	17%	-	-	-	*	
Mathematics	All	30%	24%	<b>26%</b>	16%	36%	*	-	42%	-	-	27%	21%	*	28%	36%	25%	27%	-	*	-	*	
	Students																						
	CWOD	13%	7%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	31%	26%	<b>28%</b>	17%	38%	*	-	42%	-	-	29%	22%	-	28%	36%	28%	27%	-	*	-	*	
	EL	19%	13%	<b>36%</b>	*	40%	*	-	20%	-	-	37%	*	-	36%	36%	38%	33%	-	-	-	-	
	Male	29%	24%	<b>25%</b>	5%	39%	*	-	60%	-	-	27%	13%	*	28%	38%	25%	-	-	*	-	-	
	Female	30%	24%	<b>27%</b>	26%	32%	*	-	29%	-	-	28%	25%	-	27%	33%	-	27%	-	-	-	*	
Science	All	16%	13%	<b>14%</b>	5%	19%	*	-	33%	-	-	17%	0%	*	15%	19%	12%	16%	-	*	-	*	
	Students																						
	CWOD	9%	5%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	17%	14%	<b>15%</b>	5%	20%	*	-	33%	-	-	18%	0%	-	15%	19%	13%	16%	-	*	-	*	
	EL	7%	4%	<b>19%</b>	*	23%	*	-	20%	-	-	20%	*	-	19%	19%	10%	29%	-	-	-	-	
	Male	18%	14%	<b>12%</b>	5%	13%	*	-	40%	-	-	14%	*	*	13%	10%	12%	-	-	*	-	-	
	Female	15%	12%	<b>16%</b>	5%	26%	*	-	29%	-	-	20%	0%	-	16%	29%	-	16%	-	-	-	*	
Grade 6																							
Reading	All	18%	17%	<b>7%</b>	6%	6%	*	-	12%	-	*	8%	0%	*	7%	6%	8%	5%	-	*	-	*	
	Students																						
	CWOD	8%	6%	*	-	*	*	-	*	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	20%	19%	<b>7%</b>	6%	6%	*	-	13%	-	*	8%	0%	-	7%	6%	9%	5%	-	*	-	*	
	EL	4%	5%	<b>6%</b>	*	9%	*	-	*	-	-	6%	*	*	6%	6%	5%	7%	-	*	-	-	
	Male	15%	13%	<b>8%</b>	6%	5%	*	-	18%	-	-	10%	0%	*	9%	5%	8%	-	-	*	-	*	
	Female	22%	22%	<b>5%</b>	7%	6%	*	-	*	-	*	6%	*	-	5%	7%	-	5%	-	*	-	-	
Mathematics	All	18%	21%	<b>20%</b>	10%	18%	*	-	53%	-	*	22%	12%	*	22%	21%	22%	19%	-	*	-	*	
	Students																						
	CWOD	9%	7%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	19%	22%	<b>22%</b>	10%	20%	*	-	56%	-	*	24%	13%	-	22%	24%	24%	19%	-	*	-	*	
	EL	6%	9%	<b>21%</b>	*	20%	*	-	38%	-	-	24%	*	*	24%	21%	23%	19%	-	*	-	*	
	Male	18%	21%	<b>22%</b>	13%	20%	*	-	45%	-	-	22%	20%	*	24%	23%	22%	-	-	*	-	*	
	Female	17%	21%	<b>19%</b>	7%	16%	*	-	67%	-	*	22%	*	*	19%	19%	-	19%	-	*	-	-	

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

				African		American		Pacific		Two or More		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
All Grades	All Subjects	All	77%	72%	<b>71%</b>	63%	75%	58%	*	83%	*	100%	71%	69%	22%	73%	74%	67%	75%	-	43%	-	83%								
	Students	CWD	45%	38%	<b>22%</b>	*	*	*	*	-	-	21%	*	22%	-	*	18%	*	-	-	-	-	-								
		CWOD	80%	76%	<b>73%</b>	65%	78%	63%	*	84%	*	100%	73%	71%	-	73%	75%	71%	75%	-	43%	-	83%								
		EL	60%	59%	<b>74%</b>	64%	76%	50%	-	77%	*	*	76%	54%	*	75%	74%	70%	78%	-	*	-	*								
		Male	74%	69%	<b>67%</b>	58%	72%	43%	*	81%	-	100%	67%	64%	18%	71%	70%	67%	-	-	50%	-	83%								
		Female	79%	76%	<b>75%</b>	67%	79%	71%	-	84%	*	*	75%	74%	*	75%	78%	-	75%	-	36%	-	83%								
Reading	All	All	73%	68%	<b>67%</b>	59%	73%	55%	*	73%	*	100%	66%	71%	*	69%	70%	63%	71%	-	*	-	*								
	Students	CWD	39%	32%	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-								
		CWOD	77%	72%	<b>69%</b>	61%	74%	61%	*	75%	*	100%	68%	73%	-	69%	72%	66%	72%	-	*	-	*								
		EL	52%	51%	<b>70%</b>	69%	75%	50%	-	63%	*	*	71%	63%	*	72%	70%	67%	74%	-	*	-	*								
		Male	69%	64%	<b>63%</b>	56%	68%	*	*	71%	-	*	61%	69%	*	66%	67%	63%	-	-	*	-	*								
		Female	77%	73%	<b>71%</b>	62%	78%	70%	-	75%	*	*	71%	73%	*	72%	74%	-	71%	-	*	-	*								
Mathematics	All	All	80%	75%	<b>74%</b>	69%	75%	62%	*	89%	*	100%	76%	65%	27%	77%	75%	71%	78%	-	57%	-	100%								
	Students	CWD	52%	42%	<b>27%</b>	*	*	*	*	-	-	28%	*	27%	-	*	*	*	-	-	-	-	-								
		CWOD	83%	79%	<b>77%</b>	71%	79%	68%	*	90%	*	100%	79%	67%	-	77%	78%	75%	79%	-	57%	-	100%								
		EL	70%	69%	<b>75%</b>	65%	75%	54%	-	88%	*	*	79%	44%	*	78%	75%	72%	78%	-	*	-	*								
		Male	78%	73%	<b>71%</b>	64%	74%	50%	*	88%	-	*	73%	59%	*	75%	72%	71%	-	-	71%	-	*								
		Female	82%	78%	<b>78%</b>	73%	77%	73%	-	90%	*	*	79%	71%	*	79%	78%	-	78%	-	*	-	*								
Science	All	All	79%	74%	<b>70%</b>	53%	81%	*	-	100%	-	-	69%	78%	*	74%	81%	64%	76%	-	*	-	*								
	Students	CWD	48%	40%	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-								
		CWOD	82%	78%	<b>74%</b>	58%	85%	*	-	100%	-	-	72%	82%	-	74%	81%	71%	76%	-	*	-	*								
		EL	58%	57%	<b>81%</b>	*	87%	*	-	100%	-	-	80%	*	-	81%	81%	71%	90%	-	-	-	-								
		Male	78%	72%	<b>64%</b>	48%	74%	*	-	100%	-	-	65%	*	*	71%	71%	64%	-	-	*	-	-								
		Female	80%	77%	<b>76%</b>	59%	89%	*	-	100%	-	-	73%	91%	-	76%	90%	-	76%	-	-	-	*								

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

All Grades	All Subjects	All	47%	42%	<b>38%</b>	28%	41%	31%	*	61%	*	50%	39%	34%	2%	40%	43%	37%	39%	-	13%	-	25%
	Students	CWD	23%	19%	<b>2%</b>	*	*	*	*	-	-	3%	*	2%	-	*	0%	*	-	-	-	-	-
		CWOD	50%	45%	<b>40%</b>	29%	43%	34%	*	62%	*	50%	40%	36%	-	40%	44%	40%	39%	-	13%	-	25%
		EL	26%	25%	<b>43%</b>	38%	44%	19%	-	52%	*	*	45%	23%	*	44%	43%	40%	45%	-	*	-	*
		Male	45%	40%	<b>37%</b>	28%	41%	29%	*	53%	-	67%	38%	31%	0%	40%	40%	37%	-	-	6%	-	33%
		Female	50%	45%	<b>39%</b>	28%	41%	33%	-	67%	*	*	39%	37%	*	39%	45%	-	39%	-	21%	-	17%
Reading	All	All	46%	41%	<b>33%</b>	29%	33%	30%	*	48%	*	40%	33%	32%	*	34%	34%	33%	33%	-	*	-	*
	Students	CWD	22%	18%	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	48%	44%	<b>34%</b>	29%	34%	33%	*	49%	*	40%	34%	33%	-	34%	35%	35%	33%	-	*	-	*
		EL	21%	21%	<b>34%</b>	38%	34%	17%	-	41%	*	*	36%	13%	*	35%	34%	31%	36%	-	*	-	*



				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>33%</b>	29%	34%	*	*	38%	-	*	34%	28%	*	35%	31%	33%	-	-	*	-	*	
	Female	50%	47%	<b>33%</b>	29%	32%	30%	-	57%	*	*	33%	36%	*	33%	36%	-	33%	-	*	-	*	
Mathematics	All	48%	42%	<b>45%</b>	31%	50%	33%	*	72%	*	60%	46%	39%	0%	47%	51%	44%	45%	-	21%	-	20%	
	Students																						
	CWD	26%	21%	<b>0%</b>	*	*	*	*	*	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
	CWOD	51%	45%	<b>47%</b>	33%	53%	37%	*	73%	*	60%	48%	42%	-	47%	54%	48%	47%	-	21%	-	20%	
	EL	33%	31%	<b>51%</b>	53%	51%	23%	-	66%	*	*	54%	28%	*	54%	51%	51%	52%	-	*	-	*	
	Male	47%	41%	<b>44%</b>	31%	50%	30%	*	67%	-	*	45%	38%	*	48%	51%	44%	-	-	14%	-	*	
	Female	49%	44%	<b>45%</b>	32%	49%	36%	-	76%	*	*	46%	41%	*	47%	52%	-	45%	-	*	-	*	
Science	All	49%	46%	<b>30%</b>	9%	40%	*	-	67%	-	-	31%	22%	*	31%	43%	26%	33%	-	*	-	*	
	Students																						
	CWD	23%	18%	<b>*</b>	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	52%	49%	<b>31%</b>	10%	43%	*	-	67%	-	-	33%	24%	-	31%	43%	29%	33%	-	*	-	*	
	EL	21%	20%	<b>43%</b>	*	53%	*	-	40%	-	-	41%	*	*	43%	43%	33%	52%	-	-	-	-	
	Male	50%	45%	<b>26%</b>	10%	35%	*	-	60%	-	-	28%	*	*	29%	33%	26%	-	-	*	-	-	
	Female	49%	46%	<b>33%</b>	9%	47%	*	-	71%	-	-	35%	27%	-	33%	52%	-	33%	-	-	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>19%</b>	11%	20%	11%	*	38%	*	20%	20%	13%	2%	19%	22%	19%	19%	-	0%	-	8%	
	Students																						
	CWD	8%	5%	<b>2%</b>	*	*	*	*	*	-	-	3%	*	2%	-	*	0%	*	-	-	-	-	
	CWOD	23%	20%	<b>19%</b>	12%	21%	12%	*	39%	*	20%	21%	13%	-	19%	22%	20%	19%	-	0%	-	8%	
	EL	9%	8%	<b>22%</b>	15%	21%	12%	-	32%	*	*	23%	9%	*	22%	22%	22%	22%	-	*	-	*	
	Male	20%	17%	<b>19%</b>	11%	21%	10%	*	38%	-	33%	20%	13%	0%	20%	22%	19%	-	-	0%	-	17%	
	Female	22%	20%	<b>19%</b>	12%	19%	13%	-	39%	*	*	20%	13%	*	19%	22%	-	19%	-	0%	-	0%	
Reading	All	19%	16%	<b>15%</b>	13%	13%	10%	*	29%	*	20%	16%	12%	*	15%	12%	15%	15%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>*</b>	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	20%	18%	<b>15%</b>	13%	13%	11%	*	29%	*	20%	16%	12%	-	15%	13%	16%	15%	-	*	-	*	
	EL	7%	7%	<b>12%</b>	6%	11%	8%	-	22%	*	*	14%	0%	*	13%	12%	12%	13%	-	*	-	*	
	Male	16%	13%	<b>15%</b>	13%	15%	*	*	21%	-	*	16%	8%	*	16%	12%	15%	-	-	*	-	*	
	Female	22%	20%	<b>15%</b>	13%	10%	20%	-	36%	*	*	15%	15%	*	15%	13%	-	15%	-	*	-	*	
Mathematics	All	23%	20%	<b>23%</b>	12%	28%	14%	*	49%	*	20%	25%	17%	0%	25%	31%	24%	23%	-	0%	-	20%	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	*	*	*	*	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
	CWOD	25%	21%	<b>25%</b>	13%	29%	16%	*	50%	*	20%	26%	18%	-	25%	33%	26%	23%	-	0%	-	20%	
	EL	13%	11%	<b>31%</b>	29%	30%	15%	-	44%	*	*	33%	17%	*	33%	31%	34%	28%	-	*	-	*	
	Male	23%	19%	<b>24%</b>	10%	29%	20%	*	54%	-	*	25%	19%	*	26%	34%	24%	-	-	0%	-	*	
	Female	24%	20%	<b>23%</b>	14%	27%	9%	-	45%	*	*	24%	15%	*	23%	28%	-	23%	-	*	-	*	
Science	All	22%	20%	<b>14%</b>	5%	19%	*	-	33%	-	-	17%	0%	*	15%	19%	12%	16%	-	*	-	*	
	Students																						
	CWD	7%	4%	<b>*</b>	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	15%	5%	20%	*	-	33%	-	-	18%	0%	-	15%	19%	13%	16%	-	*	-	*
EL	5%	5%	19%	*	23%	*	-	20%	-	-	20%	*	-	19%	19%	10%	29%	-	-	-	-
Male	23%	20%	12%	5%	13%	*	-	40%	-	-	14%	*	*	13%	10%	12%	-	-	*	-	-
Female	21%	20%	16%	5%	26%	*	-	29%	-	-	20%	0%	-	16%	29%	-	16%	-	-	-	*

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Academic Growth Score</b>												
<b>Reading</b>												
All Students	60	55	61	46	*	76	*	*	60	*	67	
CWD	*	*	*	*	-	*	-	-	*	*	*	
CWOD	61	57	60	50	*	78	*	*	61	-	68	
EL	67	75	64	*	-	74	*	-	67	*	67	
Male	60	48	67	*	*	75	-	*	61	*	63	
Female	61	62	55	*	-	78	*	*	60	-	70	
<b>Mathematics</b>												
All Students	77	68	80	64	*	93	*	*	78	85	84	
CWD	85	*	88	*	-	*	-	-	100	85	83	
CWOD	76	69	79	62	*	93	*	*	77	-	84	
EL	84	90	82	75	-	94	*	-	86	83	84	
Male	79	67	82	83	*	95	-	*	83	83	84	
Female	74	70	78	*	-	90	*	*	74	*	83	

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
330	61	18%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	43	34	45	33	*	61	*	*	43	*	46	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

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

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

			African Campus	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	99%	100%	100%	*	100%	*	100%	100%	99%	95%	100%	100%	100%	100%	-
	CWD	95%	90%	100%	*	*	*	-	-	94%	100%	95%	-	100%	100%	78%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	-	100%	*	*	99%	100%	78%	100%	100%	-	100%	-
Reading	All Students	100%	99%	100%	100%	*	100%	*	100%	100%	100%	93%	100%	100%	100%	99%	-
	CWD	93%	86%	*	*	*	*	-	-	92%	*	93%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	*	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%	-	-
	Female	99%	99%	100%	100%	-	100%	*	*	99%	100%	*	100%	100%	100%	-	99%
Mathematics	All Students	100%	99%	100%	100%	*	100%	*	100%	100%	99%	96%	100%	100%	100%	99%	-
	CWD	96%	90%	100%	*	*	*	-	-	95%	*	96%	-	100%	100%	83%	-
	CWOD	100%	99%	100%	100%	*	100%	*	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	-	*	100%	97%	100%	99%	100%	100%	-	-
	Female	99%	99%	100%	100%	-	100%	*	*	99%	100%	83%	100%	100%	100%	-	99%
Science	All Students	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	-	-	-	-	-	*	*	100%	-	-	100%	-	-
	CWOD	100%	100%	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	100%	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	1%	0%	0%	*	0%	*	0%	0%	1%	5%	0%	0%	0%	0%	-
	CWD	5%	10%	0%	*	*	*	-	-	6%	0%	5%	-	0%	0%	22%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	-	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	-	0%	*	*	1%	0%	22%	0%	0%	0%	-	0%
Reading	All Students	0%	1%	0%	0%	*	0%	*	0%	0%	0%	7%	0%	0%	0%	1%	-
	CWD	7%	14%	*	*	*	*	-	-	8%	*	7%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-

		African	American		American	Asian	Pacific	Two or	Econ	Non							
		Campus	American	Hispanic	White	Indian	Islander	Races	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant
EL		0%	0%	0%	0%	-	0%	*	*	0%	0%	*	0%	0%	0%	0%	-
Male		0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
Female		1%	1%	0%	0%	-	0%	*	*	1%	0%	*	0%	0%	-	1%	-
Mathematics	All	0%	1%	0%	0%	*	0%	*	0%	0%	1%	4%	0%	0%	0%	1%	-
	Students																
	CWD	4%	10%	0%	*	*	*	-	-	5%	*	4%	-	0%	0%	17%	-
	CWOD	0%	1%	0%	0%	*	0%	*	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	-	*	0%	3%	0%	1%	0%	0%	-	-
	Female	1%	1%	0%	0%	-	0%	*	*	1%	0%	17%	0%	0%	-	1%	-
Science	All	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	*	-	-	-	-	-	*	*	0%	-	-	0%	-	-
	CWOD	0%	0%	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	0%	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	0%	-	-	0%	0%	-	0%	0%	-	0%	-

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	10	5	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	7	5	*	*	*	*	*	*		
<b>Out-of-School Suspensions</b>												
	Male	28	22	*	*	*	*	*	*	*		
	Female	15	13	*	*	*	*	*	*	*		
	Total	43	35	6	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	8	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	58	17	29	8	*	*	*	*	14	14	*
	Female	51	17	20	5	*	5	*	*	17	5	*
	Total	109	34	49	13	*	7	*	*	31	19	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs											
	Male	46	11	23	5	*	5	*	*	23	5
	Female	40	17	14	*	*	5	*	*	17	*
	Total	86	28	37	7	*	10	*	*	40	7
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	11.9	21.9%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.9	3.7%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.5	2.9%

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** AMOS EL

**Campus ID:** 220901124

**District Name:** ARLINGTON ISD

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

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

**Part (ii): Student Achievement by Proficiency Level**

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

Grade	Subject	All	State	District	Campus	African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
						American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military											
						State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military								
<b>STAAR Percent at Approaches Grade Level or Above</b>																																			
<b>Grade 3</b>																																			
Reading	All	77%	70%	<b>87%</b>	86%	88%	86%	-	*	-	*	85%	90%	*	90%	88%	90%	84%	*	-	-	-													
	Students																																		
	CWD	51%	46%	*	-	*	*	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-													
	CWOD	79%	72%	<b>90%</b>	86%	90%	83%	-	*	-	*	88%	90%	-	90%	88%	92%	88%	*	-	-	-													
	EL	70%	69%	<b>88%</b>	*	89%	*	-	*	-	-	88%	*	*	88%	88%	93%	82%	*	-	-	-													
	Male	74%	68%	<b>90%</b>	*	90%	*	-	*	-	-	88%	83%	*	92%	93%	90%	-	*	-	-	-													
	Female	79%	73%	<b>84%</b>	*	86%	*	-	*	-	*	81%	*	*	88%	82%	-	84%	-	-	-	-													
Mathematics	All	77%	71%	<b>82%</b>	86%	80%	86%	-	83%	-	*	83%	80%	*	83%	85%	91%	72%	*	-	-	-													
	Students																																		
	CWD	52%	43%	*	-	*	*	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-													
	CWOD	80%	73%	<b>83%</b>	86%	78%	83%	-	100%	-	*	83%	80%	-	83%	85%	93%	71%	*	-	-	-													
	EL	74%	73%	<b>85%</b>	*	80%	*	-	100%	-	-	88%	*	*	85%	85%	100%	64%	*	-	-	-													
	Male	77%	70%	<b>91%</b>	*	90%	100%	-	*	-	-	92%	83%	*	93%	100%	91%	-	*	-	-	-													
	Female	78%	71%	<b>72%</b>	*	64%	*	-	*	-	*	71%	*	*	71%	64%	-	72%	-	-	-	-													
<b>Grade 4</b>																																			
Reading	All	72%	67%	<b>78%</b>	77%	79%	67%	-	*	-	*	76%	90%	42%	90%	64%	75%	83%	-	-	-	-													
	Students																																		
	CWD	46%	47%	<b>42%</b>	*	*	*	-	-	-	-	*	*	42%	-	*	*	*	-	-	-	-													
	CWOD	75%	69%	<b>90%</b>	82%	89%	100%	-	*	-	*	87%	100%	-	90%	86%	89%	90%	-	-	-	-													
	EL	60%	56%	<b>64%</b>	-	67%	*	-	*	-	-	62%	*	*	86%	64%	64%	*	-	-	-	-													
	Male	70%	64%	<b>75%</b>	*	79%	*	-	*	-	*	76%	*	*	89%	64%	75%	-	-	-	-	-													
	Female	75%	70%	<b>83%</b>	78%	80%	*	-	*	-	-	75%	100%	*	90%	*	-	83%	-	-	-	-													
Mathematics	All	77%	74%	<b>73%</b>	62%	75%	67%	-	*	-	*	71%	80%	58%	77%	64%	71%	74%	-	-	-	-													
	Students																																		
	CWD	49%	49%	<b>58%</b>	*	83%	*	-	-	-	-	60%	*	58%	-	*	56%	*	-	-	-	-													
	CWOD	81%	76%	<b>77%</b>	64%	72%	100%	-	*	-	*	74%	88%	-	77%	71%	79%	75%	-	-	-	-													
	EL	72%	72%	<b>64%</b>	-	67%	*	-	*	-	-	69%	*	*	71%	64%	64%	*	-	-	-	-													
	Male	77%	72%	<b>71%</b>	*	79%	*	-	*	-	*	72%	*	56%	79%	64%	71%	-	-	-	-	-													
	Female	78%	76%	<b>74%</b>	67%	70%	*	-	*	-	-	69%	86%	*	75%	*	-	74%	-	-	-	-													
<b>Grade 5</b>																																			
Reading	All	83%	80%	<b>92%</b>	80%	92%	100%	-	100%	-	-	91%	100%	83%	93%	86%	86%	97%	-	-	-	-													
	Students																																		
	CWD	54%	47%	<b>83%</b>	*	*	*	-	-	-	-	83%	-	83%	-	*	*	*	-	-	-	-													
	CWOD	87%	83%	<b>93%</b>	89%	91%	100%	-	100%	-	-	91%	100%	-	93%	85%	88%	97%	-	-	-	-													
	EL	73%	70%	<b>86%</b>	-	83%	*	-	*	-	85%	*	*	85%	86%	75%	100%	-	-	-	-														

				African	Hispanic	White	American	Asian	Pacific	Two	More	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
	Male	81%	77%	<b>86%</b>	*	86%	100%	-	*	-	-	84%	*	*	88%	75%	86%	-	-	-	-	-	-
	Female	86%	82%	<b>97%</b>	*	96%	*	-	*	-	-	96%	100%	*	97%	100%	-	97%	-	-	-	-	-
Mathematics	All	90%	85%	<b>92%</b>	80%	92%	100%	-	100%	-	-	91%	100%	83%	93%	79%	90%	94%	-	-	-	-	-
	Students																						
	CWD	70%	56%	<b>83%</b>	*	*	*	-	-	-	-	83%	-	83%	-	*	*	*	-	-	-	-	-
	CWOD	92%	89%	<b>93%</b>	89%	91%	100%	-	100%	-	-	91%	100%	-	93%	77%	92%	93%	-	-	-	-	-
	EL	86%	81%	<b>79%</b>	-	75%	*	-	*	-	-	77%	*	*	77%	79%	88%	*	-	-	-	-	-
	Male	89%	84%	<b>90%</b>	*	93%	100%	-	*	-	-	88%	*	*	92%	88%	90%	-	-	-	-	-	-
	Female	91%	86%	<b>94%</b>	*	91%	*	-	*	-	-	93%	*	*	93%	*	-	94%	-	-	-	-	-
Science	All	75%	69%	<b>89%</b>	80%	86%	100%	-	100%	-	-	87%	100%	100%	87%	79%	86%	91%	-	-	-	-	-
	Students																						
	CWD	48%	38%	<b>100%</b>	*	*	*	-	-	-	-	100%	-	100%	-	*	*	*	-	-	-	-	-
	CWOD	78%	72%	<b>87%</b>	78%	85%	100%	-	100%	-	-	85%	100%	-	87%	77%	85%	90%	-	-	-	-	-
	EL	62%	57%	<b>79%</b>	-	75%	*	-	*	-	-	77%	*	*	77%	79%	75%	83%	-	-	-	-	-
	Male	76%	69%	<b>86%</b>	*	86%	100%	-	*	-	-	84%	*	*	85%	75%	86%	-	-	-	-	-	-
	Female	75%	69%	<b>91%</b>	*	87%	*	-	*	-	-	89%	*	*	90%	83%	-	91%	-	-	-	-	-
Grade 6	All	68%	67%	<b>66%</b>	55%	67%	*	-	100%	-	-	60%	81%	55%	69%	*	65%	67%	-	*	-	-	-
	Students																						
	CWD	35%	33%	<b>55%</b>	*	63%	-	-	-	-	-	55%	-	55%	-	*	*	*	-	-	-	-	-
	CWOD	71%	70%	<b>69%</b>	63%	68%	*	-	100%	-	-	63%	81%	-	69%	*	67%	70%	-	*	-	-	-
	EL	42%	46%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	63%	61%	<b>65%</b>	*	60%	*	-	*	-	-	55%	100%	*	67%	*	65%	-	-	*	-	-	-
	Female	72%	73%	<b>67%</b>	*	71%	*	-	*	-	-	65%	70%	*	70%	*	-	67%	-	-	-	-	-
Mathematics	All	76%	76%	<b>83%</b>	82%	80%	86%	-	100%	-	-	83%	81%	55%	88%	75%	88%	79%	-	*	-	-	-
	Students																						
	CWD	50%	46%	<b>55%</b>	*	*	-	-	-	-	-	55%	-	55%	-	*	*	*	-	-	-	-	-
	CWOD	79%	80%	<b>88%</b>	75%	89%	86%	-	100%	-	-	91%	81%	-	88%	89%	95%	81%	-	*	-	-	-
	EL	61%	67%	<b>75%</b>	-	75%	-	-	-	-	-	70%	*	*	89%	75%	75%	*	-	-	-	-	-
	Male	76%	76%	<b>88%</b>	*	80%	*	-	*	-	-	84%	100%	*	95%	75%	88%	-	-	*	-	-	-
	Female	77%	77%	<b>79%</b>	83%	76%	*	-	*	-	-	83%	70%	*	81%	*	-	79%	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>40%</b>	14%	41%	57%	-	*	-	*	33%	70%	*	38%	38%	40%	40%	*	-	-	-	-
	Students																						
	CWD	28%	21%	<b>*</b>	-	*	*	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	44%	36%	<b>38%</b>	14%	39%	50%	-	*	-	*	29%	70%	-	38%	36%	35%	42%	*	-	-	-	-
	EL	32%	32%	<b>38%</b>	*	37%	*	-	*	-	-	38%	*	*	36%	38%	33%	45%	*	-	-	-	-
	Male	40%	33%	<b>40%</b>	*	35%	*	-	*	-	-	32%	67%	*	35%	33%	40%	-	*	-	-	-	-
	Female	45%	37%	<b>40%</b>	*	50%	*	-	*	-	*	33%	*	*	42%	45%	-	40%	-	-	-	-	-
Mathematics	All	46%	37%	<b>51%</b>	57%	51%	57%	-	33%	-	*	49%	60%	*	48%	52%	56%	44%	*	-	-	-	-
	Students																						
	CWD	30%	23%	<b>*</b>	-	*	*	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-	-



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	48%	38%	<b>48%</b>	57%	47%	50%	-	40%	-	*	45%	60%	-	48%	50%	54%	42%	*	-	-	-	
	EL	39%	38%	<b>52%</b>	*	50%	*	-	40%	-	-	52%	*	*	50%	52%	63%	36%	*	-	-	-	
	Male	47%	38%	<b>56%</b>	*	52%	80%	-	*	-	-	58%	50%	*	54%	63%	56%	-	*	-	-	-	
	Female	45%	35%	<b>44%</b>	*	50%	*	-	*	-	*	38%	*	*	42%	36%	-	44%	-	-	-	-	
Grade 4	Reading	All	45%	40%	<b>65%</b>	54%	67%	56%	-	*	-	*	61%	80%	33%	74%	64%	64%	65%	-	-	-	-
		Students																					
		CWD	28%	30%	<b>33%</b>	*	*	*	-	-	-	*	*	33%	-	*	*	*	-	-	-	-	-
		CWOD	47%	41%	<b>74%</b>	64%	72%	80%	-	*	-	*	71%	88%	-	74%	86%	74%	75%	-	-	-	-
		EL	29%	28%	<b>64%</b>	-	67%	*	-	*	-	-	62%	*	*	86%	64%	64%	*	-	-	-	-
		Male	43%	39%	<b>64%</b>	*	57%	*	-	*	-	*	64%	*	*	74%	64%	64%	-	-	-	-	-
		Female	47%	42%	<b>65%</b>	44%	80%	*	-	*	-	-	56%	86%	*	75%	*	-	65%	-	-	-	-
	Mathematics	All	48%	40%	<b>41%</b>	31%	33%	44%	-	*	-	*	39%	50%	33%	44%	50%	39%	43%	-	-	-	-
		Students																					
		CWD	29%	30%	<b>33%</b>	*	50%	*	-	-	-	30%	*	33%	-	*	44%	*	-	-	-	-	-
		CWOD	50%	42%	<b>44%</b>	36%	28%	60%	-	*	-	*	42%	50%	-	44%	57%	37%	50%	-	-	-	-
		EL	38%	35%	<b>50%</b>	-	44%	*	-	*	-	-	54%	*	*	57%	50%	55%	*	-	-	-	-
		Male	48%	41%	<b>39%</b>	*	29%	*	-	*	-	*	40%	*	44%	37%	55%	39%	-	-	-	-	-
		Female	47%	40%	<b>43%</b>	33%	40%	*	-	*	-	-	38%	57%	*	50%	*	-	43%	-	-	-	-
Grade 5	Reading	All	53%	49%	<b>61%</b>	40%	61%	88%	-	67%	-	-	58%	78%	83%	59%	29%	59%	64%	-	-	-	-
		Students																					
		CWD	30%	25%	<b>83%</b>	*	*	*	-	-	-	-	83%	-	83%	-	*	*	*	-	-	-	-
		CWOD	56%	51%	<b>59%</b>	44%	57%	83%	-	67%	-	-	55%	78%	-	59%	23%	58%	60%	-	-	-	-
		EL	35%	30%	<b>29%</b>	-	33%	*	-	*	-	-	23%	*	*	23%	29%	13%	50%	-	-	-	-
		Male	50%	46%	<b>59%</b>	*	50%	83%	-	*	-	-	52%	*	*	58%	13%	59%	-	-	-	-	-
		Female	56%	51%	<b>64%</b>	*	67%	*	-	*	-	-	64%	60%	*	60%	50%	-	64%	-	-	-	-
	Mathematics	All	57%	50%	<b>75%</b>	60%	73%	88%	-	100%	-	-	72%	100%	67%	76%	64%	69%	81%	-	-	-	-
		Students																					
		CWD	34%	24%	<b>67%</b>	*	*	*	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-	-
		CWOD	60%	52%	<b>76%</b>	67%	71%	100%	-	100%	-	-	72%	100%	-	76%	62%	73%	79%	-	-	-	-
		EL	46%	39%	<b>64%</b>	-	58%	*	-	*	-	-	62%	*	*	62%	64%	63%	*	-	-	-	-
		Male	57%	49%	<b>69%</b>	*	64%	83%	-	*	-	-	64%	*	*	73%	63%	69%	-	-	-	-	-
		Female	58%	50%	<b>81%</b>	*	78%	*	-	*	-	-	79%	*	*	79%	*	-	81%	-	-	-	-
	Science	All	40%	34%	<b>56%</b>	30%	51%	75%	-	100%	-	-	51%	88%	67%	55%	29%	59%	53%	-	-	-	-
		Students																					
		CWD	25%	18%	<b>67%</b>	*	*	*	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-	-
		CWOD	42%	35%	<b>55%</b>	33%	47%	83%	-	100%	-	-	49%	88%	-	55%	23%	62%	48%	-	-	-	-
		EL	24%	18%	<b>29%</b>	-	17%	*	-	*	-	-	31%	*	*	23%	29%	38%	17%	-	-	-	-
		Male	42%	35%	<b>59%</b>	*	50%	83%	-	*	-	-	52%	*	*	62%	38%	59%	-	-	-	-	-
		Female	38%	32%	<b>53%</b>	*	52%	*	-	*	-	-	50%	*	*	48%	17%	-	53%	-	-	-	-
Grade 6	Reading	All	38%	37%	<b>39%</b>	18%	36%	*	-	100%	-	-	35%	50%	27%	42%	*	42%	36%	-	*	-	-
		Students																					

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	22%	22%	<b>27%</b>	*	25%	-	-	-	-	27%	-	27%	-	*	*	*	-	-	-	-	
	CWOD	40%	38%	<b>42%</b>	13%	39%	*	-	100%	-	38%	50%	-	42%	*	43%	41%	-	*	-	-	
	EL	14%	15%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	34%	32%	<b>42%</b>	*	40%	*	-	*	-	40%	50%	*	43%	*	42%	-	-	*	-	-	
	Female	42%	42%	<b>36%</b>	*	33%	*	-	*	-	30%	50%	*	41%	*	-	36%	-	-	-	-	
Mathematics	All	43%	46%	<b>45%</b>	36%	37%	57%	-	100%	-	40%	56%	27%	48%	42%	48%	42%	-	*	-	-	
	Students																					
	CWD	23%	27%	<b>27%</b>	*	*	-	-	-	-	27%	-	27%	-	*	*	*	-	-	-	-	
	CWOD	46%	48%	<b>48%</b>	25%	43%	57%	-	100%	-	44%	56%	-	48%	44%	52%	44%	-	*	-	-	
	EL	24%	31%	<b>42%</b>	-	42%	-	-	-	-	30%	*	*	44%	42%	38%	*	-	-	-	-	
	Male	44%	46%	<b>48%</b>	*	33%	*	-	*	-	42%	67%	*	52%	38%	48%	-	-	*	-	-	
	Female	42%	46%	<b>42%</b>	33%	38%	*	-	*	-	39%	50%	*	44%	*	-	42%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

Grade 3

Reading

All	24%	19%	<b>20%</b>	0%	15%	57%	-	*	-	*	11%	60%	*	20%	19%	23%	16%	*	-	-	-	
Students																						
CWD	9%	7%	*	-	*	*	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-	
CWOD	26%	20%	<b>20%</b>	0%	16%	50%	-	*	-	*	10%	60%	-	20%	20%	23%	17%	*	-	-	-	
EL	15%	16%	<b>19%</b>	*	11%	*	-	*	-	-	17%	*	*	20%	19%	20%	18%	*	-	-	-	
Male	22%	17%	<b>23%</b>	*	10%	*	-	*	-	-	12%	67%	*	23%	20%	23%	-	*	-	-	-	
Female	26%	20%	<b>16%</b>	*	21%	*	-	*	-	*	10%	*	*	17%	18%	-	16%	-	-	-	-	

Mathematics

All	22%	15%	<b>21%</b>	29%	14%	43%	-	33%	-	*	21%	20%	*	21%	26%	25%	16%	*	-	-	-	
Students																						
CWD	12%	5%	*	-	*	*	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-	
CWOD	24%	16%	<b>21%</b>	29%	16%	33%	-	40%	-	*	21%	20%	-	21%	27%	25%	17%	*	-	-	-	
EL	17%	16%	<b>26%</b>	*	15%	*	-	40%	-	-	24%	*	*	27%	26%	31%	18%	*	-	-	-	
Male	23%	17%	<b>25%</b>	*	14%	60%	-	*	-	-	23%	33%	*	25%	31%	25%	-	*	-	-	-	
Female	21%	14%	<b>16%</b>	*	14%	*	-	*	-	*	19%	*	*	17%	18%	-	16%	-	-	-	-	

Grade 4

Reading

All	23%	19%	<b>29%</b>	15%	29%	22%	-	*	-	*	29%	30%	8%	36%	36%	29%	30%	-	-	-	-	
Students																						
CWD	9%	9%	<b>8%</b>	*	*	*	-	-	-	-	*	*	8%	-	*	*	*	-	-	-	-	
CWOD	25%	20%	<b>36%</b>	18%	33%	40%	-	*	-	*	35%	38%	-	36%	57%	37%	35%	-	-	-	-	
EL	12%	11%	<b>36%</b>	-	22%	*	-	*	-	-	38%	*	*	57%	36%	36%	*	-	-	-	-	
Male	22%	18%	<b>29%</b>	*	21%	*	-	*	-	*	32%	*	*	37%	36%	29%	-	-	-	-	-	
Female	25%	21%	<b>30%</b>	22%	40%	*	-	*	-	-	25%	43%	*	35%	*	-	30%	-	-	-	-	

Mathematics

All	26%	20%	<b>16%</b>	0%	13%	22%	-	*	-	*	17%	10%	0%	21%	21%	18%	13%	-	-	-	-	
Students																						
CWD	11%	10%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
CWOD	28%	21%	<b>21%</b>	0%	17%	40%	-	*	-	*	23%	13%	-	21%	43%	26%	15%	-	-	-	-	
EL	18%	14%	<b>21%</b>	-	0%	*	-	*	-	-	23%	*	*	43%	21%	27%	*	-	-	-	-	
Male	27%	21%	<b>18%</b>	*	7%	*	-	*	-	*	20%	*	0%	26%	27%	18%	-	-	-	-	-	
Female	25%	19%	<b>13%</b>	0%	20%	*	-	*	-	-	13%	14%	*	15%	*	-	13%	-	-	-	-	

				African		American		Pacific		Two or More Econ		Non Econ								Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 5 Reading	All	26%	23%	<b>26%</b>	10%	21%	63%	-	33%	-	-	23%	44%	17%	27%	0%	38%	15%	-	-	-	-	
	Students																						
	CWD	9%	7%	<b>17%</b>	*	*	*	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-	-
	CWOD	27%	24%	<b>27%</b>	11%	23%	67%	-	33%	-	-	23%	44%	-	27%	0%	38%	17%	-	-	-	-	-
	EL	12%	8%	<b>0%</b>	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	-
	Male	24%	21%	<b>38%</b>	*	29%	67%	-	*	-	-	32%	*	*	38%	0%	38%	-	-	-	-	-	-
	Female	28%	25%	<b>15%</b>	*	17%	*	-	*	-	-	14%	20%	*	17%	0%	-	15%	-	-	-	-	-
Mathematics	All	30%	24%	<b>51%</b>	40%	43%	63%	-	100%	-	-	45%	88%	0%	56%	36%	55%	47%	-	-	-	-	
	Students																						
	CWD	13%	7%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	-
	CWOD	31%	26%	<b>56%</b>	44%	47%	83%	-	100%	-	-	51%	88%	-	56%	38%	62%	52%	-	-	-	-	-
	EL	19%	13%	<b>36%</b>	-	25%	*	-	*	-	-	31%	*	*	38%	36%	50%	*	-	-	-	-	-
	Male	29%	24%	<b>55%</b>	*	50%	67%	-	*	-	-	52%	*	*	62%	50%	55%	-	-	-	-	-	-
	Female	30%	24%	<b>47%</b>	*	39%	*	-	*	-	-	39%	*	*	52%	*	-	47%	-	-	-	-	-
Science	All	16%	13%	<b>34%</b>	20%	30%	50%	-	67%	-	-	32%	50%	33%	35%	7%	38%	31%	-	-	-	-	
	Students																						
	CWD	9%	5%	<b>33%</b>	*	*	*	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	-
	CWOD	17%	14%	<b>35%</b>	22%	29%	50%	-	67%	-	-	32%	50%	-	35%	8%	38%	31%	-	-	-	-	-
	EL	7%	4%	<b>7%</b>	-	0%	*	-	*	-	-	8%	*	*	8%	7%	13%	0%	-	-	-	-	-
	Male	18%	14%	<b>38%</b>	*	29%	50%	-	*	-	-	36%	*	*	38%	13%	38%	-	-	-	-	-	-
	Female	15%	12%	<b>31%</b>	*	30%	*	-	*	-	-	29%	*	*	31%	0%	-	31%	-	-	-	-	-
Grade 6 Reading	All	18%	17%	<b>19%</b>	0%	17%	*	-	60%	-	-	19%	19%	0%	23%	*	19%	18%	-	*	-	-	
	Students																						
	CWD	8%	6%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	-
	CWOD	20%	19%	<b>23%</b>	0%	21%	*	-	60%	-	-	25%	19%	-	23%	*	24%	22%	-	*	-	-	-
	EL	4%	5%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	15%	13%	<b>19%</b>	*	13%	*	-	*	-	-	20%	17%	*	24%	*	19%	-	-	*	-	-	-
	Female	22%	22%	<b>18%</b>	*	19%	*	-	*	-	-	17%	20%	*	22%	*	-	18%	-	-	-	-	-
Mathematics	All	18%	21%	<b>19%</b>	0%	17%	43%	-	40%	-	-	21%	13%	0%	23%	17%	20%	18%	-	*	-	-	
	Students																						
	CWD	9%	7%	<b>0%</b>	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	-
	CWOD	19%	22%	<b>23%</b>	0%	21%	43%	-	40%	-	-	28%	13%	-	23%	22%	24%	22%	-	*	-	-	-
	EL	6%	9%	<b>17%</b>	-	17%	-	-	-	-	-	20%	*	*	22%	17%	13%	*	-	-	-	-	-
	Male	18%	21%	<b>20%</b>	*	13%	*	-	*	-	-	26%	0%	*	24%	13%	20%	-	-	*	-	-	-
	Female	17%	21%	<b>18%</b>	0%	19%	*	-	*	-	-	17%	20%	*	22%	*	-	18%	-	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	72%	<b>83%</b>	75%	83%	84%	-	94%	-	100%	81%	89%	64%	86%	76%	83%	83%	*	*	-	-	
	Students																						
	CWD	45%	38%	<b>64%</b>	54%	71%	63%	-	*	-	-	65%	*	64%	-	52%	61%	69%	-	-	-	-	-
	CWOD	80%	76%	<b>86%</b>	78%	84%	91%	-	98%	-	100%	85%	90%	-	86%	80%	87%	84%	*	*	-	-	-
	EL	60%	59%	<b>76%</b>	*	74%	64%	-	94%	-	-	75%	85%	52%	80%	76%	76%	74%	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	74%	69%	<b>83%</b>	71%	84%	85%	-	92%	-	*	81%	93%	61%	87%	76%	83%	-	*	*	-	-
	Female	79%	76%	<b>83%</b>	78%	82%	82%	-	96%	-	*	82%	85%	69%	84%	74%	-	83%	-	-	-	-
Reading	All	73%	68%	<b>81%</b>	73%	82%	80%	-	90%	-	*	79%	91%	56%	85%	73%	80%	82%	*	*	-	-
	Students																					
	CWD	39%	32%	<b>56%</b>	*	65%	*	-	*	-	-	56%	*	56%	-	42%	57%	54%	-	-	-	-
	CWOD	77%	72%	<b>85%</b>	80%	85%	87%	-	95%	-	*	83%	93%	-	85%	80%	85%	86%	*	*	-	-
	EL	52%	51%	<b>73%</b>	*	71%	*	-	88%	-	-	70%	100%	42%	80%	73%	69%	79%	*	-	-	-
	Male	69%	64%	<b>80%</b>	72%	79%	80%	-	91%	-	*	77%	94%	57%	85%	69%	80%	-	*	*	-	-
	Female	77%	73%	<b>82%</b>	74%	84%	80%	-	90%	-	*	81%	88%	54%	86%	79%	-	82%	-	-	-	-
Mathematics	All	80%	75%	<b>83%</b>	76%	82%	84%	-	95%	-	*	83%	84%	67%	86%	78%	85%	81%	*	*	-	-
	Students																					
	CWD	52%	42%	<b>67%</b>	*	74%	*	-	*	-	-	68%	*	67%	-	58%	60%	77%	-	-	-	-
	CWOD	83%	79%	<b>86%</b>	77%	84%	92%	-	100%	-	*	86%	86%	-	86%	82%	90%	81%	*	*	-	-
	EL	70%	69%	<b>78%</b>	*	75%	*	-	100%	-	-	79%	*	58%	82%	78%	84%	67%	*	-	-	-
	Male	78%	73%	<b>85%</b>	72%	87%	86%	-	91%	-	*	84%	89%	60%	90%	84%	85%	-	*	*	-	-
	Female	82%	78%	<b>81%</b>	78%	78%	80%	-	100%	-	*	81%	80%	77%	81%	67%	-	81%	-	-	-	-
Science	All	79%	74%	<b>89%</b>	80%	86%	100%	-	100%	-	-	87%	100%	100%	87%	79%	86%	91%	-	-	-	-
	Students																					
	CWD	48%	40%	<b>100%</b>	*	*	*	-	-	-	-	100%	-	100%	-	*	*	*	-	-	-	-
	CWOD	82%	78%	<b>87%</b>	78%	85%	100%	-	100%	-	-	85%	100%	-	87%	77%	85%	90%	-	-	-	-
	EL	58%	57%	<b>79%</b>	-	75%	*	-	*	-	-	77%	*	*	77%	79%	75%	83%	-	-	-	-
	Male	78%	72%	<b>86%</b>	*	86%	100%	-	*	-	-	84%	*	*	85%	75%	86%	-	-	-	-	-
	Female	80%	77%	<b>91%</b>	*	87%	*	-	*	-	-	89%	*	*	90%	83%	-	91%	-	-	-	-

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

All Grades

All Subjects	All	47%	42%	<b>53%</b>	38%	50%	64%	-	79%	-	67%	49%	68%	47%	54%	44%	53%	53%	*	*	-	-
	Students																					
	CWD	23%	19%	<b>47%</b>	23%	55%	50%	-	*	-	-	46%	*	47%	-	48%	48%	45%	-	-	-	-
	CWOD	50%	45%	<b>54%</b>	41%	50%	68%	-	83%	-	67%	50%	68%	-	54%	43%	54%	53%	*	*	-	-
	EL	26%	25%	<b>44%</b>	*	41%	55%	-	59%	-	-	42%	69%	48%	43%	44%	45%	43%	*	-	-	-
	Male	45%	40%	<b>53%</b>	40%	46%	70%	-	80%	-	*	50%	71%	48%	54%	45%	53%	-	*	*	-	-
	Female	50%	45%	<b>53%</b>	36%	54%	50%	-	78%	-	*	49%	65%	45%	53%	43%	-	53%	-	-	-	-
Reading	All	46%	41%	<b>51%</b>	34%	50%	63%	-	71%	-	*	47%	68%	44%	52%	39%	51%	51%	*	*	-	-
	Students																					
	CWD	22%	18%	<b>44%</b>	*	50%	*	-	*	-	-	44%	*	44%	-	42%	52%	31%	-	-	-	-
	CWOD	48%	44%	<b>52%</b>	37%	50%	65%	-	75%	-	*	48%	69%	-	52%	39%	51%	53%	*	*	-	-
	EL	21%	21%	<b>39%</b>	*	38%	*	-	50%	-	-	35%	83%	42%	39%	39%	36%	46%	*	-	-	-
	Male	41%	37%	<b>51%</b>	39%	44%	70%	-	73%	-	*	47%	72%	52%	51%	36%	51%	-	*	*	-	-
	Female	50%	47%	<b>51%</b>	30%	55%	50%	-	70%	-	*	47%	65%	31%	53%	46%	-	51%	-	-	-	-
Mathematics	All	48%	42%	<b>54%</b>	44%	50%	61%	-	81%	-	*	51%	64%	45%	55%	52%	54%	54%	*	*	-	-
	Students																					
	CWD	26%	21%	<b>45%</b>	*	53%	*	-	*	-	-	45%	*	45%	-	50%	45%	46%	-	-	-	-
	CWOD	51%	45%	<b>55%</b>	46%	50%	67%	-	85%	-	*	53%	64%	-	55%	53%	55%	55%	*	*	-	-

				African	American	Pacific	Two or Non	More Econ	Non Econ											Foster	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	EL	33%	31%	<b>52%</b>	*	49%	*	-	63%	-	-	51%	*	50%	53%	52%	56%	46%	*	-	-
	Male	47%	41%	<b>54%</b>	44%	46%	67%	-	82%	-	*	52%	63%	45%	55%	56%	54%	-	*	*	-
	Female	49%	44%	<b>54%</b>	43%	54%	50%	-	80%	-	*	51%	64%	46%	55%	46%	-	54%	-	-	-
Science	All	49%	46%	<b>56%</b>	30%	51%	75%	-	100%	-	-	51%	88%	67%	55%	29%	59%	53%	-	-	-
	Students																				
	CWD	23%	18%	<b>67%</b>	*	*	*	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-
	CWOD	52%	49%	<b>55%</b>	33%	47%	83%	-	100%	-	-	49%	88%	-	55%	23%	62%	48%	-	-	-
	EL	21%	20%	<b>29%</b>	-	17%	*	-	*	-	-	31%	*	*	23%	29%	38%	17%	-	-	-
	Male	50%	45%	<b>59%</b>	*	50%	83%	-	*	-	-	52%	*	*	62%	38%	59%	-	-	-	-
	Female	49%	46%	<b>53%</b>	*	52%	*	-	*	-	-	50%	*	*	48%	17%	-	53%	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																					
All Grades																					
All Subjects	All	21%	18%	<b>26%</b>	12%	22%	43%	-	56%	-	17%	25%	33%	8%	29%	19%	30%	23%	*	*	-
	Students																				
	CWD	8%	5%	<b>8%</b>	0%	5%	25%	-	*	-	-	9%	*	8%	-	4%	11%	3%	-	-	-
	CWOD	23%	20%	<b>29%</b>	14%	25%	49%	-	59%	-	17%	28%	35%	-	29%	22%	33%	26%	*	*	-
	EL	9%	8%	<b>19%</b>	*	10%	45%	-	59%	-	-	19%	23%	4%	22%	19%	23%	13%	*	-	-
	Male	20%	17%	<b>30%</b>	12%	20%	49%	-	76%	-	*	28%	37%	11%	33%	23%	30%	-	*	*	-
	Female	22%	20%	<b>23%</b>	12%	24%	32%	-	35%	-	*	21%	31%	3%	26%	13%	-	23%	-	-	-
Reading	All	19%	16%	<b>23%</b>	7%	20%	43%	-	48%	-	*	20%	36%	9%	26%	15%	27%	19%	*	*	-
	Students																				
	CWD	7%	5%	<b>9%</b>	*	5%	*	-	*	-	-	9%	*	9%	-	8%	14%	0%	-	-	-
	CWOD	20%	18%	<b>26%</b>	9%	22%	48%	-	50%	-	*	23%	38%	-	26%	17%	30%	22%	*	*	-
	EL	7%	7%	<b>15%</b>	*	8%	*	-	50%	-	-	15%	17%	8%	17%	15%	17%	13%	*	-	-
	Male	16%	13%	<b>27%</b>	6%	17%	50%	-	73%	-	*	24%	44%	14%	30%	17%	27%	-	*	*	-
	Female	22%	20%	<b>19%</b>	9%	22%	30%	-	20%	-	*	16%	31%	0%	22%	13%	-	19%	-	-	-
Mathematics	All	23%	20%	<b>27%</b>	15%	23%	42%	-	62%	-	*	27%	27%	3%	31%	25%	30%	25%	*	*	-
	Students																				
	CWD	10%	5%	<b>3%</b>	*	0%	*	-	*	-	-	3%	*	3%	-	0%	5%	0%	-	-	-
	CWOD	25%	21%	<b>31%</b>	17%	27%	50%	-	65%	-	*	32%	29%	-	31%	31%	35%	28%	*	*	-
	EL	13%	11%	<b>25%</b>	*	15%	*	-	63%	-	-	25%	*	0%	31%	25%	30%	17%	*	-	-
	Male	23%	19%	<b>30%</b>	17%	21%	48%	-	73%	-	*	31%	26%	5%	35%	30%	30%	-	*	*	-
	Female	24%	20%	<b>25%</b>	13%	25%	30%	-	50%	-	*	24%	28%	0%	28%	17%	-	25%	-	-	-
Science	All	22%	20%	<b>34%</b>	20%	30%	50%	-	67%	-	-	32%	50%	33%	35%	7%	38%	31%	-	-	-
	Students																				
	CWD	7%	4%	<b>33%</b>	*	*	*	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-
	CWOD	24%	22%	<b>35%</b>	22%	29%	50%	-	67%	-	-	32%	50%	-	35%	8%	38%	31%	-	-	-
	EL	5%	5%	<b>7%</b>	-	0%	*	-	*	-	-	8%	*	*	8%	7%	13%	0%	-	-	-
	Male	23%	20%	<b>38%</b>	*	29%	50%	-	*	-	-	36%	*	*	38%	13%	38%	-	-	-	-
	Female	21%	20%	<b>31%</b>	*	30%	*	-	*	-	-	29%	*	*	31%	0%	-	31%	-	-	-

**Two or More Races**      **Non Econ**      **Foster Care**  
**African American**      **American Indian**      **Pacific Islander**      **Disadv**      **CWD**      **CWOD**      **EL**      **Male**      **Female**      **Migrant**      **Homeless**      **Care**      **Military**

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	70	60	76	63	-	67	-	*	74	83	71
CWD	83	100	85	*	-	-	-	-	87	83	73
CWOD	68	52	74	65	-	67	-	*	71	-	70
EL	71	-	68	*	-	*	-	-	71	73	71
Male	73	57	76	66	-	100	-	*	77	79	72
Female	68	63	76	*	-	*	-	-	72	88	69
<b>Mathematics</b>											
All Students	72	65	72	76	-	83	-	*	75	77	77
CWD	77	92	75	*	-	-	-	-	75	77	82
CWOD	71	59	72	79	-	83	-	*	75	-	75
EL	77	-	75	*	-	*	-	-	81	82	77
Male	75	70	70	81	-	100	-	*	74	75	73
Female	70	61	74	*	-	*	-	-	76	79	85

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
117	33	28%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	54	42	52	64	-	76	-	*	52	40	46
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y

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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

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



		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
All Subjects	All Students	100%	100%	100%	99%	-	100%	-	100%	100%	99%	99%	100%	100%	99%	100%	*	
	CWD	99%	100%	98%	100%	-	*	-	-	99%	*	99%	-	100%	98%	100%	-	
	CWOD	100%	100%	100%	98%	-	100%	-	100%	100%	99%	-	100%	100%	100%	100%	*	
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	*	
	Male	99%	100%	99%	98%	-	100%	-	*	100%	98%	98%	100%	100%	99%	-	*	
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	97%	-	100%	-	*	100%	98%	100%	99%	100%	99%	100%	*	
	CWD	100%	100%	100%	100%	-	*	-	-	100%	*	100%	-	100%	100%	100%	-	
	CWOD	99%	100%	100%	96%	-	100%	-	*	100%	98%	-	99%	100%	99%	100%	*	
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	*	
	Male	99%	100%	100%	95%	-	100%	-	*	100%	95%	100%	99%	100%	99%	-	*	
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	-	100%	-	*	99%	100%	97%	100%	100%	99%	100%	*	
	CWD	97%	100%	95%	100%	-	*	-	-	97%	*	97%	-	100%	95%	100%	-	
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	*	
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	*	
	Male	99%	100%	98%	100%	-	100%	-	*	99%	100%	95%	100%	100%	99%	-	*	
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	*	*	-	-	-	-	100%	-	100%	-	*	*	*	-	
	CWOD	100%	100%	100%	100%	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	-	*	-	-	100%	*	*	100%	100%	100%	-	-	
	Female	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	0%	0%	1%	-	0%	-	0%	0%	1%	1%	0%	0%	1%	0%	*	
	CWD	1%	0%	2%	0%	-	*	-	-	1%	*	1%	-	0%	2%	0%	-	
	CWOD	0%	0%	0%	2%	-	0%	-	0%	0%	1%	-	0%	0%	0%	0%	*	
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	*	
	Male	1%	0%	1%	2%	-	0%	-	*	0%	2%	2%	0%	0%	0%	1%	-	*
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	3%	-	0%	-	*	0%	2%	0%	1%	0%	1%	0%	*	
	CWD	0%	0%	0%	0%	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	
	CWOD	1%	0%	0%	4%	-	0%	-	*	0%	2%	-	1%	0%	1%	0%	*	
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	*	
	Male	1%	0%	0%	5%	-	0%	-	*	0%	5%	0%	1%	0%	0%	1%	-	*
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	-	0%	-	*	1%	0%	3%	0%	0%	1%	0%	*	
	CWD	3%	0%	5%	0%	-	*	-	-	3%	*	3%	-	0%	5%	0%	-	
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	*	
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	*	
	Male	1%	0%	2%	0%	-	0%	-	*	1%	0%	5%	0%	0%	0%	1%	-	*
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%	-

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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	11	5	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	15	7	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	18	10	*	*	*	*	*	*	*		
	Female	7	*	5	*	*	*	*	*	*		
	Total	25	12	7	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	*	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions	Total	*	*	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism												
	Male	38	11	20	5	*	*	*	*	5	5	*
	Female	32	8	20	*	*	*	*	*	11	5	*
	Total	70	19	40	7	*	*	*	*	16	10	*

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

Incidents of threats of physical attack without a weapon	<b>Total</b>
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	*
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	34	*	26	*	*	*	*	*	26	*
	Female	37	*	29	*	*	*	*	*	26	*
	Total	71	*	55	*	*	*	*	*	52	*
Accelerated Coursework											
Advanced Placement Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	1.0	2.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	<b>6</b>	<b>12%</b>
Mathematics	6,056	1%	68	1%	<b>6</b>	<b>12%</b>
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	36	7%
Reading	43,730	1%	378	1%	17	7%
Mathematics	39,178	1%	351	1%	16	7%
Science	16,112	1%	136	1%	*	*

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

'-' Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.



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

**Campus Name:** ANDERSON EL

**Campus ID:** 220901160

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

						African		American		Pacific		Two or Non		Econ		Non				Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>60%</b>	44%	65%	*	-	*	-	*	63%	45%	*	58%	63%	63%	57%	-	*	-	*
	Students																					
	CWD	51%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>58%</b>	44%	63%	*	-	*	-	*	61%	45%	-	58%	61%	61%	56%	-	*	-	*
	EL	70%	69%	<b>63%</b>	*	62%	*	-	*	-	-	65%	*	*	61%	63%	69%	57%	-	*	-	*
	Male	74%	68%	<b>63%</b>	*	67%	-	-	*	-	*	66%	*	*	61%	69%	63%	-	-	*	-	*
	Female	79%	73%	<b>57%</b>	*	63%	*	-	-	-	-	59%	*	*	56%	57%	-	57%	-	*	-	-
	Mathematics	All	77%	71%	<b>51%</b>	44%	54%	*	-	*	-	*	55%	*	*	53%	55%	58%	43%	-	*	-
Students																						
CWD	52%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
CWOD	80%	73%	<b>53%</b>	44%	57%	*	-	*	-	*	57%	*	-	53%	59%	61%	44%	-	*	-	*	
EL	74%	73%	<b>55%</b>	*	56%	*	-	*	-	-	59%	*	*	59%	55%	69%	39%	-	*	-	*	
Male	77%	70%	<b>58%</b>	*	63%	-	-	*	-	*	66%	*	*	61%	69%	58%	-	-	*	-	*	
Female	78%	71%	<b>43%</b>	*	44%	*	-	-	-	-	44%	*	*	44%	39%	-	43%	-	*	-	-	
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>48%</b>	42%	46%	*	-	*	-	*	49%	*	*	50%	43%	40%	55%	-	*	-	*
	Students																					
	CWD	46%	47%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>50%</b>	48%	47%	*	-	*	-	*	51%	*	-	50%	43%	42%	58%	-	*	-	*
	EL	60%	56%	<b>43%</b>	-	43%	-	-	-	-	-	45%	*	*	43%	43%	29%	53%	-	-	-	*
	Male	70%	64%	<b>40%</b>	38%	37%	*	-	*	-	-	40%	*	*	42%	29%	40%	-	-	-	-	*
Female	75%	70%	<b>55%</b>	*	53%	*	-	-	-	*	57%	*	*	58%	53%	-	55%	-	*	-	-	
Mathematics	All	77%	74%	<b>62%</b>	54%	63%	*	-	*	-	*	63%	*	*	66%	63%	62%	62%	-	*	-	*
	Students																					
	CWD	49%	49%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	81%	76%	<b>66%</b>	62%	67%	*	-	*	-	*	67%	*	-	66%	64%	65%	67%	-	*	-	*
	EL	72%	72%	<b>63%</b>	-	63%	-	-	-	-	-	63%	*	*	64%	63%	63%	63%	-	-	-	*
	Male	77%	72%	<b>62%</b>	56%	67%	*	-	*	-	-	63%	*	*	65%	63%	62%	-	-	-	-	*
Female	78%	76%	<b>62%</b>	*	61%	*	-	-	-	*	64%	*	*	67%	63%	-	62%	-	*	-	-	
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>73%</b>	67%	71%	*	-	*	-	*	71%	79%	*	75%	67%	70%	75%	-	*	*	-
	Students																					
CWD	54%	47%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	

						African		American		Pacific		Two or Non Econ		Econ		Non Econ				Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>75%</b>	67%	75%	*	-	*	-	*	73%	85%	-	75%	73%	74%	76%	-	*	*	-	
	EL	73%	70%	<b>67%</b>	*	66%	*	-	-	-	-	67%	71%	*	73%	67%	65%	70%	-	-	*	-	
	Male	81%	77%	<b>70%</b>	*	71%	*	-	-	-	*	70%	70%	*	74%	65%	70%	-	-	*	-	-	
	Female	86%	82%	<b>75%</b>	75%	72%	*	-	*	-	*	72%	*	*	76%	70%	-	75%	-	*	*	-	
Mathematics	All	90%	85%	<b>71%</b>	67%	71%	*	-	*	-	*	71%	71%	*	72%	64%	64%	78%	-	*	*	-	
	Students																						
	CWD	70%	56%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	92%	89%	<b>72%</b>	67%	72%	*	-	*	-	*	70%	77%	-	72%	67%	68%	76%	-	*	*	-	
	EL	86%	81%	<b>64%</b>	*	65%	*	-	-	-	*	66%	*	*	67%	64%	59%	70%	-	-	*	-	
	Male	89%	84%	<b>64%</b>	*	67%	*	-	-	-	*	65%	60%	*	68%	59%	64%	-	-	*	-	-	
	Female	91%	86%	<b>78%</b>	75%	76%	*	-	*	-	*	75%	*	*	76%	70%	-	78%	-	*	*	-	
Science	All	75%	69%	<b>52%</b>	42%	52%	*	-	*	-	*	49%	64%	*	53%	46%	58%	46%	-	*	*	-	
	Students																						
	CWD	48%	38%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	78%	72%	<b>53%</b>	42%	53%	*	-	*	-	*	49%	69%	-	53%	50%	62%	44%	-	*	*	-	
	EL	62%	57%	<b>46%</b>	*	46%	*	-	-	-	-	44%	*	*	50%	46%	59%	32%	-	-	*	-	
	Male	76%	69%	<b>58%</b>	*	60%	*	-	-	-	*	58%	60%	*	62%	59%	58%	-	-	*	-	-	
	Female	75%	69%	<b>46%</b>	*	42%	*	-	*	-	*	42%	*	*	44%	32%	-	46%	-	*	*	-	
Grade 6	All	68%	67%	<b>52%</b>	36%	57%	*	*	*	-	-	53%	*	*	53%	41%	38%	73%	-	-	-	-	
Reading	Students																						
	CWD	35%	33%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	71%	70%	<b>53%</b>	36%	58%	*	*	*	-	-	54%	*	-	53%	42%	39%	73%	-	-	-	-	
	EL	42%	46%	<b>41%</b>	-	40%	*	-	*	-	-	39%	*	*	42%	41%	*	69%	-	-	-	-	
	Male	63%	61%	<b>38%</b>	*	40%	-	*	*	-	-	37%	*	*	39%	*	38%	-	-	-	-	-	
	Female	72%	73%	<b>73%</b>	*	79%	*	-	-	-	-	77%	*	-	73%	69%	-	73%	-	-	-	-	
Mathematics	All	76%	76%	<b>63%</b>	43%	70%	*	*	*	-	-	65%	*	*	65%	63%	57%	73%	-	-	-	-	
	Students																						
	CWD	50%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	79%	80%	<b>65%</b>	43%	72%	*	*	*	-	-	66%	*	-	65%	65%	58%	73%	-	-	-	-	
	EL	61%	67%	<b>63%</b>	-	63%	*	-	*	-	-	64%	*	*	65%	63%	58%	69%	-	-	-	-	
	Male	76%	76%	<b>57%</b>	*	68%	-	*	*	-	-	57%	*	*	58%	58%	57%	-	-	-	-	-	
	Female	77%	77%	<b>73%</b>	*	74%	*	-	-	-	-	77%	*	-	73%	69%	-	73%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>20%</b>	6%	26%	*	-	*	-	*	23%	0%	*	21%	27%	21%	19%	-	*	-	*	
Reading	Students																						
	CWD	28%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	44%	36%	<b>21%</b>	6%	27%	*	-	*	-	*	25%	0%	-	21%	28%	22%	19%	-	*	-	*	
	EL	32%	32%	<b>27%</b>	*	29%	*	-	*	-	-	28%	*	*	28%	27%	23%	30%	-	*	-	*	
	Male	40%	33%	<b>21%</b>	*	26%	-	-	*	-	*	25%	*	*	22%	23%	21%	-	-	*	-	*	
	Female	45%	37%	<b>19%</b>	*	26%	*	-	-	-	-	22%	*	*	19%	30%	-	19%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>24%</b>	6%	30%	*	-	*	-	*	27%	*	*	25%	33%	29%	19%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>25%</b>	6%	31%	*	-	*	-	*	28%	*	-	25%	35%	31%	19%	-	*	-	*	
	EL	39%	38%	<b>33%</b>	*	31%	*	-	*	-	-	35%	*	*	35%	33%	38%	26%	-	*	-	*	
	Male	47%	38%	<b>29%</b>	*	33%	-	-	*	-	*	34%	*	*	31%	38%	29%	-	-	*	-	*	
	Female	45%	35%	<b>19%</b>	*	26%	*	-	-	-	-	19%	*	*	19%	26%	-	19%	-	*	-	-	
Grade 4	All	45%	40%	<b>20%</b>	8%	19%	*	-	*	-	*	20%	*	*	21%	15%	16%	23%	-	*	-	*	
	Students																						
	CWD	28%	30%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>21%</b>	10%	20%	*	-	*	-	*	22%	*	-	21%	15%	16%	26%	-	*	-	*	
	EL	29%	28%	<b>15%</b>	-	15%	-	-	-	-	-	16%	*	*	15%	15%	4%	23%	-	-	-	*	
	Male	43%	39%	<b>16%</b>	6%	15%	*	-	*	-	-	15%	*	*	16%	4%	16%	-	-	-	-	*	
	Female	47%	42%	<b>23%</b>	*	22%	*	-	-	-	*	25%	*	*	26%	23%	-	23%	-	*	-	-	
Mathematics	All	48%	40%	<b>27%</b>	25%	25%	*	-	*	-	*	29%	*	*	29%	24%	29%	26%	-	*	-	*	
	Students																						
	CWD	29%	30%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>29%</b>	29%	27%	*	-	*	-	*	30%	*	-	29%	25%	30%	28%	-	*	-	*	
	EL	38%	35%	<b>24%</b>	-	24%	-	-	-	-	-	24%	*	*	25%	24%	17%	30%	-	-	-	*	
	Male	48%	41%	<b>29%</b>	31%	26%	*	-	*	-	-	30%	*	*	30%	17%	29%	-	-	-	-	*	
	Female	47%	40%	<b>26%</b>	*	25%	*	-	-	-	*	27%	*	*	28%	30%	-	26%	-	*	-	-	
Grade 5	All	53%	49%	<b>21%</b>	17%	18%	*	-	*	-	*	19%	29%	*	22%	12%	22%	19%	-	*	*	-	
	Students																						
	CWD	30%	25%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>22%</b>	17%	20%	*	-	*	-	*	20%	31%	-	22%	13%	23%	21%	-	*	*	-	
	EL	35%	30%	<b>12%</b>	*	12%	*	-	-	-	-	11%	14%	*	13%	12%	17%	5%	-	-	-	-	
	Male	50%	46%	<b>22%</b>	*	23%	*	-	-	-	*	19%	30%	*	23%	17%	22%	-	-	*	-	-	
	Female	56%	51%	<b>19%</b>	25%	12%	*	-	*	-	*	19%	*	*	21%	5%	-	19%	-	*	*	-	
Mathematics	All	57%	50%	<b>22%</b>	25%	22%	*	-	*	-	*	26%	7%	*	24%	14%	17%	28%	-	*	*	-	
	Students																						
	CWD	34%	24%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>24%</b>	25%	24%	*	-	*	-	*	28%	8%	-	24%	15%	18%	30%	-	*	*	-	
	EL	46%	39%	<b>14%</b>	*	15%	*	-	-	-	-	17%	*	*	15%	14%	14%	15%	-	-	-	-	
	Male	57%	49%	<b>17%</b>	*	20%	*	-	-	-	*	19%	10%	*	18%	14%	17%	-	-	*	-	-	
	Female	58%	50%	<b>28%</b>	38%	24%	*	-	*	-	*	31%	*	*	30%	15%	-	28%	-	*	*	-	
Science	All	40%	34%	<b>14%</b>	25%	7%	*	-	*	-	*	9%	36%	*	15%	2%	14%	14%	-	*	*	-	
	Students																						
	CWD	25%	18%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>15%</b>	25%	8%	*	-	*	-	*	9%	38%	-	15%	3%	15%	16%	-	*	*	-	
	EL	24%	18%	<b>2%</b>	*	3%	*	-	-	-	-	3%	*	*	3%	2%	5%	0%	-	-	-	-	
	Male	42%	35%	<b>14%</b>	*	13%	*	-	-	-	*	8%	30%	*	15%	5%	14%	-	-	*	-	-	
	Female	38%	32%	<b>14%</b>	*	0%	*	-	*	-	*	10%	*	*	16%	0%	-	14%	-	*	*	-	

				African		American		Pacific		Two or More		Econ Non Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
Grade	Subject	All	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military								
Grade 6	Reading	All	38%	37%	<b>19%</b>	21%	16%	*	*	*	-	-	19%	*	*	19%	6%	11%	31%	-	-	-	-	-	-	-	-	-		
		Students																												
		CWD	22%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	40%	38%	<b>19%</b>	21%	16%	*	*	*	-	-	20%	*	-	19%	6%	11%	31%	-	-	-	-	-	-	-	-	-	-	
		EL	14%	15%	<b>6%</b>	-	7%	*	-	*	-	-	7%	*	*	6%	6%	*	15%	-	-	-	-	-	-	-	-	-	-	
		Male	34%	32%	<b>11%</b>	*	4%	-	*	*	-	-	9%	*	*	11%	*	11%	-	-	-	-	-	-	-	-	-	-	-	
		Female	42%	42%	<b>31%</b>	*	32%	*	-	-	-	-	36%	*	-	31%	15%	-	31%	-	-	-	-	-	-	-	-	-	-	
	Mathematics	All	43%	46%	<b>25%</b>	14%	27%	*	*	*	-	-	26%	*	*	26%	13%	22%	31%	-	-	-	-	-	-	-	-	-	-	
		Students																												
		CWD	23%	27%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	46%	48%	<b>26%</b>	14%	28%	*	*	*	-	-	27%	*	-	26%	13%	22%	31%	-	-	-	-	-	-	-	-	-	-	
		EL	24%	31%	<b>13%</b>	-	13%	*	-	*	-	-	14%	*	*	13%	13%	11%	15%	-	-	-	-	-	-	-	-	-	-	
		Male	44%	46%	<b>22%</b>	*	20%	-	*	*	-	-	20%	*	*	22%	11%	22%	-	-	-	-	-	-	-	-	-	-	-	
		Female	42%	46%	<b>31%</b>	*	37%	*	-	-	-	-	36%	*	-	31%	15%	-	31%	-	-	-	-	-	-	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																														
Grade 3	Reading	All	24%	19%	<b>8%</b>	6%	9%	*	-	*	-	*	9%	0%	*	8%	10%	11%	5%	-	*	-	*	-	-	-	-	-	-	
		Students																												
		CWD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	
		CWOD	26%	20%	<b>8%</b>	6%	10%	*	-	*	-	*	10%	0%	-	8%	11%	11%	6%	-	*	-	*	-	-	-	-	-	-	
		EL	15%	16%	<b>10%</b>	*	11%	*	-	*	-	-	11%	*	*	11%	10%	12%	9%	-	*	-	*	-	-	-	-	-	-	
		Male	22%	17%	<b>11%</b>	*	11%	-	-	*	-	-	13%	*	*	11%	12%	11%	-	-	*	-	*	-	-	-	-	-	-	
		Female	26%	20%	<b>5%</b>	*	7%	*	-	-	-	-	6%	*	*	6%	9%	-	5%	-	*	-	*	-	-	-	-	-	-	
	Mathematics	All	22%	15%	<b>8%</b>	0%	11%	*	-	*	-	*	9%	*	*	8%	12%	11%	5%	-	*	-	*	-	-	-	-	-	-	
		Students																												
		CWD	12%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	
		CWOD	24%	16%	<b>8%</b>	0%	12%	*	-	*	-	*	10%	*	-	8%	13%	11%	6%	-	*	-	*	-	-	-	-	-	-	
		EL	17%	16%	<b>12%</b>	*	13%	*	-	*	-	-	13%	*	*	13%	12%	15%	9%	-	*	-	*	-	-	-	-	-	-	
		Male	23%	17%	<b>11%</b>	*	15%	-	-	*	-	-	13%	*	*	11%	15%	11%	-	-	*	-	*	-	-	-	-	-	-	
		Female	21%	14%	<b>5%</b>	*	7%	*	-	-	-	-	6%	*	*	6%	9%	-	5%	-	*	-	*	-	-	-	-	-	-	
Grade 4	Reading	All	23%	19%	<b>9%</b>	8%	5%	*	-	*	-	*	10%	*	*	9%	4%	7%	11%	-	*	-	*	-	-	-	-	-		
		Students																												
		CWD	9%	9%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	
		CWOD	25%	20%	<b>9%</b>	10%	5%	*	-	*	-	*	10%	*	-	9%	4%	7%	12%	-	*	-	*	-	-	-	-	-	-	
		EL	12%	11%	<b>4%</b>	-	4%	-	-	-	-	-	4%	*	*	4%	4%	0%	7%	-	-	-	-	-	-	-	-	-		
		Male	22%	18%	<b>7%</b>	6%	4%	*	-	*	-	-	8%	*	*	7%	0%	7%	-	-	-	-	-	-	-	-	-	-		
		Female	25%	21%	<b>11%</b>	*	6%	*	-	-	-	-	11%	*	*	12%	7%	-	11%	-	*	-	*	-	-	-	-	-		
	Mathematics	All	26%	20%	<b>5%</b>	4%	5%	*	-	*	-	*	6%	*	*	6%	6%	4%	6%	-	*	-	*	-	-	-	-	-		
		Students																												
		CWD	11%	10%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	28%	21%	<b>6%</b>	5%	5%	*	-	*	-	*	6%	*	-	6%	6%	5%	7%	-	*	-	*
	EL	18%	14%	<b>6%</b>	-	6%	-	-	-	-	-	6%	*	*	6%	6%	0%	10%	-	-	-	*
	Male	27%	21%	<b>4%</b>	6%	0%	*	-	*	-	-	5%	*	*	5%	0%	4%	-	-	-	-	*
	Female	25%	19%	<b>6%</b>	*	8%	*	-	-	-	*	7%	*	*	7%	10%	-	6%	-	*	-	-
Grade 5																						
Reading	All	26%	23%	<b>4%</b>	8%	4%	*	-	*	-	*	5%	0%	*	4%	2%	5%	3%	-	*	*	-
	Students																					
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>4%</b>	8%	4%	*	-	*	-	*	5%	0%	-	4%	3%	6%	3%	-	*	*	-
	EL	12%	8%	<b>2%</b>	*	2%	*	-	-	-	-	3%	0%	*	3%	2%	4%	0%	-	-	*	-
	Male	24%	21%	<b>5%</b>	*	6%	*	-	-	-	*	7%	0%	*	6%	4%	5%	-	-	*	-	-
	Female	28%	25%	<b>3%</b>	13%	0%	*	-	*	-	*	3%	*	*	3%	0%	-	3%	-	*	*	-
Mathematics	All	30%	24%	<b>11%</b>	8%	11%	*	-	*	-	*	12%	7%	*	12%	7%	14%	8%	-	*	*	-
	Students																					
	CWD	13%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	26%	<b>12%</b>	8%	12%	*	-	*	-	*	13%	8%	-	12%	8%	15%	9%	-	*	*	-
	EL	19%	13%	<b>7%</b>	*	8%	*	-	-	-	-	9%	*	*	8%	7%	9%	5%	-	-	*	-
	Male	29%	24%	<b>14%</b>	*	17%	*	-	-	-	*	15%	10%	*	15%	9%	14%	-	-	*	-	-
	Female	30%	24%	<b>8%</b>	13%	4%	*	-	*	-	*	9%	*	*	9%	5%	-	8%	-	*	*	-
Science	All	16%	13%	<b>6%</b>	17%	2%	*	-	*	-	*	4%	14%	*	6%	2%	3%	9%	-	*	*	-
	Students																					
	CWD	9%	5%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>6%</b>	17%	2%	*	-	*	-	*	4%	15%	-	6%	3%	3%	9%	-	*	*	-
	EL	7%	4%	<b>2%</b>	*	3%	*	-	-	-	-	3%	*	*	3%	2%	5%	0%	-	-	*	-
	Male	18%	14%	<b>3%</b>	*	3%	*	-	-	-	*	4%	0%	*	3%	5%	3%	-	-	*	-	-
	Female	15%	12%	<b>9%</b>	*	0%	*	-	*	-	*	3%	*	*	9%	0%	-	9%	-	*	*	-
Grade 6																						
Reading	All	18%	17%	<b>8%</b>	14%	7%	*	*	*	-	-	7%	*	*	8%	3%	3%	15%	-	-	-	-
	Students																					
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	20%	19%	<b>8%</b>	14%	7%	*	*	*	-	-	7%	*	-	8%	3%	3%	15%	-	-	-	-
	EL	4%	5%	<b>3%</b>	-	3%	*	-	*	-	-	4%	*	*	3%	3%	*	8%	-	-	-	-
	Male	15%	13%	<b>3%</b>	*	0%	-	*	*	-	-	0%	*	*	3%	*	3%	-	-	-	-	-
	Female	22%	22%	<b>15%</b>	*	16%	*	-	-	-	-	18%	*	-	15%	8%	-	15%	-	-	-	-
Mathematics	All	18%	21%	<b>11%</b>	14%	7%	*	*	*	-	-	11%	*	*	11%	3%	8%	15%	-	-	-	-
	Students																					
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	19%	22%	<b>11%</b>	14%	7%	*	*	*	-	-	11%	*	-	11%	3%	8%	15%	-	-	-	-
	EL	6%	9%	<b>3%</b>	-	3%	*	-	*	-	-	4%	*	*	3%	3%	0%	8%	-	-	-	-
	Male	18%	21%	<b>8%</b>	*	0%	-	*	*	-	-	6%	*	*	8%	0%	8%	-	-	-	-	-
	Female	17%	21%	<b>15%</b>	*	16%	*	-	-	-	-	18%	*	-	15%	8%	-	15%	-	-	-	-

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

				African		American		Pacific		Two or More		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
All Grades	All Subjects	All	77%	72%	<b>59%</b>	48%	61%	69%	*	85%	-	90%	59%	55%	31%	60%	56%	56%	61%	-	81%	*	*								
	Students	CWD	45%	38%	<b>31%</b>	*	38%	-	-	-	-	37%	*	31%	-	*	*	47%	-	-	-	-									
		CWOD	80%	76%	<b>60%</b>	50%	62%	69%	*	85%	-	90%	61%	59%	-	60%	58%	59%	62%	-	81%	*	*								
		EL	60%	59%	<b>56%</b>	71%	56%	*	-	*	-	57%	49%	*	58%	56%	56%	57%	-	*	*	*									
		Male	74%	69%	<b>56%</b>	41%	60%	*	*	80%	-	*	57%	54%	*	59%	56%	56%	-	-	*	-	*								
		Female	79%	76%	<b>61%</b>	56%	61%	73%	-	*	-	100%	62%	58%	47%	62%	57%	-	61%	-	82%	*	-								
Reading	All	All	73%	68%	<b>58%</b>	46%	59%	86%	*	83%	-	*	58%	56%	40%	59%	54%	52%	64%	-	100%	*	*								
	Students	CWD	39%	32%	<b>40%</b>	*	50%	-	-	-	-	46%	*	40%	-	*	*	*	-	-	-	-									
		CWOD	77%	72%	<b>59%</b>	48%	60%	86%	*	83%	-	*	59%	59%	-	59%	55%	53%	64%	-	100%	*	*								
		EL	52%	51%	<b>54%</b>	*	53%	*	-	*	-	55%	47%	*	55%	54%	48%	60%	-	*	*	*									
		Male	69%	64%	<b>52%</b>	38%	55%	*	*	*	-	51%	57%	*	53%	48%	52%	-	-	*	-	*									
		Female	77%	73%	<b>64%</b>	55%	64%	*	-	*	-	65%	56%	*	64%	60%	-	64%	-	100%	*	-									
Mathematics	All	All	80%	75%	<b>62%</b>	51%	64%	*	*	83%	-	*	63%	51%	*	64%	61%	60%	63%	-	*	*	*								
	Students	CWD	52%	42%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-									
		CWOD	83%	79%	<b>64%</b>	54%	67%	*	*	83%	-	*	65%	54%	-	64%	63%	63%	64%	-	*	*	*								
		EL	70%	69%	<b>61%</b>	*	62%	*	-	*	-	63%	47%	*	63%	61%	63%	59%	-	*	*	*									
		Male	78%	73%	<b>60%</b>	46%	66%	*	*	*	-	62%	48%	*	63%	63%	60%	-	-	*	-	*									
		Female	82%	78%	<b>63%</b>	58%	63%	*	-	*	-	64%	56%	*	64%	59%	-	63%	-	*	*	-									
Science	All	All	79%	74%	<b>52%</b>	42%	52%	*	-	*	-	49%	64%	*	53%	46%	58%	46%	-	*	*	-									
	Students	CWD	48%	40%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-									
		CWOD	82%	78%	<b>53%</b>	42%	53%	*	-	*	-	49%	69%	-	53%	50%	62%	44%	-	*	*	-									
		EL	58%	57%	<b>46%</b>	*	46%	*	-	-	-	44%	*	*	50%	46%	59%	32%	-	-	*	-									
		Male	78%	72%	<b>58%</b>	*	60%	*	-	-	-	58%	60%	*	62%	59%	58%	-	-	*	-	-									
		Female	80%	77%	<b>46%</b>	*	42%	*	-	*	-	42%	*	*	44%	32%	-	46%	-	*	*	-									

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

All Grades	All Subjects	All	47%	42%	<b>21%</b>	16%	21%	25%	*	77%	-	50%	22%	16%	0%	23%	17%	20%	23%	-	25%	*	*
	Students	CWD	23%	19%	<b>0%</b>	*	0%	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	
		CWOD	50%	45%	<b>23%</b>	16%	22%	25%	*	77%	-	50%	23%	17%	-	23%	18%	21%	24%	-	25%	*	*
		EL	26%	25%	<b>17%</b>	14%	17%	*	-	*	-	19%	4%	*	18%	17%	15%	19%	-	*	*	*	
		Male	45%	40%	<b>20%</b>	13%	20%	*	*	70%	-	20%	20%	*	21%	15%	20%	-	-	*	-	*	
		Female	50%	45%	<b>23%</b>	19%	22%	27%	-	*	-	60%	24%	11%	0%	24%	19%	-	23%	-	27%	*	-
Reading	All	All	46%	41%	<b>20%</b>	12%	20%	43%	*	67%	-	*	20%	15%	0%	21%	16%	17%	23%	-	14%	*	*
	Students	CWD	22%	18%	<b>0%</b>	*	0%	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
		CWOD	48%	44%	<b>21%</b>	12%	21%	43%	*	67%	-	*	22%	16%	-	21%	16%	18%	24%	-	14%	*	*
		EL	21%	21%	<b>16%</b>	*	16%	*	-	*	-	17%	5%	*	16%	16%	12%	20%	-	*	*	*	



				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	17%	8%	17%	*	*	*	-	*	16%	22%	*	18%	12%	17%	-	-	*	-	*
	Female	50%	47%	23%	16%	22%	*	-	*	-	*	25%	6%	*	24%	20%	-	23%	-	20%	*	-
Mathematics	All	48%	42%	25%	18%	26%	*	*	83%	-	*	27%	10%	*	26%	22%	24%	25%	-	*	*	*
	Students																					
	CWD	26%	21%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	51%	45%	26%	18%	27%	*	*	83%	-	*	28%	11%	-	26%	23%	26%	27%	-	*	*	*
	EL	33%	31%	22%	*	22%	*	-	*	-	-	24%	5%	*	23%	22%	21%	23%	-	*	*	*
	Male	47%	41%	24%	19%	25%	*	*	*	-	*	26%	13%	*	26%	21%	24%	-	-	*	-	*
	Female	49%	44%	25%	16%	27%	*	-	*	-	*	28%	6%	*	27%	23%	-	25%	-	*	*	-
Science	All	49%	46%	14%	25%	7%	*	-	*	-	*	9%	36%	*	15%	2%	14%	14%	-	*	*	-
	Students																					
	CWD	23%	18%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	15%	25%	8%	*	-	*	-	*	9%	38%	-	15%	3%	15%	16%	-	*	*	-
	EL	21%	20%	2%	*	3%	*	-	-	-	-	3%	*	*	3%	2%	5%	0%	-	-	*	-
	Male	50%	45%	14%	*	13%	*	-	-	-	*	8%	30%	*	15%	5%	14%	-	-	*	-	-
	Female	49%	46%	14%	*	0%	*	-	*	-	*	10%	*	*	16%	0%	-	14%	-	*	*	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	8%	8%	7%	13%	*	38%	-	10%	8%	5%	0%	8%	6%	7%	8%	-	0%	*	*
	Students																					
	CWD	8%	5%	0%	*	0%	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	-
	CWOD	23%	20%	8%	8%	7%	13%	*	38%	-	10%	8%	6%	-	8%	6%	8%	9%	-	0%	*	*
	EL	9%	8%	6%	0%	6%	*	-	*	-	-	7%	0%	*	6%	6%	5%	6%	-	*	*	*
	Male	20%	17%	7%	6%	6%	*	*	40%	-	*	8%	5%	*	8%	5%	7%	-	-	*	-	*
	Female	22%	20%	8%	10%	7%	18%	-	*	-	20%	9%	6%	0%	9%	6%	-	8%	-	0%	*	-
Reading	All	19%	16%	7%	9%	6%	29%	*	17%	-	*	8%	3%	0%	8%	5%	6%	8%	-	0%	*	*
	Students																					
	CWD	7%	5%	0%	*	0%	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	-
	CWOD	20%	18%	8%	9%	6%	29%	*	17%	-	*	8%	3%	-	8%	5%	7%	9%	-	0%	*	*
	EL	7%	7%	5%	*	5%	*	-	*	-	-	6%	0%	*	5%	5%	4%	6%	-	*	*	*
	Male	16%	13%	6%	8%	5%	*	*	*	-	*	7%	4%	*	7%	4%	6%	-	-	*	-	*
	Female	22%	20%	8%	10%	7%	*	-	*	-	*	9%	0%	*	9%	6%	-	8%	-	0%	*	-
Mathematics	All	23%	20%	9%	6%	8%	*	*	67%	-	*	9%	5%	*	9%	7%	9%	8%	-	*	*	*
	Students																					
	CWD	10%	5%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	21%	9%	6%	9%	*	*	67%	-	*	10%	5%	-	9%	8%	9%	9%	-	*	*	*
	EL	13%	11%	7%	*	8%	*	-	*	-	-	8%	0%	*	8%	7%	7%	8%	-	*	*	*
	Male	23%	19%	9%	5%	8%	*	*	*	-	*	9%	9%	*	9%	7%	9%	-	-	*	-	*
	Female	24%	20%	8%	6%	8%	*	-	*	-	*	9%	0%	*	9%	8%	-	8%	-	*	*	-
Science	All	22%	20%	6%	17%	2%	*	-	*	-	*	4%	14%	*	6%	2%	3%	9%	-	*	*	-
	Students																					
	CWD	7%	4%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	6%	17%	2%	*	-	*	-	*	4%	15%	-	6%	3%	3%	9%	-	*	*	-
EL	5%	5%	2%	*	3%	*	-	-	-	-	3%	*	*	3%	2%	5%	0%	-	-	*	-
Male	23%	20%	3%	*	3%	*	-	-	-	*	4%	0%	*	3%	5%	3%	-	-	*	-	-
Female	21%	20%	9%	*	0%	*	-	*	-	*	3%	*	*	9%	0%	-	9%	-	*	*	-

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	56	60	100	*	*	-	*	58	75	57
CWD	75	*	89	-	-	-	-	-	70	75	*
CWOD	59	58	58	100	*	*	-	*	57	-	56
EL	57	-	57	*	-	*	-	-	54	*	57
Male	54	54	55	*	*	*	-	-	51	*	53
Female	65	59	65	*	-	*	-	*	65	86	62
<b>Mathematics</b>											
All Students	59	59	58	*	*	100	-	*	59	*	59
CWD	*	*	*	-	-	-	-	-	*	*	*
CWOD	61	61	60	*	*	100	-	*	60	-	61
EL	59	-	59	*	-	*	-	-	60	*	59
Male	55	46	56	*	*	*	-	-	55	*	53
Female	64	78	61	*	-	*	-	*	63	*	66

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
353	28	8%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	29	24	30	*	*	67	-	*	30	*	26	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

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

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

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

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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	12	8	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	14	10	*	*	*	*	*	*	*		
<b>Out-of-School Suspensions</b>												
	Male	8	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	8	*	*	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	66	8	56	*	*	*	*	*	44	8	*
	Female	61	8	47	*	*	*	*	*	35	*	*
	Total	127	16	103	*	*	*	*	*	79	10	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	41	5	32	*	*	*	*	*	29	*
	Female	52	8	38	*	*	*	*	*	38	*
	Total	93	13	70	*	*	*	*	*	67	*
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage



of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	9.9	21.5%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	3.8	8.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.0	2.3%

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** ARLINGTON H S

**Campus ID:** 220901001

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

			Two or Non													Foster							
			African			American			Pacific			More Econ		Non Econ									
			State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
End of Course																							
English I	All	64%	58%	<b>63%</b>	48%	62%	75%	*	70%	-	58%	58%	68%	17%	68%	26%	55%	73%	*	51%	*	*	
	Students																						
	CWD	25%	17%	<b>17%</b>	*	14%	25%	-	*	-	*	10%	27%	17%	-	*	9%	37%	-	*	*	-	
	CWOD	68%	63%	<b>68%</b>	55%	66%	80%	*	74%	-	67%	65%	73%	-	68%	29%	63%	75%	*	55%	*	*	
	EL	30%	31%	<b>26%</b>	*	26%	*	*	*	-	-	24%	33%	*	29%	26%	18%	40%	-	*	-	*	
	Male	57%	51%	<b>55%</b>	37%	57%	66%	*	73%	-	62%	51%	61%	9%	63%	18%	55%	-	-	32%	*	*	
	Female	71%	66%	<b>73%</b>	65%	69%	84%	*	67%	-	55%	69%	77%	37%	75%	40%	-	73%	*	79%	*	*	
English II	All	66%	61%	<b>63%</b>	53%	57%	80%	*	67%	-	50%	55%	72%	18%	67%	26%	57%	69%	-	48%	*	54%	
	Students																						
	CWD	25%	18%	<b>18%</b>	*	22%	21%	-	*	-	*	17%	20%	18%	-	*	18%	*	-	*	*	-	
	CWOD	71%	66%	<b>67%</b>	59%	60%	87%	*	70%	-	67%	59%	77%	-	67%	27%	63%	72%	-	55%	*	54%	
	EL	27%	27%	<b>26%</b>	*	25%	*	*	*	-	-	28%	21%	*	27%	26%	25%	28%	-	*	-	*	
	Male	61%	57%	<b>57%</b>	42%	53%	77%	*	73%	-	50%	49%	68%	18%	63%	25%	57%	-	-	50%	*	*	
	Female	72%	66%	<b>69%</b>	68%	62%	82%	*	62%	-	*	62%	76%	*	72%	28%	-	69%	-	*	*	86%	
Algebra I	All	82%	78%	<b>82%</b>	78%	82%	86%	*	88%	-	69%	81%	84%	47%	88%	61%	79%	86%	-	66%	*	83%	
	Students																						
	CWD	47%	35%	<b>47%</b>	38%	46%	50%	-	*	-	*	41%	54%	47%	-	29%	47%	46%	-	*	*	-	
	CWOD	86%	83%	<b>88%</b>	85%	88%	91%	*	*	-	73%	87%	89%	-	88%	69%	86%	90%	-	75%	*	83%	
	EL	67%	65%	<b>61%</b>	*	62%	*	-	*	-	-	63%	57%	29%	69%	61%	57%	68%	-	*	-	*	
	Male	78%	73%	<b>79%</b>	73%	81%	82%	*	*	-	*	77%	83%	47%	86%	57%	79%	-	-	53%	*	*	
	Female	87%	83%	<b>86%</b>	86%	84%	90%	-	*	-	75%	86%	85%	46%	90%	68%	-	86%	-	83%	*	*	
Biology	All	86%	82%	<b>87%</b>	79%	85%	93%	*	89%	-	93%	84%	90%	56%	90%	63%	85%	90%	-	77%	-	86%	
	Students																						
	CWD	56%	49%	<b>56%</b>	40%	50%	68%	-	*	-	*	50%	63%	56%	-	56%	56%	55%	-	*	-	-	
	CWOD	89%	87%	<b>90%</b>	85%	88%	95%	*	93%	-	92%	88%	92%	-	90%	64%	88%	92%	-	82%	-	86%	
	EL	64%	64%	<b>63%</b>	*	64%	*	*	*	-	-	59%	69%	56%	64%	63%	60%	67%	-	*	-	*	
	Male	83%	79%	<b>85%</b>	76%	85%	90%	*	90%	-	100%	83%	87%	56%	88%	60%	85%	-	-	67%	-	*	
	Female	88%	86%	<b>90%</b>	85%	86%	97%	*	89%	-	90%	86%	93%	55%	92%	67%	-	90%	-	91%	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
End of Course																							
English I	All	43%	39%	<b>45%</b>	28%	42%	63%	*	61%	-	42%	38%	55%	6%	50%	8%	39%	54%	*	26%	*	*	
	Students																						

					African	American		Pacific			Two or More	Econ	Non Econ							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWD	14%	10%	<b>6%</b>	*	3%	18%	-	*	-	*	2%	11%	6%	-	*	3%	13%	-	*	*	-	
	CWOD	47%	43%	<b>50%</b>	33%	45%	68%	*	74%	-	48%	42%	59%	-	50%	10%	45%	57%	*	27%	*	*	
	EL	10%	11%	<b>8%</b>	*	7%	*	*	*	-	-	7%	11%	*	10%	8%	6%	12%	-	*	-	*	
	Male	37%	32%	<b>39%</b>	18%	38%	55%	*	64%	-	46%	33%	47%	3%	45%	6%	39%	-	-	9%	*	*	
	Female	51%	47%	<b>54%</b>	42%	47%	72%	*	58%	-	36%	45%	64%	13%	57%	12%	-	54%	*	50%	*	*	
English II	All	47%	43%	<b>45%</b>	32%	39%	64%	*	50%	-	38%	35%	56%	7%	49%	7%	38%	53%	-	26%	*	38%	
	Students																						
	CWD	14%	9%	<b>7%</b>	*	3%	14%	-	*	-	*	2%	12%	7%	-	*	8%	*	-	*	*	-	
	CWOD	51%	47%	<b>49%</b>	36%	41%	70%	*	52%	-	50%	38%	60%	-	49%	8%	43%	55%	-	30%	*	38%	
	EL	9%	10%	<b>7%</b>	*	7%	*	*	*	-	-	8%	7%	*	8%	7%	7%	7%	-	*	-	*	
	Male	41%	37%	<b>38%</b>	23%	33%	59%	*	36%	-	30%	28%	51%	8%	43%	7%	38%	-	-	28%	*	*	
	Female	54%	50%	<b>53%</b>	45%	45%	69%	*	62%	-	*	44%	61%	*	55%	7%	-	53%	-	*	*	57%	
Algebra I	All	53%	49%	<b>52%</b>	42%	49%	64%	*	63%	-	31%	48%	57%	10%	58%	22%	47%	58%	-	45%	*	67%	
	Students																						
	CWD	19%	13%	<b>10%</b>	13%	6%	14%	-	*	-	*	10%	11%	10%	-	5%	12%	8%	-	*	*	-	
	CWOD	58%	53%	<b>58%</b>	47%	55%	71%	*	*	-	36%	53%	64%	-	58%	26%	54%	64%	-	54%	*	67%	
	EL	29%	27%	<b>22%</b>	*	21%	*	-	*	-	-	20%	25%	5%	26%	22%	13%	37%	-	*	-	*	
	Male	49%	43%	<b>47%</b>	38%	45%	58%	*	*	-	*	43%	53%	12%	54%	13%	47%	-	-	41%	*	*	
	Female	58%	55%	<b>58%</b>	49%	57%	70%	-	*	-	25%	55%	61%	8%	64%	37%	-	58%	-	50%	*	*	
Biology	All	57%	56%	<b>61%</b>	43%	56%	78%	*	84%	-	47%	54%	68%	14%	66%	23%	59%	63%	-	38%	-	57%	
	Students																						
	CWD	22%	18%	<b>14%</b>	5%	8%	18%	-	*	-	*	13%	16%	14%	-	6%	14%	14%	-	*	-	-	
	CWOD	61%	61%	<b>66%</b>	48%	59%	84%	*	87%	-	54%	58%	73%	-	66%	25%	65%	67%	-	45%	-	57%	
	EL	20%	24%	<b>23%</b>	*	19%	*	*	*	-	-	22%	23%	6%	25%	23%	21%	24%	-	*	-	*	
	Male	55%	53%	<b>59%</b>	36%	58%	73%	*	90%	-	80%	53%	67%	14%	65%	21%	59%	-	-	13%	-	*	
	Female	59%	59%	<b>63%</b>	52%	52%	83%	*	78%	-	30%	56%	70%	14%	67%	24%	-	63%	-	73%	-	*	

**STAAR Percent at Masters Grade Level**

End of Course

English I	All	7%	6%	<b>7%</b>	2%	4%	15%	*	13%	-	0%	4%	11%	1%	8%	0%	6%	9%	*	0%	*	*	
	Students																						
	CWD	3%	1%	<b>1%</b>	*	0%	4%	-	*	-	*	0%	2%	1%	-	*	0%	3%	-	*	*	-	
	CWOD	7%	7%	<b>8%</b>	2%	5%	16%	*	16%	-	0%	4%	12%	-	8%	0%	6%	9%	*	0%	*	*	
	EL	0%	1%	<b>0%</b>	*	0%	*	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	*	
	Male	5%	4%	<b>6%</b>	2%	4%	12%	*	9%	-	0%	3%	9%	0%	6%	0%	6%	-	-	0%	*	*	
	Female	9%	9%	<b>9%</b>	2%	4%	19%	*	17%	-	0%	4%	15%	3%	9%	0%	-	9%	*	0%	*	*	
English II	All	8%	7%	<b>5%</b>	1%	4%	9%	*	13%	-	13%	3%	7%	0%	6%	0%	3%	8%	-	0%	*	15%	
	Students																						
	CWD	4%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	*	-	*	*	-	
	CWOD	8%	7%	<b>6%</b>	1%	4%	10%	*	13%	-	17%	4%	8%	-	6%	0%	3%	8%	-	0%	*	15%	
	EL	0%	0%	<b>0%</b>	*	0%	*	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	*	
	Male	5%	5%	<b>3%</b>	0%	3%	4%	*	18%	-	10%	2%	4%	0%	3%	0%	3%	-	-	0%	*	*	
	Female	10%	9%	<b>8%</b>	3%	6%	14%	*	8%	-	*	4%	11%	*	8%	0%	-	8%	-	*	*	29%	



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All	31%	29%	<b>27%</b>	17%	26%	38%	*	25%	-	0%	24%	31%	1%	31%	7%	24%	31%	-	28%	*	33%
	Students																					
	CWD	7%	3%	<b>1%</b>	0%	0%	0%	-	*	-	*	2%	0%	1%	-	0%	2%	0%	-	*	*	-
	CWOD	34%	32%	<b>31%</b>	20%	30%	43%	*	*	-	0%	27%	36%	-	31%	9%	28%	34%	-	33%	*	33%
	EL	12%	11%	<b>7%</b>	*	6%	*	-	*	-	-	6%	11%	0%	9%	7%	6%	10%	-	*	-	*
	Male	28%	25%	<b>24%</b>	15%	25%	29%	*	*	-	*	22%	27%	2%	28%	6%	24%	-	-	24%	*	*
Female	34%	33%	<b>31%</b>	21%	28%	47%	-	*	-	0%	26%	37%	0%	34%	10%	-	31%	-	33%	*	*	
Biology	All	23%	23%	<b>22%</b>	10%	18%	35%	*	42%	-	20%	16%	29%	1%	24%	3%	25%	18%	-	0%	-	14%
	Students																					
	CWD	5%	3%	<b>1%</b>	0%	0%	5%	-	*	-	*	0%	3%	1%	-	0%	2%	0%	-	*	-	-
	CWOD	25%	25%	<b>24%</b>	11%	19%	38%	*	53%	-	23%	18%	32%	-	24%	4%	28%	20%	-	0%	-	14%
	EL	3%	5%	<b>3%</b>	*	3%	*	*	*	-	-	3%	5%	0%	4%	3%	4%	2%	-	*	-	*
	Male	22%	22%	<b>25%</b>	6%	22%	42%	*	50%	-	20%	20%	31%	2%	28%	4%	25%	-	-	0%	-	*
Female	23%	24%	<b>18%</b>	14%	12%	27%	*	33%	-	20%	10%	27%	0%	20%	2%	-	18%	-	0%	-	*	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
All Grades																						
All Subjects	All	77%	72%	<b>72%</b>	63%	70%	83%	91%	76%	-	66%	68%	77%	32%	77%	41%	68%	78%	*	60%	*	61%
	Students																					
	CWD	45%	38%	<b>32%</b>	23%	31%	39%	-	62%	-	*	27%	39%	32%	-	26%	30%	39%	-	*	*	-
	CWOD	80%	76%	<b>77%</b>	69%	73%	88%	91%	79%	-	74%	73%	82%	-	77%	43%	73%	81%	*	66%	*	61%
	EL	60%	59%	<b>41%</b>	50%	41%	24%	*	52%	-	-	40%	42%	26%	43%	41%	37%	47%	-	31%	-	*
	Male	74%	69%	<b>68%</b>	54%	67%	78%	100%	81%	-	64%	63%	73%	30%	73%	37%	68%	-	-	49%	*	41%
Female	79%	76%	<b>78%</b>	75%	73%	88%	*	71%	-	69%	74%	82%	39%	81%	47%	-	78%	*	79%	*	79%	
Reading	All	73%	68%	<b>63%</b>	50%	59%	77%	83%	68%	-	55%	57%	70%	17%	68%	26%	56%	71%	*	50%	*	48%
	Students																					
	CWD	39%	32%	<b>17%</b>	12%	18%	23%	-	*	-	*	13%	24%	17%	-	14%	13%	28%	-	*	*	-
	CWOD	77%	72%	<b>68%</b>	57%	63%	83%	83%	71%	-	67%	62%	75%	-	68%	28%	63%	74%	*	56%	*	48%
	EL	52%	51%	<b>26%</b>	*	25%	*	*	42%	-	-	26%	27%	14%	28%	26%	22%	33%	-	*	-	*
	Male	69%	64%	<b>56%</b>	39%	55%	71%	*	73%	-	57%	50%	65%	13%	63%	22%	56%	-	-	40%	*	*
Female	77%	73%	<b>71%</b>	66%	65%	83%	*	64%	-	53%	66%	76%	28%	74%	33%	-	71%	*	68%	*	73%	
Mathematics	All	80%	75%	<b>82%</b>	78%	82%	86%	*	88%	-	69%	81%	84%	47%	88%	61%	79%	86%	-	66%	*	83%
	Students																					
	CWD	52%	42%	<b>47%</b>	38%	46%	50%	-	*	-	*	41%	54%	47%	-	29%	47%	46%	-	*	*	-
	CWOD	83%	79%	<b>88%</b>	85%	88%	91%	*	*	-	73%	87%	89%	-	88%	69%	86%	90%	-	75%	*	83%
	EL	70%	69%	<b>61%</b>	*	62%	*	-	*	-	-	63%	57%	29%	69%	61%	57%	68%	-	*	-	*
	Male	78%	73%	<b>79%</b>	73%	81%	82%	*	*	-	*	77%	83%	47%	86%	57%	79%	-	-	53%	*	*
Female	82%	78%	<b>86%</b>	86%	84%	90%	-	*	-	75%	86%	85%	46%	90%	68%	-	86%	-	83%	*	*	
Science	All	79%	74%	<b>87%</b>	79%	85%	93%	*	89%	-	93%	84%	90%	56%	90%	63%	85%	90%	-	77%	-	86%
	Students																					
	CWD	48%	40%	<b>56%</b>	40%	50%	68%	-	*	-	*	50%	63%	56%	-	56%	56%	55%	-	*	-	-
	CWOD	82%	78%	<b>90%</b>	85%	88%	95%	*	93%	-	92%	88%	92%	-	90%	64%	88%	92%	-	82%	-	86%
	EL	58%	57%	<b>63%</b>	*	64%	*	*	*	-	-	59%	69%	56%	64%	63%	60%	67%	-	*	-	*
	Male	78%	72%	<b>85%</b>	76%	85%	90%	*	90%	-	100%	83%	87%	56%	88%	60%	85%	-	-	67%	-	*

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	80%	77%	<b>90%</b>	85%	86%	97%	*	89%	-	90%	86%	93%	55%	92%	67%	-	90%	-	91%	-	*	

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

All Grades

All Subjects	All	47%	42%	<b>50%</b>	35%	46%	67%	73%	64%	-	40%	43%	59%	9%	55%	14%	45%	57%	*	34%	*	44%
	Students																					
	CWD	23%	19%	<b>9%</b>	5%	5%	16%	-	31%	-	*	6%	12%	9%	-	2%	8%	10%	-	*	*	-
	CWOD	50%	45%	<b>55%</b>	40%	49%	73%	73%	70%	-	47%	47%	64%	-	55%	16%	51%	60%	*	39%	*	44%
	EL	26%	25%	<b>14%</b>	31%	12%	8%	*	36%	-	-	13%	15%	2%	16%	14%	11%	18%	-	19%	-	*
	Male	45%	40%	<b>45%</b>	27%	43%	62%	86%	64%	-	45%	38%	54%	8%	51%	11%	45%	-	-	23%	*	29%
	Female	50%	45%	<b>57%</b>	47%	49%	74%	*	63%	-	34%	50%	64%	10%	60%	18%	-	57%	*	52%	*	58%
Reading	All	46%	41%	<b>45%</b>	30%	40%	63%	50%	55%	-	40%	36%	55%	6%	49%	8%	39%	53%	*	26%	*	35%
	Students																					
	CWD	22%	18%	<b>6%</b>	2%	3%	16%	-	*	-	*	2%	12%	6%	-	0%	5%	9%	-	*	*	-
	CWOD	48%	44%	<b>49%</b>	34%	43%	69%	50%	62%	-	48%	40%	60%	-	49%	9%	44%	56%	*	29%	*	35%
	EL	21%	21%	<b>8%</b>	*	7%	*	*	26%	-	-	7%	9%	0%	9%	8%	7%	9%	-	*	-	*
	Male	41%	37%	<b>39%</b>	20%	36%	57%	*	50%	-	39%	30%	49%	5%	44%	7%	39%	-	-	18%	*	*
	Female	50%	47%	<b>53%</b>	43%	46%	70%	*	60%	-	41%	45%	62%	9%	56%	9%	-	53%	*	42%	*	55%
Mathematics	All	48%	42%	<b>52%</b>	42%	49%	64%	*	63%	-	31%	48%	57%	10%	58%	22%	47%	58%	-	45%	*	67%
	Students																					
	CWD	26%	21%	<b>10%</b>	13%	6%	14%	-	*	-	*	10%	11%	10%	-	5%	12%	8%	-	*	*	-
	CWOD	51%	45%	<b>58%</b>	47%	55%	71%	*	*	-	36%	53%	64%	-	58%	26%	54%	64%	-	54%	*	67%
	EL	33%	31%	<b>22%</b>	*	21%	*	-	*	-	-	20%	25%	5%	26%	22%	13%	37%	-	*	-	*
	Male	47%	41%	<b>47%</b>	38%	45%	58%	*	*	-	*	43%	53%	12%	54%	13%	47%	-	-	41%	*	*
	Female	49%	44%	<b>58%</b>	49%	57%	70%	-	*	-	25%	55%	61%	8%	64%	37%	-	58%	-	50%	*	*
Science	All	49%	46%	<b>61%</b>	43%	56%	78%	*	84%	-	47%	54%	68%	14%	66%	23%	59%	63%	-	38%	-	57%
	Students																					
	CWD	23%	18%	<b>14%</b>	5%	8%	18%	-	*	-	*	13%	16%	14%	-	6%	14%	14%	-	*	-	-
	CWOD	52%	49%	<b>66%</b>	48%	59%	84%	*	87%	-	54%	58%	73%	-	66%	25%	65%	67%	-	45%	-	57%
	EL	21%	20%	<b>23%</b>	*	19%	*	*	*	-	-	22%	23%	6%	25%	23%	21%	24%	-	*	-	*
	Male	50%	45%	<b>59%</b>	36%	58%	73%	*	90%	-	80%	53%	67%	14%	65%	21%	59%	-	-	13%	-	*
	Female	49%	46%	<b>63%</b>	52%	52%	83%	*	78%	-	30%	56%	70%	14%	67%	24%	-	63%	-	73%	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>14%</b>	7%	12%	23%	27%	22%	-	7%	10%	18%	1%	15%	2%	13%	15%	*	7%	*	17%
	Students																					
	CWD	8%	5%	<b>1%</b>	0%	0%	2%	-	8%	-	*	1%	1%	1%	-	0%	1%	1%	-	*	*	-
	CWOD	23%	20%	<b>15%</b>	8%	13%	25%	27%	25%	-	9%	12%	20%	-	15%	3%	15%	16%	*	8%	*	17%
	EL	9%	8%	<b>2%</b>	6%	2%	3%	*	4%	-	-	2%	3%	0%	3%	2%	2%	2%	-	0%	-	*
	Male	20%	17%	<b>13%</b>	5%	12%	21%	29%	28%	-	6%	11%	16%	1%	15%	2%	13%	-	-	6%	*	18%
	Female	22%	20%	<b>15%</b>	9%	11%	25%	*	16%	-	9%	10%	21%	1%	16%	2%	-	15%	*	10%	*	16%

					African	American			Pacific	Two or More	Econ	Non Econ							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Reading	All	19%	16%	6%	1%	4%	12%	17%	13%	-	5%	3%	9%	1%	7%	0%	4%	8%	*	0%	*	13%
	Students																					
	CWD	7%	5%	1%	0%	0%	2%	-	*	-	*	0%	1%	1%	-	0%	0%	2%	-	*	*	-
	CWOD	20%	18%	7%	2%	4%	13%	17%	14%	-	6%	4%	10%	-	7%	0%	5%	9%	*	0%	*	13%
	EL	7%	7%	0%	*	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	Female	22%	20%	8%	2%	5%	17%	*	12%	-	6%	4%	13%	2%	9%	0%	-	8%	*	0%	*	18%
Mathematics	All	23%	20%	27%	17%	26%	38%	*	25%	-	0%	24%	31%	1%	31%	7%	24%	31%	-	28%	*	33%
	Students																					
	CWD	10%	5%	1%	0%	0%	0%	-	*	-	*	2%	0%	1%	-	0%	2%	0%	-	*	*	-
	CWOD	25%	21%	31%	20%	30%	43%	*	*	-	0%	27%	36%	-	31%	9%	28%	34%	-	33%	*	33%
	EL	13%	11%	7%	*	6%	*	-	*	-	-	6%	11%	0%	9%	7%	6%	10%	-	*	-	*
	Female	24%	20%	31%	21%	28%	47%	-	*	-	0%	26%	37%	0%	34%	10%	-	31%	-	33%	*	*
Science	All	22%	20%	22%	10%	18%	35%	*	42%	-	20%	16%	29%	1%	24%	3%	25%	18%	-	0%	-	14%
	Students																					
	CWD	7%	4%	1%	0%	0%	5%	-	*	-	*	0%	3%	1%	-	0%	2%	0%	-	*	-	-
	CWOD	24%	22%	24%	11%	19%	38%	*	53%	-	23%	18%	32%	-	24%	4%	28%	20%	-	0%	-	14%
	EL	5%	5%	3%	*	3%	*	*	*	-	-	3%	5%	0%	4%	3%	4%	2%	-	*	-	*
	Female	21%	20%	18%	14%	12%	27%	*	33%	-	20%	10%	27%	0%	20%	2%	-	18%	-	0%	-	*

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	63	62	67	*	55	-	55	64	49	53
CWD	49	*	53	39	-	*	-	*	52	49	64
CWOD	65	63	63	69	*	53	-	61	65	-	52
EL	53	*	56	*	-	*	-	-	56	64	53
Male	59	54	58	67	-	*	-	*	59	50	51
Female	68	72	68	67	*	75	-	*	71	46	59
<b>Mathematics</b>											
All Students	76	74	73	81	*	*	-	71	73	38	57
CWD	38	36	25	55	-	*	-	-	32	38	*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWOD	80	81	79	83	*	*	-	71	78	-	65
EL	57	*	58	*	-	*	-	-	53	*	57
Male	72	69	71	75	*	*	-	*	69	35	46
Female	82	81	77	87	-	*	-	*	78	46	72

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	90.1%	85.8%	88.6%	93.2%	*	87.5%	-	100.0%	88.9%	81.6%	80.4%	72.4%	*
CWD	81.6%	86.7%	76.9%	83.3%	-	*	-	*	85.0%	81.6%	60.0%	55.6%	-
CWOD	90.7%	85.7%	89.2%	94.0%	*	90.9%	-	100.0%	89.2%	-	81.5%	75.5%	*
EL	80.4%	*	81.7%	*	*	75.0%	-	-	82.9%	60.0%	80.4%	33.3%	-
Male	85.8%	78.3%	82.3%	92.4%	*	83.3%	-	100.0%	83.5%	77.4%	73.7%	67.7%	-
Female	94.7%	93.3%	95.5%	94.2%	*	91.7%	-	100.0%	95.3%	88.9%	90.0%	77.8%	*

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
289	40	14%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	35	43	58	*	54	-	38	40	*	19

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	47%	26%	40%	63%	*	54%	-	50%	37%	12%	25%
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

Participation Rate		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	99%	98%	99%	99%	91%	100%	*	100%	99%	99%	99%	99%	99%	99%	*	
	CWD	99%	97%	100%	99%	-	100%	-	100%	99%	99%	99%	-	100%	99%	98%	-
	CWOD	99%	98%	99%	99%	91%	100%	*	100%	99%	99%	-	99%	99%	99%	99%	*
	EL	99%	100%	100%	95%	*	100%	*	-	99%	99%	100%	99%	99%	99%	99%	-
	Male	99%	98%	99%	99%	100%	100%	*	100%	99%	99%	99%	99%	99%	99%	-	-
	Female	99%	97%	99%	99%	*	100%	-	100%	98%	99%	98%	99%	99%	-	99%	*
Reading	All Students	99%	98%	99%	99%	83%	100%	*	100%	99%	99%	100%	99%	100%	99%	99%	*
	CWD	100%	100%	100%	98%	-	100%	-	100%	100%	99%	100%	-	100%	99%	100%	-
	CWOD	99%	98%	99%	99%	83%	100%	*	100%	99%	99%	-	99%	100%	99%	99%	*
	EL	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	99%	99%	*	100%	*	100%	99%	99%	99%	99%	100%	99%	-	-
	Female	99%	98%	99%	98%	*	100%	-	100%	99%	99%	100%	99%	100%	-	99%	*
Mathematics	All Students	98%	98%	99%	99%	*	100%	-	100%	98%	99%	98%	99%	99%	98%	99%	-
	CWD	98%	92%	100%	100%	-	*	-	*	96%	100%	98%	-	100%	98%	96%	-
	CWOD	99%	99%	98%	99%	*	*	-	100%	98%	99%	-	99%	99%	98%	99%	-
	EL	99%	*	100%	92%	-	*	-	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	98%	99%	98%	99%	*	*	-	100%	98%	99%	98%	98%	100%	98%	-	-
	Female	99%	95%	100%	99%	-	*	-	100%	97%	100%	96%	99%	98%	-	99%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All	99%	98%	99%	99%	*	100%	-	100%	99%	99%	99%	99%	98%	99%	99%	-
	Students																
	CWD	99%	95%	100%	100%	-	*	-	*	98%	100%	99%	-	100%	100%	96%	-
	CWOD	99%	99%	99%	99%	*	100%	-	100%	99%	99%	-	99%	98%	99%	99%	-
	EL	98%	*	99%	88%	*	*	-	-	99%	98%	100%	98%	98%	99%	98%	-
	Male	99%	99%	99%	100%	*	100%	-	100%	100%	99%	100%	99%	99%	99%	-	-
	Female	99%	97%	100%	98%	*	100%	-	100%	99%	99%	96%	99%	98%	-	99%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	1%	2%	1%	1%	9%	0%	*	0%	1%	1%	1%	1%	1%	1%	1%	*
	Students																
	CWD	1%	3%	0%	1%	-	0%	-	0%	1%	1%	1%	-	0%	1%	2%	-
	CWOD	1%	2%	1%	1%	9%	0%	*	0%	1%	1%	-	1%	1%	1%	1%	*
	EL	1%	0%	0%	5%	*	0%	*	-	1%	1%	0%	1%	1%	1%	1%	-
	Male	1%	2%	1%	1%	0%	0%	*	0%	1%	1%	1%	1%	1%	1%	-	-
	Female	1%	3%	1%	1%	*	0%	-	0%	2%	1%	2%	1%	1%	-	1%	*
Reading	All	1%	2%	1%	1%	17%	0%	*	0%	1%	1%	1%	1%	0%	1%	1%	*
	Students																
	CWD	1%	0%	0%	2%	-	0%	-	0%	0%	1%	1%	-	0%	1%	0%	-
	CWOD	1%	2%	1%	1%	17%	0%	*	0%	1%	1%	-	1%	0%	1%	1%	*
	EL	0%	0%	0%	0%	*	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	1%	1%	*	0%	*	0%	1%	1%	1%	1%	0%	1%	-	-
	Female	1%	2%	1%	2%	*	0%	-	0%	1%	1%	0%	1%	0%	-	1%	*
Mathematics	All	2%	3%	1%	1%	*	0%	-	0%	2%	1%	2%	1%	1%	2%	1%	-
	Students																
	CWD	2%	8%	0%	0%	-	*	-	*	4%	0%	2%	-	0%	2%	4%	-
	CWOD	1%	1%	2%	1%	*	*	-	0%	2%	1%	-	1%	1%	2%	1%	-
	EL	1%	*	0%	8%	-	*	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	2%	1%	2%	1%	*	*	-	0%	2%	1%	2%	2%	0%	2%	-	-
	Female	1%	5%	0%	1%	-	*	-	0%	3%	0%	4%	1%	2%	-	1%	-
Science	All	1%	2%	1%	1%	*	0%	-	0%	1%	1%	1%	1%	2%	1%	1%	-
	Students																
	CWD	1%	5%	0%	0%	-	*	-	*	2%	0%	1%	-	0%	0%	4%	-
	CWOD	1%	1%	1%	1%	*	0%	-	0%	1%	1%	-	1%	2%	1%	1%	-
	EL	2%	*	1%	13%	*	*	-	-	1%	3%	0%	2%	2%	1%	2%	-
	Male	1%	1%	1%	0%	*	0%	-	0%	0%	1%	0%	1%	1%	1%	-	-
	Female	1%	3%	0%	2%	*	0%	-	0%	1%	1%	4%	1%	2%	-	1%	-

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	139	35	65	32	*	*	*	5	20		
	Female	66	17	38	11	*	*	*	*	8		
	Total	205	52	103	43	*	*	*	5	28		
Out-of-School Suspensions												
	Male	93	28	31	28	*	*	*	*	10		
	Female	50	16	22	10	*	*	*	*	*		
	Total	143	44	53	38	*	*	*	6	12		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	43	14	11	14	*	*	*	*	*		11
	Female	11	*	5	*	*	*	*	*	*		*
	Total	54	16	16	16	*	*	*	*	*		13
Out-of-School Suspensions												
	Male	36	16	7	13	*	*	*	*	*		10
	Female	13	7	*	*	*	*	*	*	*		*
	Total	49	23	9	15	*	*	*	*	*		14
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*



	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>											
Chronic Absenteeism											
Male	204	41	77	74	*	*	*	8	20	23	17
Female	210	29	83	83	*	*	*	11	14	20	20
Total	414	70	160	157	*	*	*	19	34	43	37

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	5
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

Preschool Programs	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
	Advanced Placement Courses										
	Male	234	17	62	122	*	26	*	5	8	5
	Female	327	23	116	155	*	23	*	8	8	*
	Total	561	40	178	277	*	49	*	13	16	7
	International Baccalaureate Courses										
	Male	14	*	*	8	*	*	*	*	*	*
	Female	50	8	23	17	*	*	*	*	*	*
	Total	64	10	25	25	*	*	*	*	*	*

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

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

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

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	32.0	18.3%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	10.0	6.0%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	21.6	13.0%

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-

personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

#### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** ARLINGTON COLLEGIATE H S

**Campus ID:** 220901011

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to



C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

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

													Two or Non					Foster				
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All	64%	58%	<b>98%</b>	100%	99%	100%	*	100%	*	*	98%	100%	-	98%	71%	100%	97%	-	-	-	*
	Students																					
	CWD	25%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	63%	<b>98%</b>	100%	99%	100%	*	100%	*	*	98%	100%	-	98%	71%	100%	97%	-	-	-	*
	EL	30%	31%	<b>71%</b>	-	83%	-	*	-	-	-	*	*	-	71%	71%	*	*	-	-	-	-
	Male	57%	51%	<b>100%</b>	*	100%	*	-	*	*	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	71%	66%	<b>97%</b>	*	98%	*	*	*	-	*	97%	100%	-	97%	*	-	97%	-	-	-	*
English II	All	66%	61%	<b>98%</b>	100%	99%	*	-	*	-	*	98%	100%	-	98%	*	100%	97%	-	*	-	-
	Students																					
	CWD	25%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	71%	66%	<b>98%</b>	100%	99%	*	-	*	-	*	98%	100%	-	98%	*	100%	97%	-	*	-	-
	EL	27%	27%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	61%	57%	<b>100%</b>	100%	100%	*	-	*	-	*	100%	*	-	100%	-	100%	-	-	*	-	-
	Female	72%	66%	<b>97%</b>	100%	98%	-	-	*	-	-	96%	100%	-	97%	*	-	97%	-	-	-	-
Algebra I	All	82%	78%	<b>100%</b>	*	100%	*	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	Students																					
	CWD	47%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	83%	<b>100%</b>	*	100%	*	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	67%	65%	*	-	*	-	*	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	78%	73%	<b>100%</b>	-	100%	*	-	*	-	*	100%	*	-	100%	*	100%	-	-	-	-	-
	Female	87%	83%	<b>100%</b>	*	100%	*	*	-	-	*	100%	*	-	100%	*	-	100%	-	-	-	*
Biology	All	86%	82%	<b>99%</b>	100%	99%	100%	*	100%	*	*	99%	100%	-	99%	83%	100%	98%	-	-	-	*
	Students																					
	CWD	56%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	89%	87%	<b>99%</b>	100%	99%	100%	*	100%	*	*	99%	100%	-	99%	83%	100%	98%	-	-	-	*
	EL	64%	64%	<b>83%</b>	-	*	-	*	-	-	-	*	*	-	83%	83%	*	*	-	-	-	-
	Male	83%	79%	<b>100%</b>	*	100%	*	-	*	*	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	88%	86%	<b>98%</b>	*	98%	*	*	*	-	*	98%	100%	-	98%	*	-	98%	-	-	-	*

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

<b>End of Course</b>																						
English I	All	43%	39%	<b>91%</b>	100%	91%	80%	*	100%	*	*	90%	100%	-	91%	43%	95%	90%	-	-	-	*
	Students																					

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWD	14%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	47%	43%	<b>91%</b>	100%	91%	80%	*	100%	*	*	90%	100%	-	91%	43%	95%	90%	-	-	-	*	
	EL	10%	11%	<b>43%</b>	-	50%	-	*	-	-	*	*	*	-	43%	43%	*	*	-	-	-	-	
	Male	37%	32%	<b>95%</b>	*	92%	*	-	*	*	*	94%	100%	-	95%	*	95%	-	-	-	-	-	
	Female	51%	47%	<b>90%</b>	*	91%	*	*	*	-	*	89%	100%	-	90%	*	-	90%	-	-	-	*	
English II	All	47%	43%	<b>94%</b>	89%	96%	*	-	*	-	*	93%	100%	-	94%	*	100%	91%	-	*	-	-	
	Students																						
	CWD	14%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	51%	47%	<b>94%</b>	89%	96%	*	-	*	-	*	93%	100%	-	94%	*	100%	91%	-	*	-	-	
	EL	9%	10%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	41%	37%	<b>100%</b>	100%	100%	*	-	*	-	*	100%	*	-	100%	-	100%	-	-	*	-	-	
	Female	54%	50%	<b>91%</b>	75%	94%	-	-	*	-	-	88%	100%	-	91%	*	-	91%	-	-	-	-	
Algebra I	All	53%	49%	<b>100%</b>	*	100%	*	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	*	
	Students																						
	CWD	19%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	58%	53%	<b>100%</b>	*	100%	*	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	*	
	EL	29%	27%	*	-	*	-	*	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	49%	43%	<b>100%</b>	-	100%	*	-	-	*	*	100%	*	-	100%	*	100%	-	-	-	-	-	
	Female	58%	55%	<b>100%</b>	*	100%	*	*	-	-	*	100%	*	-	100%	*	-	100%	-	-	-	*	
Biology	All	57%	56%	<b>97%</b>	100%	97%	100%	*	100%	*	*	97%	100%	-	97%	67%	100%	95%	-	-	-	*	
	Students																						
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	61%	61%	<b>97%</b>	100%	97%	100%	*	100%	*	*	97%	100%	-	97%	67%	100%	95%	-	-	-	*	
	EL	20%	24%	<b>67%</b>	-	*	-	*	-	-	-	*	*	-	67%	67%	*	*	-	-	-	-	
	Male	55%	53%	<b>100%</b>	*	100%	*	-	*	*	*	100%	100%	-	100%	*	100%	-	-	-	-	-	
	Female	59%	59%	<b>95%</b>	*	96%	*	*	*	-	*	95%	100%	-	95%	*	-	95%	-	-	-	*	

**STAAR Percent at Masters Grade Level**

End of Course

English I	All	7%	6%	<b>17%</b>	29%	15%	40%	*	29%	*	*	15%	33%	-	17%	0%	24%	13%	-	-	-	*	
	Students																						
	CWD	3%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	7%	7%	<b>17%</b>	29%	15%	40%	*	29%	*	*	15%	33%	-	17%	0%	24%	13%	-	-	-	*	
	EL	0%	1%	<b>0%</b>	-	0%	-	*	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	
	Male	5%	4%	<b>24%</b>	*	16%	*	-	*	*	*	23%	33%	-	24%	*	24%	-	-	-	-	-	
	Female	9%	9%	<b>13%</b>	*	14%	*	*	*	-	*	11%	33%	-	13%	*	-	13%	-	-	-	*	
English II	All	8%	7%	<b>17%</b>	0%	22%	*	-	*	-	*	18%	13%	-	17%	*	14%	19%	-	*	-	-	
	Students																						
	CWD	4%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	8%	7%	<b>17%</b>	0%	22%	*	-	*	-	*	18%	13%	-	17%	*	14%	19%	-	*	-	-	
	EL	0%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	5%	5%	<b>14%</b>	0%	20%	*	-	*	-	*	16%	*	-	14%	-	14%	-	-	*	-	-	
	Female	10%	9%	<b>19%</b>	0%	23%	-	-	*	-	-	19%	17%	-	19%	*	-	19%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Algebra I	All	31%	29%	<b>89%</b>	*	95%	*	*	-	*	*	91%	80%	-	89%	*	89%	89%	-	-	-	*		
	Students																							
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	34%	32%	<b>89%</b>	*	95%	*	*	-	*	*	91%	80%	-	89%	*	89%	89%	-	-	-	-	*	
	EL	12%	11%	*	-	*	-	*	-	-	-	*	*	-	*	*	*	*	*	-	-	-	-	-
	Male	28%	25%	<b>89%</b>	-	100%	*	-	-	*	*	100%	*	-	89%	*	89%	-	-	-	-	-	-	-
Female	34%	33%	<b>89%</b>	*	93%	*	*	-	-	*	87%	*	-	89%	*	-	89%	-	-	-	-	-	*	
Biology	All	23%	23%	<b>50%</b>	67%	46%	60%	*	71%	*	*	47%	67%	-	50%	17%	77%	35%	-	-	-	*		
	Students																							
	CWD	5%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	25%	25%	<b>50%</b>	67%	46%	60%	*	71%	*	*	47%	67%	-	50%	17%	77%	35%	-	-	-	-	*	
	EL	3%	5%	<b>17%</b>	-	*	-	*	-	-	-	*	*	-	17%	17%	*	*	-	-	-	-	-	-
	Male	22%	22%	<b>77%</b>	*	68%	*	-	*	*	*	76%	83%	-	77%	*	77%	-	-	-	-	-	-	-
Female	23%	24%	<b>35%</b>	*	35%	*	*	*	-	*	33%	50%	-	35%	*	-	35%	-	-	-	-	-	*	

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

All Grades

All Subjects	All	77%	72%	<b>98%</b>	100%	99%	100%	*	95%	*	100%	98%	100%	-	98%	78%	100%	98%	-	*	-	*		
	Students																							
	CWD	45%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	80%	76%	<b>98%</b>	100%	99%	100%	*	95%	*	100%	98%	100%	-	98%	78%	100%	98%	-	-	*	-	*	
	EL	60%	59%	<b>78%</b>	-	80%	-	*	-	-	-	73%	*	-	78%	78%	*	73%	-	-	-	-	-	-
	Male	74%	69%	<b>100%</b>	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	*	100%	-	-	-	*	-	-	-
Female	79%	76%	<b>98%</b>	100%	98%	100%	*	91%	-	*	97%	100%	-	98%	73%	-	98%	-	-	-	-	-	*	
Reading	All	73%	68%	<b>98%</b>	100%	99%	100%	*	92%	*	*	98%	100%	-	98%	63%	100%	97%	-	*	-	*		
	Students																							
	CWD	39%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	77%	72%	<b>98%</b>	100%	99%	100%	*	92%	*	*	98%	100%	-	98%	63%	100%	97%	-	-	*	-	*	
	EL	52%	51%	<b>63%</b>	-	71%	-	*	-	-	-	*	*	-	63%	63%	*	*	-	-	-	-	-	-
	Male	69%	64%	<b>100%</b>	100%	100%	*	-	100%	*	*	100%	100%	-	100%	*	100%	-	-	-	*	-	-	-
Female	77%	73%	<b>97%</b>	100%	98%	*	*	86%	-	*	96%	100%	-	97%	*	-	97%	-	-	-	-	-	*	
Mathematics	All	80%	75%	<b>100%</b>	*	100%	*	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	*		
	Students																							
	CWD	52%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	83%	79%	<b>100%</b>	*	100%	*	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	*	
	EL	70%	69%	*	-	*	-	*	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	-
	Male	78%	73%	<b>100%</b>	-	100%	*	-	-	*	*	100%	*	-	100%	*	100%	-	-	-	-	-	-	-
Female	82%	78%	<b>100%</b>	*	100%	*	*	-	-	*	100%	*	-	100%	*	-	100%	-	-	-	-	-	*	
Science	All	79%	74%	<b>99%</b>	100%	99%	100%	*	100%	*	*	99%	100%	-	99%	83%	100%	98%	-	-	-	*		
	Students																							
	CWD	48%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	82%	78%	<b>99%</b>	100%	99%	100%	*	100%	*	*	99%	100%	-	99%	83%	100%	98%	-	-	-	-	*	
	EL	58%	57%	<b>83%</b>	-	*	-	*	-	-	-	*	*	-	83%	83%	*	*	-	-	-	-	-	-
	Male	78%	72%	<b>100%</b>	*	100%	*	-	*	*	*	100%	100%	-	100%	*	100%	-	-	-	-	-	-	-
Female	80%	77%	<b>98%</b>	*	98%	*	*	*	-	*	98%	100%	-	98%	*	-	98%	-	-	-	-	-	*	

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

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

All Grades

All Subjects	All	47%	42%	<b>95%</b>	94%	95%	93%	*	95%	*	100%	94%	100%	-	95%	61%	98%	93%	-	*	-	*	
	Students																						
	CWD	23%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	45%	<b>95%</b>	94%	95%	93%	*	95%	*	100%	94%	100%	-	95%	61%	98%	93%	-	*	-	-	*
	EL	26%	25%	<b>61%</b>	-	67%	-	*	-	-	-	53%	*	-	61%	61%	*	53%	-	-	-	-	-
	Male	45%	40%	<b>98%</b>	100%	97%	100%	-	100%	*	100%	98%	100%	-	98%	*	98%	-	-	-	*	-	-
	Female	50%	45%	<b>93%</b>	87%	94%	86%	*	91%	-	*	92%	100%	-	93%	53%	-	93%	-	-	-	-	*
Reading	All	46%	41%	<b>93%</b>	92%	94%	86%	*	92%	*	*	91%	100%	-	93%	38%	97%	90%	-	*	-	*	
	Students																						
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	48%	44%	<b>93%</b>	92%	94%	86%	*	92%	*	*	91%	100%	-	93%	38%	97%	90%	-	*	-	-	*
	EL	21%	21%	<b>38%</b>	-	43%	-	*	-	-	-	*	*	-	38%	38%	*	*	-	-	-	-	-
	Male	41%	37%	<b>97%</b>	100%	96%	*	-	100%	*	*	97%	100%	-	97%	*	97%	-	-	-	*	-	-
	Female	50%	47%	<b>90%</b>	82%	93%	*	*	86%	-	*	89%	100%	-	90%	*	-	90%	-	-	-	-	*
Mathematics	All	48%	42%	<b>100%</b>	*	100%	*	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	*	
	Students																						
	CWD	26%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	45%	<b>100%</b>	*	100%	*	*	-	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	*
	EL	33%	31%	*	-	*	-	*	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	47%	41%	<b>100%</b>	-	100%	*	-	-	*	*	100%	*	-	100%	*	100%	-	-	-	-	-	-
	Female	49%	44%	<b>100%</b>	*	100%	*	*	-	-	*	100%	*	-	100%	*	-	100%	-	-	-	-	*
Science	All	49%	46%	<b>97%</b>	100%	97%	100%	*	100%	*	*	97%	100%	-	97%	67%	100%	95%	-	-	-	*	
	Students																						
	CWD	23%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	52%	49%	<b>97%</b>	100%	97%	100%	*	100%	*	*	97%	100%	-	97%	67%	100%	95%	-	-	-	-	*
	EL	21%	20%	<b>67%</b>	-	*	-	*	-	-	-	*	*	-	67%	67%	*	*	-	-	-	-	-
	Male	50%	45%	<b>100%</b>	*	100%	*	-	*	*	*	100%	100%	-	100%	*	100%	-	-	-	-	-	-
	Female	49%	46%	<b>95%</b>	*	96%	*	*	*	-	*	95%	100%	-	95%	*	-	95%	-	-	-	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>33%</b>	22%	33%	50%	*	42%	*	25%	32%	40%	-	33%	22%	42%	28%	-	*	-	*	
	Students																						
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	23%	20%	<b>33%</b>	22%	33%	50%	*	42%	*	25%	32%	40%	-	33%	22%	42%	28%	-	*	-	-	*
	EL	9%	8%	<b>22%</b>	-	27%	-	*	-	-	-	20%	*	-	22%	22%	*	20%	-	-	-	-	-
	Male	20%	17%	<b>42%</b>	24%	41%	71%	-	75%	*	20%	42%	44%	-	42%	*	42%	-	-	-	*	-	-
	Female	22%	20%	<b>28%</b>	20%	29%	29%	*	18%	-	*	26%	37%	-	28%	20%	-	28%	-	-	-	-	*
Reading	All	19%	16%	<b>17%</b>	8%	18%	29%	*	25%	*	*	16%	21%	-	17%	0%	19%	16%	-	*	-	*	
	Students																						
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

				African	American					Two or More	Econ	Non Econ							Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	20%	18%	17%	8%	18%	29%	*	25%	*	*	16%	21%	-	17%	0%	19%	16%	-	*	-	*
	EL	7%	7%	0%	-	0%	-	*	-	-	*	-	-	-	0%	0%	*	*	-	-	-	-
	Male	16%	13%	19%	7%	18%	*	-	60%	*	*	19%	20%	-	19%	*	19%	-	-	*	-	-
	Female	22%	20%	16%	9%	18%	*	*	0%	-	*	15%	22%	-	16%	*	-	16%	-	-	-	*
Mathematics	All	23%	20%	89%	*	95%	*	*	-	*	*	91%	80%	-	89%	*	89%	89%	-	-	-	*
	Students																					
	CWD	10%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	21%	89%	*	95%	*	*	-	*	*	91%	80%	-	89%	*	89%	89%	-	-	-	*
	EL	13%	11%	*	-	*	-	*	-	-	*	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	19%	89%	-	100%	*	-	*	*	100%	*	-	89%	*	89%	-	-	-	-	-	-
	Female	24%	20%	89%	*	93%	*	*	-	*	87%	*	-	89%	*	-	89%	-	-	-	-	*
Science	All	22%	20%	50%	67%	46%	60%	*	71%	*	*	47%	67%	-	50%	17%	77%	35%	-	-	-	*
	Students																					
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	22%	50%	67%	46%	60%	*	71%	*	*	47%	67%	-	50%	17%	77%	35%	-	-	-	*
	EL	5%	5%	17%	-	*	-	*	-	-	*	*	-	17%	17%	*	*	-	-	-	-	-
	Male	23%	20%	77%	*	68%	*	-	*	*	*	76%	83%	-	77%	*	77%	-	-	-	-	-
	Female	21%	20%	35%	*	35%	*	*	*	-	*	33%	50%	-	35%	*	-	35%	-	-	-	*

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	71	64	72	*	-	*	-	*	69	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	71	64	72	*	-	*	-	*	69	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	67	70	65	*	-	*	-	*	69	-	-
Female	73	*	74	-	-	*	-	-	68	-	*
<b>Mathematics</b>											
All Students	100	*	100	*	*	-	*	*	100	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	100	*	100	*	*	-	*	*	100	-	*
EL	*	-	*	-	*	-	-	-	*	-	*
Male	100	-	100	*	-	-	*	*	100	-	*

Female	All Students 100	African American *	Hispanic 100	White *	American Indian *	Asian -	Pacific Islander -	Two or More Races *	Econ Disadv 100	CWD -	EL *
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**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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.

**Part (iv): English Language Proficiency**

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

<b>Total EL in Class</b>	<b>Proficiency of EL</b>	<b>Rate of Proficiency</b>
11	5	-

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	75	72	76	81	*	77	*	*	75	-	*

School Quality (College, Career, and Military Readiness Performance)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

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



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

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

Part (viii): Civil Rights Data

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

Students Without Disabilities		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American	Hispanic	White	Alaska	Asian	Islander	More	Disabilities	with	with
						Native			Races		(Section	504)
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities(Section 504)	Students with Disabilities
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism												
	Male	*	*	*	*	*	*	*	*	*	*	*

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		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	44	5	29	5	*	5	*	*	*	*
	Female	75	8	53	*	*	8	*	*	8	*
	Total	119	13	82	7	*	13	*	*	10	*
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

**Total students**   **African American**   **Hispanic**   **White**   **Indian or Alaska Native**   **Asian**   **Pacific Islander**   **Two or More Races**   **EL**   **Students with Disabilities**

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

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.0	35.9%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
English Language Learners	62	68	33	27	5	5	n/a	n/a		

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

#### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** ASHWORTH EL

**Campus ID:** 220901149

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

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

**Part (ii): Student Achievement by Proficiency Level**

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

					African	American	Pacific	Two	or	Non										Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
<b>Grade 3</b>																								
Reading	All	77%	70%	<b>80%</b>	61%	86%	86%	-	*	-	*	79%	82%	*	87%	95%	81%	80%	-	*	-	-	-	
	Students																							
	CWD	51%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	79%	72%	<b>87%</b>	73%	90%	91%	-	*	-	*	86%	89%	-	87%	94%	89%	85%	-	*	-	-	-	-
	EL	70%	69%	<b>95%</b>	*	100%	*	-	*	-	-	93%	*	*	94%	95%	100%	91%	-	-	-	-	-	-
	Male	74%	68%	<b>81%</b>	56%	91%	83%	-	*	-	*	80%	82%	*	89%	100%	81%	-	-	*	-	-	-	-
	Female	79%	73%	<b>80%</b>	67%	82%	88%	-	*	-	*	79%	82%	*	85%	91%	-	80%	-	*	-	-	-	-
Mathematics	All	77%	71%	<b>80%</b>	61%	86%	93%	-	*	-	*	82%	77%	*	85%	89%	84%	77%	-	*	-	-	-	
	Students																							
	CWD	52%	43%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	80%	73%	<b>85%</b>	73%	90%	91%	-	*	-	*	86%	83%	-	85%	89%	89%	81%	-	*	-	-	-	-
	EL	74%	73%	<b>89%</b>	*	90%	*	-	*	-	-	87%	*	*	89%	89%	88%	91%	-	-	-	-	-	-
	Male	77%	70%	<b>84%</b>	56%	100%	83%	-	*	-	*	85%	82%	*	89%	88%	84%	-	-	*	-	-	-	-
	Female	78%	71%	<b>77%</b>	67%	73%	100%	-	*	-	*	79%	73%	*	81%	91%	-	77%	-	*	-	-	-	-
<b>Grade 4</b>																								
Reading	All	72%	67%	<b>79%</b>	81%	67%	81%	-	100%	-	*	78%	79%	*	79%	50%	84%	72%	-	*	-	-	-	
	Students																							
	CWD	46%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-	-
	CWOD	75%	69%	<b>79%</b>	82%	68%	80%	-	100%	-	*	81%	77%	-	79%	50%	88%	71%	-	-	-	-	-	-
	EL	60%	56%	<b>50%</b>	*	*	*	-	*	-	-	45%	*	*	50%	50%	56%	*	-	-	-	-	-	-
	Male	70%	64%	<b>84%</b>	83%	67%	91%	-	100%	-	-	79%	90%	*	88%	56%	84%	-	-	*	-	-	-	-
	Female	75%	70%	<b>72%</b>	77%	67%	*	-	*	-	*	76%	67%	*	71%	*	-	72%	-	-	-	-	-	-
Mathematics	All	77%	74%	<b>84%</b>	75%	85%	94%	-	100%	-	*	77%	93%	*	87%	60%	85%	82%	-	*	-	-	-	
	Students																							
	CWD	49%	49%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-	-
	CWOD	81%	76%	<b>87%</b>	79%	88%	100%	-	100%	-	*	82%	94%	-	87%	67%	93%	82%	-	-	-	-	-	-
	EL	72%	72%	<b>60%</b>	*	63%	*	-	*	-	-	50%	*	*	67%	60%	60%	*	-	-	-	-	-	-
	Male	77%	72%	<b>85%</b>	79%	83%	92%	-	100%	-	-	77%	95%	*	93%	60%	85%	-	-	*	-	-	-	-
	Female	78%	76%	<b>82%</b>	69%	87%	100%	-	*	-	*	76%	89%	*	82%	*	-	82%	-	-	-	-	-	-
<b>Grade 5</b>																								
Reading	All	83%	80%	<b>80%</b>	83%	75%	79%	-	*	-	*	73%	90%	*	85%	*	75%	87%	-	*	-	-	*	
	Students																							
	CWD	54%	47%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>85%</b>	83%	78%	100%	-	*	-	*	79%	93%	-	85%	*	83%	87%	-	*	-	*	
	EL	73%	70%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-	
	Male	81%	77%	<b>75%</b>	85%	75%	*	-	*	-	*	72%	80%	*	83%	*	75%	-	-	*	-	*	
	Female	86%	82%	<b>87%</b>	82%	75%	100%	-	*	-	*	75%	100%	-	87%	*	-	87%	-	-	-	-	
Mathematics	All	90%	85%	<b>96%</b>	96%	100%	86%	-	*	-	*	95%	97%	*	98%	100%	95%	97%	-	*	-	*	
	Students																						
	CWD	70%	56%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	*
	CWOD	92%	89%	<b>98%</b>	96%	100%	100%	-	*	-	*	97%	100%	-	98%	100%	100%	97%	-	*	-	*	
	EL	86%	81%	<b>100%</b>	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-	-
	Male	89%	84%	<b>95%</b>	100%	100%	71%	-	*	-	*	96%	93%	*	100%	*	95%	-	-	*	-	*	
	Female	91%	86%	<b>97%</b>	91%	100%	100%	-	*	-	*	94%	100%	-	97%	*	-	97%	-	-	-	-	-
Science	All	75%	69%	<b>83%</b>	79%	83%	79%	-	*	-	*	76%	93%	*	88%	*	78%	90%	-	*	-	*	
	Students																						
	CWOD	48%	38%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	*
	CWOD	78%	72%	<b>88%</b>	79%	87%	100%	-	*	-	*	82%	96%	-	88%	*	86%	90%	-	*	-	*	
	EL	62%	57%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-	-
	Male	76%	69%	<b>78%</b>	69%	88%	*	-	*	-	*	72%	87%	*	86%	*	78%	-	-	*	-	*	
	Female	75%	69%	<b>90%</b>	91%	75%	100%	-	*	-	*	81%	100%	-	90%	*	-	90%	-	-	-	-	-
Grade 6 Reading	All	68%	67%	<b>84%</b>	82%	80%	92%	*	86%	-	*	81%	88%	*	86%	*	81%	88%	-	*	-	-	
	Students																						
	CWD	35%	33%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	71%	70%	<b>86%</b>	89%	79%	92%	*	86%	-	*	83%	90%	-	86%	*	85%	87%	-	*	-	-	-
	EL	42%	46%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	63%	61%	<b>81%</b>	81%	81%	*	-	*	-	*	78%	87%	*	85%	*	81%	-	-	-	-	-	-
	Female	72%	73%	<b>88%</b>	83%	79%	100%	*	*	-	*	88%	88%	*	87%	*	-	88%	-	*	-	-	-
Mathematics	All	76%	76%	<b>89%</b>	86%	84%	100%	*	100%	-	*	91%	88%	*	93%	78%	90%	88%	-	*	-	-	
	Students																						
	CWD	50%	46%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	79%	80%	<b>93%</b>	89%	89%	100%	*	100%	-	*	95%	90%	-	93%	78%	92%	94%	-	*	-	-	-
	EL	61%	67%	<b>78%</b>	-	*	*	-	*	-	-	75%	*	-	78%	78%	71%	*	-	-	-	-	-
	Male	76%	76%	<b>90%</b>	88%	88%	*	-	100%	-	*	89%	93%	*	92%	71%	90%	-	-	-	-	-	-
	Female	77%	77%	<b>88%</b>	83%	80%	100%	*	*	-	*	94%	82%	*	94%	*	-	88%	-	*	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3 Reading	All	43%	35%	<b>38%</b>	33%	32%	36%	-	*	-	*	36%	41%	*	42%	53%	39%	37%	-	*	-	-	
	Students																						
	CWD	28%	21%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	44%	36%	<b>42%</b>	40%	30%	45%	-	*	-	*	40%	44%	-	42%	50%	44%	38%	-	*	-	-	
	EL	32%	32%	<b>53%</b>	*	50%	*	-	*	-	-	47%	*	*	50%	53%	38%	64%	-	-	-	-	
	Male	40%	33%	<b>39%</b>	22%	27%	50%	-	*	-	*	35%	45%	*	44%	38%	39%	-	-	*	-	-	
	Female	45%	37%	<b>37%</b>	44%	36%	25%	-	*	-	*	37%	36%	*	38%	64%	-	37%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>43%</b>	33%	45%	36%	-	*	-	*	46%	36%	*	47%	53%	48%	37%	-	*	-	
	Students																					
	CWD	30%	23%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	48%	38%	<b>47%</b>	40%	45%	45%	-	*	-	*	51%	39%	-	47%	50%	56%	38%	-	*	-	
	EL	39%	38%	<b>53%</b>	*	50%	*	-	*	-	-	47%	*	*	50%	53%	38%	64%	-	-	-	-
	Female	45%	35%	<b>37%</b>	33%	45%	25%	-	*	-	*	37%	36%	*	38%	64%	-	37%	-	*	-	-
Grade 4 Reading	All	45%	40%	<b>50%</b>	48%	48%	38%	-	78%	-	*	47%	54%	*	50%	29%	51%	49%	-	*	-	
	Students																					
	CWD	28%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	47%	41%	<b>50%</b>	46%	52%	33%	-	78%	-	*	49%	51%	-	50%	33%	50%	50%	-	-	-	-
	EL	29%	28%	<b>29%</b>	*	*	*	-	*	-	-	27%	*	*	33%	29%	33%	*	-	-	-	-
	Female	47%	42%	<b>49%</b>	46%	47%	*	-	*	-	*	52%	44%	*	50%	*	-	49%	-	-	-	-
Mathematics	All	48%	40%	<b>51%</b>	47%	52%	41%	-	78%	-	*	47%	55%	*	53%	27%	52%	49%	-	*	-	
	Students																					
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	50%	42%	<b>53%</b>	54%	52%	40%	-	78%	-	*	50%	57%	-	53%	25%	59%	47%	-	-	-	-
	EL	38%	35%	<b>27%</b>	*	38%	*	-	*	-	-	17%	*	*	25%	27%	20%	*	-	-	-	-
	Female	47%	40%	<b>49%</b>	46%	47%	40%	-	*	-	*	52%	44%	*	47%	*	-	49%	-	-	-	-
Grade 5 Reading	All	53%	49%	<b>59%</b>	50%	63%	71%	-	*	-	*	56%	62%	*	62%	*	50%	70%	-	*	-	
	Students																					
	CWD	30%	25%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	*
	CWOD	56%	51%	<b>62%</b>	50%	65%	90%	-	*	-	*	61%	63%	-	62%	*	54%	70%	-	*	-	*
	EL	35%	30%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Female	56%	51%	<b>70%</b>	73%	63%	86%	-	*	-	*	69%	71%	-	70%	*	-	70%	-	-	-	-
Mathematics	All	57%	50%	<b>74%</b>	71%	75%	71%	-	*	-	*	71%	79%	*	78%	50%	68%	83%	-	*	-	
	Students																					
	CWD	34%	24%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	*
	CWOD	60%	52%	<b>78%</b>	71%	78%	90%	-	*	-	*	76%	81%	-	78%	60%	74%	83%	-	*	-	*
	EL	46%	39%	<b>50%</b>	-	50%	-	-	-	-	-	50%	-	*	60%	50%	*	*	-	-	-	-
	Female	58%	50%	<b>83%</b>	82%	75%	86%	-	*	-	*	75%	93%	-	83%	*	-	83%	-	-	-	-
Science	All	40%	34%	<b>49%</b>	33%	50%	71%	-	*	-	*	46%	52%	*	51%	*	43%	57%	-	*	-	
	Students																					
	CWD	25%	18%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	*
	CWOD	42%	35%	<b>51%</b>	33%	52%	90%	-	*	-	*	50%	52%	-	51%	*	46%	57%	-	*	-	*
	EL	24%	18%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Female	38%	32%	<b>57%</b>	45%	50%	86%	-	*	-	*	56%	57%	-	57%	*	-	57%	-	-	-	-

					African	American	Two or Non		Pacific		More	Econ	Non	Econ		CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military		
Grade 6 Reading	All	38%	37%	<b>52%</b>	50%	57%	42%	*	43%	-	*	53%	50%	*	53%	*	48%	58%	-	*	-	-		
	Students																							
	CWD	22%	22%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
	CWOD	40%	38%	<b>53%</b>	53%	57%	42%	*	43%	-	*	54%	52%	-	53%	*	49%	58%	-	*	-	-		
	EL	14%	15%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-	
	Male	34%	32%	<b>48%</b>	44%	56%	*	-	*	-	*	52%	40%	*	49%	*	48%	-	-	-	-	-	-	
	Female	42%	42%	<b>58%</b>	67%	57%	38%	*	*	-	*	56%	59%	*	58%	*	-	58%	-	*	-	-	-	
Mathematics	All	43%	46%	<b>64%</b>	64%	61%	50%	*	86%	-	*	68%	59%	*	67%	11%	69%	59%	-	*	-	-		
	Students																							
	CWD	23%	27%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
	CWOD	46%	48%	<b>67%</b>	68%	64%	50%	*	86%	-	*	71%	62%	-	67%	11%	72%	61%	-	*	-	-		
	EL	24%	31%	<b>11%</b>	-	*	*	-	*	-	-	13%	*	-	11%	11%	14%	*	-	-	-	-	-	
	Male	44%	46%	<b>69%</b>	75%	63%	*	-	80%	-	*	70%	67%	*	72%	14%	69%	-	-	-	-	-	-	
	Female	42%	46%	<b>59%</b>	33%	60%	50%	*	*	-	*	65%	53%	*	61%	*	-	59%	-	*	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3 Reading	All	24%	19%	<b>23%</b>	22%	14%	29%	-	*	-	*	21%	27%	*	26%	21%	23%	23%	-	*	-	-		
	Students																							
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	26%	20%	<b>26%</b>	27%	15%	36%	-	*	-	*	23%	33%	-	26%	22%	26%	27%	-	*	-	-		
	EL	15%	16%	<b>21%</b>	*	10%	*	-	*	-	-	20%	*	*	22%	21%	0%	36%	-	-	-	-	-	
	Male	22%	17%	<b>23%</b>	22%	9%	33%	-	*	-	*	15%	36%	*	26%	0%	23%	-	-	*	-	-		
	Female	26%	20%	<b>23%</b>	22%	18%	25%	-	*	-	*	26%	18%	*	27%	36%	-	23%	-	*	-	-		
Mathematics	All	22%	15%	<b>26%</b>	22%	18%	29%	-	*	-	*	28%	23%	*	30%	26%	29%	23%	-	*	-	-		
	Students																							
	CWD	12%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	24%	16%	<b>30%</b>	27%	20%	36%	-	*	-	*	31%	28%	-	30%	28%	33%	27%	-	*	-	-		
	EL	17%	16%	<b>26%</b>	*	10%	*	-	*	-	-	20%	*	*	28%	26%	13%	36%	-	-	-	-	-	
	Male	23%	17%	<b>29%</b>	22%	18%	33%	-	*	-	*	35%	18%	*	33%	13%	29%	-	-	*	-	-		
	Female	21%	14%	<b>23%</b>	22%	18%	25%	-	*	-	*	21%	27%	*	27%	36%	-	23%	-	*	-	-		
Grade 4 Reading	All	23%	19%	<b>21%</b>	13%	19%	19%	-	67%	-	*	18%	26%	*	22%	14%	22%	21%	-	*	-	-		
	Students																							
	CWD	9%	9%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-		
	CWOD	25%	20%	<b>22%</b>	11%	20%	20%	-	67%	-	*	19%	26%	-	22%	17%	23%	21%	-	-	-	-		
	EL	12%	11%	<b>14%</b>	*	*	*	-	*	-	-	9%	*	*	17%	14%	22%	*	-	-	-	-		
	Male	22%	18%	<b>22%</b>	11%	25%	9%	-	80%	-	-	17%	29%	*	23%	22%	22%	-	-	*	-	-		
	Female	25%	21%	<b>21%</b>	15%	13%	*	-	*	-	*	19%	22%	*	21%	*	-	21%	-	-	-	-		
Mathematics	All	26%	20%	<b>28%</b>	19%	26%	18%	-	78%	-	*	23%	33%	*	30%	13%	27%	28%	-	*	-	-		
	Students																							
	CWD	11%	10%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-		
	CWOD	28%	21%	<b>30%</b>	21%	28%	20%	-	78%	-	*	25%	37%	-	30%	17%	32%	29%	-	-	-	-		
	EL	18%	14%	<b>13%</b>	*	13%	*	-	*	-	8%	*	*	*	17%	13%	20%	*	-	-	-			

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	27%	21%	<b>27%</b>	16%	33%	17%	-	80%	-	-	19%	36%	*	32%	20%	27%	-	-	*	-	-
	Female	25%	19%	<b>28%</b>	23%	20%	20%	-	*	-	*	29%	28%	*	29%	*	-	28%	-	-	-	-
Grade 5	All	26%	23%	<b>27%</b>	21%	21%	43%	-	*	-	*	20%	38%	*	29%	*	23%	33%	-	*	-	*
Reading	Students																					
	CWD	9%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	*
	CWOD	27%	24%	<b>29%</b>	21%	22%	60%	-	*	-	*	21%	41%	-	29%	*	26%	33%	-	*	-	*
	EL	12%	8%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	24%	21%	<b>23%</b>	15%	19%	*	-	*	-	*	20%	27%	*	26%	*	23%	-	-	*	-	*
	Female	28%	25%	<b>33%</b>	27%	25%	43%	-	*	-	*	19%	50%	-	33%	*	-	33%	-	-	-	-
Mathematics	All	30%	24%	<b>46%</b>	42%	42%	57%	-	*	-	*	44%	48%	*	49%	17%	38%	57%	-	*	-	*
	Students																					
	CWD	13%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	*
	CWOD	31%	26%	<b>49%</b>	42%	43%	80%	-	*	-	*	47%	52%	-	49%	20%	43%	57%	-	*	-	*
	EL	19%	13%	<b>17%</b>	-	17%	-	-	-	-	-	17%	-	*	20%	17%	*	*	-	-	-	-
	Male	29%	24%	<b>38%</b>	23%	44%	43%	-	*	-	*	36%	40%	*	43%	*	38%	-	-	*	-	*
	Female	30%	24%	<b>57%</b>	64%	38%	71%	-	*	-	*	56%	57%	-	57%	*	-	57%	-	-	-	-
Science	All	16%	13%	<b>21%</b>	8%	21%	43%	-	*	-	*	15%	31%	*	23%	*	18%	27%	-	*	-	*
	Students																					
	CWD	9%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	*
	CWOD	17%	14%	<b>23%</b>	8%	22%	60%	-	*	-	*	16%	33%	-	23%	*	20%	27%	-	*	-	*
	EL	7%	4%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	18%	14%	<b>18%</b>	0%	19%	*	-	*	-	*	12%	27%	*	20%	*	18%	-	-	*	-	*
	Female	15%	12%	<b>27%</b>	18%	25%	43%	-	*	-	*	19%	36%	-	27%	*	-	27%	-	-	-	-
Grade 6	All	18%	17%	<b>23%</b>	23%	23%	8%	*	43%	-	*	23%	22%	*	23%	*	26%	18%	-	*	-	-
Reading	Students																					
	CWD	8%	6%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	20%	19%	<b>23%</b>	26%	21%	8%	*	43%	-	*	22%	24%	-	23%	*	26%	19%	-	*	-	-
	EL	4%	5%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	15%	13%	<b>26%</b>	25%	31%	*	-	*	-	*	26%	27%	*	26%	*	26%	-	-	-	-	-
	Female	22%	22%	<b>18%</b>	17%	14%	13%	*	*	-	*	19%	18%	*	19%	*	-	18%	-	*	-	-
Mathematics	All	18%	21%	<b>33%</b>	23%	39%	8%	*	71%	-	*	36%	28%	*	34%	0%	38%	26%	-	*	-	-
	Students																					
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	19%	22%	<b>34%</b>	26%	39%	8%	*	71%	-	*	37%	31%	-	34%	0%	38%	29%	-	*	-	-
	EL	6%	9%	<b>0%</b>	-	*	*	-	*	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	18%	21%	<b>38%</b>	31%	44%	*	-	80%	-	*	48%	20%	*	38%	0%	38%	-	-	-	-	-
	Female	17%	21%	<b>26%</b>	0%	33%	13%	*	*	-	*	18%	35%	*	29%	*	-	26%	-	*	-	-

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

All Grades																						
All Subjects	All	77%	72%	<b>84%</b>	79%	83%	88%	*	98%	-	86%	81%	88%	46%	87%	70%	84%	84%	-	73%	-	*
	Students																					

				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	CWD	45%	38%	<b>46%</b>	37%	50%	52%	-	-	-	26%	66%	46%	-	50%	41%	60%	-	*	-	*		
	CWOD	80%	76%	<b>87%</b>	83%	85%	95%	*	98%	-	86%	90%	-	87%	72%	89%	85%	-	85%	-	*		
	EL	60%	59%	<b>70%</b>	55%	67%	81%	-	90%	-	66%	94%	50%	72%	70%	67%	74%	-	-	-	-		
	Male	74%	69%	<b>84%</b>	79%	86%	81%	-	97%	-	92%	81%	89%	41%	89%	67%	84%	-	67%	-	*		
	Female	79%	76%	<b>84%</b>	79%	79%	95%	*	100%	-	81%	82%	87%	60%	85%	74%	-	84%	-	83%	-	-	
Reading	All	73%	68%	<b>81%</b>	78%	77%	85%	*	96%	-	83%	78%	84%	46%	84%	60%	80%	81%	-	71%	-	*	
	Students																						
	CWD	39%	32%	<b>46%</b>	*	*	*	-	-	-	*	69%	46%	-	*	35%	71%	-	*	-	*		
	CWOD	77%	72%	<b>84%</b>	83%	78%	91%	*	96%	-	83%	82%	86%	-	84%	61%	86%	82%	-	83%	-	*	
	EL	52%	51%	<b>60%</b>	*	53%	75%	-	*	-	55%	88%	*	61%	60%	57%	65%	-	-	-	-	-	
	Male	69%	64%	<b>80%</b>	79%	78%	81%	-	93%	-	*	77%	85%	35%	86%	57%	80%	-	*	-	*		
	Female	77%	73%	<b>81%</b>	77%	75%	89%	*	100%	-	86%	79%	83%	71%	82%	65%	-	81%	-	*	-	-	
Mathematics	All	80%	75%	<b>87%</b>	80%	88%	93%	*	100%	-	83%	86%	89%	52%	91%	80%	89%	86%	-	71%	-	*	
	Students																						
	CWD	52%	42%	<b>52%</b>	*	*	67%	-	-	-	38%	64%	52%	-	*	53%	*	-	*	-	*		
	CWOD	83%	79%	<b>91%</b>	85%	92%	98%	*	100%	-	83%	90%	93%	-	91%	82%	94%	88%	-	83%	-	*	
	EL	70%	69%	<b>80%</b>	*	80%	88%	-	100%	-	76%	100%	*	82%	80%	76%	85%	-	-	-	-	-	
	Male	78%	73%	<b>89%</b>	82%	93%	86%	-	100%	-	100%	87%	92%	53%	94%	76%	89%	-	*	-	*		
	Female	82%	78%	<b>86%</b>	77%	84%	100%	*	100%	-	71%	85%	87%	*	88%	85%	-	86%	-	*	-	-	
Science	All	79%	74%	<b>83%</b>	79%	83%	79%	-	*	-	*	76%	93%	*	88%	*	78%	90%	-	*	-	*	
	Students																						
	CWD	48%	40%	*	-	*	*	-	-	-	*	*	*	-	*	*	-	-	-	-	-	*	
	CWOD	82%	78%	<b>88%</b>	79%	87%	100%	-	*	-	*	82%	96%	-	88%	*	86%	90%	-	*	-	*	
	EL	58%	57%	*	-	*	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-	
	Male	78%	72%	<b>78%</b>	69%	88%	*	-	*	-	*	72%	87%	*	86%	*	78%	-	-	*	-	*	
	Female	80%	77%	<b>90%</b>	91%	75%	100%	-	*	-	*	81%	100%	-	90%	*	-	90%	-	-	-	-	

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

All Grades

All Subjects	All	47%	42%	<b>54%</b>	48%	54%	51%	*	79%	-	50%	52%	55%	25%	56%	36%	52%	55%	-	47%	-	*	
	Students																						
	CWD	23%	19%	<b>25%</b>	21%	31%	24%	-	-	-	7%	41%	25%	-	30%	22%	33%	-	*	-	*		
	CWOD	50%	45%	<b>56%</b>	51%	56%	56%	*	79%	-	50%	56%	57%	-	56%	37%	56%	56%	-	54%	-	*	
	EL	26%	25%	<b>36%</b>	45%	33%	25%	-	60%	-	32%	56%	30%	37%	36%	30%	45%	-	-	-	-	-	
	Male	45%	40%	<b>52%</b>	45%	56%	49%	-	75%	-	50%	51%	55%	22%	56%	30%	52%	-	-	56%	-	*	
	Female	50%	45%	<b>55%</b>	53%	52%	52%	*	85%	-	50%	55%	55%	33%	56%	45%	-	55%	-	33%	-	-	
Reading	All	46%	41%	<b>50%</b>	46%	50%	47%	*	71%	-	42%	48%	52%	29%	52%	35%	47%	53%	-	43%	-	*	
	Students																						
	CWD	22%	18%	<b>29%</b>	*	*	*	-	-	-	*	46%	29%	-	*	29%	29%	-	*	-	*		
	CWOD	48%	44%	<b>52%</b>	48%	52%	51%	*	71%	-	42%	51%	53%	-	52%	36%	50%	54%	-	50%	-	*	
	EL	21%	21%	<b>35%</b>	*	30%	25%	-	*	-	33%	50%	*	36%	35%	29%	45%	-	-	-	-	-	
	Male	41%	37%	<b>47%</b>	39%	51%	48%	-	67%	-	*	45%	52%	29%	50%	29%	47%	-	-	*	-	*	
	Female	50%	47%	<b>53%</b>	56%	50%	46%	*	78%	-	43%	53%	53%	29%	54%	45%	-	53%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	48%	42%	<b>58%</b>	54%	59%	49%	*	83%	-	75%	58%	59%	22%	62%	37%	60%	56%	-	57%	-	*	
	Students																						
	CWD	26%	21%	<b>22%</b>	*	*	22%	-	-	-	-	8%	36%	22%	-	*	16%	*	-	*	-	*	
	CWOD	51%	45%	<b>62%</b>	59%	60%	54%	*	83%	-	75%	62%	61%	-	62%	36%	65%	58%	-	67%	-	*	
	EL	33%	31%	<b>37%</b>	*	37%	25%	-	60%	-	-	32%	63%	*	36%	37%	28%	50%	-	-	-	-	
	Female	49%	44%	<b>56%</b>	51%	55%	50%	*	89%	-	71%	56%	57%	*	58%	50%	-	56%	-	*	-	-	
Science	All	49%	46%	<b>49%</b>	33%	50%	71%	-	*	-	*	46%	52%	*	51%	*	43%	57%	-	*	-	*	
	Students																						
	CWD	23%	18%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	*
	CWOD	52%	49%	<b>51%</b>	33%	52%	90%	-	*	-	*	50%	52%	-	51%	*	46%	57%	-	*	-	*	
	EL	21%	20%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Female	49%	46%	<b>57%</b>	45%	50%	86%	-	*	-	*	56%	57%	-	57%	*	-	57%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	18%	<b>28%</b>	21%	25%	29%	*	65%	-	21%	25%	31%	5%	30%	15%	27%	28%	-	33%	-	*	
	Students																						
	CWD	8%	5%	<b>5%</b>	5%	13%	0%	-	-	-	-	7%	3%	5%	-	0%	7%	0%	-	*	-	*	
	CWOD	23%	20%	<b>30%</b>	22%	26%	34%	*	65%	-	21%	27%	34%	-	30%	16%	30%	30%	-	38%	-	*	
	EL	9%	8%	<b>15%</b>	18%	9%	13%	-	50%	-	-	11%	31%	0%	16%	15%	11%	19%	-	-	-	-	
	Female	22%	20%	<b>28%</b>	25%	22%	32%	*	70%	-	19%	25%	32%	0%	30%	19%	-	28%	-	33%	-	-	
Reading	All	19%	16%	<b>23%</b>	19%	19%	25%	*	54%	-	25%	20%	28%	8%	25%	13%	23%	23%	-	43%	-	*	
	Students																						
	CWD	7%	5%	<b>8%</b>	*	*	*	-	-	-	-	*	8%	8%	-	*	12%	0%	-	*	-	*	
	CWOD	20%	18%	<b>25%</b>	20%	20%	30%	*	54%	-	25%	21%	30%	-	25%	14%	25%	25%	-	50%	-	*	
	EL	7%	7%	<b>13%</b>	*	7%	13%	-	*	-	-	10%	25%	*	14%	13%	7%	20%	-	-	-	-	
	Female	22%	20%	<b>23%</b>	21%	17%	29%	*	67%	-	14%	21%	27%	0%	25%	20%	-	23%	-	*	-	-	
Mathematics	All	23%	20%	<b>33%</b>	26%	32%	28%	*	79%	-	25%	33%	33%	4%	36%	16%	33%	33%	-	29%	-	*	
	Students																						
	CWD	10%	5%	<b>4%</b>	*	*	0%	-	-	-	-	8%	0%	4%	-	*	5%	*	-	*	-	*	
	CWOD	25%	21%	<b>36%</b>	29%	33%	33%	*	79%	-	25%	35%	38%	-	36%	18%	37%	35%	-	33%	-	*	
	EL	13%	11%	<b>16%</b>	*	10%	13%	-	60%	-	-	12%	38%	*	18%	16%	14%	20%	-	-	-	-	
	Female	24%	20%	<b>33%</b>	31%	27%	32%	*	78%	-	29%	30%	37%	*	35%	20%	-	33%	-	*	-	-	
Science	All	22%	20%	<b>21%</b>	8%	21%	43%	-	*	-	*	15%	31%	*	23%	*	18%	27%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	*
	CWOD	24%	22%	<b>23%</b>	8%	22%	60%	-	*	-	*	16%	33%	-	23%	*	20%	27%	-	*	-	*	
	EL	5%	5%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Female	21%	20%	<b>27%</b>	18%	25%	43%	-	*	-	*	19%	36%	-	27%	*	-	27%	-	-	-	-	-



**Two or More Races**      **Non Econ EL**      **Foster Care**  
**African American**      **American Indian**      **Pacific Islander**      **White**      **Asian**      **CWDCWOD**      **EL**      **Male**      **Female**      **Migrant**      **Homeless**      **Care**      **Military**

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	70	69	67	*	80	-	63	67	57	76
CWD	57	*	*	*	-	-	-	-	*	57	*
CWOD	70	73	68	69	*	80	-	63	68	-	73
EL	76	*	73	*	-	*	-	-	74	*	76
Male	70	68	74	63	-	83	-	*	68	58	70
Female	69	73	64	71	*	75	-	*	65	*	89
<b>Mathematics</b>											
All Students	72	75	68	66	*	83	-	81	66	61	60
CWD	61	*	*	*	-	-	-	-	*	61	*
CWOD	73	78	68	64	*	83	-	81	67	-	60
EL	60	*	65	*	-	*	-	-	54	*	60
Male	72	73	72	64	-	83	-	*	67	57	57
Female	72	78	63	68	*	81	-	*	63	*	67

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

**Part (iv): English Language Proficiency**

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

<b>Total EL in Class</b>	<b>Proficiency of EL</b>	<b>Rate of Proficiency</b>
<b>95</b>	<b>22</b>	<b>23%</b>

\*\* 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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	55	49	54	56	*	81	-	52	53	*	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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

'n/a' Indicates the student group is not applicable to this report.

**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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					Y		Y

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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
All Subjects	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	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%	100%	100%	-
	Male	100%	100%	100%	98%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	98%	*	100%	-	100%	99%	100%	100%	100%	100%	99%	100%	-	
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-	
	CWOD	100%	100%	100%	98%	*	100%	-	100%	99%	100%	-	100%	100%	99%	100%	-	
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-	
	Male	99%	100%	100%	96%	-	100%	-	100%	99%	100%	100%	99%	100%	99%	-	-	
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	-	*	*	-	-	-	-	*	*	100%	-	*	100%	-	-	
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	100%	-	
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	*	-	100%	-
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	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%	-	
	Male	0%	0%	0%	2%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	2%	*	0%	-	0%	1%	0%	0%	0%	0%	1%	0%	-	
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	
	CWOD	0%	0%	0%	2%	*	0%	-	0%	1%	0%	-	0%	0%	1%	0%	-	
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-	
	Male	1%	0%	0%	4%	-	0%	-	0%	1%	0%	0%	1%	0%	1%	-	-	
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-

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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	41	17	14	8	*	*	*	*	8		
	Female	6	*	*	*	*	*	*	*	*		
	Total	47	19	16	10	*	*	*	*	8		
Out-of-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	10	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	12	5	5	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	5	5	*	*	*	*	*	*		5
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b> Chronic Absenteeism	Male	24	*	8	14	*	*	*	*	5	8	5
	Female	18	*	5	5	*	*	*	*	*	*	*
	Total	42	*	13	19	*	*	*	*	7	10	5

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex	<b>Total</b>
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	12	5	5	*	*	*	*	*	8	*
	Female	8	*	*	*	*	*	*	*	5	*
	Total	20	7	7	*	*	*	*	*	13	*
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	6.0	18.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	3.2%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-



	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	5	1%
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	*	*

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

\* Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		Grade 8	Reading	Overall	29	24	44	40	26	32
Black	42			40	43	42	14	17	n/a	1
Hispanic	34			33	45	44	20	22	1	1
White	17			16	43	39	37	39	3	6
American Indian	*			37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12
Pacific Islander	*			35	*	42	*	22	*	2
Two or More Races	23			18	42	40	31	36	5	6
Econ Disadv	38			35	45	43	16	20	1	1
Students with Disabilities	65			61	29	29	6	9	n/a	1
English Language Learners	62		68	33	27	5	5	n/a	n/a	
Mathematics	Overall		30	30	37	36	24	24	9	10
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** ATHERTON EL

**Campus ID:** 220901132

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

				African		American		Pacific		Two		Non										Foster																							
		State		District		Campus		American		Hispanic		White		Indian		Asian		Islander		Races		Disadv		Non		Econ		Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Care		Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																																													
<b>Grade 3</b>																																													
Reading	All	77%	70%	<b>67%</b>	64%	69%	71%	*	*	-	*	63%	85%	*	70%	69%	64%	69%	-	*	-	*																							
	Students																																												
	CWD	51%	46%	*	-	*	*	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-																							
	CWOD	79%	72%	<b>70%</b>	64%	74%	83%	*	*	-	*	67%	85%	-	70%	71%	68%	73%	-	*	-	*																							
	EL	70%	69%	<b>69%</b>	*	70%	-	-	*	-	-	68%	71%	*	71%	69%	67%	71%	-	-	-	-																							
	Male	74%	68%	<b>64%</b>	*	61%	*	-	*	-	*	56%	88%	*	68%	67%	64%	-	-	*	-	*																							
	Female	79%	73%	<b>69%</b>	63%	78%	*	*	*	-	*	68%	*	*	73%	71%	-	69%	-	-	-	-																							
Mathematics	All	77%	71%	<b>71%</b>	72%	81%	63%	*	*	-	*	68%	86%	*	75%	76%	63%	79%	-	*	-	*																							
	Students																																												
	CWD	52%	43%	*	-	*	*	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-																							
	CWOD	80%	73%	<b>75%</b>	72%	85%	71%	*	*	-	*	73%	86%	-	75%	79%	67%	83%	-	*	-	*																							
	EL	74%	73%	<b>76%</b>	*	81%	*	-	*	-	-	77%	75%	*	79%	76%	75%	79%	-	-	-	-																							
	Male	77%	70%	<b>63%</b>	*	83%	*	-	*	-	*	58%	78%	*	67%	75%	63%	-	-	*	-	*																							
	Female	78%	71%	<b>79%</b>	79%	78%	*	*	*	-	*	76%	100%	*	83%	79%	-	79%	-	-	-	-																							
<b>Grade 4</b>																																													
Reading	All	72%	67%	<b>63%</b>	64%	55%	100%	-	*	*	*	63%	63%	*	65%	53%	60%	67%	-	*	-	*																							
	Students																																												
	CWD	46%	47%	*	-	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-																							
	CWOD	75%	69%	<b>65%</b>	64%	58%	100%	-	*	*	*	65%	*	-	65%	55%	61%	68%	-	*	-	*																							
	EL	60%	56%	<b>53%</b>	-	52%	*	-	*	-	-	56%	*	*	55%	53%	50%	56%	-	-	-	-																							
	Male	70%	64%	<b>60%</b>	50%	62%	*	-	*	-	*	59%	*	*	61%	50%	60%	-	-	*	-	*																							
	Female	75%	70%	<b>67%</b>	76%	48%	100%	-	*	*	-	67%	*	*	68%	56%	-	67%	-	-	-	-																							
Mathematics	All	77%	74%	<b>80%</b>	64%	86%	89%	-	100%	*	*	80%	75%	*	82%	87%	70%	89%	-	*	-	*																							
	Students																																												
	CWD	49%	49%	*	-	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-																							
	CWOD	81%	76%	<b>82%</b>	64%	90%	100%	-	100%	*	*	81%	86%	-	82%	89%	74%	89%	-	*	-	*																							
	EL	72%	72%	<b>87%</b>	-	85%	*	-	*	-	-	86%	*	*	89%	87%	80%	95%	-	-	-	-																							
	Male	77%	72%	<b>70%</b>	50%	77%	*	-	*	-	*	71%	*	*	74%	80%	70%	-	-	*	-	*																							
	Female	78%	76%	<b>89%</b>	76%	95%	100%	-	*	*	-	89%	*	*	89%	95%	-	89%	-	-	-	-																							
<b>Grade 5</b>																																													
Reading	All	83%	80%	<b>72%</b>	83%	74%	*	-	*	-	*	72%	71%	*	75%	48%	79%	66%	-	*	*	-																							
	Students																																												
	CWD	54%	47%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-																							

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More	Econ	Non Econ	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
	CWOD	87%	83%	75%	85%	74%	*	-	*	-	*	74%	82%	-	75%	48%	85%	67%	-	*	*	-	
	EL	73%	70%	48%	*	50%	-	-	*	-	-	50%	*	-	48%	48%	55%	42%	-	-	-	-	
	Male	81%	77%	79%	91%	79%	*	-	-	-	*	80%	75%	*	85%	55%	79%	-	-	-	-	-	
	Female	86%	82%	66%	77%	68%	*	-	*	-	-	66%	*	*	67%	42%	-	66%	-	*	*	-	
Mathematics	All	90%	85%	84%	75%	94%	*	-	*	-	*	83%	86%	71%	85%	83%	82%	86%	-	*	*	-	
	Students																						
	CWOD	70%	56%	71%	*	-	*	-	-	-	*	*	*	71%	-	-	*	*	-	-	-	-	
	CWOD	92%	89%	85%	70%	94%	*	-	*	-	*	84%	91%	-	85%	83%	85%	85%	-	*	*	-	
	EL	86%	81%	83%	*	84%	-	-	*	-	-	81%	*	-	83%	83%	82%	85%	-	-	-	-	
	Male	89%	84%	82%	82%	92%	*	-	-	-	*	80%	88%	*	85%	82%	82%	-	-	-	-	-	
	Female	91%	86%	86%	69%	96%	*	-	*	-	-	86%	83%	*	85%	85%	-	86%	-	*	*	-	
Science	All	75%	69%	58%	58%	66%	*	-	*	-	*	56%	64%	*	60%	29%	58%	57%	-	*	*	-	
	Students																						
	CWOD	48%	38%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	78%	72%	60%	60%	66%	*	-	*	-	*	58%	73%	-	60%	29%	64%	58%	-	*	*	-	
	EL	62%	57%	29%	*	37%	-	-	*	-	-	29%	*	-	29%	29%	*	*	-	-	-	-	
	Male	76%	69%	58%	64%	63%	*	-	-	-	*	57%	63%	*	64%	*	58%	-	-	-	-	-	
	Female	75%	69%	57%	54%	70%	*	-	*	-	-	56%	*	*	58%	*	-	57%	-	*	*	-	
Grade 6	All	68%	67%	69%	75%	65%	*	-	*	-	*	66%	88%	*	75%	56%	60%	76%	-	*	-	-	
	Reading																						
	Students																						
	CWOD	35%	33%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-	
	CWOD	71%	70%	75%	80%	71%	*	-	*	-	*	73%	88%	-	75%	63%	67%	81%	-	*	-	-	
	EL	42%	46%	56%	-	63%	*	-	-	-	-	53%	*	*	63%	56%	*	78%	-	*	-	-	
	Male	63%	61%	60%	71%	53%	*	-	*	-	-	58%	*	*	67%	*	60%	-	-	*	-	-	
	Female	72%	73%	76%	78%	78%	*	-	*	-	*	73%	*	*	81%	78%	-	76%	-	-	-	-	
Mathematics	All	76%	76%	69%	82%	65%	*	-	*	-	*	70%	63%	*	72%	58%	65%	74%	-	*	-	-	
	Students																						
	CWOD	50%	46%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-	
	CWOD	79%	80%	72%	88%	68%	*	-	*	-	*	73%	63%	-	72%	59%	68%	75%	-	*	-	-	
	EL	61%	67%	58%	*	69%	*	-	-	-	-	56%	*	*	59%	58%	*	89%	-	*	-	-	
	Male	76%	76%	65%	88%	53%	*	-	*	-	-	63%	*	*	68%	*	65%	-	-	*	-	-	
	Female	77%	77%	74%	78%	78%	*	-	*	-	*	77%	*	*	75%	89%	-	74%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	33%	24%	47%	29%	*	*	-	*	31%	46%	*	35%	44%	27%	38%	-	*	-	*	
	Reading																						
	Students																						
	CWOD	28%	21%	*	-	*	*	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	35%	24%	50%	33%	*	*	-	*	33%	46%	-	35%	45%	29%	40%	-	*	-	*	
	EL	32%	32%	44%	*	44%	-	-	*	-	-	44%	43%	*	45%	44%	33%	57%	-	-	-	-	
	Male	40%	33%	27%	*	33%	*	-	*	-	*	20%	50%	*	29%	33%	27%	-	-	*	-	*	
	Female	45%	37%	38%	26%	61%	*	*	*	-	*	38%	*	*	40%	57%	-	38%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>30%</b>	36%	33%	25%	*	*	-	*	27%	43%	*	32%	32%	26%	33%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	-	*	*	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>32%</b>	36%	35%	29%	*	*	-	*	29%	43%	-	32%	33%	27%	35%	-	*	-	*	
	EL	39%	38%	<b>32%</b>	*	37%	*	-	*	-	-	35%	25%	*	33%	32%	30%	36%	-	-	-	-	
	Male	47%	38%	<b>26%</b>	*	33%	*	-	*	-	*	19%	44%	*	27%	30%	26%	-	-	*	-	*	
	Female	45%	35%	<b>33%</b>	42%	33%	*	*	*	-	*	32%	40%	*	35%	36%	-	33%	-	-	-	-	
Grade 4	All	45%	40%	<b>29%</b>	15%	36%	50%	-	*	*	*	28%	38%	*	29%	22%	29%	29%	-	*	-	*	
	Students																						
	CWD	28%	30%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>29%</b>	15%	37%	57%	-	*	*	*	28%	*	-	29%	21%	29%	30%	-	*	-	*	
	EL	29%	28%	<b>22%</b>	-	26%	*	-	*	-	-	24%	*	*	21%	22%	17%	28%	-	-	-	*	
	Male	43%	39%	<b>29%</b>	13%	43%	*	-	*	-	*	26%	*	*	29%	17%	29%	-	-	*	-	*	
	Female	47%	42%	<b>29%</b>	18%	29%	60%	-	*	*	-	30%	*	*	30%	28%	-	29%	-	-	-	-	
Mathematics	All	48%	40%	<b>42%</b>	21%	45%	67%	-	80%	*	*	40%	63%	*	44%	41%	40%	43%	-	*	-	*	
	Students																						
	CWD	29%	30%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>44%</b>	21%	50%	75%	-	80%	*	*	42%	71%	-	44%	44%	44%	44%	-	*	-	*	
	EL	38%	35%	<b>41%</b>	-	36%	*	-	*	-	-	38%	*	*	44%	41%	40%	42%	-	-	-	*	
	Male	48%	41%	<b>40%</b>	13%	45%	*	-	*	-	*	39%	*	*	44%	40%	40%	-	-	*	-	*	
	Female	47%	40%	<b>43%</b>	29%	45%	60%	-	*	*	-	41%	*	*	44%	42%	-	43%	-	-	-	-	
Grade 5	All	53%	49%	<b>39%</b>	42%	41%	*	-	*	-	*	37%	50%	*	40%	22%	42%	37%	-	*	*	-	
	Students																						
	CWD	30%	25%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>40%</b>	40%	41%	*	-	*	-	*	38%	55%	-	40%	22%	45%	36%	-	*	-	*	
	EL	35%	30%	<b>22%</b>	*	22%	-	-	*	-	-	20%	*	-	22%	22%	18%	25%	-	-	-	-	
	Male	50%	46%	<b>42%</b>	45%	42%	*	-	-	-	*	40%	50%	*	45%	18%	42%	-	-	-	-	-	
	Female	56%	51%	<b>37%</b>	38%	41%	*	-	*	-	-	34%	*	*	36%	25%	-	37%	-	*	*	-	
Mathematics	All	57%	50%	<b>40%</b>	33%	49%	*	-	*	-	*	39%	43%	43%	40%	33%	50%	31%	-	*	*	-	
	Students																						
	CWD	34%	24%	<b>43%</b>	*	-	*	-	-	-	*	*	*	43%	-	-	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>40%</b>	25%	49%	*	-	*	-	*	39%	45%	-	40%	33%	52%	30%	-	*	-	*	
	EL	46%	39%	<b>33%</b>	*	42%	-	-	*	-	-	33%	*	-	33%	33%	55%	15%	-	-	-	-	
	Male	57%	49%	<b>50%</b>	45%	58%	*	-	-	-	*	50%	50%	*	52%	55%	50%	-	-	-	-	-	
	Female	58%	50%	<b>31%</b>	23%	39%	*	-	*	-	-	31%	33%	*	30%	15%	-	31%	-	*	*	-	
Science	All	40%	34%	<b>24%</b>	25%	28%	*	-	*	-	*	24%	21%	*	25%	8%	29%	19%	-	*	*	-	
	Students																						
	CWD	25%	18%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>25%</b>	25%	28%	*	-	*	-	*	24%	27%	-	25%	8%	30%	20%	-	*	-	*	
	EL	24%	18%	<b>8%</b>	*	11%	-	-	*	-	-	10%	*	-	8%	8%	*	*	-	-	-	-	
	Male	42%	35%	<b>29%</b>	36%	29%	*	-	-	-	*	27%	38%	*	30%	*	29%	-	-	-	-	-	
	Female	38%	32%	<b>19%</b>	15%	26%	*	-	*	-	-	22%	*	*	20%	*	-	19%	-	*	*	-	



					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 6																							
Reading	All	38%	37%	<b>41%</b>	69%	24%	*	-	*	-	*	43%	25%	*	44%	22%	37%	44%	-	*	-	-	
	Students																						
	CWD	22%	22%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-	-
	CWOD	40%	38%	<b>44%</b>	73%	26%	*	-	*	-	*	47%	25%	-	44%	25%	41%	47%	-	*	-	-	-
	EL	14%	15%	<b>22%</b>	-	25%	*	-	-	-	-	24%	*	*	25%	22%	*	33%	-	*	-	-	-
	Male	34%	32%	<b>37%</b>	71%	16%	*	-	*	-	-	35%	*	*	41%	*	37%	-	-	*	-	-	-
	Female	42%	42%	<b>44%</b>	67%	33%	*	-	*	-	*	50%	*	*	47%	33%	-	44%	-	-	-	-	-
Mathematics	All	43%	46%	<b>49%</b>	59%	43%	*	-	*	-	*	47%	63%	*	52%	26%	48%	50%	-	*	-	-	
	Students																						
	CWD	23%	27%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-	-
	CWOD	46%	48%	<b>52%</b>	63%	47%	*	-	*	-	*	50%	63%	-	52%	29%	54%	50%	-	*	-	-	-
	EL	24%	31%	<b>26%</b>	*	31%	*	-	-	-	-	22%	*	*	29%	26%	*	44%	-	*	-	-	-
	Male	44%	46%	<b>48%</b>	63%	37%	*	-	*	-	-	44%	*	*	54%	*	48%	-	-	*	-	-	-
	Female	42%	46%	<b>50%</b>	56%	50%	*	-	*	-	*	50%	*	*	50%	44%	-	50%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3																							
Reading	All	24%	19%	<b>12%</b>	8%	17%	14%	*	*	-	*	11%	15%	*	13%	16%	9%	14%	-	*	-	*	
	Students																						
	CWD	9%	7%	*	-	*	*	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	26%	20%	<b>13%</b>	8%	18%	17%	*	*	-	*	12%	15%	-	13%	16%	10%	15%	-	*	-	*	
	EL	15%	16%	<b>16%</b>	*	15%	-	-	*	-	-	16%	14%	*	16%	16%	11%	21%	-	-	-	-	-
	Male	22%	17%	<b>9%</b>	*	6%	*	-	*	-	*	4%	25%	*	10%	11%	9%	-	-	*	-	*	
	Female	26%	20%	<b>14%</b>	5%	28%	*	*	*	-	*	16%	*	*	15%	21%	-	14%	-	-	-	-	-
Mathematics	All	22%	15%	<b>8%</b>	12%	3%	25%	*	*	-	*	6%	14%	*	8%	3%	6%	10%	-	*	-	*	
	Students																						
	CWD	12%	5%	*	-	*	*	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	16%	<b>8%</b>	12%	3%	29%	*	*	-	*	7%	14%	-	8%	3%	6%	10%	-	*	-	*	
	EL	17%	16%	<b>3%</b>	*	4%	*	-	*	-	-	4%	0%	*	3%	3%	0%	7%	-	-	-	-	-
	Male	23%	17%	<b>6%</b>	*	0%	*	-	*	-	*	0%	22%	*	6%	0%	6%	-	-	*	-	*	
	Female	21%	14%	<b>10%</b>	16%	6%	*	*	*	-	*	11%	0%	*	10%	7%	-	10%	-	-	-	-	-
Grade 4																							
Reading	All	23%	19%	<b>14%</b>	9%	17%	25%	-	*	*	*	16%	0%	*	14%	11%	13%	16%	-	*	-	*	
	Students																						
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>14%</b>	9%	16%	29%	-	*	*	*	15%	*	-	14%	9%	12%	16%	-	*	-	*	
	EL	12%	11%	<b>11%</b>	-	13%	*	-	*	-	-	12%	*	*	9%	11%	11%	11%	-	-	-	-	*
	Male	22%	18%	<b>13%</b>	6%	19%	*	-	*	-	*	15%	*	*	12%	11%	13%	-	-	*	-	*	
	Female	25%	21%	<b>16%</b>	12%	14%	20%	-	*	*	*	16%	*	*	16%	11%	-	16%	-	-	-	-	-
Mathematics	All	26%	20%	<b>24%</b>	12%	20%	56%	-	60%	*	*	24%	25%	*	25%	18%	28%	20%	-	*	-	*	
	Students																						
	CWD	11%	10%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-

					African	Hispanic		American	Pacific	Two	Econ	Non								Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	28%	21%	<b>25%</b>	12%	23%	63%	-	60%	*	*	25%	29%	-	25%	19%	30%	20%	-	*	-	*	
	EL	18%	14%	<b>18%</b>	-	12%	*	-	*	-	-	16%	*	*	19%	18%	25%	11%	-	-	-	*	
	Male	27%	21%	<b>28%</b>	6%	27%	*	-	*	-	*	29%	*	*	30%	25%	28%	-	-	*	-	*	
	Female	25%	19%	<b>20%</b>	18%	14%	40%	-	*	*	-	18%	*	*	20%	11%	-	20%	-	-	-	-	
Grade 5	Reading	All	26%	23%	<b>10%</b>	8%	11%	*	-	*	-	9%	14%	*	10%	0%	11%	10%	-	*	*	-	
		Students																					
		CWD	9%	7%	*	*	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
		CWOD	27%	24%	<b>10%</b>	5%	11%	*	-	*	-	8%	18%	-	10%	0%	9%	10%	-	*	*	-	
		EL	12%	8%	<b>0%</b>	*	0%	-	-	*	-	0%	*	-	0%	0%	0%	0%	-	-	-	-	
		Male	24%	21%	<b>11%</b>	9%	13%	*	-	-	-	7%	25%	*	9%	0%	11%	-	-	-	-	-	
		Female	28%	25%	<b>10%</b>	8%	9%	*	-	*	-	11%	*	*	10%	0%	-	10%	-	*	*	-	
	Mathematics	All	30%	24%	<b>16%</b>	8%	23%	*	-	*	-	14%	29%	14%	16%	4%	21%	12%	-	*	*	-	
		Students																					
		CWD	13%	7%	<b>14%</b>	*	-	*	-	-	-	*	*	14%	-	-	*	*	-	-	-	-	
		CWOD	31%	26%	<b>16%</b>	5%	23%	*	-	*	-	13%	36%	-	16%	4%	21%	13%	-	*	*	-	
		EL	19%	13%	<b>4%</b>	*	5%	-	-	*	-	0%	*	-	4%	4%	0%	8%	-	-	-	-	
		Male	29%	24%	<b>21%</b>	18%	25%	*	-	-	-	17%	38%	*	21%	0%	21%	-	-	-	-	-	
		Female	30%	24%	<b>12%</b>	0%	22%	*	-	*	-	11%	17%	*	13%	8%	-	12%	-	*	*	-	
	Science	All	16%	13%	<b>3%</b>	0%	4%	*	-	*	-	3%	0%	*	3%	0%	3%	2%	-	*	*	-	
		Students																					
		CWD	9%	5%	*	*	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
		CWOD	17%	14%	<b>3%</b>	0%	4%	*	-	*	-	3%	0%	-	3%	0%	3%	3%	-	*	*	-	
		EL	7%	4%	<b>0%</b>	*	0%	-	-	*	-	0%	*	-	0%	0%	*	*	-	-	-	-	
		Male	18%	14%	<b>3%</b>	0%	4%	*	-	-	-	3%	0%	*	3%	*	3%	-	-	-	-	-	
		Female	15%	12%	<b>2%</b>	0%	4%	*	-	*	-	3%	*	*	3%	*	-	2%	-	*	*	-	
Grade 6	Reading	All	18%	17%	<b>16%</b>	19%	8%	*	-	*	-	18%	0%	*	17%	0%	10%	21%	-	*	-	-	
		Students																					
		CWD	8%	6%	*	*	*	*	-	-	-	*	-	*	-	*	*	*	-	*	-	-	
		CWOD	20%	19%	<b>17%</b>	20%	9%	*	-	*	-	20%	0%	-	17%	0%	11%	22%	-	*	-	-	
		EL	4%	5%	<b>0%</b>	-	0%	*	-	-	-	0%	*	*	0%	0%	*	0%	-	*	-	-	
		Male	15%	13%	<b>10%</b>	14%	5%	*	-	*	-	12%	*	*	11%	*	10%	-	-	*	-	-	
		Female	22%	22%	<b>21%</b>	22%	11%	*	-	*	-	23%	*	*	22%	0%	-	21%	-	-	-	-	
	Mathematics	All	18%	21%	<b>28%</b>	35%	22%	*	-	*	-	30%	13%	*	30%	11%	29%	26%	-	*	-	-	
		Students																					
		CWD	9%	7%	*	*	*	*	-	-	-	*	-	*	-	*	*	*	-	*	-	-	
		CWOD	19%	22%	<b>30%</b>	38%	24%	*	-	*	-	33%	13%	-	30%	12%	32%	28%	-	*	-	-	
		EL	6%	9%	<b>11%</b>	*	13%	*	-	-	-	6%	*	*	12%	11%	*	22%	-	*	-	-	
		Male	18%	21%	<b>29%</b>	38%	21%	*	-	*	-	33%	*	*	32%	*	29%	-	-	*	-	-	
		Female	17%	21%	<b>26%</b>	33%	22%	*	-	*	-	27%	*	*	28%	22%	-	26%	-	-	-	-	

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

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>70%</b>	70%	73%	66%	*	63%	*	44%	69%	76%	33%	73%	64%	67%	74%	-	54%	*	*
	Students	CWD	45%	38%	<b>33%</b>	64%	*	*	-	-	-	*	29%	45%	33%	-	*	30%	38%	-	*	-	-
		CWOD	80%	76%	<b>73%</b>	70%	76%	78%	*	63%	*	62%	72%	80%	-	73%	66%	71%	75%	-	64%	*	*
		EL	60%	59%	<b>64%</b>	73%	67%	50%	-	41%	-	-	64%	67%	*	66%	64%	59%	69%	-	*	-	*
		Male	74%	69%	<b>67%</b>	66%	70%	60%	-	71%	-	*	65%	75%	30%	71%	59%	67%	-	-	50%	-	*
		Female	79%	76%	<b>74%</b>	72%	77%	71%	*	56%	*	*	73%	78%	38%	75%	69%	-	74%	-	*	*	-
Reading	All	All	73%	68%	<b>68%</b>	70%	66%	71%	*	53%	*	75%	66%	77%	24%	71%	57%	66%	69%	-	*	*	*
	Students	CWD	39%	32%	<b>24%</b>	*	*	*	-	-	-	*	*	*	24%	-	*	*	*	-	*	-	-
		CWOD	77%	72%	<b>71%</b>	71%	69%	84%	*	53%	*	100%	69%	79%	-	71%	59%	70%	72%	-	*	*	*
		EL	52%	51%	<b>57%</b>	*	59%	*	-	*	-	-	57%	54%	*	59%	57%	54%	60%	-	*	-	*
		Male	69%	64%	<b>66%</b>	68%	65%	73%	-	63%	-	*	63%	77%	*	70%	54%	66%	-	-	*	-	*
		Female	77%	73%	<b>69%</b>	72%	67%	69%	*	*	*	*	68%	76%	*	72%	60%	-	69%	-	*	*	-
Mathematics	All	All	80%	75%	<b>77%</b>	72%	82%	69%	*	81%	*	*	76%	80%	43%	79%	78%	70%	82%	-	*	*	*
	Students	CWD	52%	42%	<b>43%</b>	*	*	*	-	-	-	*	41%	*	43%	-	*	36%	*	-	*	-	-
		CWOD	83%	79%	<b>79%</b>	71%	85%	76%	*	81%	*	*	78%	83%	-	79%	80%	74%	83%	-	*	*	*
		EL	70%	69%	<b>78%</b>	*	81%	*	-	70%	-	-	77%	86%	*	80%	78%	70%	87%	-	*	-	*
		Male	78%	73%	<b>70%</b>	66%	77%	54%	-	78%	-	*	69%	78%	36%	74%	70%	70%	-	-	*	-	*
		Female	82%	78%	<b>82%</b>	76%	88%	85%	*	86%	*	*	82%	82%	*	83%	87%	-	82%	-	*	*	-
Science	All	All	79%	74%	<b>58%</b>	58%	66%	*	-	*	-	*	56%	64%	*	60%	29%	58%	57%	-	*	*	-
	Students	CWD	48%	40%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-
		CWOD	82%	78%	<b>60%</b>	60%	66%	*	-	*	-	*	58%	73%	-	60%	29%	64%	58%	-	*	*	-
		EL	58%	57%	<b>29%</b>	*	37%	-	-	*	-	-	29%	*	-	29%	29%	*	*	-	-	-	-
		Male	78%	72%	<b>58%</b>	64%	63%	*	-	-	-	*	57%	63%	*	64%	*	58%	-	-	-	-	-
		Female	80%	77%	<b>57%</b>	54%	70%	*	-	*	-	-	56%	*	*	58%	*	-	57%	-	*	*	-

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

All Grades	All Subjects	All	47%	42%	<b>36%</b>	33%	39%	36%	*	37%	*	22%	35%	43%	16%	37%	29%	36%	36%	-	23%	*	*
	Students	CWD	23%	19%	<b>16%</b>	43%	*	*	-	-	-	*	16%	18%	16%	-	*	15%	19%	-	*	-	-
		CWOD	50%	45%	<b>37%</b>	32%	40%	44%	*	37%	*	31%	36%	46%	-	37%	30%	39%	36%	-	27%	*	*
		EL	26%	25%	<b>29%</b>	36%	32%	20%	-	9%	-	-	29%	33%	*	30%	29%	27%	32%	-	*	-	*
		Male	45%	40%	<b>36%</b>	33%	38%	40%	-	47%	-	*	34%	49%	15%	39%	27%	36%	-	-	30%	-	*
		Female	50%	45%	<b>36%</b>	33%	39%	32%	*	28%	*	*	36%	33%	19%	36%	32%	-	36%	-	*	*	-
Reading	All	All	46%	41%	<b>35%</b>	33%	37%	33%	*	40%	*	25%	34%	42%	14%	37%	28%	34%	36%	-	*	*	*
	Students	CWD	22%	18%	<b>14%</b>	*	*	*	-	-	-	*	*	*	14%	-	*	*	*	-	*	-	-
		CWOD	48%	44%	<b>37%</b>	32%	39%	42%	*	40%	*	33%	35%	44%	-	37%	29%	36%	37%	-	*	*	*
		EL	21%	21%	<b>28%</b>	*	30%	*	-	*	-	-	28%	31%	*	29%	28%	21%	36%	-	*	-	*

				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>34%</b>	33%	34%	36%	-	38%	-	*	30%	50%	*	36%	21%	34%	-	-	*	-	*	
	Female	50%	47%	<b>36%</b>	33%	41%	31%	*	*	*	*	37%	29%	*	37%	36%	-	36%	-	*	*	-	
Mathematics	All	48%	42%	<b>40%</b>	34%	43%	42%	*	44%	*	*	38%	50%	19%	41%	34%	41%	39%	-	*	*	*	
	Students																						
	CWD	26%	21%	<b>19%</b>	*	*	*	-	-	-	*	18%	*	19%	-	*	14%	*	-	*	-	-	
	CWOD	51%	45%	<b>41%</b>	33%	46%	48%	*	44%	*	*	40%	53%	-	41%	36%	44%	39%	-	*	*	*	
	EL	33%	31%	<b>34%</b>	*	37%	*	-	20%	-	-	33%	43%	*	36%	34%	34%	35%	-	*	-	*	
	Male	47%	41%	<b>41%</b>	32%	45%	46%	-	56%	-	*	39%	52%	14%	44%	34%	41%	-	-	*	-	*	
	Female	49%	44%	<b>39%</b>	36%	42%	38%	*	29%	*	*	38%	47%	*	39%	35%	-	39%	-	*	*	-	
Science	All	49%	46%	<b>24%</b>	25%	28%	*	-	*	-	*	24%	21%	*	25%	8%	29%	19%	-	*	*	-	
	Students																						
	CWD	23%	18%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>25%</b>	25%	28%	*	-	*	-	*	24%	27%	-	25%	8%	30%	20%	-	*	*	-	
	EL	21%	20%	<b>8%</b>	*	11%	-	-	*	-	-	10%	*	-	8%	8%	*	*	-	-	-	-	
	Male	50%	45%	<b>29%</b>	36%	29%	*	-	-	-	*	27%	38%	*	30%	*	29%	-	-	-	-	-	
	Female	49%	46%	<b>19%</b>	15%	26%	*	-	*	-	-	22%	*	*	20%	*	-	19%	-	*	*	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>14%</b>	11%	14%	23%	*	26%	*	17%	15%	13%	6%	15%	8%	15%	14%	-	8%	*	*	
	Students																						
	CWD	8%	5%	<b>6%</b>	14%	*	*	-	-	-	*	8%	0%	6%	-	*	9%	0%	-	*	-	-	
	CWOD	23%	20%	<b>15%</b>	11%	14%	29%	*	26%	*	23%	15%	14%	-	15%	8%	15%	15%	-	9%	*	*	
	EL	9%	8%	<b>8%</b>	9%	8%	20%	-	5%	-	-	7%	13%	*	8%	8%	7%	9%	-	*	-	*	
	Male	20%	17%	<b>15%</b>	11%	14%	28%	-	29%	-	*	14%	16%	9%	15%	7%	15%	-	-	10%	-	*	
	Female	22%	20%	<b>14%</b>	12%	14%	18%	*	22%	*	*	15%	8%	0%	15%	9%	-	14%	-	*	*	-	
Reading	All	19%	16%	<b>13%</b>	10%	13%	17%	*	27%	*	13%	14%	9%	10%	13%	8%	11%	15%	-	*	*	*	
	Students																						
	CWD	7%	5%	<b>10%</b>	*	*	*	-	-	-	*	*	*	10%	-	*	*	*	-	*	-	-	
	CWOD	20%	18%	<b>13%</b>	10%	13%	21%	*	27%	*	17%	14%	10%	-	13%	8%	11%	15%	-	*	*	*	
	EL	7%	7%	<b>8%</b>	*	9%	*	-	*	-	-	8%	8%	*	8%	8%	7%	9%	-	*	-	*	
	Male	16%	13%	<b>11%</b>	10%	11%	18%	-	13%	-	*	10%	15%	*	11%	7%	11%	-	-	*	-	*	
	Female	22%	20%	<b>15%</b>	10%	15%	15%	*	*	*	*	17%	0%	*	15%	9%	-	15%	-	*	*	-	
Mathematics	All	23%	20%	<b>19%</b>	15%	18%	31%	*	31%	*	*	18%	20%	5%	20%	9%	21%	16%	-	*	*	*	
	Students																						
	CWD	10%	5%	<b>5%</b>	*	*	*	-	-	-	*	6%	*	5%	-	*	7%	*	-	*	-	-	
	CWOD	25%	21%	<b>20%</b>	15%	19%	38%	*	31%	*	*	19%	23%	-	20%	10%	23%	17%	-	*	*	*	
	EL	13%	11%	<b>9%</b>	*	8%	*	-	10%	-	-	8%	21%	*	10%	9%	8%	11%	-	*	-	*	
	Male	23%	19%	<b>21%</b>	15%	19%	38%	-	44%	-	*	21%	22%	7%	23%	8%	21%	-	-	*	-	*	
	Female	24%	20%	<b>16%</b>	16%	16%	23%	*	14%	*	*	16%	18%	*	17%	11%	-	16%	-	*	*	-	
Science	All	22%	20%	<b>3%</b>	0%	4%	*	-	*	-	*	3%	0%	*	3%	0%	3%	2%	-	*	*	-	
	Students																						
	CWD	7%	4%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	3%	0%	4%	*	-	*	-	*	3%	0%	-	3%	0%	3%	3%	-	*	*	-
EL	5%	5%	0%	*	0%	-	-	*	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
Male	23%	20%	3%	0%	4%	*	-	-	-	*	3%	0%	*	3%	*	3%	-	-	-	-	-
Female	21%	20%	2%	0%	4%	*	-	*	-	-	3%	*	*	3%	*	-	2%	-	*	*	-

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	60	57	60	-	86	*	*	59	67	63
CWD	67	*	*	*	-	-	-	*	64	67	*
CWOD	60	58	58	50	-	86	*	*	59	-	63
EL	63	*	64	*	-	*	-	-	62	*	63
Male	58	55	58	*	-	*	-	*	59	64	59
Female	61	64	57	56	-	100	*	*	60	*	68
<b>Mathematics</b>											
All Students	70	70	69	78	-	68	*	*	70	73	71
CWD	73	*	*	*	-	-	-	*	77	73	*
CWOD	70	70	69	81	-	68	*	*	70	-	71
EL	71	*	71	*	-	*	-	-	68	*	71
Male	72	70	71	71	-	100	-	*	74	77	70
Female	67	69	67	83	-	*	*	*	66	*	71

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
216	26	12%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	38	42	42	*	42	*	*	40	*	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

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



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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	44	26	14	*	*	*	*	*	5		
	Female	19	11	8	*	*	*	*	*	*		
	Total	63	37	22	*	*	*	*	*	7		
<b>Out-of-School Suspensions</b>												
	Male	27	13	10	*	*	*	*	*	*		
	Female	8	*	*	*	*	*	*	*	*		
	Total	35	17	14	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	34	14	14	*	*	*	*	*	8	5	*
	Female	27	11	11	5	*	*	*	*	5	*	*
	Total	61	25	25	7	*	*	*	*	13	7	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	25	8	11	*	*	*	*	*	8	*
	Female	37	11	20	*	*	*	*	*	20	*
	Total	62	19	31	*	*	*	*	*	28	*
Accelerated Coursework											
	Advanced Placement Courses										
	Male	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.0	15.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	2.4%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9	
		Black	44	49	34	31	19	17	3	3	
		Hispanic	49	46	31	32	16	19	3	4	
		White	21	22	34	32	35	34	10	13	
		American Indian	*	52	*	28	*	17	*	3	
		Asian	16	16	23	25	42	37	19	22	
		Pacific Islander	*	42	*	31	*	23	*	4	
		Two or More Races	33	27	29	31	29	30	8	11	
		Econ Disadv	50	46	32	32	16	18	2	3	
		Students with Disabilities	70	68	20	20	9	10	1	2	
		English Language Learners	63	68	25	23	11	8	1	1	
		Mathematics	Overall	18	20	40	39	33	32	8	8
			Black	30	37	46	44	22	17	3	2
			Hispanic	21	29	45	44	29	23	5	3
	White		9	12	32	37	46	40	13	11	
	American Indian		*	31	*	44	*	21	*	3	
	Asian		8	8	18	25	40	42	34	25	
	Pacific Islander		*	29	*	42	*	25	*	4	
	Two or More Races		13	15	30	39	41	35	17	11	
	Econ Disadv		23	31	46	44	25	22	4	3	
	Students with Disabilities		43	51	38	32	16	14	2	3	
	English Language Learners		29	47	44	39	23	13	4	2	
	Grade 8		Reading	Overall	29	24	44	40	26	32	2
		Black		42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1
		White		17	16	43	39	37	39	3	6
American Indian		*		37	*	41	*	20	*	1	
Asian		8		13	29	30	53	45	10	12	
Pacific Islander		*		35	*	42	*	22	*	2	
Two or More Races		23		18	42	40	31	36	5	6	
Econ Disadv		38		35	45	43	16	20	1	1	
Students with Disabilities		65		61	29	29	6	9	n/a	1	
English Language Learners		62		68	33	27	5	5	n/a	n/a	
Mathematics		Overall		30	30	37	36	24	24	9	10
		Black		44	53	41	34	13	11	1	2
		Hispanic		38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13	
		American Indian	*	44	*	38	*	14	*	4	
		Asian	3	12	19	24	37	32	40	32	
		Pacific Islander	*	36	*	39	*	18	*	6	
		Two or More Races	24	27	43	36	24	25	8	13	
		Econ Disadv	40	45	40	37	17	15	3	3	
		Students with Disabilities	67	69	23	22	8	7	2	2	
		English Language Learners	61	71	32	23	7	5	1	1	

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** BAILEY J H

**Campus ID:** 220901045

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

		State			African American			American Indian			Pacific Islander		Two or More Races	Economic Disadv		Non-Economic Disadv		EL	Male	Female	Migrant	Homeless	Foster Care	Military		
		Reading	Mathematics	Science	Reading	Mathematics	Science	Reading	Mathematics	Science	Reading	Mathematics	Science	Reading	Mathematics	Science	Reading	Mathematics	Science	Reading	Mathematics	Science	Reading	Mathematics	Science	
<b>STAAR Percent at Approaches Grade Level or Above</b>																										
<b>Grade 7</b>																										
	Reading	All	73%	70%	80%	64%	77%	87%	*	79%	*	93%	72%	89%	39%	85%	63%	77%	83%	-	80%	*	*			
		Students																								
		CWD	37%	35%	39%	*	*	52%	-	*	-	-	36%	44%	39%	-	*	30%	50%	-	*	-	*			
		CWOD	77%	73%	85%	69%	82%	91%	*	92%	*	93%	77%	92%	-	85%	69%	84%	86%	-	88%	*	*			
		EL	44%	46%	63%	*	60%	-	-	*	-	-	61%	83%	*	69%	63%	59%	68%	-	-	-	*			
		Male	69%	65%	77%	56%	76%	85%	-	71%	-	89%	69%	87%	30%	84%	59%	77%	-	-	*	*	*			
		Female	79%	76%	83%	71%	79%	89%	*	86%	*	100%	76%	90%	50%	86%	68%	-	83%	-	*	-	*			
	Mathematics	All	71%	70%	80%	62%	76%	88%	*	86%	*	93%	75%	86%	39%	85%	62%	80%	81%	-	60%	*	*			
		Students																								
		CWD	42%	32%	39%	*	*	52%	-	*	-	-	40%	38%	39%	-	*	37%	42%	-	*	-	*			
		CWOD	75%	74%	85%	68%	80%	93%	*	100%	*	93%	80%	90%	-	85%	64%	86%	85%	-	63%	*	*			
		EL	52%	53%	62%	*	60%	-	-	*	-	-	63%	*	*	64%	62%	63%	60%	-	-	-	*			
		Male	69%	66%	80%	56%	81%	87%	-	71%	-	90%	74%	88%	37%	86%	63%	80%	-	-	*	*	*			
		Female	73%	73%	81%	67%	70%	90%	*	100%	*	100%	76%	85%	42%	85%	60%	-	81%	-	*	-	*			
<b>Grade 8</b>																										
	Reading	All	85%	82%	89%	88%	85%	94%	*	100%	-	*	86%	92%	38%	93%	61%	88%	89%	-	100%	*	83%			
		Students																								
		CWD	49%	40%	38%	*	*	58%	-	-	-	-	32%	46%	38%	-	*	52%	*	-	-	-	*			
		CWOD	88%	86%	93%	96%	90%	97%	*	100%	-	*	91%	95%	-	93%	68%	92%	94%	-	100%	*	100%			
		EL	58%	59%	61%	*	62%	*	*	*	-	-	62%	*	*	68%	61%	56%	67%	-	-	-	*			
		Male	82%	78%	88%	88%	83%	95%	*	100%	-	*	86%	92%	52%	92%	56%	88%	-	-	100%	*	*			
		Female	88%	86%	89%	88%	87%	92%	-	*	-	*	87%	92%	*	94%	67%	-	89%	-	*	-	*			
	Mathematics	All	85%	74%	85%	77%	86%	91%	*	-	-	*	84%	88%	43%	90%	76%	86%	84%	-	89%	*	*			
		Students																								
		CWD	53%	37%	43%	*	69%	*	-	-	-	-	33%	58%	43%	-	*	47%	*	-	-	-	*			
		CWOD	89%	79%	90%	86%	88%	97%	*	-	-	*	90%	92%	-	90%	76%	91%	89%	-	89%	*	*			
		EL	73%	65%	76%	*	76%	*	*	-	-	-	74%	86%	*	76%	76%	65%	88%	-	-	-	*			
		Male	82%	72%	86%	78%	86%	92%	*	-	-	*	83%	91%	47%	91%	65%	86%	-	-	86%	*	*			
		Female	87%	77%	84%	77%	86%	89%	-	-	-	*	85%	83%	*	89%	88%	-	84%	-	*	-	*			
	Science	All	75%	70%	76%	66%	72%	84%	*	100%	-	*	69%	84%	*	81%	39%	73%	79%	-	*	*	*			
		Students																								
		CWD	39%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-		
		CWOD	78%	75%	81%	72%	78%	89%	*	100%	-	*	75%	88%	-	81%	47%	79%	84%	-	*	*	*			

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	EL	46%	48%	<b>39%</b>	*	40%	*	*	*	-	-	43%	*	*	47%	39%	37%	42%	-	-	-	*	
	Male	74%	67%	<b>73%</b>	71%	64%	82%	*	100%	-	*	64%	84%	*	79%	37%	73%	-	-	*	*	*	
	Female	76%	74%	<b>79%</b>	59%	80%	86%	-	*	-	*	75%	84%	*	84%	42%	-	79%	-	*	-	*	
End of Course																							
Algebra I	All	82%	78%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	*	100%	100%	-	*	-	*	
	Students																						
	CWD	47%	35%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	86%	83%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	-	
	EL	67%	65%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	*	
	Male	78%	73%	<b>100%</b>	*	100%	100%	-	100%	-	-	100%	100%	*	100%	*	100%	-	-	-	-	*	
	Female	87%	83%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	-	100%	-	-	100%	-	*	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 7																							
Reading	All	47%	44%	<b>54%</b>	37%	48%	61%	*	64%	*	71%	41%	67%	9%	59%	23%	50%	58%	-	50%	*	*	
	Students																						
	CWD	23%	21%	<b>9%</b>	*	*	14%	-	*	-	-	7%	13%	9%	-	*	7%	11%	-	*	-	*	
	CWOD	50%	46%	<b>59%</b>	43%	52%	67%	*	75%	*	71%	46%	71%	-	59%	24%	55%	63%	-	50%	*	*	
	EL	16%	18%	<b>23%</b>	*	20%	-	-	*	-	-	24%	17%	*	24%	23%	19%	28%	-	-	-	*	
	Male	42%	39%	<b>50%</b>	22%	49%	55%	-	71%	-	78%	36%	67%	7%	55%	19%	50%	-	-	*	*	*	
	Female	53%	50%	<b>58%</b>	51%	46%	68%	*	57%	*	60%	49%	67%	11%	63%	28%	-	58%	-	*	-	*	
Mathematics	All	39%	39%	<b>55%</b>	35%	47%	67%	*	64%	*	60%	43%	68%	13%	60%	31%	59%	51%	-	60%	*	*	
	Students																						
	CWD	20%	16%	<b>13%</b>	*	*	19%	-	*	-	-	17%	6%	13%	-	*	19%	5%	-	*	-	*	
	CWOD	41%	41%	<b>60%</b>	42%	50%	73%	*	75%	*	60%	47%	73%	-	60%	33%	64%	56%	-	63%	*	*	
	EL	17%	19%	<b>31%</b>	*	27%	-	-	*	-	-	30%	*	*	33%	31%	33%	28%	-	-	-	*	
	Male	38%	38%	<b>59%</b>	38%	52%	69%	-	71%	-	70%	47%	73%	19%	64%	33%	59%	-	-	*	*	*	
	Female	40%	39%	<b>51%</b>	33%	41%	65%	*	57%	*	40%	38%	63%	5%	56%	28%	-	51%	-	*	-	*	
Grade 8																							
Reading	All	48%	45%	<b>55%</b>	35%	52%	69%	*	88%	-	*	42%	71%	9%	59%	11%	48%	63%	-	50%	*	50%	
	Students																						
	CWD	23%	17%	<b>9%</b>	*	*	17%	-	-	-	-	5%	15%	9%	-	*	14%	*	-	-	-	*	
	CWOD	51%	48%	<b>59%</b>	38%	56%	73%	*	88%	-	*	46%	75%	-	59%	13%	52%	67%	-	50%	*	60%	
	EL	13%	14%	<b>11%</b>	*	10%	*	*	*	-	-	7%	*	*	13%	11%	6%	17%	-	-	-	*	
	Male	44%	39%	<b>48%</b>	26%	48%	61%	*	83%	-	*	36%	63%	14%	52%	6%	48%	-	-	43%	*	*	
	Female	53%	52%	<b>63%</b>	47%	56%	78%	-	*	-	*	50%	79%	*	67%	17%	-	63%	-	*	-	*	
Mathematics	All	50%	32%	<b>49%</b>	33%	53%	56%	*	-	-	*	46%	55%	7%	54%	32%	46%	52%	-	33%	*	*	
	Students																						
	CWD	25%	16%	<b>7%</b>	*	15%	*	-	-	-	-	0%	17%	7%	-	*	0%	*	-	-	-	*	
	CWOD	53%	34%	<b>54%</b>	37%	57%	64%	*	-	-	*	51%	61%	-	54%	34%	53%	56%	-	33%	*	*	
	EL	30%	19%	<b>32%</b>	*	34%	*	*	-	-	-	26%	57%	*	34%	32%	24%	41%	-	-	-	-	
	Male	48%	30%	<b>46%</b>	35%	47%	56%	*	-	-	*	38%	61%	0%	53%	24%	46%	-	-	43%	*	*	
	Female	53%	34%	<b>52%</b>	31%	59%	57%	-	-	-	*	55%	48%	*	56%	41%	-	52%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All	50%	45%	<b>57%</b>	34%	54%	71%	*	100%	-	*	48%	69%	*	62%	13%	57%	58%	-	*	*	*	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	53%	48%	<b>62%</b>	37%	59%	76%	*	100%	-	*	52%	73%	-	62%	16%	62%	62%	-	*	*	*	
	EL	19%	19%	<b>13%</b>	*	10%	*	*	*	-	-	13%	*	*	16%	13%	16%	11%	-	-	-	*	
	Male	51%	44%	<b>57%</b>	43%	53%	66%	*	100%	-	*	46%	70%	*	62%	16%	57%	-	-	*	*	*	
	Female	50%	46%	<b>58%</b>	22%	55%	76%	-	*	-	*	50%	68%	*	62%	11%	-	58%	-	*	-	*	
End of Course	All	53%	49%	<b>98%</b>	89%	100%	97%	-	100%	-	*	100%	97%	*	98%	*	98%	97%	-	*	-	*	
	Students																						
	CWD	19%	13%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	58%	53%	<b>98%</b>	89%	100%	97%	-	100%	-	*	100%	97%	-	98%	*	98%	97%	-	*	-	*	
	EL	29%	27%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	*	
	Male	49%	43%	<b>98%</b>	*	100%	97%	-	100%	-	-	100%	98%	*	98%	*	98%	-	-	-	-	*	
	Female	58%	55%	<b>97%</b>	83%	100%	97%	-	*	-	*	100%	96%	-	97%	-	-	97%	-	*	-	*	
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 7																							
Reading	All	28%	26%	<b>31%</b>	16%	19%	42%	*	43%	*	57%	17%	46%	7%	34%	6%	29%	34%	-	10%	*	*	
	Students																						
	CWD	10%	10%	<b>7%</b>	*	*	14%	-	*	-	-	4%	13%	7%	-	*	4%	11%	-	*	-	*	
	CWOD	30%	27%	<b>34%</b>	19%	20%	46%	*	50%	*	57%	19%	48%	-	34%	7%	32%	36%	-	0%	*	*	
	EL	6%	8%	<b>6%</b>	*	2%	-	-	*	-	-	4%	17%	*	7%	6%	4%	8%	-	-	-	*	
	Male	24%	21%	<b>29%</b>	3%	22%	39%	-	29%	-	67%	16%	44%	4%	32%	4%	29%	-	-	*	*	*	
	Female	33%	31%	<b>34%</b>	29%	15%	46%	*	57%	*	40%	19%	47%	11%	36%	8%	-	34%	-	*	-	*	
Mathematics	All	18%	19%	<b>31%</b>	16%	22%	41%	*	57%	*	40%	19%	44%	0%	35%	8%	32%	31%	-	10%	*	*	
	Students																						
	CWD	7%	2%	<b>0%</b>	*	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	*	
	CWOD	19%	21%	<b>35%</b>	19%	23%	46%	*	67%	*	40%	22%	48%	-	35%	9%	36%	34%	-	13%	*	*	
	EL	5%	6%	<b>8%</b>	*	4%	-	-	*	-	-	7%	*	*	9%	8%	4%	12%	-	-	-	*	
	Male	17%	19%	<b>32%</b>	9%	23%	43%	-	57%	-	50%	19%	47%	0%	36%	4%	32%	-	-	*	*	*	
	Female	18%	19%	<b>31%</b>	22%	20%	40%	*	57%	*	20%	20%	41%	0%	34%	12%	-	31%	-	*	-	*	
Grade 8	All	26%	23%	<b>29%</b>	13%	23%	42%	*	38%	-	*	18%	42%	0%	31%	6%	24%	35%	-	10%	*	17%	
	Students																						
	CWD	8%	6%	<b>0%</b>	*	*	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	*	
	CWOD	28%	25%	<b>31%</b>	15%	25%	45%	*	38%	-	*	20%	45%	-	31%	6%	26%	37%	-	10%	*	20%	
	EL	4%	4%	<b>6%</b>	*	7%	*	*	*	-	-	3%	*	*	6%	6%	0%	11%	-	-	-	*	
	Male	22%	18%	<b>24%</b>	9%	20%	33%	*	50%	-	*	15%	34%	0%	26%	0%	24%	-	-	14%	*	*	
	Female	30%	29%	<b>35%</b>	19%	27%	51%	-	*	-	*	21%	51%	*	37%	11%	-	35%	-	*	-	*	
Mathematics	All	15%	5%	<b>12%</b>	5%	12%	16%	*	-	-	*	12%	10%	0%	13%	0%	9%	14%	-	11%	*	*	
	Students																						
	CWD	9%	3%	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	*	
	CWOD	16%	5%	<b>13%</b>	5%	14%	19%	*	-	-	*	13%	12%	-	13%	0%	11%	15%	-	11%	*	*	
	EL	6%	1%	<b>0%</b>	*	0%	*	*	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-	

				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	14%	4%	9%	5%	9%	14%	*	-	-	*	10%	9%	0%	11%	0%	9%	-	-	14%	*	*	
	Female	16%	6%	14%	4%	15%	20%	-	-	-	*	15%	13%	*	15%	0%	-	14%	-	*	-	*	
Science	All	27%	24%	37%	14%	28%	54%	*	88%	-	*	21%	56%	*	40%	0%	38%	36%	-	*	*	*	
	Students																						
	CWD	8%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	29%	26%	40%	15%	31%	58%	*	88%	-	*	23%	60%	-	40%	0%	41%	38%	-	*	*	*	
	EL	6%	5%	0%	*	0%	*	*	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	-
	Male	29%	24%	38%	14%	34%	51%	*	83%	-	*	20%	59%	*	41%	0%	38%	-	-	*	*	*	
	Female	25%	24%	36%	13%	23%	58%	-	*	-	*	21%	53%	*	38%	0%	-	36%	-	*	-	*	
End of Course	All	31%	29%	94%	78%	97%	94%	-	100%	-	*	94%	94%	*	94%	*	93%	96%	-	*	-	*	
	Algebra I																						
	Students																						
	CWD	7%	3%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	34%	32%	94%	78%	97%	94%	-	100%	-	*	94%	94%	-	94%	*	93%	96%	-	*	-	*	
	EL	12%	11%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	28%	25%	93%	*	100%	91%	-	100%	-	-	94%	93%	*	93%	*	93%	-	-	-	-	-	*
	Female	34%	33%	96%	83%	95%	97%	-	*	-	*	95%	96%	-	96%	-	-	96%	-	*	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	72%	83%	72%	80%	89%	*	90%	*	86%	78%	89%	36%	88%	61%	82%	84%	-	74%	*	76%	
	Students																						
	CWD	45%	38%	36%	18%	34%	48%	-	*	-	-	32%	41%	36%	-	33%	37%	33%	-	*	-	*	
	CWOD	80%	76%	88%	79%	84%	94%	*	98%	*	86%	83%	92%	-	88%	65%	87%	88%	-	76%	*	90%	
	EL	60%	59%	61%	82%	60%	*	*	82%	-	-	61%	59%	33%	65%	61%	57%	64%	-	-	-	*	
	Male	74%	69%	82%	72%	78%	89%	*	88%	-	86%	76%	89%	37%	87%	57%	82%	-	-	77%	*	65%	
	Female	79%	76%	84%	73%	82%	90%	*	95%	*	88%	81%	88%	33%	88%	64%	-	84%	-	68%	-	100%	
Reading	All	73%	68%	84%	77%	81%	90%	*	86%	*	89%	79%	90%	38%	89%	63%	83%	86%	-	90%	*	70%	
	Students																						
	CWD	39%	32%	38%	*	28%	55%	-	*	-	-	34%	45%	38%	-	*	40%	36%	-	*	-	*	
	CWOD	77%	72%	89%	83%	86%	94%	*	95%	*	89%	85%	94%	-	89%	68%	88%	90%	-	94%	*	88%	
	EL	52%	51%	63%	100%	61%	*	*	*	-	-	61%	69%	*	68%	63%	58%	67%	-	-	-	*	
	Male	69%	64%	83%	75%	79%	90%	*	85%	-	83%	77%	90%	40%	88%	58%	83%	-	-	92%	*	*	
	Female	77%	73%	86%	79%	84%	90%	*	89%	*	100%	82%	91%	36%	90%	67%	-	86%	-	88%	-	*	
Mathematics	All	80%	75%	85%	71%	83%	91%	*	91%	*	90%	81%	90%	42%	89%	68%	85%	85%	-	75%	*	80%	
	Students																						
	CWD	52%	42%	42%	*	52%	52%	-	*	-	-	39%	48%	42%	-	58%	44%	40%	-	*	-	*	
	CWOD	83%	79%	89%	79%	86%	96%	*	100%	*	90%	86%	93%	-	89%	69%	90%	89%	-	78%	*	100%	
	EL	70%	69%	68%	*	66%	*	*	*	-	-	68%	69%	58%	69%	68%	64%	71%	-	-	-	*	
	Male	78%	73%	85%	69%	85%	91%	*	85%	-	92%	80%	91%	44%	90%	64%	85%	-	-	83%	*	71%	
	Female	82%	78%	85%	74%	82%	92%	*	100%	*	86%	82%	88%	40%	89%	71%	-	85%	-	63%	-	*	
Science	All	79%	74%	76%	66%	72%	84%	*	100%	-	*	69%	84%	*	81%	39%	73%	79%	-	*	*	*	
	Students																						
	CWD	48%	40%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Races	More	Econ	Non	Econ	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
CWOD	82%	78%	<b>81%</b>	72%	78%	89%	*	100%	-	*	75%	88%	-	81%	47%	79%	84%	-	*	*	*	*	*	*	*	
EL	58%	57%	<b>39%</b>	*	40%	*	*	*	-	-	43%	*	*	47%	39%	37%	42%	-	-	-	-	-	-	-	*	
Male	78%	72%	<b>73%</b>	71%	64%	82%	*	100%	-	*	64%	84%	*	79%	37%	73%	-	-	-	-	-	*	*	*	*	
Female	80%	77%	<b>79%</b>	59%	80%	86%	-	*	-	*	75%	84%	*	84%	42%	-	79%	-	-	-	-	*	*	-	*	

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

All Grades

All Subjects	All	47%	42%	<b>57%</b>	36%	53%	68%	*	79%	*	55%	46%	70%	10%	62%	23%	55%	59%	-	46%	*	56%			
	Students																								
	CWD	23%	19%	<b>10%</b>	0%	9%	16%	-	*	-	-	8%	13%	10%	-	10%	11%	7%	-	*	-	*	-	*	
	CWOD	50%	45%	<b>62%</b>	41%	57%	73%	*	85%	*	55%	50%	74%	-	62%	25%	60%	63%	-	46%	*	67%			
	EL	26%	25%	<b>23%</b>	36%	21%	*	*	55%	-	-	22%	29%	10%	25%	23%	21%	25%	-	-	-	-	-	*	
	Male	45%	40%	<b>55%</b>	34%	52%	65%	*	84%	-	57%	42%	70%	11%	60%	21%	55%	-	-	45%	*	47%			
	Female	50%	45%	<b>59%</b>	39%	54%	72%	*	70%	*	50%	50%	70%	7%	63%	25%	-	59%	-	47%	-	75%			
Reading	All	46%	41%	<b>54%</b>	36%	50%	65%	*	73%	*	58%	42%	69%	9%	59%	18%	49%	61%	-	50%	*	50%			
	Students																								
	CWD	22%	18%	<b>9%</b>	*	8%	15%	-	*	-	-	6%	14%	9%	-	*	10%	7%	-	*	-	*	-	*	
	CWOD	48%	44%	<b>59%</b>	40%	54%	70%	*	80%	*	58%	46%	73%	-	59%	20%	54%	65%	-	50%	*	63%			
	EL	21%	21%	<b>18%</b>	20%	16%	*	*	*	-	-	17%	23%	*	20%	18%	13%	23%	-	-	-	-	-	*	
	Male	41%	37%	<b>49%</b>	24%	48%	57%	*	77%	-	58%	36%	65%	10%	54%	13%	49%	-	-	42%	*	47%			
	Female	50%	47%	<b>61%</b>	49%	52%	72%	*	67%	*	57%	49%	72%	7%	65%	23%	-	61%	-	63%	-	75%			
Mathematics	All	48%	42%	<b>59%</b>	38%	56%	71%	*	77%	*	55%	49%	71%	13%	64%	32%	59%	59%	-	50%	*	60%			
	Students																								
	CWD	26%	21%	<b>13%</b>	*	16%	18%	-	*	-	-	12%	14%	13%	-	17%	15%	10%	-	*	-	*	-	*	
	CWOD	51%	45%	<b>64%</b>	43%	59%	76%	*	85%	*	55%	53%	76%	-	64%	35%	65%	63%	-	50%	*	75%			
	EL	33%	31%	<b>32%</b>	*	30%	*	*	*	-	-	30%	46%	17%	35%	32%	31%	33%	-	-	-	-	-	*	
	Male	47%	41%	<b>59%</b>	39%	54%	71%	*	85%	-	62%	47%	75%	15%	65%	31%	59%	-	-	58%	*	57%			
	Female	49%	44%	<b>59%</b>	37%	57%	70%	*	67%	*	43%	51%	68%	10%	63%	33%	-	59%	-	38%	-	75%			
Science	All	49%	46%	<b>57%</b>	34%	54%	71%	*	100%	-	*	48%	69%	*	62%	13%	57%	58%	-	*	*	*			
	Students																								
	CWD	23%	18%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	
	CWOD	52%	49%	<b>62%</b>	37%	59%	76%	*	100%	-	*	52%	73%	*	62%	16%	62%	62%	-	*	*	*	-	*	
	EL	21%	20%	<b>13%</b>	*	10%	*	*	*	-	-	13%	*	*	16%	13%	16%	11%	-	-	-	-	-	*	
	Male	50%	45%	<b>57%</b>	43%	53%	66%	*	100%	-	*	46%	70%	*	62%	16%	57%	-	-	*	*	*	-	*	
	Female	49%	46%	<b>58%</b>	22%	55%	76%	-	*	-	*	50%	68%	*	62%	11%	-	58%	-	*	-	38%	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>33%</b>	14%	25%	46%	*	62%	*	41%	20%	47%	3%	36%	5%	31%	35%	-	14%	*	24%		
	Students																							
	CWD	8%	5%	<b>3%</b>	0%	0%	6%	-	*	-	-	2%	4%	3%	-	0%	3%	3%	-	*	-	*		
	CWOD	23%	20%	<b>36%</b>	16%	27%	50%	*	67%	*	41%	22%	51%	-	36%	5%	34%	38%	-	13%	*	29%		
	EL	9%	8%	<b>5%</b>	18%	3%	*	*	27%	-	-	4%	9%	0%	5%	5%	3%	7%	-	-	-	-	-	*
	Male	20%	17%	<b>31%</b>	9%	25%	42%	*	63%	-	43%	18%	46%	3%	34%	3%	31%	-	-	13%	*	18%		
	Female	22%	20%	<b>35%</b>	20%	24%	50%	*	60%	*	38%	22%	49%	3%	38%	7%	-	35%	-	16%	-	38%		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All	19%	16%	<b>30%</b>	15%	21%	42%	*	41%	*	47%	18%	44%	4%	32%	6%	26%	34%	-	10%	*	10%	
	Students																						
	CWD	7%	5%	<b>4%</b>	*	0%	9%	-	*	-	-	2%	7%	4%	-	*	2%	7%	-	*	-	*	
	CWOD	20%	18%	<b>32%</b>	17%	23%	46%	*	45%	*	47%	19%	47%	-	32%	7%	29%	36%	-	6%	*	13%	
	EL	7%	7%	<b>6%</b>	20%	4%	*	*	*	-	-	4%	15%	*	7%	6%	2%	9%	-	-	-	*	
	Female	22%	20%	<b>34%</b>	24%	22%	48%	*	44%	*	43%	20%	49%	7%	36%	9%	-	34%	-	13%	-	*	
Mathematics	All	23%	20%	<b>34%</b>	15%	26%	46%	*	73%	*	35%	22%	47%	3%	37%	6%	32%	36%	-	15%	*	40%	
	Students																						
	CWD	10%	5%	<b>3%</b>	*	0%	6%	-	*	-	-	2%	3%	3%	-	0%	4%	0%	-	*	-	*	
	CWOD	25%	21%	<b>37%</b>	17%	29%	50%	*	80%	*	35%	25%	51%	-	37%	7%	35%	39%	-	17%	*	50%	
	EL	13%	11%	<b>6%</b>	*	3%	*	*	*	-	-	5%	8%	0%	7%	6%	4%	7%	-	-	-	*	
	Female	24%	20%	<b>36%</b>	21%	28%	49%	*	67%	*	29%	25%	49%	0%	39%	7%	-	36%	-	13%	-	*	
Science	All	22%	20%	<b>37%</b>	14%	28%	54%	*	88%	-	*	21%	56%	*	40%	0%	38%	36%	-	*	*	*	
	Students																						
	CWD	7%	4%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	24%	22%	<b>40%</b>	15%	31%	58%	*	88%	-	*	23%	60%	-	40%	0%	41%	38%	-	*	*	*	
	EL	5%	5%	<b>0%</b>	*	0%	*	*	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*	
	Female	21%	20%	<b>36%</b>	13%	23%	58%	-	*	-	*	21%	53%	*	38%	0%	-	36%	-	*	-	*	

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	73	76	77	*	75	*	74	74	63	80
CWD	63	63	65	62	-	*	-	-	61	63	75
CWOD	77	75	77	79	*	78	*	74	75	-	80
EL	80	*	77	*	*	*	-	-	81	75	80
Male	75	74	76	74	*	75	-	79	73	64	76
Female	77	72	76	81	*	*	*	*	75	60	84
<b>Mathematics</b>											
All Students	81	67	83	85	*	81	*	78	78	72	78

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWD	72	61	88	72	-	*	-	-	78	72	75
CWOD	82	67	82	86	*	91	*	78	78	-	78
EL	78	*	78	*	*	*	-	-	76	75	78
Male	78	64	79	82	*	79	-	77	73	68	69
Female	85	69	88	89	*	83	*	79	85	79	88

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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.

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
88	30	34%

\*\* 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.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	58	41	53	68	*	77	*	61	48	16	30

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
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- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	Y					Y	N	Y
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	N	Y
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	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

Participation Rate		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	98%	100%	100%	100%	100%	-
	CWD	98%	98%	97%	100%	-	*	-	-	97%	100%	98%	-	100%	99%	97%	-
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	-	-
	Female	100%	100%	99%	100%	*	100%	*	100%	100%	100%	97%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	96%	100%	-	*	-	-	98%	100%	99%	-	100%	100%	97%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	100%	*	100%	*	100%	100%	100%	97%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	96%	100%	-	*	-	-	98%	100%	99%	-	100%	100%	97%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	100%	*	100%	*	100%	100%	100%	97%	100%	100%	-	100%	-
Science	All Students	100%	99%	100%	100%	*	100%	-	100%	100%	100%	97%	100%	100%	100%	100%	-
	CWD	97%	86%	100%	100%	-	-	-	-	95%	100%	97%	-	100%	95%	100%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	100%	100%	*	100%	-	*	99%	100%	95%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	2%	0%	0%	0%	0%	-
	CWD	2%	2%	3%	0%	-	*	-	-	3%	0%	2%	-	0%	1%	3%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	3%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	4%	0%	-	*	-	-	2%	0%	1%	-	0%	0%	3%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	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%	-	-
	Female	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	3%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	4%	0%	-	*	-	-	2%	0%	1%	-	0%	0%	3%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	3%	0%	0%	-	0%
Science	All Students	0%	1%	0%	0%	*	0%	-	0%	0%	0%	3%	0%	0%	0%	0%	-
	CWD	3%	14%	0%	0%	-	-	-	-	5%	0%	3%	-	0%	5%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	0%	*	0%	-	*	1%	0%	5%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	0%

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

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

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

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
In-School Suspensions	Male	64	20	17	23	*	*	*	*	5		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities(Section 504)	Students with Disabilities
Out-of-School Suspensions	Female	32	8	11	11	*	*	*	*	*		
	Total	96	28	28	34	*	*	*	*	7		
	Male	13	*	7	*	*	*	*	*	*		
Expulsions	Female	*	*	*	*	*	*	*	*	*		
	Total	17	*	7	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b> In-School Suspensions	Female											
	Total	18	8	5	5	*	*	*	*	*		8
	Male	9	5	*	*	*	*	*	*	*		5
Out-of-School Suspensions	Total	27	13	7	7	*	*	*	*	*		13
	Female	*	*	*	*	*	*	*	*	*		*
	Male	8	*	*	*	*	*	*	*	*		*
Expulsions	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	6	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
With Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*

		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)
		*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>	Total											
Chronic Absenteeism	Male	35	5	11	17	*	*	*	*	*	*	5
	Female	29	*	11	14	*	*	*	*	*	*	5
	Total	64	7	22	31	*	*	*	*	*	*	10

											Total
Incidents of Violence											
Incidents of rape or attempted rape											*
Incidents of sexual assault (other than rape)											*
Incidents of robbery with a weapon											*
Incidents of robbery with a firearm or explosive device											*
Incidents of robbery without a weapon											*
Incidents of physical attack or fight with a weapon											*
Incidents of physical attack or fight with a firearm or explosive device											*
Incidents of physical attack or fight without a weapon											*
Incidents of threats of physical attack with a weapon											*
Incidents of threats of physical attack with a firearm or explosive device											*
Incidents of threats of physical attack without a weapon											*
Incidents of possession of a firearm or explosive device											*
Allegations of Harassment or bullying											
On the basis of sex											*
On the basis of race											*
On the basis of disability											*

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

		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 students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
International Baccalaureate Courses	Total	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.0	6.4%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	8.4	14.2%

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	16,112	1%	136	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
Students with Disabilities	65	61	29	29	6	9	n/a	1		



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** BARNETT J H

**Campus ID:** 220901052

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Two or Non																Foster		
				African American	Hispanic	White	Indian	Asian	Pacific Islander	Races	More Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 7</b>																						
Reading	All	73%	70%	<b>75%</b>	68%	71%	78%	-	92%	*	83%	72%	80%	40%	79%	61%	71%	80%	-	50%	*	*
	Students																					
	CWD	37%	35%	<b>40%</b>	36%	45%	*	-	*	-	*	38%	41%	40%	-	50%	39%	45%	-	*	-	-
	CWOD	77%	73%	<b>79%</b>	74%	73%	83%	-	94%	*	100%	76%	84%	-	79%	64%	76%	82%	-	*	*	*
	EL	44%	46%	<b>61%</b>	*	51%	*	-	89%	-	-	59%	67%	50%	64%	61%	61%	62%	-	*	-	-
	Male	69%	65%	<b>71%</b>	66%	66%	76%	-	86%	-	*	67%	77%	39%	76%	61%	71%	-	-	*	*	*
	Female	79%	76%	<b>80%</b>	72%	76%	80%	-	100%	*	*	78%	84%	45%	82%	62%	-	80%	-	*	-	*
	Mathematics	All	71%	70%	<b>72%</b>	66%	65%	67%	-	92%	*	*	67%	79%	35%	77%	54%	68%	77%	-	*	*
Students																						
CWD	42%	32%	<b>35%</b>	38%	*	*	-	*	-	*	28%	47%	35%	-	36%	26%	67%	-	*	-	-	
CWOD	75%	74%	<b>77%</b>	72%	70%	74%	-	93%	*	*	72%	83%	-	77%	60%	76%	77%	-	*	*	*	
EL	52%	53%	<b>54%</b>	*	41%	*	-	89%	-	-	49%	67%	36%	60%	54%	45%	71%	-	*	-	-	
Male	69%	66%	<b>68%</b>	67%	55%	59%	-	90%	-	*	62%	76%	26%	76%	45%	68%	-	-	*	*	*	
Female	73%	73%	<b>77%</b>	66%	75%	80%	-	95%	*	*	73%	82%	67%	77%	71%	-	77%	-	*	-	*	
<b>Grade 8</b>																						
Reading	All	85%	82%	<b>85%</b>	80%	85%	91%	*	96%	-	88%	83%	89%	66%	88%	68%	79%	91%	-	*	*	*
	Students																					
	CWD	49%	40%	<b>66%</b>	62%	53%	*	-	75%	-	*	67%	64%	66%	-	45%	67%	65%	-	*	*	-
	CWOD	88%	86%	<b>88%</b>	82%	88%	93%	*	98%	-	*	85%	91%	-	88%	77%	81%	93%	-	*	*	*
	EL	58%	59%	<b>68%</b>	*	67%	-	-	77%	-	-	63%	82%	45%	77%	68%	67%	70%	-	-	-	-
	Male	82%	78%	<b>79%</b>	69%	81%	79%	*	95%	-	*	77%	82%	67%	81%	67%	79%	-	-	*	*	*
	Female	88%	86%	<b>91%</b>	89%	89%	100%	-	97%	-	*	87%	96%	65%	93%	70%	-	91%	-	*	*	*
	Mathematics	All	85%	74%	<b>78%</b>	78%	76%	76%	*	95%	-	*	76%	81%	46%	84%	68%	76%	81%	-	*	*
Students																						
CWD	53%	37%	<b>46%</b>	50%	39%	*	-	75%	-	*	54%	33%	46%	-	40%	44%	50%	-	*	*	-	
CWOD	89%	79%	<b>84%</b>	82%	82%	88%	*	100%	-	*	81%	88%	-	84%	81%	83%	85%	-	*	*	*	
EL	73%	65%	<b>68%</b>	*	65%	*	-	85%	-	-	67%	71%	40%	81%	68%	64%	72%	-	-	-	-	
Male	82%	72%	<b>76%</b>	75%	75%	65%	*	95%	-	*	75%	76%	44%	83%	64%	76%	-	-	*	*	*	
Female	87%	77%	<b>81%</b>	81%	76%	88%	-	95%	-	*	78%	86%	50%	85%	72%	-	81%	-	*	*	*	
Science	All	75%	70%	<b>73%</b>	65%	68%	81%	*	96%	-	56%	71%	74%	39%	77%	49%	72%	73%	-	*	*	*
	Students																					
	CWD	39%	30%	<b>39%</b>	28%	28%	*	-	88%	-	*	43%	33%	39%	-	40%	39%	40%	-	*	*	-
CWOD	78%	75%	<b>77%</b>	70%	74%	89%	*	97%	-	*	76%	79%	-	77%	53%	79%	76%	-	*	*	*	

					African	Hispanic		American	Pacific	Two or More	Econ	Non Econ	CWDCWOD			EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
EL		46%	48%	<b>49%</b>	*	39%	*	-	85%	-	-	42%	64%	40%	53%	49%	55%	44%	-	-	-	-	
Male		74%	67%	<b>72%</b>	62%	74%	71%	*	95%	-	*	75%	69%	39%	79%	55%	72%	-	-	*	*	*	
Female		76%	74%	<b>73%</b>	69%	63%	89%	-	97%	-	*	68%	80%	40%	76%	44%	-	73%	-	*	*	*	
End of Course																							
English I		All	64%	58%	*	-	-	*	-	-	-	*	*	-	*	-	*	*	-	-	-	-	
Students																							
CWD		25%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD		68%	63%	*	-	-	-	*	-	-	-	*	*	-	*	-	*	*	-	-	-	-	
EL		30%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male		57%	51%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
Female		71%	66%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
Algebra I		All	82%	78%	<b>100%</b>	100%	100%	*	-	100%	-	*	100%	100%	-	100%	-	100%	100%	-	*	-	*
Students																							
CWD		47%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD		86%	83%	<b>100%</b>	100%	100%	*	-	100%	-	*	100%	100%	-	100%	-	100%	100%	-	*	-	*	
EL		67%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male		78%	73%	<b>100%</b>	100%	100%	-	-	100%	-	-	100%	100%	-	100%	-	100%	-	-	*	-	*	
Female		87%	83%	<b>100%</b>	100%	100%	*	-	100%	-	*	100%	100%	-	100%	-	-	100%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 7																							
Reading		All	47%	44%	<b>50%</b>	40%	43%	63%	-	76%	*	50%	45%	59%	31%	53%	33%	47%	55%	-	10%	*	*
Students																							
CWD		23%	21%	<b>31%</b>	23%	36%	*	-	*	-	*	23%	41%	31%	-	42%	29%	36%	-	*	-	-	
CWOD		50%	46%	<b>53%</b>	43%	44%	65%	-	77%	*	60%	48%	60%	-	53%	31%	50%	56%	-	*	*	*	
EL		16%	18%	<b>33%</b>	*	20%	*	-	61%	-	-	28%	44%	42%	31%	33%	33%	33%	-	*	-	-	
Male		42%	39%	<b>47%</b>	40%	37%	53%	-	70%	-	*	43%	53%	29%	50%	33%	47%	-	-	*	*	*	
Female		53%	50%	<b>55%</b>	39%	49%	80%	-	83%	*	*	48%	65%	36%	56%	33%	-	55%	-	*	-	*	
Mathematics		All	39%	39%	<b>44%</b>	32%	33%	52%	-	79%	*	*	38%	52%	22%	47%	29%	43%	44%	-	*	*	*
Students																							
CWD		20%	16%	<b>22%</b>	12%	*	*	-	*	-	*	16%	32%	22%	-	36%	18%	33%	-	*	-	-	
CWOD		41%	41%	<b>47%</b>	36%	34%	57%	-	80%	*	*	42%	55%	-	47%	27%	48%	45%	-	*	*	*	
EL		17%	19%	<b>29%</b>	*	14%	*	-	67%	-	-	22%	44%	36%	27%	29%	32%	24%	-	*	-	-	
Male		38%	38%	<b>43%</b>	36%	29%	53%	-	76%	-	*	40%	49%	18%	48%	32%	43%	-	-	*	*	*	
Female		40%	39%	<b>44%</b>	26%	38%	50%	-	83%	*	*	37%	57%	33%	45%	24%	-	44%	-	*	-	*	
Grade 8																							
Reading		All	48%	45%	<b>49%</b>	45%	45%	50%	*	66%	-	63%	47%	52%	50%	49%	24%	40%	57%	-	*	*	*
Students																							
CWD		23%	17%	<b>50%</b>	38%	40%	*	-	63%	-	*	47%	57%	50%	-	45%	59%	35%	-	*	*	-	
CWOD		51%	48%	<b>49%</b>	46%	45%	48%	*	67%	-	*	47%	52%	-	49%	17%	37%	59%	-	*	*	*	
EL		13%	14%	<b>24%</b>	*	19%	-	-	38%	-	-	17%	45%	45%	17%	24%	22%	26%	-	-	-	-	
Male		44%	39%	<b>40%</b>	32%	41%	29%	*	57%	-	*	38%	42%	59%	37%	22%	40%	-	-	*	*	*	
Female		53%	52%	<b>57%</b>	55%	49%	67%	-	76%	-	*	54%	62%	35%	59%	26%	-	57%	-	*	*	*	

		State	District	Campus	African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CW	WC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
					American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	WC	WOD	EL	Male										
Mathematics	All	50%	32%	<b>39%</b>	31%	38%	36%	*	71%	-	*	38%	41%	32%	41%	36%	38%	40%	-	*	*	*						
	Students																											
	CWD	25%	16%	<b>32%</b>	28%	22%	*	-	63%	-	*	34%	29%	32%	-	33%	36%	25%	-	*	*	*						
	CWOD	53%	34%	<b>41%</b>	32%	41%	36%	*	73%	-	*	39%	42%	-	41%	38%	39%	42%	-	*	*	*						
	EL	30%	19%	<b>36%</b>	*	26%	*	-	69%	-	-	33%	43%	33%	38%	36%	36%	36%	-	-	-	-						
	Female	53%	34%	<b>40%</b>	34%	34%	56%	-	63%	-	*	36%	46%	25%	42%	36%	-	40%	-	*	*	*						
Science	All	50%	45%	<b>45%</b>	32%	38%	67%	*	83%	-	33%	42%	49%	32%	47%	23%	46%	44%	-	*	*	*						
	Students																											
	CWD	23%	18%	<b>32%</b>	22%	22%	*	-	63%	-	*	34%	29%	32%	-	33%	36%	25%	-	*	*	*						
	CWOD	53%	48%	<b>47%</b>	33%	40%	71%	*	86%	-	*	43%	51%	-	47%	19%	48%	46%	-	*	*	*						
	EL	19%	19%	<b>23%</b>	*	10%	*	-	62%	-	-	21%	29%	33%	19%	23%	32%	16%	-	-	-	-						
	Female	50%	46%	<b>44%</b>	31%	34%	79%	-	79%	-	*	40%	49%	25%	46%	16%	-	44%	-	*	*	*						
End of Course English I	All	43%	39%	*	-	-	*	-	-	-	*	*	-	*	-	*	*	-	-	-	-							
	Students																											
	CWD	14%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	CWOD	47%	43%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-						
	EL	10%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Female	51%	47%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-						
Algebra I	All	53%	49%	<b>99%</b>	96%	100%	*	-	100%	-	*	100%	97%	-	99%	-	100%	98%	-	*	-	*						
	Students																											
	CWD	19%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	CWOD	58%	53%	<b>99%</b>	96%	100%	*	-	100%	-	*	100%	97%	-	99%	-	100%	98%	-	*	-	*						
	EL	29%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Female	58%	55%	<b>98%</b>	94%	100%	*	-	100%	-	*	100%	96%	-	98%	-	-	98%	-	-	-	-						

**STAAR Percent at Masters Grade Level**

**Grade 7**

Reading	All	28%	26%	<b>30%</b>	18%	25%	37%	-	55%	*	33%	25%	37%	17%	31%	16%	27%	34%	-	0%	*	*					
	Students																										
	CWD	10%	10%	<b>17%</b>	14%	27%	*	-	*	-	*	15%	18%	17%	-	17%	16%	18%	-	*	-	*					
	CWOD	30%	27%	<b>31%</b>	18%	24%	39%	-	58%	*	40%	26%	39%	-	31%	16%	28%	34%	-	*	*	*					
	EL	6%	8%	<b>16%</b>	*	9%	*	-	28%	-	-	13%	22%	17%	16%	16%	11%	24%	-	*	-	*					
	Female	33%	31%	<b>34%</b>	16%	25%	50%	-	69%	*	*	28%	42%	18%	34%	24%	-	34%	-	*	-	*					
Mathematics	All	18%	19%	<b>19%</b>	7%	13%	11%	-	51%	*	*	16%	24%	2%	22%	10%	19%	20%	-	*	*	*					
	Students																										
	CWD	7%	2%	<b>2%</b>	0%	*	*	-	*	-	*	3%	0%	2%	-	0%	3%	0%	-	*	-	*					
	CWOD	19%	21%	<b>22%</b>	9%	14%	13%	-	53%	*	*	18%	27%	-	22%	13%	22%	21%	-	*	*	*					
	Male	17%	19%	<b>19%</b>	9%	13%	12%	-	48%	-	*	17%	22%	3%	22%	8%	19%	-	-	*	*	*					

		Female	18%	19%	20%	African American	5%	13%	10%	American Indian	-	55%	Pacific Islander	*	Two or More Races	*	Economic Disadv	15%	Non-Economic Disadv	27%	CWDC	0%	21%	EL	14%	Male	-	20%	Female	20%	Migrant	-	Homeless	*	Foster Care	-	Military	*
Grade 8 Reading	All Students	26%	23%	<b>26%</b>	24%	23%	25%	*	39%	-	25%	29%	23%	30%	26%	7%	18%	34%	-	*	*	*																
	CWD	8%	6%	<b>30%</b>	31%	27%	*	-	38%	-	*	30%	29%	30%	-	18%	33%	24%	-	*	*	-																
	CWOD	28%	25%	<b>26%</b>	24%	22%	26%	*	40%	-	*	29%	23%	-	26%	3%	15%	35%	-	*	*	*																
	EL	4%	4%	<b>7%</b>	*	7%	-	-	8%	-	-	7%	9%	18%	3%	7%	6%	9%	-	-	-	-																
	Male	22%	18%	<b>18%</b>	9%	19%	21%	*	32%	-	*	18%	17%	33%	15%	6%	18%	-	-	*	*	*																
	Female	30%	29%	<b>34%</b>	36%	26%	28%	-	47%	-	*	38%	30%	24%	35%	9%	-	34%	-	*	*	*																
	Mathematics	All Students	15%	5%	<b>6%</b>	3%	3%	12%	*	20%	-	*	5%	7%	5%	6%	6%	6%	6%	-	*	*	*															
CWD	9%	3%	<b>5%</b>	6%	0%	*	-	13%	-	*	6%	5%	5%	-	7%	8%	0%	-	*	*	-																	
CWOD	16%	5%	<b>6%</b>	3%	4%	12%	*	21%	-	*	4%	8%	-	6%	6%	5%	7%	-	*	*	*																	
EL	6%	1%	<b>6%</b>	*	0%	*	-	23%	-	-	3%	14%	7%	6%	6%	9%	4%	-	-	-	-																	
Male	14%	4%	<b>6%</b>	3%	5%	6%	*	18%	-	*	5%	6%	8%	5%	9%	6%	-	-	*	*	*																	
Female	16%	6%	<b>6%</b>	4%	2%	19%	-	21%	-	*	4%	9%	0%	7%	4%	-	6%	-	*	*	*																	
Science	All Students	27%	24%	<b>21%</b>	12%	15%	25%	*	52%	-	11%	16%	26%	7%	23%	9%	23%	18%	-	*	*	*																
	CWD	8%	5%	<b>7%</b>	11%	0%	*	-	0%	-	*	6%	10%	7%	-	0%	11%	0%	-	*	*	-																
	CWOD	29%	26%	<b>23%</b>	12%	17%	25%	*	59%	-	*	18%	28%	-	23%	13%	26%	20%	-	*	*	*																
	EL	6%	5%	<b>9%</b>	*	0%	*	-	31%	-	-	6%	14%	0%	13%	9%	14%	4%	-	-	-	-																
	Male	29%	24%	<b>23%</b>	13%	20%	18%	*	59%	-	*	19%	28%	11%	26%	14%	23%	-	-	*	*	*																
	Female	25%	24%	<b>18%</b>	12%	10%	32%	-	44%	-	*	13%	24%	0%	20%	4%	-	18%	-	*	*	*																
End of Course English I	All Students	7%	6%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-																
	CWD	3%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																
	CWOD	7%	7%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-																
	EL	0%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																
	Male	5%	4%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-																
	Female	9%	9%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-																
Algebra I	All Students	31%	29%	<b>89%</b>	87%	81%	*	-	97%	-	*	91%	87%	-	89%	-	84%	92%	-	*	-	*																
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																
	CWOD	34%	32%	<b>89%</b>	87%	81%	*	-	97%	-	*	91%	87%	-	89%	-	84%	92%	-	*	-	*																
	EL	12%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																
	Male	28%	25%	<b>84%</b>	100%	64%	-	-	93%	-	-	88%	80%	-	84%	-	84%	-	-	*	-	*																
	Female	34%	33%	<b>92%</b>	82%	94%	*	-	100%	-	*	93%	91%	-	92%	-	-	92%	-	-	-	*																
<b>STAAR Percent at Approaches Grade Level or Above</b>																																						
All Grades																																						
All Subjects	All Students	77%	72%	<b>78%</b>	73%	74%	79%	*	94%	*	68%	75%	81%	45%	82%	60%	74%	82%	-	40%	45%	89%																
	CWD	45%	38%	<b>45%</b>	41%	37%	48%	-	75%	-	38%	46%	43%	45%	-	42%	41%	53%	-	*	*	-																

		2017-18 Federal Report Card																				
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	80%	76%	<b>82%</b>	77%	78%	86%	*	96%	*	84%	79%	86%	-	82%	66%	79%	84%	-	42%	63%	89%
	EL	60%	59%	<b>60%</b>	*	52%	*	-	85%	-	-	56%	69%	42%	66%	60%	57%	63%	-	*	-	-
	Male	74%	69%	<b>74%</b>	68%	71%	70%	*	92%	-	58%	71%	77%	41%	79%	57%	74%	-	-	54%	*	83%
	Female	79%	76%	<b>82%</b>	77%	77%	90%	-	97%	*	79%	78%	87%	53%	84%	63%	-	82%	-	*	*	100%
Reading	All	73%	68%	<b>80%</b>	75%	78%	85%	*	94%	*	86%	77%	85%	53%	84%	64%	75%	86%	-	53%	*	88%
	Students																					
	CWD	39%	32%	<b>53%</b>	46%	50%	67%	-	67%	-	*	54%	53%	53%	-	48%	52%	57%	-	*	*	-
	CWOD	77%	72%	<b>84%</b>	78%	81%	88%	*	96%	*	90%	80%	88%	-	84%	69%	79%	88%	-	53%	*	88%
	EL	52%	51%	<b>64%</b>	*	58%	*	-	84%	-	-	61%	72%	48%	69%	64%	63%	66%	-	*	-	-
	Male	69%	64%	<b>75%</b>	67%	73%	78%	*	90%	-	86%	71%	80%	52%	79%	63%	75%	-	-	64%	*	*
Female	77%	73%	<b>86%</b>	83%	83%	93%	-	99%	*	86%	83%	91%	57%	88%	66%	-	86%	-	*	*	*	
Mathematics	All	80%	75%	<b>77%</b>	74%	72%	73%	*	94%	*	60%	74%	82%	41%	82%	60%	73%	82%	-	28%	*	88%
	Students																					
	CWD	52%	42%	<b>41%</b>	43%	32%	*	-	75%	-	*	42%	40%	41%	-	38%	35%	56%	-	*	*	-
	CWOD	83%	79%	<b>82%</b>	79%	78%	82%	*	96%	*	80%	79%	87%	-	82%	69%	81%	84%	-	*	*	88%
	EL	70%	69%	<b>60%</b>	*	51%	*	-	87%	-	-	57%	69%	38%	69%	60%	52%	72%	-	*	-	-
	Male	78%	73%	<b>73%</b>	71%	67%	62%	*	93%	-	*	69%	78%	35%	81%	52%	73%	-	-	*	*	*
Female	82%	78%	<b>82%</b>	77%	78%	86%	-	96%	*	71%	78%	86%	56%	84%	72%	-	82%	-	*	*	*	
Science	All	79%	74%	<b>73%</b>	65%	68%	81%	*	96%	-	56%	71%	74%	39%	77%	49%	72%	73%	-	*	*	*
	Students																					
	CWD	48%	40%	<b>39%</b>	28%	28%	*	-	88%	-	*	43%	33%	39%	-	40%	39%	40%	-	*	*	-
	CWOD	82%	78%	<b>77%</b>	70%	74%	89%	*	97%	-	*	76%	79%	-	77%	53%	79%	76%	-	*	*	*
	EL	58%	57%	<b>49%</b>	*	39%	*	-	85%	-	-	42%	64%	40%	53%	49%	55%	44%	-	-	-	-
	Male	78%	72%	<b>72%</b>	62%	74%	71%	*	95%	-	*	75%	69%	39%	79%	55%	72%	-	-	*	*	*
Female	80%	77%	<b>73%</b>	69%	63%	89%	-	97%	-	*	68%	80%	40%	76%	44%	-	73%	-	*	*	*	

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	47%	42%	<b>48%</b>	38%	42%	55%	*	78%	*	50%	44%	52%	33%	50%	29%	45%	51%	-	16%	18%	68%
	Students																					
	CWD	23%	19%	<b>33%</b>	23%	28%	45%	-	63%	-	38%	31%	36%	33%	-	37%	34%	30%	-	*	*	-
	CWOD	50%	45%	<b>50%</b>	40%	43%	57%	*	79%	*	56%	46%	54%	-	50%	27%	47%	53%	-	19%	25%	68%
	EL	26%	25%	<b>29%</b>	*	17%	*	-	60%	-	-	24%	41%	37%	27%	29%	32%	27%	-	*	-	-
	Male	45%	40%	<b>45%</b>	35%	40%	42%	*	75%	-	37%	43%	48%	34%	47%	32%	45%	-	-	19%	*	58%
Female	50%	45%	<b>51%</b>	40%	44%	69%	-	81%	*	63%	46%	58%	30%	53%	27%	-	51%	-	*	*	86%	
Reading	All	46%	41%	<b>50%</b>	43%	44%	57%	*	72%	*	57%	46%	55%	41%	51%	30%	44%	56%	-	12%	*	75%
	Students																					
	CWD	22%	18%	<b>41%</b>	29%	38%	56%	-	58%	-	*	36%	50%	41%	-	43%	43%	36%	-	*	*	-
	CWOD	48%	44%	<b>51%</b>	44%	44%	58%	*	73%	*	50%	47%	56%	-	51%	25%	44%	58%	-	13%	*	75%
	EL	21%	21%	<b>30%</b>	*	19%	*	-	52%	-	-	23%	45%	43%	25%	30%	30%	30%	-	*	-	-
	Male	41%	37%	<b>44%</b>	36%	39%	44%	*	64%	-	57%	41%	48%	43%	44%	30%	44%	-	-	9%	*	*
Female	50%	47%	<b>56%</b>	49%	49%	72%	-	80%	*	57%	51%	63%	36%	58%	30%	-	56%	-	*	*	*	
Mathematics	All	48%	42%	<b>47%</b>	36%	41%	46%	*	81%	*	53%	44%	52%	27%	50%	32%	45%	49%	-	17%	*	50%
Students																						



																Foster Care		Military					
		State	District	Campus	African American	Hispanic	White	Indian	American Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD EL	Male	Female	Migrant	Homeless	Care	Military		
	CWD	26%	21%	<b>27%</b>	18%	24%	*	-	67%	-	*	25%	30%	27%	-	34%	27%	28%	-	*	*	-	
	CWOD	51%	45%	<b>50%</b>	39%	44%	49%	*	82%	*	70%	47%	54%	-	50%	31%	49%	51%	-	*	*	50%	
	EL	33%	31%	<b>32%</b>	*	19%	*	-	68%	-	-	27%	44%	34%	31%	32%	33%	30%	-	*	-	-	
	Male	47%	41%	<b>45%</b>	35%	39%	35%	*	80%	-	*	44%	47%	27%	49%	33%	45%	-	-	*	*	*	
	Female	49%	44%	<b>49%</b>	37%	43%	59%	-	82%	*	71%	44%	57%	28%	51%	30%	-	49%	-	*	*	*	
	Science	All	49%	46%	<b>45%</b>	32%	38%	67%	*	83%	-	33%	42%	49%	32%	47%	23%	46%	44%	-	*	*	*
		Students																					
		CWD	23%	18%	<b>32%</b>	22%	22%	*	-	63%	-	*	34%	29%	32%	-	33%	36%	25%	-	*	*	-
		CWOD	52%	49%	<b>47%</b>	33%	40%	71%	*	86%	-	*	43%	51%	-	47%	19%	48%	46%	-	*	*	*
		EL	21%	20%	<b>23%</b>	*	10%	*	-	62%	-	-	21%	29%	33%	19%	23%	32%	16%	-	-	-	-
	Male	50%	45%	<b>46%</b>	32%	41%	53%	*	86%	-	*	44%	49%	36%	48%	32%	46%	-	-	*	*	*	
	Female	49%	46%	<b>44%</b>	31%	34%	79%	-	79%	-	*	40%	49%	25%	46%	16%	-	44%	-	*	*	*	

STAAR Percent at Masters Grade Level

All Grades

	All Subjects	All	21%	18%	<b>24%</b>	15%	18%	24%	*	50%	*	21%	21%	26%	11%	25%	10%	21%	26%	-	2%	9%	16%
		Students																					
		CWD	8%	5%	<b>11%</b>	10%	10%	17%	-	13%	-	8%	11%	11%	11%	-	7%	13%	8%	-	*	*	-
		CWOD	23%	20%	<b>25%</b>	16%	19%	26%	*	54%	*	28%	23%	28%	-	25%	11%	22%	28%	-	3%	13%	16%
		EL	9%	8%	<b>10%</b>	*	4%	*	-	24%	-	-	7%	16%	7%	11%	10%	10%	10%	-	*	-	-
		Male	20%	17%	<b>21%</b>	12%	18%	18%	*	46%	-	11%	19%	23%	13%	22%	10%	21%	-	-	4%	*	8%
		Female	22%	20%	<b>26%</b>	18%	19%	31%	-	55%	*	32%	24%	30%	8%	28%	10%	-	26%	-	*	*	29%
	Reading	All	19%	16%	<b>28%</b>	21%	24%	33%	*	48%	*	29%	27%	30%	23%	29%	12%	23%	34%	-	0%	*	13%
		Students																					
		CWD	7%	5%	<b>23%</b>	20%	27%	22%	-	25%	-	*	23%	23%	23%	-	17%	24%	21%	-	*	*	-
	CWOD	20%	18%	<b>29%</b>	21%	23%	35%	*	50%	*	30%	28%	30%	-	29%	11%	22%	35%	-	0%	*	13%	
	EL	7%	7%	<b>12%</b>	*	8%	*	-	19%	-	-	10%	17%	17%	11%	12%	9%	16%	-	*	-	-	
	Male	16%	13%	<b>23%</b>	14%	22%	28%	*	39%	-	14%	21%	25%	24%	22%	9%	23%	-	-	0%	*	*	
	Female	22%	20%	<b>34%</b>	28%	26%	38%	-	59%	*	43%	33%	35%	21%	35%	16%	-	34%	-	*	*	*	
Mathematics	All	23%	20%	<b>21%</b>	11%	15%	16%	*	52%	*	20%	19%	23%	4%	23%	8%	18%	23%	-	6%	*	13%	
	Students																						
	CWD	10%	5%	<b>4%</b>	2%	3%	*	-	8%	-	*	4%	3%	4%	-	3%	5%	0%	-	*	*	-	
	CWOD	25%	21%	<b>23%</b>	12%	17%	18%	*	55%	*	30%	21%	26%	-	23%	10%	21%	25%	-	*	*	13%	
	EL	13%	11%	<b>8%</b>	*	1%	*	-	26%	-	-	5%	16%	3%	10%	8%	8%	9%	-	*	-	-	
	Male	23%	19%	<b>18%</b>	10%	13%	9%	*	48%	-	*	18%	19%	5%	21%	8%	18%	-	-	*	*	*	
	Female	24%	20%	<b>23%</b>	13%	17%	24%	-	55%	*	29%	20%	27%	0%	25%	9%	-	23%	-	*	*	*	
Science	All	22%	20%	<b>21%</b>	12%	15%	25%	*	52%	-	11%	16%	26%	7%	23%	9%	23%	18%	-	*	*	*	
	Students																						
	CWD	7%	4%	<b>7%</b>	11%	0%	*	-	0%	-	*	6%	10%	7%	-	0%	11%	0%	-	*	*	-	
	CWOD	24%	22%	<b>23%</b>	12%	17%	25%	*	59%	-	*	18%	28%	-	23%	13%	26%	20%	-	*	*	*	
	EL	5%	5%	<b>9%</b>	*	0%	*	-	31%	-	-	6%	14%	0%	13%	9%	14%	4%	-	-	-	-	
	Male	23%	20%	<b>23%</b>	13%	20%	18%	*	59%	-	*	19%	28%	11%	26%	14%	23%	-	-	*	*	*	
	Female	21%	20%	<b>18%</b>	12%	10%	32%	-	44%	-	*	13%	24%	0%	20%	4%	-	18%	-	*	*	*	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWDCWOD	EL
<b>Reading</b>											
All Students	76	76	76	66	*	83	-	65	76	73	78
CWDCWOD	73	64	79	63	-	91	-	*	74	73	86
CWOD	77	77	76	66	*	83	-	61	76	-	76
EL	78	*	79	*	-	78	-	-	78	86	78
Male	74	70	74	65	*	85	-	*	75	78	87
Female	79	81	78	66	-	81	-	*	77	61	68
<b>Mathematics</b>											
All Students	70	68	69	63	*	80	-	50	70	58	68
CWDCWOD	58	52	55	70	-	91	-	*	59	58	61
CWOD	72	71	70	61	*	79	-	67	71	-	71
EL	68	*	67	*	-	79	-	-	67	61	68
Male	67	67	67	47	*	77	-	*	68	59	60
Female	73	70	70	80	-	83	-	83	71	53	78

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWDCWOD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWDCWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
88	11	13%

\*\* 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.

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	50	42	45	53	*	74	*	46	47	30	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		N			Y	Y	Y

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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	N
Interim Goals (2023-2027)	44%
Target Met	N
Interim Goals (2028-2032)	46%
Target Met	N
Long-Term Goals	46%
Target Met	N

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	99%	100%	100%	-	100%	-	100%	100%	99%	100%	-	100%	99%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	99%	99%	100%	100%	100%	100%	-
	CWD	99%	97%	100%	100%	-	100%	-	100%	100%	97%	99%	-	100%	98%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	99%	100%	*	100%	-	100%	100%	99%	98%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	99%	99%	99%	100%	*	100%	-	100%	99%	100%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	99%	99%	100%	*	100%	-	100%	99%	99%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	98%	99%	100%	-	100%	-	100%	98%	99%	100%	99%	100%	-	99%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	1%	0%	0%	-	0%	-	0%	0%	1%	0%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	1%	1%	0%	0%	0%	0%	-
	CWD	1%	3%	0%	0%	-	0%	-	0%	0%	3%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	1%	0%	*	0%	-	0%	0%	1%	2%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	1%	1%	1%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	CWOD	1%	1%	1%	0%	*	0%	-	0%	1%	1%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	2%	1%	0%	-	0%	-	0%	2%	1%	0%	1%	0%	-	1%	-

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
In-School Suspensions											
	Male	108	65	23	11	*	*	*	5	8	
	Female	50	26	20	*	*	*	*	*	*	
	Total	158	91	43	13	*	*	*	7	10	
Out-of-School Suspensions											
	Male	52	34	10	*	*	*	*	*	*	
	Female	27	16	7	*	*	*	*	*	*	
	Total	79	50	17	*	*	*	*	6	*	
Expulsions											
With Educational Services											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
<b>Students With Disabilities</b>											
In-School Suspensions											

		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	Male	28	17	5	*	*	*	*	*	*	14	*
	Female	9	5	*	*	*	*	*	*	*	*	*
	Total	37	22	7	*	*	*	*	*	*	16	*
Expulsions	Male	15	*	7	*	*	*	*	*	*	*	*
	Female	8	*	*	*	*	*	*	*	*	*	*
	Total	23	8	7	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	34	8	20	*	*	*	*	*	5	14	*
	Female	31	11	11	5	*	*	*	*	*	5	*
	Total	65	19	31	7	*	*	*	*	7	19	*

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

Allegations of Harassment or bullying	<b>Total</b>
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

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

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

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	14.8	22.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	9.0	14.0%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	10.5	16.3%



**All School  
Number      Percent**

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	<b>12</b>	<b>3%</b>

	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	5,294	1%	45	1%	12	3%
Grade 8						
Reading	5,088	1%	42	1%	22	5%
Mathematics	5,087	2%	42	1%	22	6%
Science	5,087	1%	42	1%	22	5%
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	90	4%
Reading	43,730	1%	378	1%	34	4%
Mathematics	39,178	1%	351	1%	34	4%
Science	16,112	1%	136	1%	22	5%

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

'-' Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
	Two or More Races	13	15	30	39	41	35	17	11	
	Econ Disadv	23	31	46	44	25	22	4	3	
	Students with Disabilities	43	51	38	32	16	14	2	3	
	English Language Learners	29	47	44	39	23	13	4	2	
	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
Asian		8	13	29	30	53	45	10	12	
Pacific Islander		*	35	*	42	*	22	*	2	
Two or More Races		23	18	42	40	31	36	5	6	
Econ Disadv		38	35	45	43	16	20	1	1	
Students with Disabilities		65	61	29	29	6	9	n/a	1	
English Language Learners	62	68	33	27	5	5	n/a	n/a		
Mathematics	Overall	30	30	37	36	24	24	9	10	
	Black	44	53	41	34	13	11	1	2	
	Hispanic	38	43	39	37	19	16	4	4	
	White	16	20	33	37	35	31	16	13	
	American Indian	*	44	*	38	*	14	*	4	
	Asian	3	12	19	24	37	32	40	32	
	Pacific Islander	*	36	*	39	*	18	*	6	
	Two or More Races	24	27	43	36	24	25	8	13	
	Econ Disadv	40	45	40	37	17	15	3	3	
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

Grade	Subject	Student Group	%
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** BEBENSEE EL

**Campus ID:** 220901141

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American		American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military	
					Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>75%</b>	61%	78%	100%	*	*	-	*	70%	86%	*	77%	76%	70%	79%	-	*	-	*
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	79%	72%	<b>77%</b>	64%	80%	100%	*	*	-	*	73%	86%	-	77%	79%	71%	82%	-	*	-	*
	EL	70%	69%	<b>76%</b>	*	77%	*	-	*	-	-	72%	88%	*	79%	76%	72%	79%	-	*	-	-
	Male	74%	68%	<b>70%</b>	55%	72%	*	*	*	-	*	64%	82%	*	71%	72%	70%	-	-	*	-	-
	Female	79%	73%	<b>79%</b>	67%	83%	*	-	*	-	*	75%	89%	*	82%	79%	-	79%	-	*	-	*
	Mathematics	All	77%	71%	<b>80%</b>	61%	82%	86%	*	100%	-	*	84%	71%	*	80%	87%	74%	84%	-	*	-
Students																						
CWD	52%	43%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	*	-	-	-	-	-
CWOD	80%	73%	<b>80%</b>	64%	82%	86%	*	100%	-	*	84%	71%	-	80%	87%	76%	84%	-	*	-	*	
EL	74%	73%	<b>87%</b>	*	85%	*	-	100%	-	-	98%	56%	*	87%	87%	90%	85%	-	*	-	-	
Male	77%	70%	<b>74%</b>	55%	78%	*	*	*	-	*	76%	71%	*	76%	90%	74%	-	-	*	-	-	
Female	78%	71%	<b>84%</b>	67%	86%	*	-	100%	-	*	90%	72%	*	84%	85%	-	84%	-	*	-	*	
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>65%</b>	58%	65%	82%	-	*	-	*	67%	61%	*	65%	54%	71%	58%	-	*	-	-
	Students																					
	CWD	46%	47%	*	*	*	*	-	*	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>65%</b>	57%	66%	80%	-	*	-	*	68%	59%	-	65%	56%	71%	58%	-	*	-	-
	EL	60%	56%	<b>54%</b>	*	55%	*	-	*	-	-	59%	*	*	56%	54%	57%	50%	-	*	-	-
	Male	70%	64%	<b>71%</b>	62%	68%	100%	-	-	-	-	74%	64%	*	71%	57%	71%	-	-	-	-	-
	Female	75%	70%	<b>58%</b>	55%	60%	*	-	*	-	*	59%	56%	*	58%	50%	-	58%	-	*	-	-
Mathematics	All	77%	74%	<b>80%</b>	79%	80%	82%	-	86%	-	*	84%	70%	*	83%	82%	76%	87%	-	*	-	-
	Students																					
	CWD	49%	49%	*	*	*	*	-	*	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	81%	76%	<b>83%</b>	78%	81%	90%	-	100%	-	*	87%	73%	-	83%	86%	78%	89%	-	*	-	-
	EL	72%	72%	<b>82%</b>	*	81%	*	-	*	-	-	89%	60%	*	86%	82%	77%	88%	-	*	-	-
	Male	77%	72%	<b>76%</b>	69%	76%	86%	-	-	-	-	80%	64%	*	78%	77%	76%	-	-	-	-	-
	Female	78%	76%	<b>87%</b>	91%	87%	*	-	86%	-	*	90%	78%	*	89%	88%	-	87%	-	*	-	-
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>79%</b>	69%	81%	100%	-	100%	-	*	80%	76%	*	79%	60%	72%	86%	-	-	*	*
	Students																					
CWD	54%	47%	*	*	*	-	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-	-

						African		American		Pacific		Two or Non Econ		Econ		Non Econ		CWDCW		EL		Male		Female		Migrant		Homeless		Foster		Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	EL	Male	Female	Migrant	Homeless	Care	Military														
		CWOD	87%	83%	<b>79%</b>	68%	81%	100%	-	100%	-	*	80%	76%	-	79%	56%	71%	86%	-	-	*	*												
		EL	73%	70%	<b>60%</b>	-	*	*	-	*	-	*	83%	*	*	56%	60%	*	*	-	-	-	-												
		Male	81%	77%	<b>72%</b>	63%	67%	*	-	*	-	*	71%	75%	*	71%	*	72%	-	-	-	-													
		Female	86%	82%	<b>86%</b>	77%	93%	*	-	*	-	*	89%	78%	*	86%	*	-	86%	-	-	-	*	-											
Mathematics	All	90%	85%	<b>79%</b>	72%	78%	100%	-	100%	-	*	80%	76%	*	79%	60%	78%	81%	-	-	*	*													
	Students																																		
	CWD	70%	56%	*	*	*	-	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-													
	CWOD	92%	89%	<b>79%</b>	71%	77%	100%	-	100%	-	*	80%	76%	-	79%	56%	77%	80%	-	-	*	*													
	EL	86%	81%	<b>60%</b>	-	*	*	-	*	-	*	*	*	*	56%	60%	*	*	-	-	-	-													
	Male	89%	84%	<b>78%</b>	63%	83%	*	-	*	-	*	75%	83%	*	77%	*	78%	-	-	-	-	*	*												
	Female	91%	86%	<b>81%</b>	85%	73%	*	-	*	-	*	85%	67%	*	80%	*	-	81%	-	-	*	-													
Science	All	75%	69%	<b>64%</b>	55%	70%	*	-	83%	-	*	67%	57%	*	63%	60%	67%	61%	-	-	*	*													
	Students																																		
	CWD	48%	38%	*	*	*	-	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-													
	CWOD	78%	72%	<b>63%</b>	54%	69%	*	-	83%	-	*	65%	57%	-	63%	56%	66%	60%	-	-	*	*													
	EL	62%	57%	<b>60%</b>	-	*	*	-	*	-	*	*	*	*	56%	60%	*	*	-	-	-	-													
	Male	76%	69%	<b>67%</b>	44%	83%	*	-	*	-	*	63%	75%	*	66%	*	67%	-	-	-	-	*	*												
	Female	75%	69%	<b>61%</b>	69%	60%	*	-	*	-	*	70%	*	*	60%	*	-	61%	-	-	*	-													
Grade 6	All	68%	67%	<b>68%</b>	69%	64%	*	*	88%	-	*	66%	72%	*	70%	67%	66%	70%	-	-	-	*													
	Reading																																		
	Students																																		
	CWD	35%	33%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-													
	CWOD	71%	70%	<b>70%</b>	72%	66%	*	*	88%	-	*	68%	75%	-	70%	69%	67%	74%	-	-	-	*													
	EL	42%	46%	<b>67%</b>	*	73%	*	-	*	-	*	67%	*	*	69%	67%	*	86%	-	-	-	-													
	Male	63%	61%	<b>66%</b>	71%	63%	*	*	*	-	*	68%	63%	*	67%	*	66%	-	-	-	-	*	*												
	Female	72%	73%	<b>70%</b>	67%	67%	*	-	*	-	*	65%	89%	*	74%	86%	-	70%	-	-	-	*	*												
Mathematics	All	76%	76%	<b>86%</b>	83%	88%	*	*	100%	-	*	84%	92%	*	88%	87%	92%	78%	-	-	-	*													
	Students																																		
	CWD	50%	46%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-													
	CWOD	79%	80%	<b>88%</b>	88%	89%	*	*	100%	-	*	87%	92%	-	88%	85%	94%	82%	-	-	-	*													
	EL	61%	67%	<b>87%</b>	*	91%	*	-	*	-	*	83%	*	*	85%	87%	88%	86%	-	-	-	-													
	Male	76%	76%	<b>92%</b>	88%	96%	*	*	*	-	*	92%	94%	*	94%	88%	92%	-	-	-	-	*	*												
	Female	77%	77%	<b>78%</b>	78%	73%	*	-	*	-	*	74%	89%	*	82%	86%	-	78%	-	-	-	*	*												
<b>STAAR Percent at Meets Grade Level or Above</b>																																			
Grade 3																																			
Reading	All	43%	35%	<b>37%</b>	35%	34%	71%	*	*	-	*	34%	43%	*	38%	37%	28%	45%	-	*	-	*													
	Students																																		
	CWD	28%	21%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-													
	CWOD	44%	36%	<b>38%</b>	36%	35%	71%	*	*	-	*	36%	43%	-	38%	38%	29%	46%	-	-	*	*													
	EL	32%	32%	<b>37%</b>	*	32%	*	-	*	-	*	36%	38%	*	38%	37%	31%	41%	-	-	*	*													
	Male	40%	33%	<b>28%</b>	27%	25%	*	*	*	-	*	24%	35%	*	29%	31%	28%	-	-	-	-	*	*												
	Female	45%	37%	<b>45%</b>	42%	42%	*	-	*	-	*	43%	50%	*	46%	41%	-	45%	-	-	*	*													



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>39%</b>	30%	40%	43%	*	57%	-	*	40%	37%	*	40%	46%	38%	40%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>40%</b>	32%	41%	43%	*	57%	-	*	41%	37%	-	40%	48%	39%	41%	-	*	-	*	
	EL	39%	38%	<b>46%</b>	*	43%	*	-	57%	-	-	47%	44%	*	48%	46%	52%	41%	-	*	-	-	
	Male	47%	38%	<b>38%</b>	27%	41%	*	*	*	-	*	36%	41%	*	39%	52%	38%	-	-	*	-	-	
	Female	45%	35%	<b>40%</b>	33%	39%	*	-	60%	-	*	43%	33%	*	41%	41%	-	40%	-	*	-	*	
Grade 4	All	45%	40%	<b>41%</b>	38%	33%	82%	-	*	-	*	40%	43%	*	40%	27%	42%	39%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>40%</b>	35%	32%	80%	-	*	-	*	39%	41%	-	40%	26%	40%	39%	-	*	-	-	
	EL	29%	28%	<b>27%</b>	*	23%	*	-	*	-	-	33%	*	*	26%	27%	24%	31%	-	*	-	-	
	Male	43%	39%	<b>42%</b>	31%	32%	100%	-	-	-	-	41%	43%	*	40%	24%	42%	-	-	-	-	-	
	Female	47%	42%	<b>39%</b>	45%	33%	*	-	*	-	*	38%	44%	*	39%	31%	-	39%	-	*	-	-	
Mathematics	All	48%	40%	<b>32%</b>	25%	32%	45%	-	29%	-	*	34%	26%	*	34%	37%	37%	26%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>34%</b>	26%	33%	50%	-	33%	-	*	37%	27%	-	34%	40%	39%	28%	-	*	-	-	
	EL	38%	35%	<b>37%</b>	*	38%	*	-	*	-	-	46%	10%	*	40%	37%	45%	25%	-	*	-	-	
	Male	48%	41%	<b>37%</b>	23%	38%	57%	-	-	-	-	43%	21%	*	39%	45%	37%	-	-	-	-	-	
	Female	47%	40%	<b>26%</b>	27%	20%	*	-	29%	-	*	24%	33%	*	28%	25%	-	26%	-	*	-	-	
Grade 5	All	53%	49%	<b>44%</b>	38%	37%	50%	-	83%	-	*	45%	43%	*	43%	40%	47%	42%	-	-	*	*	
	Students																						
	CWD	30%	25%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>43%</b>	36%	35%	50%	-	83%	-	*	43%	43%	-	43%	33%	46%	40%	-	-	*	*	
	EL	35%	30%	<b>40%</b>	-	*	*	-	*	-	*	50%	*	*	33%	40%	*	*	-	-	-	-	
	Male	50%	46%	<b>47%</b>	31%	42%	*	-	*	-	*	46%	50%	*	46%	* 47%	-	-	-	-	-	*	
	Female	56%	51%	<b>42%</b>	46%	33%	*	-	*	-	*	44%	33%	*	40%	*	-	42%	-	-	*	-	
Mathematics	All	57%	50%	<b>46%</b>	31%	48%	67%	-	83%	-	*	41%	57%	*	44%	30%	53%	39%	-	-	*	*	
	Students																						
	CWD	34%	24%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>44%</b>	29%	46%	67%	-	83%	-	*	39%	57%	-	44%	22%	51%	37%	-	-	*	*	
	EL	46%	39%	<b>30%</b>	-	*	*	-	*	-	*	*	*	*	22%	30%	*	*	-	-	-	-	
	Male	57%	49%	<b>53%</b>	25%	67%	*	-	*	-	*	46%	67%	*	51%	* 53%	-	-	-	-	-	*	
	Female	58%	50%	<b>39%</b>	38%	33%	*	-	*	-	*	37%	44%	*	37%	*	-	39%	-	-	*	-	
Science	All	40%	34%	<b>33%</b>	24%	30%	*	-	67%	-	*	29%	43%	*	31%	40%	42%	25%	-	-	*	*	
	Students																						
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>31%</b>	21%	27%	*	-	67%	-	*	27%	43%	-	31%	33%	40%	23%	-	-	*	*	
	EL	24%	18%	<b>40%</b>	-	*	*	-	*	-	*	*	*	*	33%	40%	*	*	-	-	-	-	
	Male	42%	35%	<b>42%</b>	25%	50%	*	-	*	-	*	29%	67%	*	40%	* 42%	-	-	-	-	-	*	
	Female	38%	32%	<b>25%</b>	23%	13%	*	-	*	-	*	30%	*	*	23%	*	-	25%	-	-	*	-	

					African	American	Two or Non		Pacific		Econ	Non									Foster	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Grade 6																						
Reading	All	38%	37%	<b>46%</b>	57%	38%	*	*	63%	-	*	43%	56%	*	48%	27%	45%	48%	-	-	-	*
	Students																					
	CWD	22%	22%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	38%	<b>48%</b>	59%	39%	*	*	63%	-	*	44%	58%	-	48%	31%	46%	50%	-	-	-	*
	EL	14%	15%	<b>27%</b>	*	18%	*	-	*	-	-	33%	*	*	31%	27%	*	29%	-	-	-	-
	Male	34%	32%	<b>45%</b>	53%	41%	*	*	*	-	*	41%	56%	*	46%	*	45%	-	-	-	-	-
	Female	42%	42%	<b>48%</b>	61%	33%	*	-	*	-	*	45%	56%	*	50%	29%	-	48%	-	-	-	*
Mathematics	All	43%	46%	<b>54%</b>	49%	57%	*	*	75%	-	*	54%	52%	*	55%	40%	60%	45%	-	-	-	*
	Students																					
	CWD	23%	27%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	46%	48%	<b>55%</b>	50%	58%	*	*	75%	-	*	55%	54%	-	55%	38%	60%	47%	-	-	-	*
	EL	24%	31%	<b>40%</b>	*	45%	*	-	*	-	-	42%	*	*	38%	40%	63%	14%	-	-	-	-
	Male	44%	46%	<b>60%</b>	47%	70%	*	*	*	-	*	68%	44%	*	60%	63%	60%	-	-	-	-	-
	Female	42%	46%	<b>45%</b>	50%	33%	*	-	*	-	*	39%	67%	*	47%	14%	-	45%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3																						
Reading	All	24%	19%	<b>18%</b>	17%	15%	29%	*	*	-	*	16%	20%	*	18%	16%	16%	19%	-	*	-	*
	Students																					
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	26%	20%	<b>18%</b>	18%	15%	29%	*	*	-	*	17%	20%	-	18%	16%	16%	20%	-	*	-	*
	EL	15%	16%	<b>16%</b>	*	13%	*	-	*	-	-	17%	13%	*	16%	16%	14%	18%	-	*	-	-
	Male	22%	17%	<b>16%</b>	9%	16%	*	*	*	-	*	12%	24%	*	16%	14%	16%	-	-	*	-	-
	Female	26%	20%	<b>19%</b>	25%	14%	*	-	*	-	*	20%	17%	*	20%	18%	-	19%	-	*	-	*
Mathematics	All	22%	15%	<b>19%</b>	17%	16%	29%	*	43%	-	*	18%	20%	*	19%	24%	24%	14%	-	*	-	*
	Students																					
	CWD	12%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	24%	16%	<b>19%</b>	18%	17%	29%	*	43%	-	*	19%	20%	-	19%	25%	24%	14%	-	*	-	*
	EL	17%	16%	<b>24%</b>	*	19%	*	-	43%	-	-	23%	25%	*	25%	24%	31%	18%	-	*	-	-
	Male	23%	17%	<b>24%</b>	27%	19%	*	*	*	-	*	18%	35%	*	24%	31%	24%	-	-	*	-	-
	Female	21%	14%	<b>14%</b>	8%	14%	*	-	40%	-	*	18%	6%	*	14%	18%	-	14%	-	*	-	*
Grade 4																						
Reading	All	23%	19%	<b>19%</b>	17%	14%	27%	-	*	-	*	21%	13%	*	17%	16%	15%	24%	-	*	-	-
	Students																					
	CWD	9%	9%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	20%	<b>17%</b>	13%	12%	30%	-	*	-	*	19%	14%	-	17%	15%	13%	22%	-	*	-	-
	EL	12%	11%	<b>16%</b>	*	13%	*	-	*	-	-	22%	*	*	15%	16%	10%	25%	-	*	-	-
	Male	22%	18%	<b>15%</b>	15%	14%	14%	-	-	-	-	15%	14%	*	13%	10%	15%	-	-	-	-	-
	Female	25%	21%	<b>24%</b>	18%	13%	*	-	*	-	*	28%	11%	*	22%	25%	-	24%	-	*	-	-
Mathematics	All	26%	20%	<b>14%</b>	4%	11%	27%	-	29%	-	*	16%	9%	*	15%	16%	12%	16%	-	*	-	-
	Students																					
	CWD	11%	10%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
	CWOD	28%	21%	<b>15%</b>	4%	12%	30%	-	33%	-	*	17%	9%	-	15%	17%	13%	17%	-	*	-	-	
	EL	18%	14%	<b>16%</b>	*	13%	*	-	*	-	-	21%	0%	*	17%	16%	14%	19%	-	*	-	-	
	Male	27%	21%	<b>12%</b>	0%	10%	43%	-	-	-	-	11%	14%	*	13%	14%	12%	-	-	-	-	-	
	Female	25%	19%	<b>16%</b>	9%	13%	*	-	29%	-	*	21%	0%	*	17%	19%	-	16%	-	*	-	-	
Grade 5	Reading	All	26%	23%	<b>19%</b>	10%	11%	33%	-	67%	-	*	16%	29%	*	20%	20%	22%	17%	-	-	*	*
		Students																					
		CWOD	9%	7%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	27%	24%	<b>20%</b>	11%	12%	33%	-	67%	-	*	16%	29%	-	20%	22%	23%	17%	-	-	*	*
		EL	12%	8%	<b>20%</b>	-	*	*	-	*	-	17%	*	*	22%	20%	*	*	-	-	-	-	-
		Male	24%	21%	<b>22%</b>	6%	17%	*	-	*	-	13%	42%	*	23%	*	22%	-	-	-	-	-	*
		Female	28%	25%	<b>17%</b>	15%	7%	*	-	*	-	19%	11%	*	17%	*	-	17%	-	-	-	*	-
Mathematics	All	30%	24%	<b>24%</b>	21%	19%	17%	-	67%	-	*	25%	19%	*	21%	30%	31%	17%	-	-	-	*	*
		Students																					
		CWOD	13%	7%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	31%	26%	<b>21%</b>	18%	15%	17%	-	67%	-	*	22%	19%	-	21%	22%	29%	14%	-	-	*	*
		EL	19%	13%	<b>30%</b>	-	*	*	-	*	-	*	*	*	22%	30%	*	*	-	-	-	-	-
		Male	29%	24%	<b>31%</b>	19%	33%	*	-	*	-	29%	33%	*	29%	*	31%	-	-	-	-	-	*
		Female	30%	24%	<b>17%</b>	23%	7%	*	-	*	-	22%	0%	*	14%	*	-	17%	-	-	-	*	-
Science	All	16%	13%	<b>14%</b>	10%	11%	*	-	33%	-	*	12%	19%	*	13%	20%	22%	6%	-	-	-	*	*
		Students																					
		CWOD	9%	5%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	17%	14%	<b>13%</b>	7%	12%	*	-	33%	-	10%	19%	-	13%	22%	20%	6%	-	-	-	*	*
		EL	7%	4%	<b>20%</b>	-	*	*	-	*	-	*	*	*	22%	20%	*	*	-	-	-	-	-
		Male	18%	14%	<b>22%</b>	13%	25%	*	-	*	-	17%	33%	*	20%	*	22%	-	-	-	-	-	*
		Female	15%	12%	<b>6%</b>	8%	0%	*	-	*	-	7%	*	*	6%	*	-	6%	-	-	-	*	-
Grade 6	Reading	All	18%	17%	<b>24%</b>	29%	19%	*	*	25%	-	*	19%	36%	*	24%	7%	21%	28%	-	-	-	*
		Students																					
		CWOD	8%	6%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>24%</b>	31%	18%	*	*	25%	-	19%	38%	-	24%	8%	21%	29%	-	-	-	-	*
		EL	4%	5%	<b>7%</b>	*	0%	*	-	*	-	8%	*	*	8%	7%	*	14%	-	-	-	-	-
		Male	15%	13%	<b>21%</b>	18%	19%	*	*	*	-	14%	38%	*	21%	*	21%	-	-	-	-	-	-
		Female	22%	22%	<b>28%</b>	39%	20%	*	-	*	-	26%	33%	*	29%	14%	-	28%	-	-	-	-	*
Mathematics	All	18%	21%	<b>22%</b>	23%	14%	*	*	63%	-	*	19%	28%	*	22%	7%	25%	18%	-	-	-	-	*
		Students																					
		CWOD	9%	7%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	19%	22%	<b>22%</b>	25%	13%	*	*	63%	-	19%	29%	-	22%	8%	25%	18%	-	-	-	-	*
		EL	6%	9%	<b>7%</b>	*	0%	*	-	*	-	8%	*	*	8%	7%	0%	14%	-	-	-	-	-
		Male	18%	21%	<b>25%</b>	29%	19%	*	*	*	-	24%	25%	*	25%	0%	25%	-	-	-	-	-	-
		Female	17%	21%	<b>18%</b>	17%	7%	*	-	*	-	13%	33%	*	18%	14%	-	18%	-	-	-	-	*

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

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>75%</b>	68%	77%	80%	*	85%	-	86%	76%	74%	56%	76%	75%	74%	77%	-	92%	*	50%
		Students																					
		CWD	45%	38%	<b>56%</b>	54%	63%	*	-	*	-	-	56%	*	56%	-	59%	62%	47%	-	-	-	-
		CWOD	80%	76%	<b>76%</b>	69%	78%	81%	*	88%	-	86%	77%	75%	-	76%	76%	75%	78%	-	92%	*	50%
		EL	60%	59%	<b>75%</b>	100%	75%	78%	-	72%	-	*	80%	61%	59%	76%	75%	74%	75%	-	100%	-	-
		Male	74%	69%	<b>74%</b>	64%	76%	84%	*	89%	-	100%	74%	75%	62%	75%	74%	74%	-	-	83%	-	*
		Female	79%	76%	<b>77%</b>	73%	78%	73%	-	84%	-	75%	78%	74%	47%	78%	75%	-	77%	-	100%	*	*
Reading	All	All	73%	68%	<b>72%</b>	65%	72%	83%	*	75%	-	89%	70%	75%	47%	73%	67%	70%	74%	-	100%	*	*
		Students																					
		CWD	39%	32%	<b>47%</b>	*	*	*	-	*	-	-	47%	*	47%	-	*	60%	*	-	-	-	-
		CWOD	77%	72%	<b>73%</b>	66%	74%	82%	*	78%	-	89%	72%	75%	-	73%	69%	70%	76%	-	100%	*	*
		EL	52%	51%	<b>67%</b>	*	69%	*	-	50%	-	*	68%	64%	*	69%	67%	63%	71%	-	100%	-	-
		Male	69%	64%	<b>70%</b>	63%	68%	88%	*	75%	-	*	69%	71%	60%	70%	63%	70%	-	-	*	-	*
		Female	77%	73%	<b>74%</b>	67%	78%	75%	-	75%	-	*	72%	80%	*	76%	71%	-	74%	-	*	*	*
Mathematics	All	All	80%	75%	<b>81%</b>	75%	82%	83%	*	96%	-	89%	83%	77%	59%	83%	83%	80%	83%	-	83%	*	*
		Students																					
		CWD	52%	42%	<b>59%</b>	*	78%	*	-	*	-	-	60%	*	59%	-	75%	60%	*	-	-	-	-
		CWOD	83%	79%	<b>83%</b>	76%	83%	86%	*	100%	-	89%	85%	77%	-	83%	84%	81%	84%	-	83%	*	*
		EL	70%	69%	<b>83%</b>	*	83%	*	-	93%	-	*	91%	61%	75%	84%	83%	84%	82%	-	100%	-	-
		Male	78%	73%	<b>80%</b>	70%	83%	82%	*	100%	-	*	81%	78%	60%	81%	84%	80%	-	-	*	-	*
		Female	82%	78%	<b>83%</b>	80%	81%	83%	-	95%	-	*	85%	76%	*	84%	82%	-	83%	-	*	*	*
Science	All	All	79%	74%	<b>64%</b>	55%	70%	*	-	83%	-	*	67%	57%	*	63%	60%	67%	61%	-	-	*	*
		Students																					
		CWD	48%	40%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>63%</b>	54%	69%	*	-	83%	-	*	65%	57%	-	63%	56%	66%	60%	-	-	*	*
		EL	58%	57%	<b>60%</b>	-	*	*	-	*	-	*	*	*	*	56%	60%	*	*	-	-	-	-
		Male	78%	72%	<b>67%</b>	44%	83%	*	-	*	-	*	63%	75%	*	66%	*	67%	-	-	-	-	*
		Female	80%	77%	<b>61%</b>	69%	60%	*	-	*	-	*	70%	*	*	60%	*	-	61%	-	-	*	-

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

All Grades	All Subjects	All	47%	42%	<b>41%</b>	37%	38%	52%	*	58%	-	68%	40%	44%	39%	41%	37%	43%	39%	-	25%	*	50%
		Students																					
		CWD	23%	19%	<b>39%</b>	46%	37%	*	-	*	-	-	41%	*	39%	-	29%	48%	27%	-	-	-	-
		CWOD	50%	45%	<b>41%</b>	37%	38%	52%	*	60%	-	68%	40%	44%	-	41%	38%	43%	40%	-	25%	*	50%
		EL	26%	25%	<b>37%</b>	63%	34%	56%	-	48%	-	*	40%	29%	29%	38%	37%	41%	33%	-	30%	-	-
		Male	45%	40%	<b>43%</b>	33%	43%	66%	*	67%	-	80%	42%	46%	48%	43%	41%	43%	-	-	17%	-	*
		Female	50%	45%	<b>39%</b>	42%	33%	31%	-	55%	-	58%	38%	41%	27%	40%	33%	-	39%	-	33%	*	*
Reading	All	All	46%	41%	<b>42%</b>	43%	35%	62%	*	54%	-	67%	40%	46%	41%	42%	33%	40%	44%	-	17%	*	*
		Students																					
		CWD	22%	18%	<b>41%</b>	*	*	*	-	*	-	-	40%	*	41%	-	*	50%	*	-	-	-	-
		CWOD	48%	44%	<b>42%</b>	43%	35%	61%	*	56%	-	67%	40%	46%	-	42%	33%	40%	44%	-	17%	*	*
		EL	21%	21%	<b>33%</b>	*	27%	*	-	43%	-	*	36%	24%	*	33%	33%	30%	35%	-	20%	-	-

				African	Hispanic	White	American	Asian	Pacific	Two	Econ	Non								Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	Male	41%	37%	<b>40%</b>	37%	33%	76%	*	63%	-	*	38%	46%	50%	40%	30%	40%	-	-	*	-	*
	Female	50%	47%	<b>44%</b>	50%	37%	42%	-	50%	-	*	43%	47%	*	44%	35%	-	44%	-	*	*	*
Mathematics	All	48%	42%	<b>43%</b>	35%	43%	45%	*	61%	-	67%	43%	42%	29%	43%	41%	47%	38%	-	33%	*	*
	Students																					
	CWD	26%	21%	<b>29%</b>	*	33%	*	-	*	-	-	33%	*	29%	-	25%	40%	*	-	-	-	-
	CWOD	51%	45%	<b>43%</b>	35%	44%	46%	*	63%	-	67%	43%	43%	-	43%	42%	47%	39%	-	33%	*	*
	EL	33%	31%	<b>41%</b>	*	41%	*	-	50%	-	*	45%	30%	25%	42%	41%	50%	32%	-	40%	-	-
	Male	47%	41%	<b>47%</b>	32%	51%	59%	*	75%	-	*	49%	42%	40%	47%	50%	47%	-	-	*	-	*
	Female	49%	44%	<b>38%</b>	39%	33%	25%	-	55%	-	*	36%	42%	*	39%	32%	-	38%	-	*	*	*
Science	All	49%	46%	<b>33%</b>	24%	30%	*	-	67%	-	*	29%	43%	*	31%	40%	42%	25%	-	-	*	*
	Students																					
	CWD	23%	18%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>31%</b>	21%	27%	*	-	67%	-	*	27%	43%	-	31%	33%	40%	23%	-	-	*	*
	EL	21%	20%	<b>40%</b>	-	*	*	-	*	-	*	*	*	*	33%	40%	*	*	-	-	-	-
	Male	50%	45%	<b>42%</b>	25%	50%	*	-	*	-	*	29%	67%	*	40%	*	42%	-	-	-	-	*
	Female	49%	46%	<b>25%</b>	23%	13%	*	-	*	-	*	30%	*	*	23%	*	-	25%	-	-	*	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>19%</b>	17%	15%	27%	*	44%	-	27%	18%	21%	19%	19%	18%	20%	17%	-	17%	*	30%
	Students																					
	CWD	8%	5%	<b>19%</b>	23%	21%	*	-	*	-	-	22%	*	19%	-	12%	24%	13%	-	-	-	-
	CWOD	23%	20%	<b>19%</b>	17%	14%	27%	*	45%	-	27%	18%	22%	-	19%	18%	20%	18%	-	17%	*	30%
	EL	9%	8%	<b>18%</b>	38%	14%	22%	-	41%	-	*	19%	13%	12%	18%	18%	18%	17%	-	20%	-	-
	Male	20%	17%	<b>20%</b>	15%	18%	37%	*	50%	-	40%	17%	28%	24%	20%	18%	20%	-	-	0%	-	*
	Female	22%	20%	<b>17%</b>	19%	11%	12%	-	41%	-	17%	19%	12%	13%	18%	17%	-	17%	-	33%	*	*
Reading	All	19%	16%	<b>20%</b>	19%	15%	28%	*	39%	-	44%	18%	24%	18%	20%	15%	18%	22%	-	17%	*	*
	Students																					
	CWD	7%	5%	<b>18%</b>	*	*	*	-	*	-	-	20%	*	18%	-	*	20%	*	-	-	-	-
	CWOD	20%	18%	<b>20%</b>	19%	15%	29%	*	41%	-	44%	18%	25%	-	20%	15%	18%	22%	-	17%	*	*
	EL	7%	7%	<b>15%</b>	*	12%	*	-	36%	-	*	17%	9%	*	15%	15%	13%	18%	-	20%	-	-
	Male	16%	13%	<b>18%</b>	12%	16%	29%	*	38%	-	*	13%	29%	20%	18%	13%	18%	-	-	*	-	*
	Female	22%	20%	<b>22%</b>	26%	14%	25%	-	40%	-	*	23%	18%	*	22%	18%	-	22%	-	*	*	*
Mathematics	All	23%	20%	<b>19%</b>	17%	15%	24%	*	50%	-	22%	19%	19%	18%	19%	20%	22%	16%	-	17%	*	*
	Students																					
	CWD	10%	5%	<b>18%</b>	*	22%	*	-	*	-	-	20%	*	18%	-	13%	20%	*	-	-	-	-
	CWOD	25%	21%	<b>19%</b>	17%	15%	25%	*	52%	-	22%	19%	20%	-	19%	20%	22%	16%	-	17%	*	*
	EL	13%	11%	<b>20%</b>	*	16%	*	-	43%	-	*	22%	15%	13%	20%	20%	22%	18%	-	20%	-	-
	Male	23%	19%	<b>22%</b>	19%	18%	41%	*	63%	-	*	20%	27%	20%	22%	22%	22%	-	-	*	-	*
	Female	24%	20%	<b>16%</b>	15%	11%	0%	-	45%	-	*	18%	9%	*	16%	18%	-	16%	-	*	*	*
Science	All	22%	20%	<b>14%</b>	10%	11%	*	-	33%	-	*	12%	19%	*	13%	20%	22%	6%	-	-	*	*
	Students																					
	CWD	7%	4%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	Indian	American Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	13%	7%	12%	*	-	33%	-	*	10%	19%	-	13%	22%	20%	6%	-	-	*	*
EL	5%	5%	20%	-	*	*	-	*	-	*	*	*	*	22%	20%	*	*	-	-	-	-
Male	23%	20%	22%	13%	25%	*	-	*	-	*	17%	33%	*	20%	*	22%	-	-	-	-	*
Female	21%	20%	6%	8%	0%	*	-	*	-	*	7%	*	*	6%	*	-	6%	-	-	*	*

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	60	58	64	*	60	-	79	58	75	69
CWD	75	*	86	*	-	*	-	-	80	75	*
CWOD	60	59	56	63	*	63	-	79	56	-	69
EL	69	*	68	*	-	*	-	*	70	*	69
Male	58	57	55	58	*	*	-	*	55	71	65
Female	64	63	63	75	-	61	-	*	61	*	74
<b>Mathematics</b>											
All Students	70	74	68	57	*	80	-	71	69	58	72
CWD	58	*	71	*	-	*	-	-	60	58	*
CWOD	71	74	68	60	*	84	-	71	70	-	75
EL	72	*	71	*	-	*	-	*	70	*	72
Male	69	69	68	58	*	100	-	*	68	*	77
Female	72	80	69	*	-	71	-	*	71	*	66

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
233	49	21%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	45	41	43	53	*	62	-	60	45	38	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation



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

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

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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	38	26	5	5	*	*	*	*	5		
	Female	14	8	*	*	*	*	*	*	*		
	Total	52	34	7	7	*	*	*	*	7		
<b>Out-of-School Suspensions</b>												
	Male	34	28	*	*	*	*	*	*	*		
	Female	13	7	*	*	*	*	*	*	*		
	Total	47	35	*	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		7
Out-of-School Suspensions	Male	9	7	*	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	9	7	*	*	*	*	*	*	*		5
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	45	14	17	8	*	*	*	*	14	5	5
	Female	28	5	8	8	*	5	*	*	11	*	*
	Total	73	19	25	16	*	7	*	*	25	7	7

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	58	11	32	11	*	*	*	*	35	*
	Female	32	8	14	8	*	*	*	*	23	*
	Total	90	19	46	19	*	*	*	*	58	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.0	17.7%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	2.0	4.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.4	3.2%

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>8</b>	<b>1%</b>
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	*	*

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

'-' Indicates zero observations reported for this group.

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

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

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.



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

**Campus Name:** BECKHAM EL

**Campus ID:** 220901158

**District Name:** ARLINGTON ISD

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

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

**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All	77%	70%	<b>76%</b>	58%	83%	78%	*	85%	-	*	70%	83%	*	82%	71%	67%	90%	-	*	-	*	
	Students																						
	CWD	51%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	79%	72%	<b>82%</b>	65%	94%	88%	*	85%	-	*	81%	83%	-	82%	76%	74%	93%	-	*	-	*	
	EL	70%	69%	<b>71%</b>	*	71%	*	*	83%	-	-	70%	73%	*	76%	71%	62%	88%	-	-	-	-	
	Male	74%	68%	<b>67%</b>	42%	67%	71%	*	92%	-	-	64%	71%	*	74%	62%	67%	-	-	-	-	-	
	Female	79%	73%	<b>90%</b>	86%	100%	*	-	75%	-	*	81%	100%	*	93%	88%	-	90%	-	*	-	*	
	Mathematics	All	77%	71%	<b>74%</b>	58%	74%	89%	*	85%	-	*	64%	90%	*	80%	81%	67%	86%	-	*	-	*
	Students																						
	CWD	52%	43%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
CWOD	80%	73%	<b>80%</b>	65%	82%	100%	*	85%	-	*	72%	90%	-	80%	84%	74%	89%	-	*	-	*		
EL	74%	73%	<b>81%</b>	*	79%	*	*	83%	-	-	74%	93%	*	84%	81%	69%	100%	-	-	-	-		
Male	77%	70%	<b>67%</b>	58%	58%	86%	*	75%	-	-	54%	88%	*	74%	69%	67%	-	-	-	-	-		
Female	78%	71%	<b>86%</b>	*	91%	*	-	100%	-	*	81%	92%	*	89%	100%	-	86%	-	*	-	*		
<b>Grade 4</b>																							
Reading	All	72%	67%	<b>68%</b>	65%	60%	57%	-	81%	*	*	63%	79%	*	71%	67%	66%	71%	-	-	-	-	
	Students																						
	CWD	46%	47%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	75%	69%	<b>71%</b>	67%	67%	54%	-	83%	*	*	66%	79%	-	71%	67%	66%	76%	-	-	-	-	
	EL	60%	56%	<b>67%</b>	*	*	*	-	78%	-	-	64%	75%	-	67%	67%	61%	75%	-	-	-	-	
	Male	70%	64%	<b>66%</b>	64%	55%	*	-	79%	-	*	65%	69%	*	66%	61%	66%	-	-	-	-	-	
	Female	75%	70%	<b>71%</b>	67%	67%	*	-	83%	*	-	60%	92%	*	76%	75%	-	71%	-	-	-	-	
	Mathematics	All	77%	74%	<b>87%</b>	78%	80%	86%	-	100%	*	*	86%	90%	*	90%	93%	87%	87%	-	-	-	-
	Students																						
	CWD	49%	49%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-	
CWOD	81%	76%	<b>90%</b>	81%	89%	85%	-	100%	*	*	90%	89%	-	90%	93%	86%	94%	-	-	-	-		
EL	72%	72%	<b>93%</b>	*	83%	*	-	100%	-	-	91%	100%	-	93%	93%	89%	100%	-	-	-	-		
Male	77%	72%	<b>87%</b>	79%	82%	86%	-	100%	-	*	87%	88%	*	86%	89%	87%	-	-	-	-	-		
Female	78%	76%	<b>87%</b>	78%	78%	86%	-	100%	*	-	84%	92%	*	94%	100%	-	87%	-	-	-	-		
<b>Grade 5</b>																							
Reading	All	83%	80%	<b>91%</b>	90%	91%	80%	-	96%	-	*	91%	90%	*	93%	85%	88%	95%	-	-	-	*	
	Students																						
CWD	54%	47%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>93%</b>	90%	90%	89%	-	100%	-	*	93%	92%	-	93%	85%	91%	95%	-	-	-	*	
	EL	73%	70%	<b>85%</b>	*	*	*	-	100%	-	-	87%	*	-	85%	85%	77%	100%	-	-	-	-	
	Male	81%	77%	<b>88%</b>	92%	80%	71%	-	94%	-	*	89%	86%	*	91%	77%	88%	-	-	-	-	-	
	Female	86%	82%	<b>95%</b>	88%	100%	*	-	100%	-	*	94%	95%	-	95%	100%	-	95%	-	-	-	*	
Mathematics	All	90%	85%	<b>98%</b>	100%	100%	90%	-	100%	-	*	100%	95%	*	99%	100%	98%	97%	-	-	-	*	
	Students																						
	CWD	70%	56%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	92%	89%	<b>99%</b>	100%	100%	100%	-	100%	-	*	100%	97%	-	99%	100%	100%	97%	-	-	-	*	
	EL	86%	81%	<b>100%</b>	*	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	Male	89%	84%	<b>98%</b>	100%	100%	86%	-	100%	-	*	100%	95%	*	100%	100%	98%	-	-	-	-	-	
	Female	91%	86%	<b>97%</b>	100%	100%	*	-	100%	-	*	100%	95%	-	97%	100%	-	97%	-	-	-	*	
Science	All	75%	69%	<b>74%</b>	70%	64%	80%	-	82%	-	*	69%	80%	*	76%	45%	71%	78%	-	-	-	*	
	Students																						
	CWOD	48%	38%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	78%	72%	<b>76%</b>	70%	62%	89%	-	85%	-	*	70%	82%	-	76%	45%	73%	78%	-	-	-	*	
	EL	62%	57%	<b>45%</b>	*	*	*	-	56%	-	-	47%	*	-	45%	45%	*	71%	-	-	-	-	
	Male	76%	69%	<b>71%</b>	75%	60%	71%	-	72%	-	*	67%	76%	*	73%	*	71%	-	-	-	-	-	
	Female	75%	69%	<b>78%</b>	63%	67%	*	-	100%	-	*	72%	84%	-	78%	71%	-	78%	-	-	-	*	
Grade 6	All	68%	67%	<b>69%</b>	64%	68%	67%	-	78%	-	*	63%	78%	*	72%	63%	64%	74%	-	*	-	*	
	Students																						
	CWOD	35%	33%	*	*	-	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	71%	70%	<b>72%</b>	64%	68%	86%	-	82%	-	*	63%	86%	-	72%	63%	67%	77%	-	*	-	*	
	EL	42%	46%	<b>63%</b>	-	71%	*	-	63%	-	-	55%	*	-	63%	63%	67%	*	-	-	-	-	
	Male	63%	61%	<b>64%</b>	50%	60%	67%	-	77%	-	-	56%	76%	*	67%	67%	64%	-	-	*	-	-	
	Female	72%	73%	<b>74%</b>	73%	73%	-	-	80%	-	*	70%	80%	*	77%	*	-	74%	-	-	-	*	
Mathematics	All	76%	76%	<b>87%</b>	76%	88%	89%	-	96%	-	*	85%	91%	*	90%	88%	88%	86%	-	*	-	*	
	Students																						
	CWOD	50%	46%	*	*	-	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	79%	80%	<b>90%</b>	77%	88%	100%	-	100%	-	*	86%	97%	-	90%	88%	90%	90%	-	*	-	*	
	EL	61%	67%	<b>88%</b>	-	71%	*	-	100%	-	-	82%	100%	-	88%	88%	89%	86%	-	-	-	-	
	Male	76%	76%	<b>88%</b>	80%	80%	89%	-	100%	-	-	88%	88%	*	90%	89%	88%	-	-	*	-	-	
	Female	77%	77%	<b>86%</b>	73%	93%	-	-	90%	-	*	81%	93%	*	90%	86%	-	86%	-	-	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>36%</b>	32%	30%	56%	*	40%	-	*	25%	53%	*	42%	36%	33%	41%	-	*	-	*	
	Students																						
	CWOD	28%	21%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	44%	36%	<b>42%</b>	35%	41%	63%	*	40%	-	*	31%	55%	-	42%	41%	39%	44%	-	*	-	*	
	EL	32%	32%	<b>36%</b>	*	36%	*	*	33%	-	-	26%	53%	*	41%	36%	35%	38%	-	-	-	-	
	Male	40%	33%	<b>33%</b>	17%	33%	43%	*	50%	-	-	25%	47%	*	39%	35%	33%	-	-	-	-	-	
	Female	45%	37%	<b>41%</b>	57%	27%	*	-	25%	-	*	25%	62%	*	44%	38%	-	41%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>35%</b>	11%	39%	56%	*	50%	-	*	27%	47%	*	40%	43%	29%	45%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>40%</b>	12%	53%	63%	*	50%	-	*	33%	48%	-	40%	49%	34%	48%	-	*	-	*	
	EL	39%	38%	<b>43%</b>	*	50%	*	*	50%	-	-	37%	53%	*	49%	43%	35%	56%	-	-	-	-	-
	Female	45%	35%	<b>45%</b>	*	55%	*	-	50%	-	*	38%	54%	*	48%	56%	-	45%	-	*	-	-	*
Grade 4 Reading	All	45%	40%	<b>45%</b>	43%	40%	21%	-	58%	*	*	45%	45%	*	46%	47%	43%	47%	-	-	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>46%</b>	43%	44%	23%	-	58%	*	*	46%	46%	-	46%	47%	41%	53%	-	-	-	-	
	EL	29%	28%	<b>47%</b>	*	*	*	-	50%	-	-	50%	38%	-	47%	47%	44%	50%	-	-	-	-	-
	Female	47%	42%	<b>47%</b>	44%	44%	*	-	58%	*	-	44%	54%	*	53%	50%	-	47%	-	-	-	-	-
Mathematics	All	48%	40%	<b>47%</b>	43%	25%	21%	-	81%	*	*	50%	41%	*	47%	53%	47%	47%	-	-	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>47%</b>	43%	28%	23%	-	79%	*	*	50%	43%	-	47%	53%	43%	53%	-	-	-	-	
	EL	38%	35%	<b>53%</b>	*	17%	*	-	72%	-	-	50%	63%	-	53%	53%	44%	67%	-	-	-	-	-
	Female	47%	40%	<b>47%</b>	44%	33%	14%	-	83%	*	-	48%	46%	*	53%	67%	-	47%	-	-	-	-	-
Grade 5 Reading	All	53%	49%	<b>71%</b>	60%	68%	60%	-	82%	-	*	69%	73%	*	72%	40%	65%	78%	-	-	-	*	
	Students																						
	CWD	30%	25%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	56%	51%	<b>72%</b>	60%	67%	67%	-	85%	-	*	70%	74%	-	72%	40%	67%	78%	-	-	-	-	*
	EL	35%	30%	<b>40%</b>	*	*	*	-	56%	-	-	33%	*	-	40%	40%	23%	71%	-	-	-	-	-
	Female	56%	51%	<b>78%</b>	63%	75%	*	-	100%	-	*	78%	79%	-	78%	71%	-	78%	-	-	-	-	*
Mathematics	All	57%	50%	<b>73%</b>	60%	77%	80%	-	82%	-	*	69%	78%	*	73%	60%	69%	78%	-	-	-	*	
	Students																						
	CWD	34%	24%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	60%	52%	<b>73%</b>	60%	76%	89%	-	81%	-	*	68%	79%	-	73%	60%	69%	78%	-	-	-	-	*
	EL	46%	39%	<b>60%</b>	*	50%	*	-	67%	-	-	60%	60%	-	60%	60%	46%	86%	-	-	-	-	-
	Female	58%	50%	<b>78%</b>	50%	83%	*	-	100%	-	*	78%	79%	-	78%	86%	-	78%	-	-	-	-	*
Science	All	40%	34%	<b>58%</b>	50%	45%	80%	-	71%	-	*	49%	68%	*	59%	30%	58%	57%	-	-	-	*	
	Students																						
	CWD	25%	18%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	42%	35%	<b>59%</b>	50%	43%	89%	-	74%	-	*	50%	68%	-	59%	30%	60%	57%	-	-	-	-	*
	EL	24%	18%	<b>30%</b>	*	*	*	-	44%	-	-	33%	*	-	30%	30%	*	57%	-	-	-	-	-
	Female	38%	32%	<b>57%</b>	38%	42%	*	-	90%	-	*	50%	63%	-	57%	57%	-	57%	-	-	-	-	*

					African	American	Pacific	Two	More	Econ	Non										Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	38%	37%	<b>42%</b>	44%	36%	56%	-	39%	-	*	37%	50%	*	42%	19%	31%	52%	-	*	-	*
		Students																					
		CWD	22%	22%	*	*	-	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	40%	38%	<b>42%</b>	41%	36%	71%	-	41%	-	*	35%	55%	-	42%	19%	31%	54%	-	*	-	*
		EL	14%	15%	<b>19%</b>	-	43%	*	-	0%	-	-	9%	*	-	19%	19%	11%	*	-	-	-	-
		Male	34%	32%	<b>31%</b>	30%	10%	56%	-	31%	-	-	24%	41%	*	31%	11%	31%	-	-	*	-	-
		Female	42%	42%	<b>52%</b>	53%	53%	-	-	50%	-	*	48%	60%	*	54%	*	-	52%	-	-	-	*
	Mathematics	All	43%	46%	<b>60%</b>	52%	48%	78%	-	74%	-	*	58%	63%	*	62%	50%	60%	60%	-	*	-	*
		Students																					
		CWD	23%	27%	*	*	-	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	46%	48%	<b>62%</b>	50%	48%	100%	-	77%	-	*	57%	69%	-	62%	50%	62%	62%	-	*	-	*
		EL	24%	31%	<b>50%</b>	-	14%	*	-	75%	-	-	45%	60%	-	50%	50%	67%	29%	-	-	-	-
		Male	44%	46%	<b>60%</b>	40%	30%	78%	-	85%	-	-	52%	71%	*	62%	67%	60%	-	-	*	-	-
		Female	42%	46%	<b>60%</b>	60%	60%	-	-	60%	-	*	63%	53%	*	62%	29%	-	60%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>18%</b>	11%	22%	11%	*	20%	-	*	18%	17%	*	20%	24%	16%	21%	-	*	-	*
		Students																					
		CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	26%	20%	<b>20%</b>	12%	29%	13%	*	20%	-	*	22%	17%	-	20%	27%	18%	22%	-	*	-	*
		EL	15%	16%	<b>24%</b>	*	36%	*	*	17%	-	-	26%	20%	*	27%	24%	23%	25%	-	-	-	-
		Male	22%	17%	<b>16%</b>	17%	25%	0%	*	17%	-	-	18%	12%	*	18%	23%	16%	-	-	-	-	-
		Female	26%	20%	<b>21%</b>	0%	18%	*	-	25%	-	*	19%	23%	*	22%	25%	-	21%	-	*	-	*
	Mathematics	All	22%	15%	<b>20%</b>	5%	26%	22%	*	30%	-	*	16%	27%	*	23%	26%	16%	28%	-	*	-	*
		Students																					
		CWD	12%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	24%	16%	<b>23%</b>	6%	35%	25%	*	30%	-	*	19%	28%	-	23%	30%	18%	30%	-	*	-	*
		EL	17%	16%	<b>26%</b>	*	36%	*	*	28%	-	-	19%	40%	*	30%	26%	23%	31%	-	-	-	-
		Male	23%	17%	<b>16%</b>	0%	17%	14%	*	33%	-	-	14%	18%	*	18%	23%	16%	-	-	-	-	-
		Female	21%	14%	<b>28%</b>	*	36%	*	-	25%	-	*	19%	38%	*	30%	31%	-	28%	-	*	-	*
Grade 4	Reading	All	23%	19%	<b>16%</b>	9%	25%	7%	-	23%	*	*	16%	17%	*	18%	10%	13%	21%	-	-	-	-
		Students																					
		CWD	9%	9%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	25%	20%	<b>18%</b>	10%	28%	8%	-	25%	*	*	18%	18%	-	18%	10%	14%	24%	-	-	-	-
		EL	12%	11%	<b>10%</b>	*	*	*	-	17%	-	-	9%	13%	-	10%	10%	11%	8%	-	-	-	-
		Male	22%	18%	<b>13%</b>	7%	18%	*	-	21%	-	*	16%	6%	*	14%	11%	13%	-	-	-	-	-
		Female	25%	21%	<b>21%</b>	11%	33%	*	-	25%	*	-	16%	31%	*	24%	8%	-	21%	-	-	-	-
	Mathematics	All	26%	20%	<b>24%</b>	17%	15%	21%	-	35%	*	*	29%	14%	*	24%	23%	19%	29%	-	-	-	-
		Students																					
		CWD	11%	10%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	28%	21%	<b>24%</b>	19%	17%	23%	-	33%	*	*	30%	14%	-	24%	23%	18%	32%	-	-	-	-
		EL	18%	14%	<b>23%</b>	*	17%	*	-	28%	-	-	32%	0%	-	23%	23%	17%	33%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>19%</b>	14%	0%	29%	-	29%	-	*	26%	6%	*	18%	17%	19%	-	-	-	-
	Female	25%	19%	<b>29%</b>	22%	33%	14%	-	42%	*	-	32%	23%	*	32%	33%	-	29%	-	-	-
Grade 5	All	26%	23%	<b>42%</b>	45%	27%	30%	-	57%	-	*	36%	50%	*	43%	30%	38%	49%	-	-	-
Reading	Students																				
	CWD	9%	7%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-
	CWOD	27%	24%	<b>43%</b>	45%	24%	33%	-	59%	-	*	36%	50%	-	43%	30%	38%	49%	-	-	-
	EL	12%	8%	<b>30%</b>	*	*	*	-	44%	-	-	27%	*	-	30%	30%	15%	57%	-	-	-
	Male	24%	21%	<b>38%</b>	50%	20%	29%	-	44%	-	*	41%	33%	*	38%	15%	38%	-	-	-	-
	Female	28%	25%	<b>49%</b>	38%	33%	*	-	80%	-	*	28%	68%	-	49%	57%	-	49%	-	-	-
Mathematics	All	30%	24%	<b>38%</b>	20%	14%	40%	-	71%	-	*	38%	38%	*	38%	35%	40%	35%	-	-	-
	Students																				
	CWD	13%	7%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-
	CWOD	31%	26%	<b>38%</b>	20%	14%	44%	-	70%	-	*	36%	39%	-	38%	35%	40%	35%	-	-	-
	EL	19%	13%	<b>35%</b>	*	0%	*	-	67%	-	-	40%	20%	-	35%	35%	31%	43%	-	-	-
	Male	29%	24%	<b>40%</b>	25%	20%	29%	-	67%	-	*	44%	33%	*	40%	31%	40%	-	-	-	-
	Female	30%	24%	<b>35%</b>	13%	8%	*	-	80%	-	*	28%	42%	-	35%	43%	-	35%	-	-	-
Science	All	16%	13%	<b>32%</b>	25%	27%	40%	-	39%	-	*	27%	38%	*	33%	5%	33%	30%	-	-	-
	Students																				
	CWD	9%	5%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-
	CWOD	17%	14%	<b>33%</b>	25%	29%	44%	-	41%	-	*	27%	39%	-	33%	5%	36%	30%	-	-	-
	EL	7%	4%	<b>5%</b>	*	*	*	-	11%	-	-	7%	*	-	5%	5%	*	0%	-	-	-
	Male	18%	14%	<b>33%</b>	33%	20%	43%	-	39%	-	*	33%	33%	*	36%	*	33%	-	-	-	-
	Female	15%	12%	<b>30%</b>	13%	33%	*	-	40%	-	*	17%	42%	-	30%	0%	-	30%	-	-	-
Grade 6	All	18%	17%	<b>19%</b>	16%	16%	11%	-	30%	-	*	23%	13%	*	21%	0%	14%	24%	-	*	-
Reading	Students																				
	CWD	8%	6%	*	*	-	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	20%	19%	<b>21%</b>	18%	16%	14%	-	32%	-	*	24%	14%	-	21%	0%	15%	26%	-	*	-
	EL	4%	5%	<b>0%</b>	-	0%	*	-	0%	-	-	0%	*	-	0%	0%	0%	*	-	-	-
	Male	15%	13%	<b>14%</b>	10%	0%	11%	-	31%	-	-	16%	12%	*	15%	0%	14%	-	-	*	-
	Female	22%	22%	<b>24%</b>	20%	27%	-	-	30%	-	*	30%	13%	*	26%	*	-	24%	-	-	-
Mathematics	All	18%	21%	<b>30%</b>	24%	28%	33%	-	39%	-	*	29%	31%	*	32%	6%	26%	33%	-	*	-
	Students																				
	CWD	9%	7%	*	*	-	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	19%	22%	<b>32%</b>	27%	28%	43%	-	41%	-	*	31%	34%	-	32%	6%	28%	36%	-	*	-
	EL	6%	9%	<b>6%</b>	-	0%	*	-	13%	-	-	9%	0%	-	6%	6%	11%	0%	-	-	-
	Male	18%	21%	<b>26%</b>	10%	10%	33%	-	46%	-	-	24%	29%	*	28%	11%	26%	-	-	*	-
	Female	17%	21%	<b>33%</b>	33%	40%	-	-	30%	-	*	33%	33%	*	36%	0%	-	33%	-	-	-

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

All Grades

All Subjects	All	77%	72%	<b>81%</b>	73%	79%	79%	*	90%	*	83%	77%	86%	42%	84%	77%	77%	84%	-	*	-	91%
	Students																					

				African	American	Pacific	Two or Non	More Econ	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	CWD	45%	38%	<b>42%</b>	43%	47%	*	-	*	-	38%	50%	42%	-	50%	46%	33%	-	-	-	-		
	CWOD	80%	76%	<b>84%</b>	76%	82%	86%	*	92%	*	83%	80%	88%	-	84%	78%	80%	87%	-	*	-	91%	
	EL	60%	59%	<b>77%</b>	67%	69%	76%	*	85%	-	75%	83%	50%	78%	77%	70%	88%	-	-	-	-	-	
	Male	74%	69%	<b>77%</b>	71%	71%	76%	*	88%	-	100%	74%	82%	46%	80%	70%	77%	-	-	*	-	-	
	Female	79%	76%	<b>84%</b>	76%	86%	85%	-	92%	*	78%	79%	91%	33%	87%	88%	-	84%	-	*	-	91%	
Reading	All	73%	68%	<b>76%</b>	69%	76%	69%	*	86%	*	78%	71%	83%	36%	79%	71%	71%	82%	-	*	-	100%	
	Students																						
	CWD	39%	32%	<b>36%</b>	*	*	*	-	*	-	33%	*	36%	-	*	38%	*	-	-	-	-	-	
	CWOD	77%	72%	<b>79%</b>	71%	79%	76%	*	88%	*	78%	75%	85%	-	79%	73%	75%	85%	-	*	-	100%	
	EL	52%	51%	<b>71%</b>	50%	67%	60%	*	81%	-	-	69%	76%	*	73%	71%	65%	81%	-	-	-	-	
	Male	69%	64%	<b>71%</b>	63%	65%	67%	*	86%	-	*	68%	76%	38%	75%	65%	71%	-	-	*	-	-	
	Female	77%	73%	<b>82%</b>	77%	85%	75%	-	85%	*	71%	74%	92%	*	85%	81%	-	82%	-	*	-	100%	
Mathematics	All	80%	75%	<b>87%</b>	78%	86%	88%	*	96%	*	89%	84%	92%	48%	90%	89%	85%	89%	-	*	-	*	
	Students																						
	CWD	52%	42%	<b>48%</b>	*	*	*	-	*	-	44%	*	48%	-	*	56%	*	-	-	-	-	-	
	CWOD	83%	79%	<b>90%</b>	81%	90%	95%	*	97%	*	89%	88%	94%	-	90%	90%	88%	93%	-	*	-	*	
	EL	70%	69%	<b>89%</b>	90%	82%	90%	*	94%	-	-	85%	97%	*	90%	89%	83%	98%	-	-	-	-	
	Male	78%	73%	<b>85%</b>	79%	79%	87%	*	95%	-	*	82%	90%	56%	88%	83%	85%	-	-	*	-	-	
	Female	82%	78%	<b>89%</b>	77%	91%	92%	-	98%	*	86%	86%	93%	*	93%	98%	-	89%	-	*	-	*	
Science	All	79%	74%	<b>74%</b>	70%	64%	80%	-	82%	-	*	69%	80%	*	76%	45%	71%	78%	-	-	-	*	
	Students																						
	CWD	48%	40%	*	-	*	*	-	*	-	*	*	*	-	-	*	-	-	-	-	-	-	-
	CWOD	82%	78%	<b>76%</b>	70%	62%	89%	-	85%	-	*	70%	82%	-	76%	45%	73%	78%	-	-	-	*	
	EL	58%	57%	<b>45%</b>	*	*	*	-	56%	-	-	47%	*	-	45%	45%	*	71%	-	-	-	-	
	Male	78%	72%	<b>71%</b>	75%	60%	71%	-	72%	-	*	67%	76%	*	73%	*	71%	-	-	-	-	-	
	Female	80%	77%	<b>78%</b>	63%	67%	*	-	100%	-	*	72%	84%	-	78%	71%	-	78%	-	-	-	*	

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

All Grades

All Subjects	All	47%	42%	<b>52%</b>	44%	46%	53%	*	66%	*	52%	48%	59%	25%	54%	42%	49%	57%	-	*	-	73%	
	Students																						
	CWD	23%	19%	<b>25%</b>	43%	16%	*	-	*	-	27%	19%	25%	-	0%	31%	11%	-	-	-	-	-	
	CWOD	50%	45%	<b>54%</b>	44%	49%	60%	*	67%	*	52%	50%	61%	-	54%	44%	50%	59%	-	*	-	73%	
	EL	26%	25%	<b>42%</b>	29%	35%	48%	*	50%	-	-	39%	51%	0%	44%	42%	36%	53%	-	-	-	-	
	Male	45%	40%	<b>49%</b>	41%	36%	52%	*	63%	-	60%	44%	56%	31%	50%	36%	49%	-	-	*	-	-	
	Female	50%	45%	<b>57%</b>	49%	54%	56%	-	70%	*	50%	53%	63%	11%	59%	53%	-	57%	-	*	-	73%	
Reading	All	46%	41%	<b>49%</b>	45%	43%	45%	*	57%	*	78%	44%	56%	20%	51%	37%	43%	55%	-	*	-	100%	
	Students																						
	CWD	22%	18%	<b>20%</b>	*	*	*	-	*	-	22%	*	20%	-	*	25%	*	-	-	-	-	-	
	CWOD	48%	44%	<b>51%</b>	45%	47%	51%	*	58%	*	78%	46%	59%	-	51%	39%	45%	58%	-	*	-	100%	
	EL	21%	21%	<b>37%</b>	30%	39%	40%	*	38%	-	-	32%	48%	*	39%	37%	32%	45%	-	-	-	-	
	Male	41%	37%	<b>43%</b>	38%	35%	43%	*	54%	-	*	40%	49%	25%	45%	32%	43%	-	-	*	-	-	
	Female	50%	47%	<b>55%</b>	54%	51%	50%	-	60%	*	71%	49%	65%	*	58%	45%	-	55%	-	*	-	100%	



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	48%	42%	<b>54%</b>	43%	48%	55%	*	73%	*	44%	51%	59%	28%	56%	50%	51%	58%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>28%</b>	*	*	*	-	*	-	-	33%	*	28%	-	*	38%	*	-	-	-	-	-
	CWOD	51%	45%	<b>56%</b>	43%	52%	62%	*	73%	*	44%	53%	61%	-	56%	52%	52%	61%	-	*	-	-	*
	EL	33%	31%	<b>50%</b>	30%	36%	50%	*	64%	-	-	47%	58%	*	52%	50%	44%	60%	-	-	-	-	-
	Female	49%	44%	<b>58%</b>	46%	60%	50%	-	75%	*	43%	57%	60%	*	61%	60%	-	58%	-	*	-	-	*
Science	All	49%	46%	<b>58%</b>	50%	45%	80%	-	71%	-	*	49%	68%	*	59%	30%	58%	57%	-	-	-	*	
	Students																						
	CWD	23%	18%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	52%	49%	<b>59%</b>	50%	43%	89%	-	74%	-	*	50%	68%	-	59%	30%	60%	57%	-	-	-	-	*
	EL	21%	20%	<b>30%</b>	*	*	*	-	44%	-	-	33%	*	-	30%	30%	*	57%	-	-	-	-	-
	Female	49%	46%	<b>57%</b>	38%	42%	*	-	90%	-	*	50%	63%	-	57%	57%	-	57%	-	-	-	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>27%</b>	19%	22%	23%	*	40%	*	26%	26%	28%	6%	28%	19%	24%	30%	-	*	-	27%	
	Students																						
	CWD	8%	5%	<b>6%</b>	0%	5%	*	-	*	-	-	5%	6%	6%	-	0%	9%	0%	-	-	-	-	-
	CWOD	23%	20%	<b>28%</b>	21%	24%	27%	*	40%	*	26%	27%	30%	-	28%	20%	25%	32%	-	*	-	-	27%
	EL	9%	8%	<b>19%</b>	8%	17%	19%	*	24%	-	-	20%	18%	0%	20%	19%	17%	23%	-	-	-	-	-
	Female	22%	20%	<b>30%</b>	20%	29%	30%	-	42%	*	28%	25%	37%	0%	32%	23%	-	30%	-	*	-	-	27%
Reading	All	19%	16%	<b>24%</b>	20%	22%	14%	*	34%	*	33%	23%	26%	4%	26%	18%	20%	29%	-	*	-	20%	
	Students																						
	CWD	7%	5%	<b>4%</b>	*	*	*	-	*	-	-	0%	*	4%	-	*	6%	*	-	-	-	-	-
	CWOD	20%	18%	<b>26%</b>	21%	23%	16%	*	35%	*	33%	25%	27%	-	26%	18%	22%	31%	-	*	-	-	20%
	EL	7%	7%	<b>18%</b>	20%	18%	10%	*	19%	-	-	17%	18%	*	18%	18%	15%	21%	-	-	-	-	-
	Female	22%	20%	<b>29%</b>	18%	28%	25%	-	40%	*	43%	23%	37%	*	31%	21%	-	29%	-	*	-	-	20%
Mathematics	All	23%	20%	<b>28%</b>	17%	21%	29%	*	45%	*	22%	28%	28%	8%	30%	24%	25%	32%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>8%</b>	*	*	*	-	*	-	-	11%	*	8%	-	*	13%	*	-	-	-	-	-
	CWOD	25%	21%	<b>30%</b>	19%	23%	32%	*	45%	*	22%	30%	30%	-	30%	25%	27%	34%	-	*	-	-	*
	EL	13%	11%	<b>24%</b>	0%	18%	30%	*	32%	-	-	25%	21%	*	25%	24%	21%	29%	-	-	-	-	-
	Female	24%	20%	<b>32%</b>	23%	30%	33%	-	45%	*	14%	29%	35%	*	34%	29%	-	32%	-	*	-	-	*
Science	All	22%	20%	<b>32%</b>	25%	27%	40%	-	39%	-	*	27%	38%	*	33%	5%	33%	30%	-	-	-	*	
	Students																						
	CWD	7%	4%	*	-	*	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	24%	22%	<b>33%</b>	25%	29%	44%	-	41%	-	*	27%	39%	-	33%	5%	36%	30%	-	-	-	-	*
	EL	5%	5%	<b>5%</b>	*	*	*	-	11%	-	-	7%	*	-	5%	5%	*	0%	-	-	-	-	-
	Female	21%	20%	<b>30%</b>	13%	33%	*	-	40%	-	*	17%	42%	-	30%	0%	-	30%	-	-	-	-	*

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	69	68	58	-	69	*	71	64	68	66
CWD	68	*	*	*	-	*	-	-	72	68	-
CWOD	68	68	68	59	-	70	*	71	63	-	66
EL	66	*	65	*	-	69	-	-	56	-	66
Male	69	71	64	68	-	69	-	*	67	75	69
Female	67	67	71	*	-	70	*	*	60	*	62
<b>Mathematics</b>											
All Students	81	82	83	72	-	83	*	71	81	89	81
CWD	89	*	*	*	-	*	-	-	89	89	-
CWOD	80	81	82	70	-	84	*	71	80	-	81
EL	81	*	79	71	-	83	-	-	80	-	81
Male	80	79	75	75	-	88	-	*	82	94	86
Female	82	84	89	65	-	78	*	*	80	83	75

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>208</b>	<b>62</b>	<b>30%</b>

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	53	45	49	52	*	65	*	54	50	*	46
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		N			Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N		N			Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	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	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N		N			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	N	N		N			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

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

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

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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	17	8	*	*	*	5	*	*	5		
	Female	6	*	*	*	*	*	*	*	*		
	Total	23	8	*	*	*	7	*	*	7		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	14	5	5	*	*	*	*	*	5	8	*
	Female	17	8	*	*	*	5	*	*	5	*	*
	Total	31	13	7	*	*	7	*	*	10	10	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	18	*	5	*	*	11	*	*	14	*
	Female	23	8	5	*	*	8	*	*	11	*
	Total	41	10	10	*	*	19	*	*	25	*
Accelerated Coursework											
Advanced Placement Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.2	10.7%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.2	0.5%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-



**All School  
Number      Percent**

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	<b>5</b>	<b>6%</b>
Mathematics	5,677	1%	58	1%	<b>5</b>	<b>6%</b>
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	20	3%
Reading	43,730	1%	378	1%	10	3%
Mathematics	39,178	1%	351	1%	10	3%
Science	16,112	1%	136	1%	-	-

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

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** BERRY EL  
**Campus ID:** 220901101  
**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

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

						African		American		Pacific		Two or Non		Econ		Non				Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All	77%	70%	<b>61%</b>	*	62%	*	-	-	-	*	59%	75%	*	61%	64%	58%	65%	-	*	-	-	
	Students																						
	CWD	51%	46%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	79%	72%	<b>61%</b>	*	62%	*	-	-	-	*	60%	71%	-	61%	65%	59%	64%	-	*	-	-	
	EL	70%	69%	<b>64%</b>	-	64%	*	-	-	-	-	64%	*	*	65%	64%	59%	73%	-	-	-	-	
	Male	74%	68%	<b>58%</b>	*	59%	-	-	-	-	*	57%	*	*	59%	59%	58%	-	-	*	-	-	-
	Female	79%	73%	<b>65%</b>	*	67%	*	-	-	-	-	63%	*	*	64%	73%	-	65%	-	-	-	-	-
Mathematics	All	77%	71%	<b>56%</b>	*	58%	*	-	-	-	*	57%	*	*	58%	57%	54%	59%	-	*	-	-	
	Students																						
	CWD	52%	43%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	80%	73%	<b>58%</b>	*	58%	*	-	-	-	*	59%	*	-	58%	57%	57%	61%	-	*	-	-	
	EL	74%	73%	<b>57%</b>	-	58%	*	-	-	-	-	57%	*	*	57%	57%	56%	59%	-	-	-	-	-
	Male	77%	70%	<b>54%</b>	*	55%	-	-	-	-	*	57%	*	*	57%	56%	54%	-	-	*	-	-	-
	Female	78%	71%	<b>59%</b>	*	63%	*	-	-	-	-	57%	*	*	61%	59%	-	59%	-	-	-	-	-
<b>Grade 4</b>																							
Reading	All	72%	67%	<b>56%</b>	*	59%	*	-	-	-	-	58%	*	*	58%	63%	46%	66%	-	-	-	-	
	Students																						
	CWD	46%	47%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	75%	69%	<b>58%</b>	*	59%	*	-	-	-	-	60%	*	-	58%	64%	48%	66%	-	-	-	-	-
	EL	60%	56%	<b>63%</b>	-	63%	-	-	-	-	-	66%	*	*	64%	63%	52%	70%	-	-	-	-	-
	Male	70%	64%	<b>46%</b>	*	53%	*	-	-	-	-	45%	*	*	48%	52%	46%	-	-	-	-	-	-
	Female	75%	70%	<b>66%</b>	-	64%	*	-	-	-	-	71%	*	-	66%	70%	-	66%	-	-	-	-	-
Mathematics	All	77%	74%	<b>67%</b>	*	72%	*	-	-	-	-	68%	*	*	71%	73%	63%	71%	-	-	-	-	
	Students																						
	CWD	49%	49%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-
	CWOD	81%	76%	<b>71%</b>	*	75%	*	-	-	-	-	72%	*	-	71%	78%	72%	71%	-	-	-	-	-
	EL	72%	72%	<b>73%</b>	-	73%	-	-	-	-	-	76%	*	*	78%	73%	68%	77%	-	-	-	-	-
	Male	77%	72%	<b>63%</b>	*	69%	*	-	-	-	-	62%	*	*	72%	68%	63%	-	-	-	-	-	-
	Female	78%	76%	<b>71%</b>	-	75%	*	-	-	-	-	74%	*	-	71%	77%	-	71%	-	-	-	-	-
<b>Grade 5</b>																							
Reading	All	83%	80%	<b>72%</b>	*	73%	*	-	*	-	*	71%	78%	*	74%	62%	76%	67%	-	*	-	-	
	Students																						
	CWD	54%	47%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	87%	83%	<b>74%</b>	*	76%	*	-	*	-	*	73%	86%	-	74%	64%	79%	70%	-	*	-	-	
	EL	73%	70%	<b>62%</b>	-	62%	-	-	-	-	-	62%	*	*	64%	62%	73%	48%	-	*	-	-	
	Male	81%	77%	<b>76%</b>	*	78%	*	-	-	-	-	76%	*	*	79%	73%	76%	-	-	-	-	-	
	Female	86%	82%	<b>67%</b>	*	68%	*	-	*	-	*	67%	*	*	70%	48%	-	67%	-	*	-	-	
Mathematics	All	90%	85%	<b>76%</b>	*	78%	*	-	*	-	*	76%	78%	*	77%	70%	76%	76%	-	*	-	-	
	Students																						
	CWD	70%	56%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	92%	89%	<b>77%</b>	*	79%	*	-	*	-	*	76%	86%	-	77%	71%	76%	77%	-	*	-	-	
	EL	86%	81%	<b>70%</b>	-	70%	-	-	-	-	-	71%	*	*	71%	70%	69%	70%	-	*	-	-	
	Male	89%	84%	<b>76%</b>	*	78%	*	-	-	-	-	78%	*	*	76%	69%	76%	-	-	-	-	-	
	Female	91%	86%	<b>76%</b>	*	78%	*	-	*	-	*	73%	*	*	77%	70%	-	76%	-	*	-	-	
Science	All	75%	69%	<b>61%</b>	*	62%	*	-	*	-	*	59%	78%	*	64%	45%	62%	61%	-	*	-	-	
	Students																						
	CWD	48%	38%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	78%	72%	<b>64%</b>	*	66%	*	-	*	-	*	62%	86%	-	64%	48%	66%	63%	-	*	-	-	
	EL	62%	57%	<b>45%</b>	-	45%	-	-	-	-	-	43%	*	*	48%	45%	50%	38%	-	*	-	-	
	Male	76%	69%	<b>62%</b>	*	63%	*	-	-	-	-	62%	*	*	66%	50%	62%	-	-	-	-	-	
	Female	75%	69%	<b>61%</b>	*	62%	*	-	*	-	*	57%	*	*	63%	38%	-	61%	-	*	-	-	
Grade 6	All	68%	67%	<b>55%</b>	*	54%	*	*	-	-	*	53%	*	*	59%	40%	46%	61%	-	*	-	-	
	Reading																						
	Students																						
	CWD	35%	33%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>59%</b>	*	59%	*	*	-	-	*	58%	*	-	59%	43%	52%	64%	-	*	-	-	
	EL	42%	46%	<b>40%</b>	-	42%	*	-	-	-	-	42%	*	*	43%	40%	38%	42%	-	-	-	-	
	Male	63%	61%	<b>46%</b>	*	46%	-	-	-	-	-	46%	-	*	52%	38%	46%	-	-	-	-	-	
	Female	72%	73%	<b>61%</b>	-	59%	*	*	-	-	*	59%	*	*	64%	42%	-	61%	-	*	-	-	
Mathematics	All	76%	76%	<b>73%</b>	*	74%	*	*	-	-	*	73%	*	*	74%	60%	79%	68%	-	*	-	-	
	Students																						
	CWD	50%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>74%</b>	*	75%	*	*	-	-	*	74%	*	-	74%	65%	80%	69%	-	*	-	-	
	EL	61%	67%	<b>60%</b>	-	58%	*	-	-	-	-	63%	*	*	65%	60%	69%	50%	-	-	-	-	
	Male	76%	76%	<b>79%</b>	*	80%	-	-	-	-	-	79%	-	*	80%	69%	79%	-	-	-	-	-	
	Female	77%	77%	<b>68%</b>	-	69%	*	*	-	-	*	68%	*	*	69%	50%	-	68%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>24%</b>	*	25%	*	-	-	-	*	23%	38%	*	26%	27%	21%	29%	-	*	-	-	
	Reading																						
	Students																						
	CWD	28%	21%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>26%</b>	*	26%	*	-	-	-	*	24%	43%	-	26%	28%	23%	30%	-	*	-	-	
	EL	32%	32%	<b>27%</b>	-	27%	*	-	-	-	-	25%	*	*	28%	27%	21%	36%	-	-	-	-	
	Male	40%	33%	<b>21%</b>	*	20%	-	-	-	-	*	20%	*	*	23%	21%	21%	-	-	*	-	-	
	Female	45%	37%	<b>29%</b>	*	33%	*	-	-	-	-	27%	*	*	30%	36%	-	29%	-	-	-	-	



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>33%</b>	*	34%	*	-	-	-	*	34%	*	*	35%	34%	31%	35%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>35%</b>	*	35%	*	-	-	-	*	36%	*	-	35%	35%	34%	36%	-	*	-	-	
	EL	39%	38%	<b>34%</b>	-	35%	*	-	-	-	-	34%	*	*	35%	34%	32%	36%	-	-	-	-	-
	Gender																						
Male	47%	38%	<b>31%</b>	*	32%	-	-	-	-	-	*	32%	*	*	34%	32%	31%	-	-	*	-	-	
Female	45%	35%	<b>35%</b>	*	37%	*	-	-	-	-	-	37%	*	*	36%	36%	-	35%	-	-	-	-	
Grade 4 Reading	All	45%	40%	<b>32%</b>	*	32%	*	-	-	-	-	33%	*	*	33%	33%	17%	45%	-	-	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	47%	41%	<b>33%</b>	*	33%	*	-	-	-	-	35%	*	-	33%	34%	19%	45%	-	-	-	-	
	EL	29%	28%	<b>33%</b>	-	33%	-	-	-	-	-	36%	*	*	34%	33%	14%	47%	-	-	-	-	-
	Gender																						
Male	43%	39%	<b>17%</b>	*	20%	*	-	-	-	-	15%	*	*	19%	14%	17%	-	-	-	-	-	-	
Female	47%	42%	<b>45%</b>	-	42%	*	-	-	-	-	50%	*	-	45%	47%	-	45%	-	-	-	-	-	
Mathematics	All	48%	40%	<b>31%</b>	*	32%	*	-	-	-	-	32%	*	*	34%	35%	28%	34%	-	-	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-
	CWOD	50%	42%	<b>34%</b>	*	35%	*	-	-	-	-	36%	*	-	34%	38%	34%	34%	-	-	-	-	
	EL	38%	35%	<b>35%</b>	-	35%	-	-	-	-	-	38%	*	*	38%	35%	28%	40%	-	-	-	-	-
	Gender																						
Male	48%	41%	<b>28%</b>	*	29%	*	-	-	-	-	27%	*	*	34%	28%	28%	-	-	-	-	-	-	
Female	47%	40%	<b>34%</b>	-	36%	*	-	-	-	-	38%	*	-	34%	40%	-	34%	-	-	-	-	-	
Grade 5 Reading	All	53%	49%	<b>22%</b>	*	22%	*	-	*	-	*	24%	0%	*	23%	11%	19%	24%	-	*	-	-	
	Students																						
	CWD	30%	25%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>23%</b>	*	24%	*	-	*	-	*	26%	0%	-	23%	12%	21%	26%	-	*	-	-	
	EL	35%	30%	<b>11%</b>	-	11%	-	-	-	-	-	12%	*	*	12%	11%	15%	5%	-	-	-	-	-
	Gender																						
Male	50%	46%	<b>19%</b>	*	20%	*	-	-	-	-	22%	*	*	21%	15%	19%	-	-	-	-	-	-	
Female	56%	51%	<b>24%</b>	*	24%	*	-	*	-	*	26%	*	*	26%	5%	-	24%	-	*	-	-	-	
Mathematics	All	57%	50%	<b>38%</b>	*	38%	*	-	*	-	*	38%	33%	*	38%	26%	36%	40%	-	*	-	-	
	Students																						
	CWD	34%	24%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>38%</b>	*	39%	*	-	*	-	*	39%	29%	-	38%	26%	37%	40%	-	*	-	-	
	EL	46%	39%	<b>26%</b>	-	26%	-	-	-	-	-	29%	*	*	26%	26%	31%	20%	-	*	-	-	-
	Gender																						
Male	57%	49%	<b>36%</b>	*	38%	*	-	-	-	-	41%	*	*	37%	31%	36%	-	-	-	-	-	-	
Female	58%	50%	<b>40%</b>	*	39%	*	-	*	-	*	37%	*	*	40%	20%	-	40%	-	*	-	-	-	
Science	All	40%	34%	<b>20%</b>	*	19%	*	-	*	-	*	22%	11%	*	21%	6%	17%	24%	-	*	-	-	
	Students																						
	CWD	25%	18%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>21%</b>	*	21%	*	-	*	-	*	23%	0%	-	21%	7%	18%	23%	-	*	-	-	
	EL	24%	18%	<b>6%</b>	-	6%	-	-	-	-	-	7%	*	*	7%	6%	12%	0%	-	*	-	-	-
	Gender																						
Male	42%	35%	<b>17%</b>	*	18%	*	-	-	-	-	19%	*	*	18%	12%	17%	-	-	-	-	-	-	
Female	38%	32%	<b>24%</b>	*	22%	*	-	*	-	*	24%	*	*	23%	0%	-	24%	-	*	-	-	-	

					African	American	Two or Pacific			More	Econ	Non					Foster						
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	38%	37%	<b>22%</b>	*	20%	*	*	-	-	*	20%	*	*	24%	8%	8%	32%	-	*	-	-
		Students																					
		CWD	22%	22%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	40%	38%	<b>24%</b>	*	22%	*	*	-	-	*	22%	*	-	24%	9%	9%	33%	-	*	-	-
		EL	14%	15%	<b>8%</b>	-	8%	*	-	-	-	-	8%	*	*	9%	8%	8%	8%	-	-	-	-
		Male	34%	32%	<b>8%</b>	*	4%	-	-	-	-	-	8%	-	*	9%	8%	8%	-	-	-	-	-
		Female	42%	42%	<b>32%</b>	-	31%	*	*	-	-	*	29%	*	*	33%	8%	-	32%	-	*	-	-
	Mathematics	All	43%	46%	<b>38%</b>	*	35%	*	*	-	-	*	37%	*	*	41%	24%	21%	50%	-	*	-	-
		Students																					
		CWD	23%	27%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	46%	48%	<b>41%</b>	*	38%	*	*	-	-	*	40%	*	-	41%	26%	24%	53%	-	*	-	-
		EL	24%	31%	<b>24%</b>	-	21%	*	-	-	-	-	25%	*	*	26%	24%	8%	42%	-	-	-	-
		Male	44%	46%	<b>21%</b>	*	20%	-	-	-	-	-	21%	-	*	24%	8%	21%	-	-	-	-	-
		Female	42%	46%	<b>50%</b>	-	47%	*	*	-	-	*	50%	*	*	53%	42%	-	50%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>10%</b>	*	10%	*	-	-	-	*	8%	25%	*	10%	11%	8%	12%	-	*	-	-
		Students																					
		CWD	9%	7%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
		CWOD	26%	20%	<b>10%</b>	*	10%	*	-	-	-	*	9%	29%	-	10%	11%	9%	12%	-	*	-	-
		EL	15%	16%	<b>11%</b>	-	11%	*	-	-	-	-	9%	*	*	11%	11%	6%	18%	-	-	-	-
		Male	22%	17%	<b>8%</b>	*	7%	-	-	-	-	*	7%	*	*	9%	6%	8%	-	-	*	-	-
		Female	26%	20%	<b>12%</b>	*	15%	*	-	-	-	-	10%	*	*	12%	18%	-	12%	-	-	-	-
	Mathematics	All	22%	15%	<b>17%</b>	*	18%	*	-	-	-	*	16%	*	*	18%	18%	21%	12%	-	*	-	-
		Students																					
		CWD	12%	5%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
		CWOD	24%	16%	<b>18%</b>	*	19%	*	-	-	-	*	17%	*	-	18%	19%	23%	12%	-	*	-	-
		EL	17%	16%	<b>18%</b>	-	18%	*	-	-	-	-	17%	*	*	19%	18%	21%	14%	-	-	-	-
		Male	23%	17%	<b>21%</b>	*	20%	-	-	-	-	*	20%	*	*	23%	21%	21%	-	-	*	-	-
		Female	21%	14%	<b>12%</b>	*	15%	*	-	-	-	-	10%	*	*	12%	14%	-	12%	-	-	-	-
Grade 4	Reading	All	23%	19%	<b>12%</b>	*	12%	*	-	-	-	-	12%	*	*	13%	12%	6%	18%	-	-	-	-
		Students																					
		CWD	9%	9%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
		CWOD	25%	20%	<b>13%</b>	*	13%	*	-	-	-	-	13%	*	-	13%	12%	6%	18%	-	-	-	-
		EL	12%	11%	<b>12%</b>	-	12%	-	-	-	-	-	13%	*	*	12%	12%	5%	17%	-	-	-	-
		Male	22%	18%	<b>6%</b>	*	7%	*	-	-	-	-	3%	*	*	6%	5%	6%	-	-	-	-	-
		Female	25%	21%	<b>18%</b>	-	17%	*	-	-	-	-	21%	*	-	18%	17%	-	18%	-	-	-	-
	Mathematics	All	26%	20%	<b>17%</b>	*	18%	*	-	-	-	-	17%	*	*	19%	16%	15%	18%	-	-	-	-
		Students																					
		CWD	11%	10%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-

					African	American	Pacific	Two or Non	Econ	Non									Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	28%	21%	<b>19%</b>	*	20%	*	-	-	-	-	19%	*	-	19%	18%	19%	18%	-	-	-	-
	EL	18%	14%	<b>16%</b>	-	16%	-	-	-	-	-	18%	*	*	18%	16%	12%	20%	-	-	-	-
	Male	27%	21%	<b>15%</b>	*	17%	*	-	-	-	-	14%	*	*	19%	12%	15%	-	-	-	-	-
	Female	25%	19%	<b>18%</b>	-	19%	*	-	-	-	-	21%	*	-	18%	20%	-	18%	-	-	-	-
Grade 5																						
Reading	All	26%	23%	<b>8%</b>	*	8%	*	-	*	-	*	9%	0%	*	9%	2%	5%	11%	-	*	-	-
	Students																					
	CWD	9%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>9%</b>	*	8%	*	-	*	-	*	9%	0%	-	9%	2%	5%	12%	-	*	-	-
	EL	12%	8%	<b>2%</b>	-	2%	-	-	-	-	-	2%	*	*	2%	2%	4%	0%	-	*	-	-
	Male	24%	21%	<b>5%</b>	*	5%	*	-	-	-	-	5%	*	*	5%	4%	5%	-	-	-	-	-
	Female	28%	25%	<b>11%</b>	*	11%	*	-	*	-	*	12%	*	*	12%	0%	-	11%	-	*	-	-
Mathematics	All	30%	24%	<b>14%</b>	*	13%	*	-	*	-	*	15%	0%	*	15%	9%	12%	16%	-	*	-	-
	Students																					
	CWD	13%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	26%	<b>15%</b>	*	14%	*	-	*	-	*	16%	0%	-	15%	10%	13%	16%	-	*	-	-
	EL	19%	13%	<b>9%</b>	-	9%	-	-	-	-	-	10%	*	*	10%	9%	12%	5%	-	*	-	-
	Male	29%	24%	<b>12%</b>	*	13%	*	-	-	-	-	14%	*	*	13%	12%	12%	-	-	-	-	-
	Female	30%	24%	<b>16%</b>	*	14%	*	-	*	-	*	17%	*	*	16%	5%	-	16%	-	*	-	-
Science	All	16%	13%	<b>8%</b>	*	8%	*	-	*	-	*	9%	0%	*	9%	0%	2%	13%	-	*	-	-
	Students																					
	CWD	9%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>9%</b>	*	8%	*	-	*	-	*	9%	0%	-	9%	0%	3%	14%	-	*	-	-
	EL	7%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	18%	14%	<b>2%</b>	*	3%	*	-	-	-	-	3%	*	*	3%	0%	2%	-	-	-	-	-
	Female	15%	12%	<b>13%</b>	*	14%	*	-	*	-	*	14%	*	*	14%	0%	-	13%	-	*	-	-
Grade 6																						
Reading	All	18%	17%	<b>8%</b>	*	7%	*	*	-	-	*	7%	*	*	8%	0%	0%	13%	-	*	-	-
	Students																					
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	20%	19%	<b>8%</b>	*	8%	*	*	-	-	*	7%	*	-	8%	0%	0%	14%	-	*	-	-
	EL	4%	5%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	15%	13%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	-	-	-	-	-
	Female	22%	22%	<b>13%</b>	-	13%	*	*	-	-	*	12%	*	*	14%	0%	-	13%	-	*	-	-
Mathematics	All	18%	21%	<b>3%</b>	*	2%	*	*	-	-	*	3%	*	*	3%	0%	0%	5%	-	*	-	-
	Students																					
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	22%	<b>3%</b>	*	2%	*	*	-	-	*	4%	*	-	3%	0%	0%	6%	-	*	-	-
	EL	6%	9%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	21%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	-	-	-	-	-
	Female	17%	21%	<b>5%</b>	-	3%	*	*	-	-	*	6%	*	*	6%	0%	-	5%	-	*	-	-

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

				African	American	Pacific	Two	Non											Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Econ	Disadv	Non	Econ	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
All Grades	All Subjects	All	77%	72%	<b>64%</b>	24%	66%	66%	*	*	-	55%	64%	67%	37%	66%	61%	62%	66%	-	55%	-	-	
	Students																							
		CWD	45%	38%	<b>37%</b>	*	36%	*	-	-	-	*	35%	*	37%	-	29%	37%	36%	-	-	-	-	
		CWOD	80%	76%	<b>66%</b>	28%	68%	68%	*	*	-	56%	66%	71%	-	66%	63%	65%	67%	-	55%	-	-	
		EL	60%	59%	<b>61%</b>	-	61%	*	-	-	-	-	61%	50%	29%	63%	61%	60%	61%	-	*	-	-	
		Male	74%	69%	<b>62%</b>	*	65%	*	-	-	-	*	63%	61%	37%	65%	60%	62%	-	-	*	-	-	
		Female	79%	76%	<b>66%</b>	*	67%	68%	*	*	-	*	65%	72%	36%	67%	61%	-	66%	-	*	-	-	
Reading	All	All	73%	68%	<b>62%</b>	*	63%	72%	*	*	-	*	61%	67%	33%	64%	60%	58%	65%	-	*	-	-	
	Students																							
		CWD	39%	32%	<b>33%</b>	*	*	*	-	-	-	*	28%	*	33%	-	*	33%	*	-	-	-	-	
		CWOD	77%	72%	<b>64%</b>	*	65%	73%	*	*	-	*	63%	67%	-	64%	62%	61%	66%	-	*	-	-	
		EL	52%	51%	<b>60%</b>	-	60%	*	-	-	-	-	61%	46%	*	62%	60%	59%	61%	-	*	-	-	
		Male	69%	64%	<b>58%</b>	*	61%	*	-	-	-	*	57%	73%	33%	61%	59%	58%	-	-	*	-	-	
		Female	77%	73%	<b>65%</b>	*	64%	80%	*	*	-	*	65%	63%	*	66%	61%	-	65%	-	*	-	-	
Mathematics	All	All	80%	75%	<b>68%</b>	*	70%	56%	*	*	-	*	68%	64%	42%	70%	65%	66%	69%	-	*	-	-	
	Students																							
		CWD	52%	42%	<b>42%</b>	*	50%	*	-	-	-	*	45%	*	42%	-	*	42%	*	-	-	-	-	
		CWOD	83%	79%	<b>70%</b>	*	72%	60%	*	*	-	*	70%	71%	-	70%	68%	70%	70%	-	*	-	-	
		EL	70%	69%	<b>65%</b>	-	66%	*	-	-	-	-	67%	50%	*	68%	65%	64%	67%	-	*	-	-	
		Male	78%	73%	<b>66%</b>	*	69%	*	-	-	-	*	68%	50%	42%	70%	64%	66%	-	-	*	-	-	
		Female	82%	78%	<b>69%</b>	*	72%	53%	*	*	-	*	68%	75%	*	70%	67%	-	69%	-	*	-	-	
Science	All	All	79%	74%	<b>61%</b>	*	62%	*	-	*	-	*	59%	78%	*	64%	45%	62%	61%	-	*	-	-	
	Students																							
		CWD	48%	40%	<b>*</b>	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
		CWOD	82%	78%	<b>64%</b>	*	66%	*	-	*	-	*	62%	86%	-	64%	48%	66%	63%	-	*	-	-	
		EL	58%	57%	<b>45%</b>	-	45%	-	-	-	-	-	43%	*	*	48%	45%	50%	38%	-	*	-	-	
		Male	78%	72%	<b>62%</b>	*	63%	*	-	-	-	-	62%	*	*	66%	50%	62%	-	-	-	-	-	
		Female	80%	77%	<b>61%</b>	*	62%	*	-	*	-	*	57%	*	*	63%	38%	-	61%	-	*	-	-	

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

All Grades	All Subjects	All	47%	42%	<b>29%</b>	10%	29%	41%	*	*	-	18%	29%	23%	6%	30%	24%	23%	34%	-	0%	-	-	
	Students																							
		CWD	23%	19%	<b>6%</b>	*	3%	*	-	-	-	*	2%	*	6%	-	4%	3%	14%	-	-	-	-	
		CWOD	50%	45%	<b>30%</b>	12%	30%	44%	*	*	-	22%	31%	24%	-	30%	26%	25%	35%	-	0%	-	-	
		EL	26%	25%	<b>24%</b>	-	24%	*	-	-	-	-	25%	9%	4%	26%	24%	21%	28%	-	*	-	-	
		Male	45%	40%	<b>23%</b>	*	23%	*	-	-	-	*	24%	14%	3%	25%	21%	23%	-	-	*	-	-	
		Female	50%	45%	<b>34%</b>	*	34%	47%	*	*	-	*	35%	31%	14%	35%	28%	-	34%	-	*	-	-	
Reading	All	All	46%	41%	<b>25%</b>	*	25%	39%	*	*	-	*	25%	22%	0%	27%	22%	17%	32%	-	*	-	-	
	Students																							
		CWD	22%	18%	<b>0%</b>	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-	
		CWOD	48%	44%	<b>27%</b>	*	26%	47%	*	*	-	*	27%	25%	-	27%	23%	19%	33%	-	*	-	-	
		EL	21%	21%	<b>22%</b>	-	22%	*	-	-	-	-	22%	15%	*	23%	22%	16%	28%	-	*	-	-	

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>17%</b>	*	17%	*	-	-	-	*	17%	18%	0%	19%	16%	17%	-	-	*	-	-
	Female	50%	47%	<b>32%</b>	*	33%	47%	*	*	-	*	33%	25%	*	33%	28%	-	32%	-	*	-	-
Mathematics	All	48%	42%	<b>35%</b>	*	35%	44%	*	*	-	*	35%	29%	8%	37%	31%	30%	40%	-	*	-	-
	Students																					
	CWD	26%	21%	<b>8%</b>	*	6%	*	-	-	-	*	5%	*	8%	-	*	5%	*	-	-	-	-
	CWOD	51%	45%	<b>37%</b>	*	37%	47%	*	*	-	*	38%	29%	-	37%	33%	33%	41%	-	*	-	-
	EL	33%	31%	<b>31%</b>	-	31%	*	-	-	-	-	33%	7%	*	33%	31%	28%	35%	-	*	-	-
	Male	47%	41%	<b>30%</b>	*	31%	*	-	-	-	*	31%	17%	5%	33%	28%	30%	-	-	*	-	-
	Female	49%	44%	<b>40%</b>	*	40%	47%	*	*	-	*	40%	38%	*	41%	35%	-	40%	-	*	-	-
Science	All	49%	46%	<b>20%</b>	*	19%	*	-	*	-	*	22%	11%	*	21%	6%	17%	24%	-	*	-	-
	Students																					
	CWD	23%	18%	<b>*</b>	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>21%</b>	*	21%	*	-	*	-	*	23%	0%	-	21%	7%	18%	23%	-	*	-	-
	EL	21%	20%	<b>6%</b>	-	6%	-	-	-	-	-	7%	*	*	7%	6%	12%	0%	-	*	-	-
	Male	50%	45%	<b>17%</b>	*	18%	*	-	-	-	-	19%	*	*	18%	12%	17%	-	-	-	-	-
	Female	49%	46%	<b>24%</b>	*	22%	*	-	*	-	*	24%	*	*	23%	0%	-	24%	-	*	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>11%</b>	0%	11%	12%	*	*	-	18%	11%	11%	0%	12%	9%	9%	13%	-	0%	-	-
	Students																					
	CWD	8%	5%	<b>0%</b>	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	23%	20%	<b>12%</b>	0%	12%	15%	*	*	-	22%	12%	13%	-	12%	9%	10%	14%	-	0%	-	-
	EL	9%	8%	<b>9%</b>	-	9%	*	-	-	-	-	9%	6%	0%	9%	9%	8%	10%	-	*	-	-
	Male	20%	17%	<b>9%</b>	*	9%	*	-	-	-	*	8%	14%	0%	10%	8%	9%	-	-	*	-	-
	Female	22%	20%	<b>13%</b>	*	13%	15%	*	*	-	*	14%	8%	0%	14%	10%	-	13%	-	*	-	-
Reading	All	19%	16%	<b>9%</b>	*	9%	17%	*	*	-	*	9%	15%	0%	10%	7%	5%	13%	-	*	-	-
	Students																					
	CWD	7%	5%	<b>0%</b>	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	20%	18%	<b>10%</b>	*	10%	20%	*	*	-	*	10%	17%	-	10%	8%	6%	14%	-	*	-	-
	EL	7%	7%	<b>7%</b>	-	7%	*	-	-	-	-	7%	8%	*	8%	7%	4%	11%	-	*	-	-
	Male	16%	13%	<b>5%</b>	*	5%	*	-	-	-	*	4%	18%	0%	6%	4%	5%	-	-	*	-	-
	Female	22%	20%	<b>13%</b>	*	14%	20%	*	*	-	*	14%	13%	*	14%	11%	-	13%	-	*	-	-
Mathematics	All	23%	20%	<b>13%</b>	*	13%	6%	*	*	-	*	13%	11%	0%	14%	13%	13%	13%	-	*	-	-
	Students																					
	CWD	10%	5%	<b>0%</b>	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	21%	<b>14%</b>	*	14%	7%	*	*	-	*	14%	13%	-	14%	14%	15%	13%	-	*	-	-
	EL	13%	11%	<b>13%</b>	-	13%	*	-	-	-	-	13%	7%	*	14%	13%	13%	12%	-	*	-	-
	Male	23%	19%	<b>13%</b>	*	14%	*	-	-	-	*	13%	17%	0%	15%	13%	13%	-	-	*	-	-
	Female	24%	20%	<b>13%</b>	*	13%	7%	*	*	-	*	14%	6%	*	13%	12%	-	13%	-	*	-	-
Science	All	22%	20%	<b>8%</b>	*	8%	*	-	*	-	*	9%	0%	*	9%	0%	2%	13%	-	*	-	-
	Students																					
	CWD	7%	4%	<b>*</b>	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	9%	*	8%	*	-	*	-	*	9%	0%	-	9%	0%	3%	14%	-	*	-	-
EL	5%	5%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-	*	-	-
Male	23%	20%	2%	*	3%	*	-	-	-	3%	*	*	3%	0%	2%	-	-	-	-	-	-
Female	21%	20%	13%	*	14%	*	-	*	-	14%	*	*	14%	0%	-	13%	-	*	-	-	-

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	61	66	88	*	*	-	*	68	50	72
CWD	50	*	*	*	-	-	-	-	45	50	*
CWOD	69	69	68	86	*	*	-	*	69	-	73
EL	72	-	73	*	-	-	-	-	72	*	72
Male	65	*	65	*	-	-	-	-	65	56	72
Female	71	*	68	85	*	*	-	*	70	*	73
<b>Mathematics</b>											
All Students	67	70	67	69	*	*	-	*	68	58	65
CWD	58	*	57	*	-	-	-	-	57	58	*
CWOD	68	67	67	73	*	*	-	*	69	-	67
EL	65	-	65	*	-	-	-	-	67	*	65
Male	64	*	64	*	-	-	-	-	64	46	60
Female	71	*	69	70	*	*	-	*	72	*	70

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
333	53	16%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	35	*	35	40	*	*	-	*	35	*	31	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

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

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation



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

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

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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students	Students
		students	American			Alaska		Islander	More		with	with	with
						Native			Races		Disabilities	Disabilities	Disabilities
													(Section
													504)
<b>Students Without Disabilities</b>													
In-School Suspensions	Male	9	*	5	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	11	*	7	*	*	*	*	*	*			
Out-of-School Suspensions	Male	11	*	7	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	15	*	9	*	*	*	*	*	6			
Expulsions													
With Educational Services	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Without Educational Services	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	52	5	38	5	*	*	*	*	20	8	*
	Female	53	5	41	5	*	*	*	*	20	*	*
	Total	105	10	79	10	*	*	*	*	40	10	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	62	*	53	5	*	*	*	*	41	5
	Female	63	*	59	*	*	*	*	*	47	*
	Total	125	*	112	7	*	*	*	*	88	7
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.8	19.9%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.3	0.7%

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 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
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

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

'-' Indicates zero observations reported for this group.

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

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

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.



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

**Campus Name:** BLANTON EL

**Campus ID:** 220901102

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>73%</b>	67%	71%	*	*	-	-	*	70%	91%	*	73%	71%	69%	76%	-	*	*	-
	Students																					
	CWD	51%	46%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>73%</b>	63%	72%	*	-	-	-	*	70%	91%	-	73%	72%	68%	78%	-	*	*	-
	EL	70%	69%	<b>71%</b>	*	70%	-	-	-	-	-	71%	*	*	72%	71%	76%	68%	-	-	-	-
	Male	74%	68%	<b>69%</b>	*	69%	*	*	-	-	*	67%	83%	*	68%	76%	69%	-	-	-	*	-
	Female	79%	73%	<b>76%</b>	*	73%	*	-	-	-	*	73%	100%	*	78%	68%	-	76%	-	*	-	-
Mathematics	All	77%	71%	<b>71%</b>	56%	74%	*	*	-	-	*	67%	100%	*	73%	76%	71%	71%	-	*	*	-
	Students																					
	CWD	52%	43%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	80%	73%	<b>73%</b>	*	75%	*	-	-	-	*	68%	100%	-	73%	77%	74%	72%	-	*	*	-
	EL	74%	73%	<b>76%</b>	*	75%	-	-	-	-	-	74%	*	*	77%	76%	94%	64%	-	-	-	-
	Male	77%	70%	<b>71%</b>	*	78%	*	*	-	-	*	67%	100%	*	74%	94%	71%	-	-	-	*	-
	Female	78%	71%	<b>71%</b>	*	70%	*	-	-	-	*	67%	100%	*	72%	64%	-	71%	-	*	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>56%</b>	100%	50%	*	-	-	-	*	56%	58%	*	56%	40%	54%	59%	-	-	-	-
	Students																					
	CWD	46%	47%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>56%</b>	100%	48%	*	-	-	-	*	56%	60%	-	56%	37%	53%	59%	-	-	-	-
	EL	60%	56%	<b>40%</b>	*	37%	-	-	-	-	-	38%	*	*	37%	40%	42%	38%	-	-	-	-
	Male	70%	64%	<b>54%</b>	*	52%	*	-	-	-	*	55%	*	*	53%	42%	54%	-	-	-	-	-
	Female	75%	70%	<b>59%</b>	100%	48%	*	-	-	-	-	57%	*	*	59%	38%	-	59%	-	-	-	-
Mathematics	All	77%	74%	<b>76%</b>	86%	74%	83%	-	-	-	*	76%	75%	75%	76%	69%	76%	76%	-	-	-	-
	Students																					
	CWD	49%	49%	<b>75%</b>	-	83%	*	-	-	-	*	83%	*	75%	-	*	83%	*	-	-	-	-
	CWOD	81%	76%	<b>76%</b>	86%	73%	100%	-	-	-	*	75%	80%	-	76%	67%	75%	77%	-	-	-	-
	EL	72%	72%	<b>69%</b>	*	67%	-	-	-	-	-	67%	83%	*	67%	69%	75%	63%	-	-	-	-
	Male	77%	72%	<b>76%</b>	*	77%	*	-	-	-	*	80%	63%	83%	75%	75%	76%	-	-	-	-	-
	Female	78%	76%	<b>76%</b>	83%	71%	*	-	-	-	-	73%	*	*	77%	63%	-	76%	-	-	-	-
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>73%</b>	83%	71%	*	-	*	-	*	73%	73%	63%	74%	56%	71%	75%	-	-	*	-
	Students																					
	CWD	54%	47%	<b>63%</b>	-	*	-	-	-	-	*	63%	-	63%	-	*	71%	*	-	-	-	-

						African		American		Pacific		Two or Non Econ		Econ		Non Econ				Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>74%</b>	83%	72%	*	-	*	-	*	74%	73%	-	74%	55%	71%	77%	-	-	*	-	
	EL	73%	70%	<b>56%</b>	-	54%	*	-	*	-	-	54%	*	*	55%	56%	59%	53%	-	-	-	-	
	Male	81%	77%	<b>71%</b>	*	67%	*	-	*	-	*	70%	78%	71%	71%	59%	71%	-	-	-	*	-	
	Female	86%	82%	<b>75%</b>	*	75%	-	-	*	-	-	76%	*	*	77%	53%	-	75%	-	-	-	-	
Mathematics	All	90%	85%	<b>82%</b>	100%	80%	*	-	*	-	*	82%	80%	63%	84%	77%	85%	77%	-	-	*	-	
	Students																						
	CWOD	70%	56%	<b>63%</b>	-	*	-	-	-	-	*	63%	-	63%	-	*	71%	*	-	-	-	-	
	CWOD	92%	89%	<b>84%</b>	100%	82%	*	-	*	-	*	84%	80%	-	84%	79%	88%	79%	-	-	*	-	
	EL	86%	81%	<b>77%</b>	-	78%	*	-	*	-	-	80%	*	*	79%	77%	86%	65%	-	-	-	-	
	Male	89%	84%	<b>85%</b>	*	84%	*	-	*	-	*	85%	89%	71%	88%	86%	85%	-	-	-	*	-	
	Female	91%	86%	<b>77%</b>	*	75%	-	-	*	-	-	79%	*	*	79%	65%	-	77%	-	-	-	-	
Science	All	75%	69%	<b>66%</b>	*	65%	*	-	*	-	*	64%	73%	63%	66%	51%	69%	61%	-	-	*	-	
	Students																						
	CWOD	48%	38%	<b>63%</b>	-	*	-	-	-	-	*	63%	-	63%	-	*	71%	*	-	-	-	-	
	CWOD	78%	72%	<b>66%</b>	*	65%	*	-	*	-	*	64%	73%	-	66%	48%	69%	63%	-	-	*	-	
	EL	62%	57%	<b>51%</b>	-	51%	*	-	*	-	-	51%	*	*	48%	51%	59%	41%	-	-	-	-	
	Male	76%	69%	<b>69%</b>	*	67%	*	-	*	-	*	67%	78%	71%	69%	59%	69%	-	-	-	*	-	
	Female	75%	69%	<b>61%</b>	*	63%	-	-	*	-	-	61%	*	*	63%	41%	-	61%	-	-	-	-	
Grade 6	All	68%	67%	<b>63%</b>	56%	63%	*	*	*	-	-	64%	55%	*	64%	33%	62%	63%	-	*	-	-	
	Reading																						
	Students																						
	CWOD	35%	33%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>64%</b>	56%	64%	*	*	*	-	-	66%	55%	-	64%	34%	64%	65%	-	*	-	-	
	EL	42%	46%	<b>33%</b>	*	31%	-	-	*	-	-	33%	*	*	34%	33%	40%	*	-	*	-	-	
	Male	63%	61%	<b>62%</b>	*	64%	*	*	*	-	-	67%	*	*	64%	40%	62%	-	-	*	-	-	
	Female	72%	73%	<b>63%</b>	*	63%	*	-	*	-	-	61%	*	*	65%	*	-	63%	-	*	-	-	
Mathematics	All	76%	76%	<b>73%</b>	56%	73%	*	*	*	-	-	76%	55%	*	75%	61%	76%	70%	-	71%	-	-	
	Students																						
	CWOD	50%	46%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-	
	CWOD	79%	80%	<b>75%</b>	56%	75%	*	*	*	-	-	78%	55%	-	75%	63%	80%	71%	-	83%	-	-	
	EL	61%	67%	<b>61%</b>	*	59%	-	-	*	-	-	63%	*	*	63%	61%	69%	53%	-	*	-	-	
	Male	76%	76%	<b>76%</b>	*	78%	*	*	*	-	-	80%	*	*	80%	69%	76%	-	-	*	-	-	
	Female	77%	77%	<b>70%</b>	*	68%	*	-	*	-	-	71%	*	*	71%	53%	-	70%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3																							
	All	43%	35%	<b>26%</b>	56%	25%	*	*	-	-	*	26%	27%	*	26%	22%	24%	29%	-	*	*	-	
	Reading																						
	Students																						
	CWOD	28%	21%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>26%</b>	50%	25%	*	-	-	-	*	25%	27%	-	26%	23%	24%	28%	-	*	*	-	
	EL	32%	32%	<b>22%</b>	*	20%	-	-	-	-	-	24%	*	*	23%	22%	18%	25%	-	-	-	-	
	Male	40%	33%	<b>24%</b>	*	22%	*	*	-	-	*	22%	33%	*	24%	18%	24%	-	-	-	*	-	
	Female	45%	37%	<b>29%</b>	*	27%	*	-	-	-	*	30%	20%	*	28%	25%	-	29%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>29%</b>	22%	29%	*	*	-	-	*	26%	45%	*	28%	31%	24%	34%	-	*	*	-	
	Students																						
	CWD	30%	23%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>28%</b>	*	28%	*	-	-	-	*	25%	45%	-	28%	30%	24%	33%	-	*	*	-	
	EL	39%	38%	<b>31%</b>	*	30%	-	-	-	-	-	33%	*	*	30%	31%	29%	32%	-	-	-	-	
	Male	47%	38%	<b>24%</b>	*	28%	*	*	-	-	*	19%	50%	*	24%	29%	24%	-	-	-	*	-	
	Female	45%	35%	<b>34%</b>	*	30%	*	-	-	-	*	33%	40%	*	33%	32%	-	34%	-	*	-	-	
Grade 4	All	45%	40%	<b>38%</b>	86%	32%	*	-	-	-	*	35%	58%	*	37%	21%	32%	44%	-	-	-	-	
	Students																						
	CWD	28%	30%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>37%</b>	86%	29%	*	-	-	-	*	33%	60%	-	37%	16%	28%	44%	-	-	-	-	
	EL	29%	28%	<b>21%</b>	*	20%	-	-	-	-	-	17%	*	*	16%	21%	21%	21%	-	-	-	-	
	Male	43%	39%	<b>32%</b>	*	32%	*	-	-	-	*	28%	*	*	28%	21%	32%	-	-	-	-	-	
	Female	47%	42%	<b>44%</b>	83%	32%	*	-	-	-	-	41%	*	*	44%	21%	-	44%	-	-	-	-	
Mathematics	All	48%	40%	<b>51%</b>	71%	50%	33%	-	-	-	*	48%	67%	75%	48%	44%	53%	49%	-	-	-	-	
	Students																						
	CWD	29%	30%	<b>75%</b>	-	83%	*	-	-	-	*	83%	*	75%	-	*	83%	*	-	-	-	-	-
	CWOD	50%	42%	<b>48%</b>	71%	46%	40%	-	-	-	*	44%	70%	-	48%	40%	47%	49%	-	-	-	-	
	EL	38%	35%	<b>44%</b>	*	43%	-	-	-	-	-	40%	67%	*	40%	44%	54%	33%	-	-	-	-	
	Male	48%	41%	<b>53%</b>	*	55%	*	-	-	-	*	50%	63%	83%	47%	54%	53%	-	-	-	-	-	
	Female	47%	40%	<b>49%</b>	67%	45%	*	-	-	-	-	46%	*	*	49%	33%	-	49%	-	-	-	-	
Grade 5	All	53%	49%	<b>43%</b>	50%	41%	*	-	*	-	*	43%	47%	50%	43%	33%	47%	39%	-	-	*	-	
	Students																						
	CWD	30%	25%	<b>50%</b>	-	*	-	-	-	-	*	50%	-	50%	-	*	57%	*	-	-	-	-	
	CWOD	56%	51%	<b>43%</b>	50%	40%	*	-	*	-	*	42%	47%	-	43%	27%	46%	40%	-	-	*	-	
	EL	35%	30%	<b>33%</b>	-	32%	*	-	*	-	-	31%	*	*	27%	33%	36%	29%	-	-	-	-	
	Male	50%	46%	<b>47%</b>	*	44%	*	-	*	-	*	46%	56%	57%	46%	36%	47%	-	-	-	*	-	
	Female	56%	51%	<b>39%</b>	*	38%	-	-	*	-	-	39%	*	*	40%	29%	-	39%	-	-	-	-	
Mathematics	All	57%	50%	<b>56%</b>	83%	54%	*	-	*	-	*	61%	27%	63%	55%	46%	58%	52%	-	-	*	-	
	Students																						
	CWD	34%	24%	<b>63%</b>	-	*	-	-	-	-	*	63%	-	63%	-	*	71%	*	-	-	-	-	
	CWOD	60%	52%	<b>55%</b>	83%	54%	*	-	*	-	*	61%	27%	-	55%	42%	56%	53%	-	-	*	-	
	EL	46%	39%	<b>46%</b>	-	46%	*	-	*	-	-	51%	*	*	42%	46%	50%	41%	-	-	-	-	
	Male	57%	49%	<b>58%</b>	*	58%	*	-	*	-	*	65%	22%	71%	56%	50%	58%	-	-	-	*	-	
	Female	58%	50%	<b>52%</b>	*	50%	-	-	*	-	-	55%	*	*	53%	41%	-	52%	-	-	-	-	
Science	All	40%	34%	<b>24%</b>	*	21%	*	-	*	-	*	26%	13%	50%	22%	18%	29%	18%	-	-	*	-	
	Students																						
	CWD	25%	18%	<b>50%</b>	-	*	-	-	-	-	*	50%	-	50%	-	*	57%	*	-	-	-	-	
	CWOD	42%	35%	<b>22%</b>	*	19%	*	-	*	-	*	24%	13%	-	22%	12%	25%	19%	-	-	*	-	
	EL	24%	18%	<b>18%</b>	-	16%	*	-	*	-	-	20%	*	*	12%	18%	23%	12%	-	-	-	-	
	Male	42%	35%	<b>29%</b>	*	24%	*	-	*	-	*	33%	11%	57%	25%	23%	29%	-	-	-	*	-	
	Female	38%	32%	<b>18%</b>	*	18%	-	-	*	-	-	18%	*	*	19%	12%	-	18%	-	-	-	-	

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>Grade 6</b>																							
Reading	All	38%	37%	<b>26%</b>	22%	26%	*	*	*	-	-	25%	27%	*	26%	7%	31%	20%	-	*	-	-	
	Students																						
	CWD	22%	22%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>26%</b>	22%	27%	*	*	*	-	-	26%	27%	-	26%	7%	32%	20%	-	*	-	-	-
	EL	14%	15%	<b>7%</b>	*	4%	-	-	*	-	-	7%	*	*	7%	7%	13%	*	-	*	-	-	-
	Male	34%	32%	<b>31%</b>	*	33%	*	*	*	-	-	33%	*	*	32%	13%	31%	-	-	*	-	-	-
	Female	42%	42%	<b>20%</b>	*	19%	*	-	*	-	-	17%	*	*	20%	*	-	20%	-	*	-	-	-
Mathematics	All	43%	46%	<b>27%</b>	33%	24%	*	*	*	-	-	29%	9%	*	28%	21%	26%	28%	-	14%	-	-	
	Students																						
	CWD	23%	27%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-	-
	CWOD	46%	48%	<b>28%</b>	33%	25%	*	*	*	-	-	31%	9%	-	28%	23%	27%	29%	-	17%	-	-	-
	EL	24%	31%	<b>21%</b>	*	14%	-	-	*	-	-	23%	*	*	23%	21%	25%	18%	-	*	-	-	-
	Male	44%	46%	<b>26%</b>	*	24%	*	*	*	-	-	30%	*	*	27%	25%	26%	-	-	*	-	-	-
	Female	42%	46%	<b>28%</b>	*	24%	*	-	*	-	-	29%	*	*	29%	18%	-	28%	-	*	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All	24%	19%	<b>15%</b>	56%	11%	*	*	-	-	*	14%	18%	*	15%	11%	14%	16%	-	*	*	-	
	Students																						
	CWD	9%	7%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	26%	20%	<b>15%</b>	50%	11%	*	-	-	-	*	14%	18%	-	15%	12%	13%	17%	-	*	*	-	-
	EL	15%	16%	<b>11%</b>	*	9%	-	-	-	-	-	12%	*	*	12%	11%	6%	14%	-	-	-	-	-
	Male	22%	17%	<b>14%</b>	*	9%	*	*	-	-	*	14%	17%	*	13%	6%	14%	-	-	-	*	-	-
	Female	26%	20%	<b>16%</b>	*	12%	*	-	-	-	*	15%	20%	*	17%	14%	-	16%	-	*	-	-	-
Mathematics	All	22%	15%	<b>4%</b>	22%	2%	*	*	-	-	*	3%	9%	*	3%	2%	0%	8%	-	*	*	-	
	Students																						
	CWD	12%	5%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	16%	<b>3%</b>	*	0%	*	-	-	-	*	2%	9%	-	3%	2%	0%	6%	-	*	*	-	-
	EL	17%	16%	<b>2%</b>	*	0%	-	-	-	-	-	2%	*	*	2%	2%	0%	4%	-	-	-	-	-
	Male	23%	17%	<b>0%</b>	*	0%	*	*	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	*	-	-
	Female	21%	14%	<b>8%</b>	*	3%	*	-	-	-	*	6%	20%	*	6%	4%	-	8%	-	*	-	-	-
<b>Grade 4</b>																							
Reading	All	23%	19%	<b>18%</b>	57%	15%	*	-	-	-	*	15%	33%	*	20%	10%	11%	24%	-	-	-	-	
	Students																						
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>20%</b>	57%	16%	*	-	-	-	*	16%	40%	-	20%	12%	13%	26%	-	-	-	-	-
	EL	12%	11%	<b>10%</b>	*	11%	-	-	-	-	-	5%	*	*	12%	10%	8%	13%	-	-	-	-	-
	Male	22%	18%	<b>11%</b>	*	10%	*	-	-	-	*	3%	*	*	13%	8%	11%	-	-	-	-	-	-
	Female	25%	21%	<b>24%</b>	50%	19%	*	-	-	-	-	24%	*	*	26%	13%	-	24%	-	-	-	-	-
Mathematics	All	26%	20%	<b>27%</b>	29%	26%	33%	-	-	-	*	24%	42%	38%	25%	21%	18%	34%	-	-	-	-	
	Students																						
	CWD	11%	10%	<b>38%</b>	-	33%	*	-	-	-	*	33%	*	38%	-	*	50%	*	-	-	-	-	

		African American			Hispanic			White			Two or More Races			Economic Disadv			Non-Economic Disadv			CWDCWOD			EL			Male			Female			Migrant			Homeless			Foster Care			Military		
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military																								
	CWOD	28%	21%	<b>25%</b>	29%	25%	40%	-	-	-	*	23%	40%	-	25%	21%	13%	36%	-	-	-	-																					
	EL	18%	14%	<b>21%</b>	*	22%	-	-	-	-	*	19%	33%	*	21%	21%	17%	25%	-	-	-	-																					
	Male	27%	21%	<b>18%</b>	*	19%	-	-	-	-	*	17%	25%	50%	13%	17%	18%	-	-	-	-																						
	Female	25%	19%	<b>34%</b>	33%	32%	*	-	-	-	-	30%	*	*	36%	25%	-	34%	-	-	-	-																					
Grade 5	Reading	All	26%	23%	<b>18%</b>	17%	18%	*	-	*	-	*	18%	20%	0%	20%	3%	16%	20%	-	-	*	-																				
		Students																																									
		CWD	9%	7%	<b>0%</b>	-	*	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-																					
		CWOD	27%	24%	<b>20%</b>	17%	19%	*	-	*	-	*	20%	20%	-	20%	3%	19%	21%	-	-	*	-																				
		EL	12%	8%	<b>3%</b>	-	3%	*	-	*	-	-	3%	*	*	3%	3%	5%	0%	-	-	-	-																				
		Male	24%	21%	<b>16%</b>	*	13%	*	-	*	-	*	15%	22%	0%	19%	5%	16%	-	-	-	*	-																				
		Female	28%	25%	<b>20%</b>	*	23%	-	-	*	-	-	21%	*	*	21%	0%	-	20%	-	-	-	-																				
	Mathematics	All	30%	24%	<b>29%</b>	67%	26%	*	-	*	-	*	31%	20%	25%	30%	15%	27%	32%	-	-	*	-																				
		Students																																									
		CWD	13%	7%	<b>25%</b>	-	*	-	-	-	*	25%	-	25%	-	*	29%	*	-	-	-	-	-																				
		CWOD	31%	26%	<b>30%</b>	67%	27%	*	-	*	-	*	32%	20%	-	30%	15%	27%	33%	-	-	*	-																				
		EL	19%	13%	<b>15%</b>	-	14%	*	-	*	-	-	17%	*	*	15%	15%	9%	24%	-	-	-	-																				
		Male	29%	24%	<b>27%</b>	*	22%	*	-	*	-	*	28%	22%	29%	27%	9%	27%	-	-	-	*	-																				
		Female	30%	24%	<b>32%</b>	*	30%	-	-	*	-	-	34%	*	*	33%	24%	-	32%	-	-	-	-																				
	Science	All	16%	13%	<b>5%</b>	*	2%	*	-	*	-	*	6%	0%	0%	5%	0%	7%	2%	-	-	*	-																				
		Students																																									
		CWD	9%	5%	<b>0%</b>	-	*	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-	-																				
		CWOD	17%	14%	<b>5%</b>	*	3%	*	-	*	-	*	7%	0%	-	5%	0%	8%	2%	-	-	*	-																				
		EL	7%	4%	<b>0%</b>	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-																				
		Male	18%	14%	<b>7%</b>	*	2%	*	-	*	-	*	9%	0%	0%	8%	0%	7%	-	-	-	*	-																				
		Female	15%	12%	<b>2%</b>	*	3%	-	-	*	-	-	3%	*	*	2%	0%	-	2%	-	-	-	-																				
Grade 6	Reading	All	18%	17%	<b>12%</b>	11%	12%	*	*	*	-	-	11%	18%	*	12%	0%	9%	15%	-	*	-	-																				
		Students																																									
		CWD	8%	6%	<b>*</b>	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-																				
		CWOD	20%	19%	<b>12%</b>	11%	12%	*	*	*	-	-	11%	18%	-	12%	0%	9%	15%	-	*	-	-																				
		EL	4%	5%	<b>0%</b>	*	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	*	-	-																				
		Male	15%	13%	<b>9%</b>	*	11%	*	*	*	-	-	10%	*	*	9%	0%	9%	-	-	*	-	-																				
		Female	22%	22%	<b>15%</b>	*	13%	*	-	*	-	-	11%	*	*	15%	*	-	15%	-	*	-	-																				
	Mathematics	All	18%	21%	<b>9%</b>	0%	8%	*	*	*	-	-	10%	0%	*	9%	6%	11%	7%	-	0%	-	-																				
		Students																																									
		CWD	9%	7%	<b>*</b>	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-																				
		CWOD	19%	22%	<b>9%</b>	0%	9%	*	*	*	-	-	11%	0%	-	9%	7%	11%	7%	-	0%	-	-																				
		EL	6%	9%	<b>6%</b>	*	0%	-	-	*	-	-	7%	*	*	7%	6%	6%	6%	-	*	-	-																				
		Male	18%	21%	<b>11%</b>	*	11%	*	*	*	-	-	13%	*	*	11%	6%	11%	-	-	*	-	-																				
		Female	17%	21%	<b>7%</b>	*	6%	*	-	*	-	-	8%	*	*	7%	6%	-	7%	-	*	-	-																				

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

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>70%</b>	72%	69%	74%	*	83%	-	89%	70%	73%	58%	71%	60%	71%	70%	-	67%	71%	-
	Students	CWD	45%	38%	<b>58%</b>	*	58%	*	*	-	-	*	58%	*	58%	-	61%	65%	36%	-	*	-	-
		CWOD	80%	76%	<b>71%</b>	71%	70%	82%	*	83%	-	87%	71%	74%	-	71%	60%	72%	71%	-	71%	71%	-
		EL	60%	59%	<b>60%</b>	80%	59%	*	-	86%	-	-	60%	61%	61%	60%	60%	66%	54%	-	*	-	-
		Male	74%	69%	<b>71%</b>	66%	71%	68%	*	*	-	87%	71%	70%	65%	72%	66%	71%	-	-	*	71%	-
		Female	79%	76%	<b>70%</b>	79%	68%	81%	-	86%	-	*	69%	78%	36%	71%	54%	-	70%	-	67%	-	-
Reading	All	All	73%	68%	<b>66%</b>	74%	64%	71%	*	*	-	88%	66%	69%	57%	67%	51%	65%	68%	-	71%	*	-
	Students	CWD	39%	32%	<b>57%</b>	*	56%	*	*	-	-	*	57%	*	57%	-	57%	65%	*	-	-	-	-
		CWOD	77%	72%	<b>67%</b>	73%	65%	80%	*	*	-	86%	67%	70%	-	67%	51%	65%	70%	-	71%	*	-
		EL	52%	51%	<b>51%</b>	*	50%	*	-	*	-	-	51%	56%	57%	51%	51%	54%	49%	-	*	-	-
		Male	69%	64%	<b>65%</b>	63%	63%	67%	*	*	-	83%	65%	62%	65%	65%	54%	65%	-	-	*	*	-
		Female	77%	73%	<b>68%</b>	87%	65%	75%	-	*	-	*	67%	80%	*	70%	49%	-	68%	-	*	-	-
Mathematics	All	All	80%	75%	<b>76%</b>	71%	76%	76%	*	100%	-	89%	76%	78%	58%	77%	71%	78%	73%	-	63%	*	-
	Students	CWD	52%	42%	<b>58%</b>	*	60%	*	*	-	-	*	58%	*	58%	-	63%	63%	*	-	*	-	-
		CWOD	83%	79%	<b>77%</b>	70%	77%	87%	*	100%	-	86%	77%	79%	-	77%	72%	80%	75%	-	71%	*	-
		EL	70%	69%	<b>71%</b>	*	71%	*	-	*	-	-	71%	69%	63%	72%	71%	81%	62%	-	*	-	-
		Male	78%	73%	<b>78%</b>	63%	80%	67%	*	*	-	86%	78%	76%	63%	80%	81%	78%	-	-	*	*	-
		Female	82%	78%	<b>73%</b>	80%	71%	88%	-	*	-	*	73%	80%	*	75%	62%	-	73%	-	*	-	-
Science	All	All	79%	74%	<b>66%</b>	*	65%	*	-	*	-	*	64%	73%	63%	66%	51%	69%	61%	-	-	*	-
	Students	CWD	48%	40%	<b>63%</b>	-	*	-	-	-	-	*	63%	-	63%	-	*	71%	*	-	-	-	-
		CWOD	82%	78%	<b>66%</b>	*	65%	*	-	*	-	*	64%	73%	-	66%	48%	69%	63%	-	-	*	-
		EL	58%	57%	<b>51%</b>	-	51%	*	-	*	-	-	51%	*	*	48%	51%	59%	41%	-	-	-	-
		Male	78%	72%	<b>69%</b>	*	67%	*	-	*	-	*	67%	78%	71%	69%	59%	69%	-	-	-	*	-
		Female	80%	77%	<b>61%</b>	*	63%	-	-	*	-	-	61%	*	*	63%	41%	-	61%	-	-	-	-

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

All Grades	All Subjects	All	47%	42%	<b>36%</b>	49%	34%	34%	*	58%	-	47%	36%	35%	47%	35%	28%	37%	35%	-	13%	43%	-
	Students	CWD	23%	19%	<b>47%</b>	*	51%	*	*	-	-	*	47%	*	47%	-	53%	53%	29%	-	*	-	-
		CWOD	50%	45%	<b>35%</b>	48%	33%	38%	*	58%	-	40%	35%	35%	-	35%	25%	35%	35%	-	14%	43%	-
		EL	26%	25%	<b>28%</b>	50%	26%	*	-	86%	-	-	28%	25%	53%	25%	28%	31%	25%	-	*	-	-
		Male	45%	40%	<b>37%</b>	43%	36%	23%	*	*	-	53%	37%	34%	53%	35%	31%	37%	-	-	*	43%	-
		Female	50%	45%	<b>35%</b>	55%	32%	50%	-	57%	-	*	34%	37%	29%	35%	25%	-	35%	-	17%	-	-
Reading	All	All	46%	41%	<b>34%</b>	52%	32%	35%	*	*	-	25%	33%	41%	43%	33%	22%	35%	33%	-	14%	*	-
	Students	CWD	22%	18%	<b>43%</b>	*	50%	*	*	-	-	*	43%	*	43%	-	50%	47%	*	-	-	-	-
		CWOD	48%	44%	<b>33%</b>	50%	31%	40%	*	*	-	29%	32%	40%	-	33%	19%	33%	33%	-	14%	*	-
		EL	21%	21%	<b>22%</b>	*	20%	*	-	*	-	-	21%	31%	50%	19%	22%	23%	20%	-	*	-	-



				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>35%</b>	44%	34%	22%	*	*	-	33%	33%	41%	47%	33%	23%	35%	-	-	*	*	-	
	Female	50%	47%	<b>33%</b>	60%	29%	50%	-	*	-	*	32%	40%	*	33%	20%	-	33%	-	*	-	-	
Mathematics	All	48%	42%	<b>41%</b>	48%	40%	35%	*	60%	-	56%	42%	37%	50%	40%	36%	41%	41%	-	13%	*	-	
	Students																						
	CWD	26%	21%	<b>50%</b>	*	55%	*	*	-	-	*	50%	*	50%	-	56%	58%	*	-	*	-	-	
	CWOD	51%	45%	<b>40%</b>	50%	39%	40%	*	60%	-	43%	41%	36%	-	40%	34%	39%	42%	-	14%	*	-	
	EL	33%	31%	<b>36%</b>	*	35%	*	-	*	-	-	38%	25%	56%	34%	36%	42%	31%	-	*	-	-	
	Male	47%	41%	<b>41%</b>	38%	42%	22%	*	*	-	57%	42%	34%	58%	39%	42%	41%	-	-	*	*	-	
	Female	49%	44%	<b>41%</b>	60%	38%	50%	-	*	-	*	41%	40%	*	42%	31%	-	41%	-	*	-	-	
Science	All	49%	46%	<b>24%</b>	*	21%	*	-	*	-	*	26%	13%	50%	22%	18%	29%	18%	-	-	*	-	
	Students																						
	CWD	23%	18%	<b>50%</b>	-	*	-	-	-	-	*	50%	-	50%	-	*	57%	*	-	-	-	-	
	CWOD	52%	49%	<b>22%</b>	*	19%	*	-	*	-	*	24%	13%	-	22%	12%	25%	19%	-	-	*	-	
	EL	21%	20%	<b>18%</b>	-	16%	*	-	*	-	-	20%	*	*	12%	18%	23%	12%	-	-	-	-	
	Male	50%	45%	<b>29%</b>	*	24%	*	-	*	-	*	33%	11%	57%	25%	23%	29%	-	-	-	*	-	
	Female	49%	46%	<b>18%</b>	*	18%	-	-	*	-	-	18%	*	*	19%	12%	-	18%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>15%</b>	29%	13%	18%	*	25%	-	21%	15%	18%	12%	15%	8%	13%	18%	-	7%	0%	-	
	Students																						
	CWD	8%	5%	<b>12%</b>	*	9%	*	*	-	-	*	11%	*	12%	-	6%	14%	7%	-	*	-	-	
	CWOD	23%	20%	<b>15%</b>	29%	14%	21%	*	25%	-	13%	15%	17%	-	15%	8%	13%	18%	-	7%	0%	-	
	EL	9%	8%	<b>8%</b>	20%	7%	*	-	43%	-	-	8%	14%	6%	8%	8%	6%	10%	-	*	-	-	
	Male	20%	17%	<b>13%</b>	26%	11%	14%	*	*	-	27%	13%	15%	14%	13%	6%	13%	-	-	*	0%	-	
	Female	22%	20%	<b>18%</b>	33%	16%	25%	-	29%	-	*	17%	22%	7%	18%	10%	-	18%	-	8%	-	-	
Reading	All	19%	16%	<b>16%</b>	35%	14%	18%	*	*	-	13%	15%	22%	4%	17%	7%	13%	19%	-	14%	*	-	
	Students																						
	CWD	7%	5%	<b>4%</b>	*	0%	*	*	-	-	*	5%	*	4%	-	0%	6%	*	-	-	-	-	
	CWOD	20%	18%	<b>17%</b>	33%	15%	20%	*	*	-	14%	15%	23%	-	17%	7%	14%	20%	-	14%	*	-	
	EL	7%	7%	<b>7%</b>	*	7%	*	-	*	-	-	5%	19%	0%	7%	7%	5%	8%	-	*	-	-	
	Male	16%	13%	<b>13%</b>	31%	11%	11%	*	*	-	17%	11%	21%	6%	14%	5%	13%	-	-	*	*	-	
	Female	22%	20%	<b>19%</b>	40%	17%	25%	-	*	-	*	18%	25%	*	20%	8%	-	19%	-	*	-	-	
Mathematics	All	23%	20%	<b>18%</b>	26%	16%	18%	*	60%	-	22%	17%	18%	23%	17%	12%	15%	20%	-	0%	*	-	
	Students																						
	CWD	10%	5%	<b>23%</b>	*	20%	*	*	-	-	*	21%	*	23%	-	13%	26%	*	-	*	-	-	
	CWOD	25%	21%	<b>17%</b>	27%	16%	20%	*	60%	-	0%	17%	17%	-	17%	11%	14%	21%	-	0%	*	-	
	EL	13%	11%	<b>12%</b>	*	10%	*	-	*	-	-	11%	13%	13%	11%	12%	9%	14%	-	*	-	-	
	Male	23%	19%	<b>15%</b>	19%	14%	11%	*	*	-	29%	15%	14%	26%	14%	9%	15%	-	-	*	*	-	
	Female	24%	20%	<b>20%</b>	33%	18%	25%	-	*	-	*	20%	25%	*	21%	14%	-	20%	-	*	-	-	
Science	All	22%	20%	<b>5%</b>	*	2%	*	-	*	-	*	6%	0%	0%	5%	0%	7%	2%	-	-	*	-	
	Students																						
	CWD	7%	4%	<b>0%</b>	-	*	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	5%	*	3%	*	-	*	-	*	7%	0%	-	5%	0%	8%	2%	-	-	*	-
EL	5%	5%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
Male	23%	20%	7%	*	2%	*	-	*	-	*	9%	0%	0%	8%	0%	7%	-	-	-	*	-
Female	21%	20%	2%	*	3%	-	-	*	-	-	3%	*	*	2%	0%	-	2%	-	-	-	-

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

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	71	68	77	*	*	-	*	68	79	65
CWD	79	-	82	*	-	-	-	*	77	79	79
CWOD	67	71	67	73	*	*	-	*	67	-	63
EL	65	*	64	-	-	*	-	-	65	79	65
Male	63	*	66	79	*	*	-	*	64	81	61
Female	72	88	70	*	-	*	-	-	72	*	69
<b>Mathematics</b>											
All Students	74	76	75	73	*	*	-	*	74	75	75
CWD	75	-	75	*	-	-	-	*	72	75	71
CWOD	74	76	75	77	*	*	-	*	75	-	76
EL	75	*	74	-	-	*	-	-	75	71	75
Male	77	75	79	79	*	*	-	*	79	87	80
Female	70	77	70	*	-	*	-	-	70	*	70

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
301	39	13%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	50	39	42	*	*	-	*	40	39	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

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

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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	25	5	14	*	*	*	*	*	8		
	Female	*	*	*	*	*	*	*	*	*		
	Total	29	7	16	*	*	*	*	*	10		
<b>Out-of-School Suspensions</b>												
	Male	19	*	13	*	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	25	6	17	*	*	*	*	*	6		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	60	5	41	5	*	*	*	5	20	8	*
	Female	38	*	32	*	*	*	*	*	23	*	*
	Total	98	7	73	7	*	*	*	7	43	10	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	52	*	44	*	*	*	*	*	29	*
	Female	35	*	26	5	*	*	*	*	20	*
	Total	87	*	70	7	*	*	*	*	49	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage



of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	6.0	13.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.3	0.7%

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 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
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>17</b>	<b>2%</b>
Reading	43,730	1%	378	1%	<b>7</b>	<b>2%</b>
Mathematics	39,178	1%	351	1%	<b>7</b>	<b>2%</b>
Science	16,112	1%	136	1%	*	*

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

'-' Indicates zero observations reported for this group.

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

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

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** BOLES J H  
**Campus ID:** 220901051  
**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

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

**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 7</b>																						
Reading	All	73%	70%	<b>79%</b>	71%	73%	83%	*	88%	*	88%	70%	84%	61%	82%	57%	75%	83%	-	*	-	*
	Students																					
	CWD	37%	35%	<b>61%</b>	*	50%	63%	-	*	-	*	48%	74%	61%	-	*	68%	46%	-	-	-	-
	CWOD	77%	73%	<b>82%</b>	72%	77%	87%	*	87%	*	86%	75%	85%	-	82%	60%	77%	86%	-	*	-	*
	EL	44%	46%	<b>57%</b>	-	56%	*	-	*	-	-	58%	*	*	60%	57%	60%	55%	-	-	-	-
	Male	69%	65%	<b>75%</b>	66%	76%	76%	-	82%	*	*	70%	79%	68%	77%	60%	75%	-	-	*	-	*
	Female	79%	76%	<b>83%</b>	75%	70%	91%	*	100%	-	100%	70%	88%	46%	86%	55%	-	83%	-	-	-	*
	Mathematics	All	71%	70%	<b>82%</b>	69%	79%	88%	*	93%	*	88%	72%	88%	58%	86%	70%	78%	86%	-	*	-
Students																						
CWD	42%	32%	<b>58%</b>	*	54%	65%	-	*	-	*	50%	65%	58%	-	*	56%	62%	-	-	-	-	
CWOD	75%	74%	<b>86%</b>	74%	83%	92%	*	92%	*	86%	77%	91%	-	86%	80%	83%	89%	-	*	-	100%	
EL	52%	53%	<b>70%</b>	*	68%	*	-	*	-	-	75%	*	*	80%	70%	67%	73%	-	-	-	-	
Male	69%	66%	<b>78%</b>	63%	77%	83%	-	89%	*	*	72%	82%	56%	83%	67%	78%	-	-	*	-	*	
Female	73%	73%	<b>86%</b>	76%	80%	93%	*	100%	-	100%	72%	94%	62%	89%	73%	-	86%	-	-	-	*	
<b>Grade 8</b>																						
Reading	All	85%	82%	<b>90%</b>	82%	86%	94%	*	86%	-	100%	86%	92%	55%	94%	50%	88%	93%	-	*	-	83%
	Students																					
	CWD	49%	40%	<b>55%</b>	*	83%	64%	-	*	-	*	62%	50%	55%	-	*	58%	50%	-	-	-	-
	CWOD	88%	86%	<b>94%</b>	92%	87%	97%	*	92%	-	100%	90%	95%	-	94%	43%	92%	96%	-	*	-	83%
	EL	58%	59%	<b>50%</b>	*	42%	*	-	*	-	*	45%	*	*	43%	50%	*	*	-	-	-	-
	Male	82%	78%	<b>88%</b>	76%	86%	91%	-	86%	-	100%	85%	89%	58%	92%	*	88%	-	-	-	-	*
Female	88%	86%	<b>93%</b>	87%	86%	98%	*	86%	-	100%	87%	96%	50%	96%	*	-	93%	-	*	-	*	
Mathematics	All	85%	74%	<b>92%</b>	80%	94%	95%	-	*	-	100%	90%	93%	66%	96%	88%	89%	94%	-	-	-	*
	Students																					
	CWD	53%	37%	<b>66%</b>	*	71%	79%	-	*	-	*	64%	67%	66%	-	*	72%	55%	-	-	-	-
	CWOD	89%	79%	<b>96%</b>	90%	98%	98%	-	*	-	100%	96%	96%	-	96%	92%	93%	99%	-	-	-	*
	EL	73%	65%	<b>88%</b>	*	85%	*	-	-	-	*	83%	*	*	92%	88%	100%	78%	-	-	-	*
	Male	82%	72%	<b>89%</b>	71%	100%	90%	-	*	-	100%	88%	90%	72%	93%	100%	89%	-	-	-	-	*
Female	87%	77%	<b>94%</b>	88%	90%	100%	-	*	-	*	92%	96%	55%	99%	78%	-	94%	-	-	-	*	
Science	All	75%	70%	<b>85%</b>	69%	79%	92%	*	92%	-	91%	81%	87%	55%	88%	47%	83%	87%	-	*	-	*
	Students																					
	CWD	39%	30%	<b>55%</b>	*	*	79%	-	*	-	*	54%	56%	55%	-	*	63%	*	-	-	-	-
CWOD	78%	75%	<b>88%</b>	77%	80%	93%	*	100%	-	100%	85%	89%	-	88%	50%	86%	90%	-	*	-	*	

					African	American	Pacific	Two or Non	Econ	Econ										Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWD	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
EL		46%	48%	<b>47%</b>	*	38%	*	-	*	-	*	50%	*	*	50%	47%	*	50%	-	-	-	*
Male		74%	67%	<b>83%</b>	60%	85%	89%	-	86%	-	83%	76%	85%	63%	86%	*	83%	-	-	-	-	*
Female		76%	74%	<b>87%</b>	77%	72%	95%	*	100%	-	100%	84%	89%	*	90%	50%	-	87%	-	*	-	*
End of Course																						
Algebra I																						
All		82%	78%	<b>100%</b>	100%	100%	100%	*	100%	-	*	100%	100%	*	100%	*	100%	100%	-	*	-	*
Students																						
CWD		47%	35%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
CWOD		86%	83%	<b>100%</b>	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	*
EL		67%	65%	*	-	-	-	-	*	-	-	-	*	*	*	-	*	-	-	-	-	-
Male		78%	73%	<b>100%</b>	*	100%	100%	-	100%	-	*	100%	100%	*	100%	-	100%	-	-	-	-	*
Female		87%	83%	<b>100%</b>	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	*	-	100%	-	*	-	*
Biology																						
All		86%	82%	<b>100%</b>	*	*	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*
Students																						
CWD		56%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD		89%	87%	<b>100%</b>	*	*	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*
EL		64%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male		83%	79%	<b>100%</b>	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-	-	-	*
Female		88%	86%	<b>100%</b>	*	*	100%	-	*	-	-	-	100%	-	100%	-	-	100%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading																						
All		47%	44%	<b>54%</b>	40%	41%	62%	*	76%	*	88%	40%	63%	45%	56%	19%	48%	61%	-	*	-	*
Students																						
CWD		23%	21%	<b>45%</b>	*	33%	46%	-	*	-	*	29%	61%	45%	-	*	48%	38%	-	-	-	-
CWOD		50%	46%	<b>56%</b>	40%	42%	65%	*	73%	*	86%	42%	63%	-	56%	20%	48%	63%	-	*	-	*
EL		16%	18%	<b>19%</b>	-	17%	*	-	*	-	-	16%	*	*	20%	19%	30%	9%	-	-	-	-
Male		42%	39%	<b>48%</b>	31%	45%	53%	-	64%	*	*	39%	54%	48%	48%	30%	48%	-	-	*	-	*
Female		53%	50%	<b>61%</b>	50%	38%	73%	*	100%	-	100%	41%	71%	38%	63%	9%	-	61%	-	-	-	*
Mathematics																						
All		39%	39%	<b>50%</b>	27%	42%	62%	*	86%	*	38%	30%	62%	40%	52%	17%	48%	52%	-	*	-	60%
Students																						
CWD		20%	16%	<b>40%</b>	*	31%	52%	-	*	-	*	32%	48%	40%	-	*	38%	46%	-	-	-	-
CWOD		41%	41%	<b>52%</b>	29%	44%	64%	*	83%	*	43%	30%	64%	-	52%	20%	51%	53%	-	*	-	60%
EL		17%	19%	<b>17%</b>	*	16%	*	-	*	-	-	15%	*	*	20%	17%	25%	9%	-	-	-	-
Male		38%	38%	<b>48%</b>	20%	49%	58%	-	78%	*	*	33%	59%	38%	51%	25%	48%	-	-	*	-	*
Female		40%	39%	<b>52%</b>	34%	37%	67%	*	100%	-	50%	26%	65%	46%	53%	9%	-	52%	-	-	-	*
Grade 8																						
Reading																						
All		48%	45%	<b>62%</b>	52%	51%	70%	*	64%	-	58%	50%	68%	17%	67%	25%	57%	67%	-	*	-	67%
Students																						
CWD		23%	17%	<b>17%</b>	*	17%	29%	-	*	-	*	23%	13%	17%	-	*	11%	30%	-	-	-	-
CWOD		51%	48%	<b>67%</b>	59%	54%	74%	*	69%	-	64%	54%	72%	-	67%	21%	63%	70%	-	*	-	67%
EL		13%	14%	<b>25%</b>	*	25%	*	-	*	-	*	36%	*	*	21%	25%	*	*	-	-	-	*
Male		44%	39%	<b>57%</b>	40%	59%	63%	-	57%	-	29%	36%	64%	11%	63%	*	57%	-	-	-	-	*
Female		53%	52%	<b>67%</b>	61%	43%	77%	*	71%	-	100%	59%	72%	30%	70%	*	-	67%	-	*	-	*



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	50%	32%	<b>50%</b>	35%	46%	61%	-	*	-	33%	44%	55%	24%	55%	38%	49%	52%	-	-	-	*	
	Students																						
	CWD	25%	16%	<b>24%</b>	*	43%	29%	-	*	-	*	21%	27%	24%	-	*	28%	18%	-	-	-	-	-
	CWOD	53%	34%	<b>55%</b>	40%	47%	67%	-	*	-	38%	49%	59%	-	55%	38%	53%	56%	-	-	-	-	*
	EL	30%	19%	<b>38%</b>	*	31%	*	-	-	-	*	33%	*	*	38%	38%	57%	22%	-	-	-	-	*
	Female	53%	34%	<b>52%</b>	44%	28%	69%	-	*	-	*	38%	65%	18%	56%	22%	-	52%	-	-	-	-	*
Science	All	50%	45%	<b>64%</b>	42%	56%	77%	*	62%	-	55%	53%	70%	34%	68%	6%	69%	60%	-	*	-	*	
	Students																						
	CWD	23%	18%	<b>34%</b>	*	*	36%	-	*	-	*	46%	25%	34%	-	*	32%	*	-	-	-	-	-
	CWOD	53%	48%	<b>68%</b>	46%	55%	81%	*	67%	-	60%	54%	73%	-	68%	0%	74%	61%	-	*	-	-	*
	EL	19%	19%	<b>6%</b>	*	8%	*	-	*	-	*	8%	*	*	0%	6%	*	0%	-	-	-	-	*
	Female	50%	46%	<b>60%</b>	43%	36%	79%	*	33%	-	60%	48%	68%	*	61%	0%	-	60%	-	*	-	-	*
End of Course Algebra I	All	53%	49%	<b>96%</b>	100%	95%	96%	*	93%	-	*	95%	96%	*	96%	*	97%	95%	-	*	-	*	
	Students																						
	CWD	19%	13%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	-
	CWOD	58%	53%	<b>96%</b>	100%	95%	95%	*	93%	-	*	95%	96%	-	96%	*	97%	95%	-	*	-	-	*
	EL	29%	27%	*	-	-	-	-	*	-	-	-	*	*	-	-	-	*	-	-	-	-	-
	Female	58%	55%	<b>95%</b>	100%	100%	92%	*	100%	-	*	100%	93%	-	95%	*	-	95%	-	*	-	-	*
Biology	All	57%	56%	<b>100%</b>	*	*	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*	
	Students																						
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	61%	<b>100%</b>	*	*	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-	*
	EL	20%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	59%	59%	<b>100%</b>	*	*	100%	-	*	-	-	-	100%	-	100%	-	-	100%	-	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 7																							
Reading	All	28%	26%	<b>34%</b>	21%	22%	41%	*	53%	*	50%	18%	43%	23%	35%	10%	26%	42%	-	*	-	*	
	Students																						
	CWD	10%	10%	<b>23%</b>	*	8%	29%	-	*	-	*	10%	35%	23%	-	*	19%	31%	-	-	-	-	
	CWOD	30%	27%	<b>35%</b>	23%	25%	43%	*	53%	*	43%	19%	44%	-	35%	10%	27%	42%	-	*	-	-	*
	EL	6%	8%	<b>10%</b>	-	6%	*	-	*	-	-	5%	*	*	10%	10%	10%	9%	-	-	-	-	-
	Female	33%	31%	<b>42%</b>	36%	26%	49%	*	83%	-	50%	22%	51%	31%	42%	9%	-	42%	-	-	-	-	*
Mathematics	All	18%	19%	<b>25%</b>	14%	16%	32%	*	57%	*	13%	12%	32%	4%	28%	9%	23%	27%	-	*	-	20%	
	Students																						
	CWD	7%	2%	<b>4%</b>	*	0%	9%	-	*	-	*	0%	9%	4%	-	*	3%	8%	-	-	-	-	-
	CWOD	19%	21%	<b>28%</b>	16%	19%	36%	*	67%	*	14%	14%	35%	-	28%	10%	28%	28%	-	*	-	-	20%
	Male	17%	19%	<b>23%</b>	9%	21%	30%	-	33%	*	*	10%	32%	3%	28%	8%	23%	-	-	*	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	Female	18%	19%	<b>27%</b>	21%	13%	33%	*	100%	-	17%	13%	33%	8%	28%	9%	-	27%	-	-	-	*	
Grade 8 Reading	All Students	26%	23%	<b>37%</b>	23%	22%	48%	*	43%	-	17%	23%	43%	7%	40%	0%	29%	44%	-	*	-	33%	
	CWD	8%	6%	<b>7%</b>	*	0%	14%	-	*	-	*	8%	6%	7%	-	*	5%	10%	-	-	-	-	
	CWOD	28%	25%	<b>40%</b>	27%	24%	51%	*	46%	-	18%	25%	45%	-	40%	0%	32%	46%	-	*	-	33%	
	EL	4%	4%	<b>0%</b>	*	0%	*	-	*	-	*	0%	*	*	0%	0%	*	*	-	-	-	*	
	Male	22%	18%	<b>29%</b>	20%	22%	33%	-	43%	-	29%	18%	32%	5%	32%	*	29%	-	-	-	-	*	
	Female	30%	29%	<b>44%</b>	26%	22%	62%	*	43%	-	0%	26%	54%	10%	46%	*	-	44%	-	*	-	*	
Mathematics	All Students	15%	5%	<b>11%</b>	4%	7%	17%	-	*	-	11%	11%	11%	3%	12%	6%	9%	13%	-	-	-	*	
	CWD	9%	3%	<b>3%</b>	*	14%	0%	-	*	-	*	7%	0%	3%	-	*	6%	0%	-	-	-	-	
	CWOD	16%	5%	<b>12%</b>	5%	6%	20%	-	*	-	13%	12%	13%	-	12%	0%	9%	15%	-	-	-	*	
	EL	6%	1%	<b>6%</b>	*	8%	*	-	-	-	*	8%	*	*	0%	6%	14%	0%	-	-	-	*	
	Male	14%	4%	<b>9%</b>	0%	8%	14%	-	*	-	0%	13%	7%	6%	9%	14%	9%	-	-	-	-	*	
	Female	16%	6%	<b>13%</b>	8%	7%	20%	-	*	-	*	10%	17%	0%	15%	0%	-	13%	-	-	-	*	
Science	All Students	27%	24%	<b>38%</b>	15%	36%	48%	*	23%	-	27%	22%	45%	10%	40%	6%	41%	34%	-	*	-	*	
	CWD	8%	5%	<b>10%</b>	*	*	14%	-	*	-	*	23%	0%	10%	-	*	5%	*	-	-	-	-	
	CWOD	29%	26%	<b>40%</b>	17%	38%	51%	*	25%	-	30%	22%	48%	-	40%	0%	46%	35%	-	*	-	*	
	EL	6%	5%	<b>6%</b>	*	8%	*	-	*	-	*	8%	*	*	0%	6%	*	0%	-	-	-	*	
	Male	29%	24%	<b>41%</b>	8%	53%	49%	-	29%	-	17%	22%	47%	5%	46%	*	41%	-	-	-	-	*	
	Female	25%	24%	<b>34%</b>	20%	19%	46%	*	17%	-	40%	23%	41%	*	35%	0%	-	34%	-	*	-	*	
End of Course Algebra I	All Students	31%	29%	<b>84%</b>	67%	86%	84%	*	86%	-	*	85%	84%	*	84%	*	85%	84%	-	*	-	*	
	CWD	7%	3%	<b>*</b>	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	34%	32%	<b>84%</b>	67%	86%	84%	*	86%	-	*	85%	84%	-	84%	*	84%	84%	-	*	-	*	
	EL	12%	11%	<b>*</b>	-	-	-	-	*	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	28%	25%	<b>85%</b>	*	75%	88%	-	86%	-	*	71%	86%	*	84%	-	85%	-	-	-	-	-	*
	Female	34%	33%	<b>84%</b>	67%	100%	81%	*	86%	-	*	92%	82%	-	84%	*	-	84%	-	*	-	-	*
Biology	All Students	23%	23%	<b>92%</b>	*	*	100%	-	*	-	*	*	91%	-	92%	-	92%	92%	-	-	-	*	
	CWD	5%	3%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	25%	25%	<b>92%</b>	*	*	100%	-	*	-	*	*	91%	-	92%	-	92%	92%	-	-	-	*	
	EL	3%	5%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	22%	22%	<b>92%</b>	-	*	100%	-	-	-	-	*	*	90%	-	92%	-	92%	-	-	-	-	*
	Female	23%	24%	<b>92%</b>	*	*	100%	-	*	-	-	-	-	92%	-	92%	-	-	92%	-	-	-	*

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

All Grades																						
All Subjects	All	77%	72%	<b>87%</b>	75%	82%	91%	*	92%	*	98%	80%	90%	59%	90%	63%	84%	89%	-	78%	-	89%
	Students																					
	CWD	45%	38%	<b>59%</b>	23%	61%	69%	-	71%	-	*	54%	64%	59%	-	42%	63%	51%	-	-	-	-

				African	American	Pacific	Two or Non	Econ	Econ											Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWOD	80%	76%	<b>90%</b>	81%	85%	94%	*	94%	*	100%	84%	92%	-	90%	66%	87%	92%	-	78%	-	89%	
	EL	60%	59%	<b>63%</b>	*	59%	*	-	86%	-	*	64%	60%	42%	66%	63%	65%	61%	-	-	-	*	
	Male	74%	69%	<b>84%</b>	68%	85%	87%	-	88%	*	92%	77%	87%	63%	87%	65%	84%	-	-	*	-	87%	
	Female	79%	76%	<b>89%</b>	81%	80%	96%	*	97%	-	100%	82%	93%	51%	92%	61%	-	89%	-	*	-	92%	
Reading	All	73%	68%	<b>85%</b>	76%	79%	89%	*	87%	*	100%	77%	88%	59%	88%	54%	81%	88%	-	*	-	82%	
	Students																						
	CWD	39%	32%	<b>59%</b>	*	61%	63%	-	*	-	*	53%	64%	59%	-	*	64%	48%	-	-	-	-	
	CWOD	77%	72%	<b>88%</b>	81%	82%	92%	*	89%	*	94%	82%	91%	-	88%	53%	84%	91%	-	*	-	82%	
	EL	52%	51%	<b>54%</b>	*	50%	*	-	*	-	*	53%	*	*	53%	54%	59%	50%	-	-	-	*	
	Male	69%	64%	<b>81%</b>	71%	81%	84%	-	83%	*	89%	75%	84%	64%	84%	59%	81%	-	-	*	-	83%	
	Female	77%	73%	<b>88%</b>	81%	77%	95%	*	92%	-	100%	79%	92%	48%	91%	50%	-	88%	-	*	-	*	
Mathematics	All	80%	75%	<b>89%</b>	76%	87%	93%	*	97%	*	100%	81%	92%	61%	92%	78%	86%	92%	-	*	-	100%	
	Students																						
	CWOD	52%	42%	<b>61%</b>	*	60%	71%	-	*	-	*	56%	67%	61%	-	*	63%	58%	-	-	-	-	
	CWOD	83%	79%	<b>92%</b>	82%	91%	96%	*	96%	*	94%	86%	95%	-	92%	85%	90%	94%	-	*	-	100%	
	EL	70%	69%	<b>78%</b>	*	75%	*	-	*	-	*	78%	75%	*	85%	78%	79%	76%	-	-	-	*	
	Male	78%	73%	<b>86%</b>	68%	88%	89%	-	94%	*	89%	78%	89%	63%	90%	79%	86%	-	-	*	-	100%	
	Female	82%	78%	<b>92%</b>	83%	86%	97%	*	100%	-	100%	84%	96%	58%	94%	76%	-	92%	-	*	-	100%	
Science	All	79%	74%	<b>86%</b>	70%	80%	93%	*	93%	-	92%	81%	88%	55%	89%	47%	84%	88%	-	*	-	83%	
	Students																						
	CWD	48%	40%	<b>55%</b>	*	*	79%	-	*	-	*	54%	56%	55%	-	*	63%	*	-	-	-	-	
	CWOD	82%	78%	<b>89%</b>	78%	81%	94%	*	100%	-	100%	85%	90%	-	89%	50%	87%	91%	-	*	-	83%	
	EL	58%	57%	<b>47%</b>	*	38%	*	-	*	-	*	50%	*	*	50%	47%	*	50%	-	-	-	*	
	Male	78%	72%	<b>84%</b>	60%	86%	90%	-	86%	-	86%	77%	86%	63%	87%	*	84%	-	-	-	-	*	
	Female	80%	77%	<b>88%</b>	77%	73%	96%	*	100%	-	100%	84%	90%	*	91%	50%	-	88%	-	*	-	*	

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

All Grades

All Subjects	All	47%	42%	<b>61%</b>	41%	50%	71%	*	76%	*	60%	45%	68%	34%	64%	21%	58%	63%	-	56%	-	68%	
	Students																						
	CWD	23%	19%	<b>34%</b>	10%	36%	41%	-	57%	-	*	30%	38%	34%	-	25%	34%	35%	-	-	-	-	
	CWOD	50%	45%	<b>64%</b>	45%	52%	74%	*	78%	*	64%	47%	71%	-	64%	21%	63%	65%	-	56%	-	68%	
	EL	26%	25%	<b>21%</b>	*	19%	*	-	43%	-	*	20%	25%	25%	21%	21%	30%	14%	-	-	-	*	
	Male	45%	40%	<b>58%</b>	32%	61%	65%	-	72%	*	38%	44%	65%	34%	63%	30%	58%	-	-	*	-	80%	
	Female	50%	45%	<b>63%</b>	49%	40%	76%	*	82%	-	78%	46%	72%	35%	65%	14%	-	63%	-	*	-	54%	
Reading	All	46%	41%	<b>58%</b>	46%	46%	66%	*	71%	*	74%	45%	65%	34%	61%	22%	53%	64%	-	*	-	73%	
	Students																						
	CWD	22%	18%	<b>34%</b>	*	28%	39%	-	*	-	*	26%	41%	34%	-	*	34%	35%	-	-	-	-	
	CWOD	48%	44%	<b>61%</b>	49%	48%	70%	*	71%	*	72%	48%	67%	-	61%	21%	56%	66%	-	*	-	73%	
	EL	21%	21%	<b>22%</b>	*	20%	*	-	*	-	*	23%	*	*	21%	22%	29%	15%	-	-	-	*	
	Male	41%	37%	<b>53%</b>	36%	52%	58%	-	61%	*	33%	38%	59%	34%	56%	29%	53%	-	-	*	-	83%	
	Female	50%	47%	<b>64%</b>	56%	40%	75%	*	85%	-	100%	50%	71%	35%	66%	15%	-	64%	-	*	-	*	
Mathematics	All	48%	42%	<b>60%</b>	35%	51%	71%	*	87%	*	47%	41%	69%	35%	63%	28%	58%	61%	-	*	-	64%	
	Students																						

				African	American	Pacific	Two or Non	Econ	Econ											Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWD	26%	21%	<b>35%</b>	*	35%	45%	-	*	-	*	28%	41%	35%	-	*	35%	33%	-	-	-		
	CWOD	51%	45%	<b>63%</b>	39%	53%	74%	*	89%	*	50%	44%	72%	-	63%	29%	62%	63%	-	*	-	64%	
	EL	33%	31%	<b>28%</b>	*	22%	*	-	*	-	*	22%	50%	*	29%	28%	37%	19%	-	-	-	*	
	Male	47%	41%	<b>58%</b>	25%	62%	67%	-	78%	*	22%	42%	65%	35%	62%	37%	58%	-	-	*	-	83%	
	Female	49%	44%	<b>61%</b>	45%	41%	74%	*	100%	-	64%	40%	73%	33%	63%	19%	-	61%	-	*	-	40%	
Science	All	49%	46%	<b>67%</b>	43%	58%	79%	*	64%	-	58%	54%	73%	34%	70%	6%	71%	63%	-	*	-	67%	
	Students																						
	CWD	23%	18%	<b>34%</b>	*	*	36%	-	*	-	*	46%	25%	34%	-	*	32%	*	-	-	-	-	
	CWOD	52%	49%	<b>70%</b>	47%	57%	83%	*	69%	-	64%	55%	76%	-	70%	0%	76%	65%	-	*	-	67%	
	EL	21%	20%	<b>6%</b>	*	8%	*	-	*	-	*	8%	*	*	0%	6%	*	0%	-	-	-	*	
	Male	50%	45%	<b>71%</b>	40%	78%	77%	-	86%	-	57%	64%	73%	32%	76%	*	71%	-	-	-	-	*	
	Female	49%	46%	<b>63%</b>	45%	38%	81%	*	43%	-	60%	48%	72%	*	65%	0%	-	63%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>35%</b>	17%	25%	45%	*	51%	*	30%	20%	43%	11%	38%	6%	32%	39%	-	11%	-	32%	
	Students																						
	CWD	8%	5%	<b>11%</b>	0%	7%	16%	-	14%	-	*	8%	13%	11%	-	17%	9%	14%	-	-	-	-	
	CWOD	23%	20%	<b>38%</b>	19%	28%	49%	*	55%	*	31%	22%	46%	-	38%	5%	36%	41%	-	11%	-	32%	
	EL	9%	8%	<b>6%</b>	*	5%	*	-	29%	-	*	5%	10%	17%	5%	6%	9%	4%	-	-	-	*	
	Male	20%	17%	<b>32%</b>	10%	29%	40%	-	42%	*	29%	17%	39%	9%	36%	9%	32%	-	-	*	-	40%	
	Female	22%	20%	<b>39%</b>	24%	22%	50%	*	64%	-	30%	23%	47%	14%	41%	4%	-	39%	-	*	-	23%	
Reading	All	19%	16%	<b>35%</b>	22%	22%	45%	*	48%	*	32%	20%	43%	16%	37%	5%	27%	43%	-	*	-	27%	
	Students																						
	CWD	7%	5%	<b>16%</b>	*	6%	24%	-	*	-	*	9%	23%	16%	-	*	14%	22%	-	-	-	-	
	CWOD	20%	18%	<b>37%</b>	25%	24%	47%	*	50%	*	28%	22%	44%	-	37%	6%	30%	44%	-	*	-	27%	
	EL	7%	7%	<b>5%</b>	*	3%	*	-	*	-	*	3%	*	*	6%	5%	6%	5%	-	-	-	*	
	Male	16%	13%	<b>27%</b>	14%	20%	34%	-	39%	*	33%	15%	33%	14%	30%	6%	27%	-	-	*	-	33%	
	Female	22%	20%	<b>43%</b>	31%	24%	56%	*	62%	-	27%	24%	52%	22%	44%	5%	-	43%	-	*	-	*	
Mathematics	All	23%	20%	<b>33%</b>	14%	23%	41%	*	65%	*	26%	18%	40%	5%	36%	8%	31%	35%	-	*	-	27%	
	Students																						
	CWD	10%	5%	<b>5%</b>	*	5%	8%	-	*	-	*	3%	8%	5%	-	*	6%	4%	-	-	-	-	
	CWOD	25%	21%	<b>36%</b>	16%	26%	45%	*	71%	*	28%	21%	43%	-	36%	6%	35%	37%	-	*	-	27%	
	EL	13%	11%	<b>8%</b>	*	6%	*	-	*	-	*	6%	13%	*	6%	8%	11%	5%	-	-	-	*	
	Male	23%	19%	<b>31%</b>	8%	25%	39%	-	50%	*	22%	15%	38%	6%	35%	11%	31%	-	-	*	-	33%	
	Female	24%	20%	<b>35%</b>	20%	21%	43%	*	85%	-	27%	21%	42%	4%	37%	5%	-	35%	-	*	-	20%	
Science	All	22%	20%	<b>42%</b>	14%	38%	53%	*	29%	-	33%	24%	49%	10%	45%	6%	45%	39%	-	*	-	50%	
	Students																						
	CWD	7%	4%	<b>10%</b>	*	*	14%	-	*	-	*	23%	0%	10%	-	*	5%	*	-	-	-	-	
	CWOD	24%	22%	<b>45%</b>	16%	40%	56%	*	31%	-	36%	24%	53%	-	45%	0%	50%	40%	-	*	-	50%	
	EL	5%	5%	<b>6%</b>	*	8%	*	-	*	-	*	8%	*	*	0%	6%	*	0%	-	-	-	*	
	Male	23%	20%	<b>45%</b>	8%	54%	54%	-	29%	-	29%	26%	51%	5%	50%	*	45%	-	-	-	-	*	
	Female	21%	20%	<b>39%</b>	19%	22%	52%	*	29%	-	40%	23%	47%	*	40%	0%	-	39%	-	*	-	*	

**Two or More Races**      **Non Econ EL**      **Foster Care Military**  
**African American**      **American Indian**      **Pacific Islander**      **Asian**      **White**      **Hispanic**      **White**

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	74	73	68	77	*	68	*	81	69	65	58
CWD	65	46	72	67	-	*	-	*	59	65	*
CWOD	75	76	68	79	*	69	*	78	71	-	57
EL	58	*	52	*	-	*	-	*	56	*	58
Male	68	63	69	68	-	71	*	81	64	66	60
Female	80	82	67	87	*	64	-	80	74	64	56
<b>Mathematics</b>											
All Students	79	75	74	81	*	91	*	83	71	65	69
CWD	65	50	68	69	-	*	-	*	64	65	*
CWOD	80	78	75	82	*	90	*	88	72	-	73
EL	69	*	67	*	-	*	-	*	69	*	69
Male	77	73	72	80	-	88	*	69	66	66	68
Female	80	78	75	82	*	95	-	95	75	65	71

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
40	8	20%

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	61	44	52	69	*	73	*	63	48	35	30
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		N			Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	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	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	Y	Y		Y			N	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	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			N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

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

			African Campus	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	99%	100%	100%	100%	100%	*	96%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	100%	100%	*	96%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	97%	100%	100%	-	100%	*	92%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	98%	100%	100%	*	100%	*	95%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	98%	100%	100%	*	100%	*	94%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	97%	100%	100%	-	100%	*	89%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	98%	100%	100%	*	100%	*	95%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	*	100%	*	94%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	97%	100%	100%	-	100%	*	89%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	99%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	99%	100%	100%	-	99%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	1%	0%	0%	0%	0%	*	4%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	0%	0%	*	4%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	3%	0%	0%	-	0%	*	8%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	2%	0%	0%	*	0%	*	5%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	2%	0%	0%	*	0%	*	6%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	3%	0%	0%	-	0%	*	11%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	2%	0%	0%	*	0%	*	5%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	*	0%	*	6%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	3%	0%	0%	-	0%	*	11%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%



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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities		
<b>Students Without Disabilities</b>														
In-School Suspensions														
	Male	38	11	5	20	*	*	*	*	*				
	Female	18	11	5	*	*	*	*	*	*				
	Total	56	22	10	22	*	*	*	*	*				
Out-of-School Suspensions														
	Male	13	7	*	*	*	*	*	*	*				
	Female	6	*	*	*	*	*	*	*	*				
	Total	19	7	6	6	*	*	*	*	*				
Expulsions														
With Educational Services														
	Male	*	*	*	*	*	*	*	*	*				
	Female	*	*	*	*	*	*	*	*	*				
	Total	*	*	*	*	*	*	*	*	*				
Without Educational Services														
	Male	*	*	*	*	*	*	*	*	*				
	Female	*	*	*	*	*	*	*	*	*				
	Total	*	*	*	*	*	*	*	*	*				
Under Zero Tolerance Policies														
	Male	*	*	*	*	*	*	*	*	*				
	Female	*	*	*	*	*	*	*	*	*				
	Total	*	*	*	*	*	*	*	*	*				
School-Related Arrests														
	Male	*	*	*	*	*	*	*	*	*				
	Female	*	*	*	*	*	*	*	*	*				
	Total	*	*	*	*	*	*	*	*	*				
Referrals to Law Enforcement														
	Male	*	*	*	*	*	*	*	*	*				
	Female	*	*	*	*	*	*	*	*	*				
	Total	*	*	*	*	*	*	*	*	*				
<b>Students With Disabilities</b>														
In-School Suspensions														

		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	Male	10	5	*	5	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	14	7	*	7	*	*	*	*	*	*	*
Expulsions	Male	8	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	12	*	*	8	*	*	*	*	*	*	6
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b> Chronic Absenteeism	Male	23	*	*	17	*	*	*	*	*	5	*
	Female	27	*	*	23	*	*	*	*	*	5	*
	Total	50	*	*	40	*	*	*	*	*	10	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

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

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

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

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.9	16.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.9	3.8%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	5.6	11.2%

**All School  
Number      Percent**

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	<b>13</b>	<b>4%</b>

	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	5,294	1%	45	1%	13	4%
Grade 8						
Reading	5,088	1%	42	1%	*	*
Mathematics	5,087	2%	42	1%	*	*
Science	5,087	1%	42	1%	*	*
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	32	2%
Reading	43,730	1%	378	1%	15	2%
Mathematics	39,178	1%	351	1%	15	2%
Science	16,112	1%	136	1%	*	*

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

'-' Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		Grade 8	Reading	Overall	29	24	44	40	26	32
Black	42			40	43	42	14	17	n/a	1
Hispanic	34			33	45	44	20	22	1	1
White	17			16	43	39	37	39	3	6
American Indian	*			37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12
Pacific Islander	*			35	*	42	*	22	*	2
Two or More Races	23			18	42	40	31	36	5	6
Econ Disadv	38			35	45	43	16	20	1	1
Students with Disabilities	65			61	29	29	6	9	n/a	1
English Language Learners	62		68	33	27	5	5	n/a	n/a	
Mathematics	Overall		30	30	37	36	24	24	9	10
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** BOWIE H S

**Campus ID:** 220901004

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

Table with columns: State, District, Campus, African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Econ Disadv, Non Econ Disadv, CWDCWOD, EL Male, EL Female, Migrant, Homeless, Foster Care, Military. Rows include STAAR Percent at Approaches Grade Level or Above for English I, English II, Algebra I, and Biology, with sub-rows for Students, CWD, CWOD, EL, Male, and Female.

STAAR Percent at Meets Grade Level or Above

Table with columns: End of Course, English I, All, District, Campus, African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Econ Disadv, Non Econ Disadv, CWDCWOD, EL Male, EL Female, Migrant, Homeless, Foster Care, Military.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	14%	10%	<b>14%</b>	10%	9%	*	-	36%	-	*	13%	14%	14%	-	9%	15%	11%	-	-	*	*	
	CWOD	47%	43%	<b>41%</b>	32%	40%	46%	*	69%	-	57%	39%	45%	-	41%	23%	34%	50%	-	25%	*	*	
	EL	10%	11%	<b>20%</b>	*	20%	*	*	23%	-	-	16%	30%	9%	23%	20%	19%	23%	-	*	-	-	
	Male	37%	32%	<b>31%</b>	21%	27%	42%	*	66%	-	50%	30%	32%	15%	34%	19%	31%	-	-	*	*	*	
	Female	51%	47%	<b>46%</b>	40%	46%	42%	-	66%	-	43%	44%	50%	11%	50%	23%	-	46%	-	21%	-	*	
English II	All	47%	43%	<b>40%</b>	33%	39%	42%	*	62%	*	40%	38%	43%	12%	45%	10%	36%	46%	-	*	*	25%	
	Students																						
	CWD	14%	9%	<b>12%</b>	2%	13%	36%	-	*	-	*	14%	10%	12%	-	*	13%	11%	-	-	*	*	
	CWOD	51%	47%	<b>45%</b>	38%	43%	43%	*	64%	*	50%	42%	48%	-	45%	10%	40%	51%	-	*	*	29%	
	EL	9%	10%	<b>10%</b>	*	8%	*	-	16%	-	-	12%	5%	*	10%	10%	8%	-	-	*	-	-	
	Male	41%	37%	<b>36%</b>	31%	32%	38%	*	61%	-	40%	34%	39%	13%	40%	10%	36%	-	-	*	*	*	
	Female	54%	50%	<b>46%</b>	36%	50%	46%	-	64%	*	*	45%	49%	11%	51%	8%	-	46%	-	*	*	*	
Algebra I	All	53%	49%	<b>45%</b>	37%	47%	56%	*	66%	-	57%	45%	44%	20%	51%	41%	37%	55%	-	50%	*	*	
	Students																						
	CWD	19%	13%	<b>20%</b>	7%	23%	43%	-	33%	-	*	17%	23%	20%	-	16%	18%	22%	-	-	*	*	
	CWOD	58%	53%	<b>51%</b>	44%	52%	59%	*	74%	-	70%	52%	50%	-	51%	51%	43%	62%	-	50%	-	*	
	EL	29%	27%	<b>41%</b>	44%	39%	*	*	52%	-	-	41%	42%	16%	51%	41%	38%	48%	-	*	-	-	
	Male	49%	43%	<b>37%</b>	30%	37%	56%	*	65%	-	56%	38%	37%	18%	43%	38%	37%	-	-	*	*	*	
	Female	58%	55%	<b>55%</b>	49%	59%	56%	-	67%	-	60%	56%	53%	22%	62%	48%	-	55%	-	43%	-	*	
Biology	All	57%	56%	<b>60%</b>	49%	61%	71%	*	81%	-	59%	59%	62%	27%	66%	45%	56%	66%	-	42%	*	*	
	Students																						
	CWD	22%	18%	<b>27%</b>	13%	27%	46%	-	63%	-	*	24%	30%	27%	-	19%	27%	24%	-	-	*	*	
	CWOD	61%	61%	<b>66%</b>	56%	67%	76%	*	82%	-	69%	66%	67%	-	66%	52%	62%	70%	-	42%	-	*	
	EL	20%	24%	<b>45%</b>	22%	45%	*	*	48%	-	-	43%	51%	19%	52%	45%	47%	41%	-	*	-	-	
	Male	55%	53%	<b>56%</b>	42%	58%	69%	*	77%	-	55%	55%	56%	27%	62%	47%	56%	-	-	*	*	*	
	Female	59%	59%	<b>66%</b>	59%	64%	73%	-	85%	-	67%	65%	68%	24%	70%	41%	-	66%	-	50%	-	*	

**STAAR Percent at Masters Grade Level**

End of Course

English I	All	7%	6%	<b>6%</b>	3%	4%	9%	*	18%	-	5%	4%	8%	1%	7%	1%	4%	8%	-	0%	*	*	
	Students																						
	CWD	3%	1%	<b>1%</b>	0%	4%	*	-	0%	-	*	1%	2%	1%	-	0%	2%	0%	-	-	*	*	
	CWOD	7%	7%	<b>7%</b>	3%	5%	11%	*	19%	-	7%	5%	9%	-	7%	1%	4%	9%	-	0%	*	*	
	EL	0%	1%	<b>1%</b>	*	1%	*	*	0%	-	-	1%	0%	0%	1%	0%	1%	1%	-	*	-	-	
	Male	5%	4%	<b>4%</b>	2%	3%	8%	*	12%	-	8%	3%	6%	2%	4%	0%	4%	-	-	*	*	*	
	Female	9%	9%	<b>8%</b>	4%	7%	9%	-	25%	-	0%	7%	11%	0%	9%	1%	-	8%	-	0%	-	*	
English II	All	8%	7%	<b>5%</b>	2%	4%	6%	*	15%	*	7%	4%	6%	2%	6%	0%	4%	7%	-	*	*	0%	
	Students																						
	CWD	4%	1%	<b>2%</b>	0%	0%	14%	-	*	-	*	0%	4%	2%	-	*	3%	0%	-	-	*	*	
	CWOD	8%	7%	<b>6%</b>	3%	5%	5%	*	16%	*	8%	5%	7%	-	6%	0%	4%	8%	-	*	*	0%	
	EL	0%	0%	<b>0%</b>	*	0%	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-	
	Male	5%	5%	<b>4%</b>	1%	2%	10%	*	13%	-	10%	3%	5%	3%	4%	0%	4%	-	-	*	*	*	
	Female	10%	9%	<b>7%</b>	4%	8%	3%	-	16%	*	*	6%	8%	0%	8%	0%	-	7%	-	*	*	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All	31%	29%	<b>23%</b>	17%	23%	27%	*	45%	-	29%	22%	24%	2%	28%	20%	18%	30%	-	17%	*	*	
	Students																						
	CWD	7%	3%	<b>2%</b>	0%	4%	0%	-	11%	-	*	1%	4%	2%	-	3%	3%	0%	-	-	*	*	
	CWOD	34%	32%	<b>28%</b>	21%	28%	36%	*	54%	-	40%	27%	29%	-	28%	26%	22%	35%	-	17%	-	*	
	EL	12%	11%	<b>20%</b>	11%	16%	*	*	43%	-	-	19%	21%	3%	26%	20%	21%	18%	-	*	-	-	
	Male	28%	25%	<b>18%</b>	12%	19%	16%	*	42%	-	33%	18%	17%	3%	22%	21%	18%	-	-	*	*	*	
Female	34%	33%	<b>30%</b>	24%	30%	37%	-	50%	-	20%	28%	32%	0%	35%	18%	-	30%	-	14%	-	*		
Biology	All	23%	23%	<b>25%</b>	16%	20%	38%	*	56%	-	24%	22%	30%	4%	29%	11%	22%	29%	-	17%	*	*	
	Students																						
	CWD	5%	3%	<b>4%</b>	0%	2%	15%	-	13%	-	*	3%	5%	4%	-	4%	5%	0%	-	-	*	*	
	CWOD	25%	25%	<b>29%</b>	19%	23%	43%	*	59%	-	31%	26%	34%	-	29%	13%	26%	32%	-	17%	-	*	
	EL	3%	5%	<b>11%</b>	0%	9%	*	*	19%	-	-	7%	20%	4%	13%	11%	12%	8%	-	*	-	-	
	Male	22%	22%	<b>22%</b>	12%	18%	46%	*	50%	-	27%	20%	25%	5%	26%	12%	22%	-	-	*	*	*	
Female	23%	24%	<b>29%</b>	21%	23%	32%	-	62%	-	17%	25%	34%	0%	32%	8%	-	29%	-	13%	-	*		

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

All Grades

All Subjects	All	77%	72%	<b>70%</b>	66%	67%	74%	*	83%	*	77%	70%	70%	33%	76%	51%	65%	76%	-	57%	45%	67%	
	Students																						
	CWD	45%	38%	<b>33%</b>	26%	29%	50%	-	59%	-	56%	33%	33%	33%	-	26%	30%	38%	-	-	*	*	
	CWOD	80%	76%	<b>76%</b>	74%	74%	80%	*	85%	*	84%	76%	77%	-	76%	58%	73%	81%	-	57%	*	82%	
	EL	60%	59%	<b>51%</b>	53%	50%	45%	*	54%	-	-	49%	56%	26%	58%	51%	50%	52%	-	100%	-	-	
	Male	74%	69%	<b>65%</b>	62%	62%	72%	*	82%	-	69%	65%	65%	30%	73%	50%	65%	-	-	55%	*	78%	
Female	79%	76%	<b>76%</b>	73%	74%	76%	-	84%	*	91%	76%	76%	38%	81%	52%	-	76%	-	58%	*	58%		
Reading	All	73%	68%	<b>61%</b>	57%	58%	64%	*	77%	*	65%	61%	60%	19%	67%	35%	57%	66%	-	42%	*	64%	
	Students																						
	CWD	39%	32%	<b>19%</b>	14%	15%	31%	-	45%	-	*	21%	17%	19%	-	12%	18%	20%	-	-	*	*	
	CWOD	77%	72%	<b>67%</b>	65%	64%	71%	*	79%	*	77%	67%	68%	-	67%	41%	64%	71%	-	42%	*	75%	
	EL	52%	51%	<b>35%</b>	31%	35%	31%	*	38%	-	-	35%	35%	12%	41%	35%	36%	34%	-	*	-	-	
	Male	69%	64%	<b>57%</b>	53%	53%	63%	*	77%	-	55%	57%	56%	18%	64%	36%	57%	-	-	45%	*	71%	
Female	77%	73%	<b>66%</b>	62%	65%	64%	-	76%	*	83%	65%	67%	20%	71%	34%	-	66%	-	41%	*	*		
Mathematics	All	80%	75%	<b>79%</b>	76%	78%	88%	*	89%	-	86%	79%	80%	46%	88%	72%	73%	87%	-	75%	*	*	
	Students																						
	CWD	52%	42%	<b>46%</b>	37%	44%	64%	-	67%	-	*	41%	53%	46%	-	42%	38%	63%	-	-	*	*	
	CWOD	83%	79%	<b>88%</b>	84%	87%	95%	*	94%	-	90%	88%	86%	-	88%	82%	84%	92%	-	75%	-	*	
	EL	70%	69%	<b>72%</b>	56%	71%	*	*	81%	-	-	66%	85%	42%	82%	72%	67%	80%	-	*	-	-	
	Male	78%	73%	<b>73%</b>	70%	72%	84%	*	85%	-	78%	72%	75%	38%	84%	67%	73%	-	-	*	*	*	
Female	82%	78%	<b>87%</b>	85%	86%	93%	-	94%	-	100%	89%	86%	63%	92%	80%	-	87%	-	86%	-	*		
Science	All	79%	74%	<b>84%</b>	81%	81%	89%	*	95%	-	94%	84%	85%	50%	90%	73%	80%	89%	-	75%	*	*	
	Students																						
	CWD	48%	40%	<b>50%</b>	40%	40%	69%	-	88%	-	*	48%	51%	50%	-	41%	48%	52%	-	-	*	*	
	CWOD	82%	78%	<b>90%</b>	89%	88%	92%	*	95%	-	92%	90%	90%	-	90%	81%	87%	93%	-	75%	-	*	
	EL	58%	57%	<b>73%</b>	78%	68%	*	*	81%	-	-	69%	83%	41%	81%	73%	72%	73%	-	*	-	-	
Male	78%	72%	<b>80%</b>	75%	76%	88%	*	90%	-	91%	79%	81%	48%	87%	72%	80%	-	-	*	*	*		

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	80%	77%	<b>89%</b>	88%	86%	89%	-	100%	-	100%	89%	90%	52%	93%	73%	-	89%	-	75%	-	*	

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

All Grades

All Subjects	All	47%	42%	<b>45%</b>	36%	45%	51%	*	69%	*	51%	44%	47%	18%	50%	27%	39%	53%	-	30%	36%	43%
	Students																					
	CWD	23%	19%	<b>18%</b>	8%	18%	39%	-	41%	-	19%	17%	19%	18%	-	12%	18%	17%	-	-	*	*
	CWOD	50%	45%	<b>50%</b>	42%	50%	55%	*	72%	*	61%	49%	52%	-	50%	31%	44%	58%	-	30%	*	53%
	EL	26%	25%	<b>27%</b>	25%	27%	9%	*	31%	-	-	26%	30%	12%	31%	27%	27%	29%	-	60%	-	-
	Male	45%	40%	<b>39%</b>	30%	38%	49%	*	67%	-	50%	38%	40%	18%	44%	27%	39%	-	-	35%	*	44%
	Female	50%	45%	<b>53%</b>	45%	54%	54%	-	71%	*	52%	52%	55%	17%	58%	29%	-	53%	-	28%	*	42%
Reading	All	46%	41%	<b>39%</b>	31%	37%	42%	*	64%	*	44%	37%	42%	13%	43%	15%	33%	46%	-	18%	*	29%
	Students																					
	CWD	22%	18%	<b>13%</b>	6%	11%	31%	-	35%	-	*	14%	12%	13%	-	8%	14%	11%	-	-	*	*
	CWOD	48%	44%	<b>43%</b>	35%	41%	45%	*	67%	*	54%	40%	47%	-	43%	17%	37%	51%	-	18%	*	33%
	EL	21%	21%	<b>15%</b>	13%	15%	0%	*	20%	-	-	14%	18%	8%	17%	15%	15%	17%	-	*	-	-
	Male	41%	37%	<b>33%</b>	25%	30%	40%	*	64%	-	45%	32%	36%	14%	37%	15%	33%	-	-	27%	*	29%
	Female	50%	47%	<b>46%</b>	38%	48%	44%	-	65%	*	42%	44%	50%	11%	51%	17%	-	46%	-	14%	*	*
Mathematics	All	48%	42%	<b>45%</b>	37%	47%	56%	*	66%	-	57%	45%	44%	20%	51%	41%	37%	55%	-	50%	*	*
	Students																					
	CWD	26%	21%	<b>20%</b>	7%	23%	43%	-	33%	-	*	17%	23%	20%	-	16%	18%	22%	-	-	*	*
	CWOD	51%	45%	<b>51%</b>	44%	52%	59%	*	74%	-	70%	52%	50%	-	51%	51%	43%	62%	-	50%	-	*
	EL	33%	31%	<b>41%</b>	44%	39%	*	*	52%	-	-	41%	42%	16%	51%	41%	38%	48%	-	*	-	-
	Male	47%	41%	<b>37%</b>	30%	37%	56%	*	65%	-	56%	38%	37%	18%	43%	38%	37%	-	-	*	*	*
	Female	49%	44%	<b>55%</b>	49%	59%	56%	-	67%	-	60%	56%	53%	22%	62%	48%	-	55%	-	43%	-	*
Science	All	49%	46%	<b>60%</b>	49%	61%	71%	*	81%	-	59%	59%	62%	27%	66%	45%	56%	66%	-	42%	*	*
	Students																					
	CWD	23%	18%	<b>27%</b>	13%	27%	46%	-	63%	-	*	24%	30%	27%	-	19%	27%	24%	-	-	*	*
	CWOD	52%	49%	<b>66%</b>	56%	67%	76%	*	82%	-	69%	66%	67%	-	66%	52%	62%	70%	-	42%	-	*
	EL	21%	20%	<b>45%</b>	22%	45%	*	*	48%	-	-	43%	51%	19%	52%	45%	47%	41%	-	*	-	-
	Male	50%	45%	<b>56%</b>	42%	58%	69%	*	77%	-	55%	55%	56%	27%	62%	47%	56%	-	-	*	*	*
	Female	49%	46%	<b>66%</b>	59%	64%	73%	-	85%	-	67%	65%	68%	24%	70%	41%	-	66%	-	50%	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>13%</b>	9%	12%	18%	*	30%	*	15%	12%	15%	2%	15%	7%	11%	17%	-	7%	0%	5%
	Students																					
	CWD	8%	5%	<b>2%</b>	0%	3%	7%	-	5%	-	0%	1%	3%	2%	-	2%	3%	0%	-	-	*	*
	CWOD	23%	20%	<b>15%</b>	10%	13%	21%	*	33%	*	20%	14%	18%	-	15%	8%	12%	19%	-	7%	*	6%
	EL	9%	8%	<b>7%</b>	3%	6%	0%	*	11%	-	-	6%	9%	2%	8%	7%	7%	6%	-	40%	-	-
	Male	20%	17%	<b>11%</b>	6%	9%	18%	*	26%	-	19%	10%	12%	3%	12%	7%	11%	-	-	10%	*	0%
	Female	22%	20%	<b>17%</b>	12%	16%	19%	-	35%	*	9%	15%	20%	0%	19%	6%	-	17%	-	6%	*	8%

		State	District	Campus	African American	Hispanic	White	Indian	American Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All	19%	16%	5%	2%	4%	8%	*	16%	*	6%	4%	7%	2%	6%	0%	4%	8%	-	0%	*	0%
	Students																					
	CWD	7%	5%	2%	0%	2%	7%	-	0%	-	*	1%	3%	2%	-	0%	2%	0%	-	-	*	*
	CWOD	20%	18%	6%	3%	5%	8%	*	18%	*	8%	5%	8%	-	6%	0%	4%	9%	-	0%	*	0%
	EL	7%	7%	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	1%	-	*	-	-
	Male	16%	13%	4%	1%	2%	9%	*	12%	-	9%	3%	5%	2%	4%	0%	4%	-	-	0%	*	0%
Female	22%	20%	8%	4%	7%	6%	-	21%	*	0%	6%	10%	0%	9%	1%	-	8%	-	0%	*	*	
Mathematics	All	23%	20%	23%	17%	23%	27%	*	45%	-	29%	22%	24%	2%	28%	20%	18%	30%	-	17%	*	*
	Students																					
	CWD	10%	5%	2%	0%	4%	0%	-	11%	-	*	1%	4%	2%	-	3%	3%	0%	-	-	*	*
	CWOD	25%	21%	28%	21%	28%	36%	*	54%	-	40%	27%	29%	-	28%	26%	22%	35%	-	17%	-	*
	EL	13%	11%	20%	11%	16%	*	*	43%	-	-	19%	21%	3%	26%	20%	21%	18%	-	*	-	-
	Male	23%	19%	18%	12%	19%	16%	*	42%	-	33%	18%	17%	3%	22%	21%	18%	-	-	*	*	*
Female	24%	20%	30%	24%	30%	37%	-	50%	-	20%	28%	32%	0%	35%	18%	-	30%	-	14%	-	*	
Science	All	22%	20%	25%	16%	20%	38%	*	56%	-	24%	22%	30%	4%	29%	11%	22%	29%	-	17%	*	*
	Students																					
	CWD	7%	4%	4%	0%	2%	15%	-	13%	-	*	3%	5%	4%	-	4%	5%	0%	-	-	*	*
	CWOD	24%	22%	29%	19%	23%	43%	*	59%	-	31%	26%	34%	-	29%	13%	26%	32%	-	17%	-	*
	EL	5%	5%	11%	0%	9%	*	*	19%	-	-	7%	20%	4%	13%	11%	12%	8%	-	*	-	-
	Male	23%	20%	22%	12%	18%	46%	*	50%	-	27%	20%	25%	5%	26%	12%	22%	-	-	*	*	*
Female	21%	20%	29%	21%	23%	32%	-	62%	-	17%	25%	34%	0%	32%	8%	-	29%	-	13%	-	*	

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	65	67	63	*	75	*	72	65	59	60
CWD	59	42	69	64	-	83	-	*	59	59	75
CWOD	68	68	67	63	*	74	*	79	66	-	58
EL	60	*	61	*	-	60	-	-	62	75	60
Male	67	70	64	62	*	72	-	71	65	70	60
Female	68	60	72	64	-	78	*	*	66	46	62
<b>Mathematics</b>											
All Students	72	67	72	82	*	85	-	83	72	47	64
CWD	47	30	48	69	-	*	-	*	43	47	43

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWOD	76	72	76	85	*	83	-	89	77	-	68
EL	64	*	62	*	*	81	-	-	63	43	64
Male	65	60	62	79	*	83	-	86	63	40	58
Female	81	75	84	85	-	88	-	*	84	71	74

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	88.2%	86.2%	87.6%	86.6%	*	94.2%	100.0%	100.0%	86.7%	61.9%	79.5%	65.8%	*
CWD	61.9%	70.0%	55.0%	54.5%	-	*	-	-	65.6%	61.9%	44.4%	*	*
CWOD	90.5%	88.2%	90.3%	91.5%	*	94.9%	100.0%	100.0%	88.4%	-	82.4%	68.6%	*
EL	79.5%	100.0%	77.5%	*	*	82.4%	*	-	80.0%	44.4%	79.5%	66.7%	-
Male	85.5%	84.4%	83.3%	82.9%	*	94.6%	*	100.0%	84.2%	66.7%	70.9%	73.3%	*
Female	91.0%	88.1%	92.7%	90.2%	*	93.8%	*	*	88.9%	50.0%	87.1%	60.9%	*

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
295	63	21%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	37	41	48	*	61	*	48	42	18	28

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	43%	33%	41%	36%	*	69%	*	60%	40%	8%	23%
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

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

'n/a' Indicates the student group is not applicable to this report.

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

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

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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**



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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

Participation Rate		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	97%	96%	97%	97%	100%	99%	*	100%	97%	96%	97%	97%	98%	97%	97%	-
	CWD	97%	97%	96%	95%	-	100%	-	100%	97%	97%	97%	-	100%	97%	98%	-
	CWOD	97%	96%	97%	98%	100%	99%	*	100%	97%	96%	-	97%	98%	97%	97%	-
	EL	98%	95%	98%	100%	*	99%	-	-	99%	98%	100%	98%	98%	98%	100%	-
	Male	97%	96%	97%	100%	100%	99%	-	100%	97%	96%	97%	97%	98%	97%	-	-
	Female	97%	97%	97%	95%	-	100%	*	100%	98%	97%	98%	97%	100%	-	97%	-
Reading	All Students	98%	97%	98%	97%	*	100%	*	100%	98%	98%	99%	98%	100%	98%	98%	-
	CWD	99%	99%	98%	97%	-	100%	-	100%	99%	98%	99%	-	100%	98%	99%	-
	CWOD	98%	97%	98%	97%	*	100%	*	100%	98%	98%	-	98%	100%	98%	98%	-
	EL	100%	100%	100%	100%	*	99%	-	-	100%	99%	100%	100%	100%	100%	100%	-
	Male	98%	96%	98%	100%	*	99%	-	100%	98%	97%	98%	98%	100%	98%	-	-
	Female	98%	99%	98%	94%	-	100%	*	100%	98%	98%	99%	98%	100%	-	98%	-
Mathematics	All Students	95%	95%	94%	98%	*	98%	-	100%	96%	95%	98%	95%	97%	95%	96%	-
	CWD	98%	100%	96%	93%	-	100%	-	*	97%	98%	98%	-	100%	98%	98%	-
	CWOD	95%	94%	94%	100%	*	97%	-	100%	95%	94%	-	95%	96%	94%	95%	-
	EL	97%	89%	96%	*	*	100%	-	-	97%	97%	100%	96%	97%	95%	100%	-
	Male	95%	95%	94%	100%	*	96%	-	100%	95%	95%	98%	94%	95%	95%	-	-
	Female	96%	96%	94%	97%	-	100%	-	100%	96%	95%	98%	95%	100%	-	96%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All	96%	94%	95%	97%	*	99%	-	100%	97%	94%	93%	96%	96%	95%	96%	-
	Students																
	CWD	93%	89%	94%	93%	-	100%	-	*	93%	91%	93%	-	100%	92%	94%	-
	CWOD	96%	95%	96%	98%	*	99%	-	100%	97%	95%	-	96%	95%	96%	97%	-
	EL	96%	89%	96%	*	*	100%	-	-	97%	95%	100%	95%	96%	94%	100%	-
	Male	95%	94%	94%	100%	*	98%	-	100%	96%	94%	92%	96%	94%	95%	-	-
	Female	96%	95%	97%	95%	-	100%	-	100%	98%	95%	94%	97%	100%	-	96%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	3%	4%	3%	3%	0%	1%	*	0%	3%	4%	3%	3%	2%	3%	3%	-
	Students																
	CWD	3%	3%	4%	5%	-	0%	-	0%	3%	3%	3%	-	0%	3%	2%	-
	CWOD	3%	4%	3%	2%	0%	1%	*	0%	3%	4%	-	3%	2%	3%	3%	-
	EL	2%	5%	2%	0%	*	1%	-	-	1%	2%	0%	2%	2%	2%	0%	-
	Male	3%	5%	3%	0%	0%	1%	-	0%	3%	4%	3%	3%	2%	3%	-	-
	Female	3%	3%	3%	5%	-	0%	*	0%	2%	3%	2%	3%	0%	-	3%	-
Reading	All	2%	3%	2%	3%	*	0%	*	0%	2%	2%	1%	2%	0%	2%	2%	-
	Students																
	CWD	1%	1%	2%	3%	-	0%	-	0%	1%	2%	1%	-	0%	2%	1%	-
	CWOD	2%	3%	2%	3%	*	0%	*	0%	2%	2%	-	2%	0%	2%	2%	-
	EL	0%	0%	0%	0%	*	1%	-	-	0%	1%	0%	0%	0%	0%	0%	-
	Male	2%	4%	2%	0%	*	1%	-	0%	2%	3%	2%	2%	0%	2%	-	-
	Female	2%	1%	2%	6%	-	0%	*	0%	2%	2%	1%	2%	0%	-	2%	-
Mathematics	All	5%	5%	6%	2%	*	2%	-	0%	4%	5%	2%	5%	3%	5%	4%	-
	Students																
	CWD	2%	0%	4%	7%	-	0%	-	*	3%	2%	2%	-	0%	2%	2%	-
	CWOD	5%	6%	6%	0%	*	3%	-	0%	5%	6%	-	5%	4%	6%	5%	-
	EL	3%	11%	4%	*	*	0%	-	-	3%	3%	0%	4%	3%	5%	0%	-
	Male	5%	5%	6%	0%	*	4%	-	0%	5%	5%	2%	6%	5%	5%	-	-
	Female	4%	4%	6%	3%	-	0%	-	0%	4%	5%	2%	5%	0%	-	4%	-
Science	All	4%	6%	5%	3%	*	1%	-	0%	3%	6%	8%	4%	4%	5%	4%	-
	Students																
	CWD	8%	11%	6%	7%	-	0%	-	*	7%	9%	8%	-	0%	8%	6%	-
	CWOD	4%	5%	4%	2%	*	1%	-	0%	3%	5%	-	4%	5%	4%	3%	-
	EL	4%	11%	4%	*	*	0%	-	-	3%	5%	0%	5%	4%	6%	0%	-
	Male	5%	6%	6%	0%	*	2%	-	0%	4%	6%	8%	4%	6%	5%	-	-
	Female	4%	5%	3%	5%	-	0%	-	0%	2%	5%	6%	3%	0%	-	4%	-

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	288	140	101	26	*	14	*	5	26		
	Female	172	98	47	14	*	11	*	*	8		
	Total	460	238	148	40	*	25	*	7	34		
Out-of-School Suspensions												
	Male	91	61	16	10	*	*	*	*	5		
	Female	56	37	8	7	*	*	*	*	*		
	Total	147	98	24	17	*	*	*	*	7		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	70	38	17	11	*	*	*	*	5		14
	Female	12	5	5	*	*	*	*	*	*		*
	Total	82	43	22	13	*	*	*	*	7		16
Out-of-School Suspensions												
	Male	41	25	*	10	*	*	*	*	*		*
	Female	8	*	*	*	*	*	*	*	*		*
	Total	49	29	*	12	*	*	*	*	*		6
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>											
Chronic Absenteeism											
Male	275	104	107	38	*	17	*	5	23	50	11
Female	231	77	92	38	*	17	*	5	17	14	5
Total	506	181	199	76	*	34	*	10	40	64	16

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

Preschool Programs	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses		415	134	116	53	*	110	*	*	23	8
	Male	415	134	116	53	*	110	*	*	23	8
	Female	428	146	122	38	*	113	*	5	17	*
	Total	843	280	238	91	*	223	*	7	40	10
International Baccalaureate Courses		59	11	17	5	*	26	*	*	*	*
	Male	59	11	17	5	*	26	*	*	*	*
	Female	76	20	23	*	*	29	*	*	*	*
	Total	135	31	40	7	*	55	*	*	*	*

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

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

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

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	41.1	21.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	11.8	6.5%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	24.4	13.5%

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-

personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	<b>20</b>	<b>2%</b>
English II	4,556	1%	26	0%	<b>10</b>	<b>1%</b>
Algebra I	4,884	1%	46	1%	<b>20</b>	<b>3%</b>
Biology	4,861	1%	47	1%	<b>21</b>	<b>3%</b>
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	99,020	1%	865	1%	71	2%
Reading	43,730	1%	378	1%	30	2%
Mathematics	39,178	1%	351	1%	20	3%
Science	16,112	1%	136	1%	21	3%

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

'-' Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

#### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

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

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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



Data are not available.

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

**Campus Name:** BRYANT EL

**Campus ID:** 220901147

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

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

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

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

**Part (ii): Student Achievement by Proficiency Level**

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

				African		American		Pacific		Two or More		Non Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
<b>STAAR Percent at Approaches Grade Level or Above</b>																													
<b>Grade 3</b>																													
Reading	All	77%	70%	<b>83%</b>	67%	90%	91%	-	86%	-	*	82%	83%	83%	82%	83%	76%	88%	-	*	-	*	-	-	-	-	-	-	
	Students																												
	CWD	51%	46%	<b>83%</b>	*	*	*	-	-	-	-	*	*	83%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-
	CWOD	79%	72%	<b>82%</b>	71%	88%	89%	-	86%	-	*	80%	85%	-	82%	82%	75%	88%	-	*	-	-	-	-	-	-	-	-	-
	EL	70%	69%	<b>83%</b>	-	78%	*	-	86%	-	-	86%	*	*	82%	83%	82%	86%	-	*	-	-	-	-	-	-	-	-	-
	Male	74%	68%	<b>76%</b>	*	85%	100%	-	*	-	*	73%	79%	*	75%	82%	76%	-	-	*	-	-	-	-	-	-	-	-	-
	Female	79%	73%	<b>88%</b>	82%	94%	*	-	*	-	-	89%	88%	*	88%	86%	-	88%	-	*	-	-	-	-	-	-	-	-	-
Mathematics	All	77%	71%	<b>79%</b>	67%	83%	82%	-	86%	-	*	76%	83%	*	81%	83%	76%	82%	-	*	-	*	-	-	-	-	-	-	
	Students																												
	CWD	52%	43%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	73%	<b>81%</b>	71%	81%	89%	-	86%	-	*	77%	85%	-	81%	82%	79%	82%	-	*	-	-	-	-	-	-	-	-	-
	EL	74%	73%	<b>83%</b>	-	78%	*	-	86%	-	-	86%	*	*	82%	83%	82%	86%	-	*	-	-	-	-	-	-	-	-	-
	Male	77%	70%	<b>76%</b>	*	85%	83%	-	*	-	*	60%	93%	*	79%	82%	76%	-	-	*	-	-	-	-	-	-	-	-	-
	Female	78%	71%	<b>82%</b>	82%	81%	*	-	*	-	-	89%	75%	*	82%	86%	-	82%	-	*	-	-	-	-	-	-	-	-	-
<b>Grade 4</b>																													
Reading	All	72%	67%	<b>85%</b>	88%	88%	86%	-	78%	-	*	89%	79%	75%	86%	81%	81%	89%	-	*	-	*	-	-	-	-	-	-	
	Students																												
	CWD	46%	47%	<b>75%</b>	*	*	*	-	-	-	-	*	*	75%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	69%	<b>86%</b>	87%	89%	100%	-	78%	-	*	88%	83%	-	86%	79%	83%	88%	-	*	-	-	-	-	-	-	-	-	-
	EL	60%	56%	<b>81%</b>	-	88%	-	-	*	-	-	85%	*	*	79%	81%	75%	85%	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	64%	<b>81%</b>	82%	80%	*	-	*	-	*	85%	75%	*	83%	75%	81%	-	-	*	-	-	-	-	-	-	-	-	-
	Female	75%	70%	<b>89%</b>	93%	95%	*	-	*	-	*	93%	82%	*	88%	85%	-	89%	-	*	-	-	-	-	-	-	-	-	-
Mathematics	All	77%	74%	<b>86%</b>	84%	88%	86%	-	100%	-	*	89%	82%	56%	90%	86%	79%	93%	-	*	-	*	-	-	-	-	-	-	
	Students																												
	CWD	49%	49%	<b>56%</b>	*	*	*	-	-	-	*	*	*	56%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	76%	<b>90%</b>	87%	89%	100%	-	100%	-	*	90%	90%	-	90%	84%	86%	93%	-	*	-	-	-	-	-	-	-	-	-
	EL	72%	72%	<b>86%</b>	-	81%	-	-	100%	-	-	85%	*	*	84%	86%	75%	92%	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	72%	<b>79%</b>	73%	85%	*	-	*	-	*	81%	75%	*	86%	75%	79%	-	-	*	-	-	-	-	-	-	-	-	-
	Female	78%	76%	<b>93%</b>	93%	90%	*	-	100%	-	*	96%	89%	*	93%	92%	-	93%	-	*	-	-	-	-	-	-	-	-	-
<b>Grade 5</b>																													
Reading	All	83%	80%	<b>94%</b>	91%	95%	100%	-	100%	-	*	93%	95%	100%	93%	90%	95%	93%	-	*	-	*	-	-	-	-	-	-	
	Students																												
	CWD	54%	47%	<b>100%</b>	*	*	*	-	*	-	-	*	*	100%	-	-	*	100%	-	-	-	-	-	-	-	-	-	-	-
	CWOD	87%	83%	<b>93%</b>	90%	94%	100%	-	100%	-	*	92%	94%	-	93%	90%	95%	92%	-	*	-	-	-	-	-	-	-	-	-
EL	73%	70%	<b>90%</b>	-	86%	-	-	*	-	-	100%	*	-	90%	90%	*	83%	-	-	-	-	-	-	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	81%	77%	<b>95%</b>	86%	100%	*	-	*	-	-	94%	100%	*	95%	*	95%	-	-	-	-	-
	Female	86%	82%	<b>93%</b>	93%	91%	100%	-	100%	-	*	92%	94%	100%	92%	83%	-	93%	-	*	-	-
Mathematics	All	90%	85%	<b>95%</b>	95%	100%	100%	-	90%	-	*	93%	100%	89%	96%	100%	92%	98%	-	*	-	-
	Students																					
	CWD	70%	56%	<b>89%</b>	*	*	*	-	*	-	-	*	*	89%	-	-	*	100%	-	-	-	-
	CWOD	92%	89%	<b>96%</b>	95%	100%	100%	-	100%	-	*	95%	100%	-	96%	100%	95%	97%	-	*	-	-
	EL	86%	81%	<b>100%</b>	-	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	89%	84%	<b>92%</b>	86%	100%	*	-	*	-	-	89%	100%	*	95%	100%	92%	-	-	-	-	-
	Female	91%	86%	<b>98%</b>	100%	100%	100%	-	100%	-	*	96%	100%	100%	97%	100%	-	98%	-	*	-	-
Science	All	75%	69%	<b>85%</b>	86%	83%	90%	-	90%	-	*	80%	95%	67%	88%	82%	83%	86%	-	*	-	-
	Students																					
	CWD	48%	38%	<b>67%</b>	*	*	*	-	*	-	-	*	*	67%	-	-	*	83%	-	-	-	-
	CWOD	78%	72%	<b>88%</b>	86%	84%	100%	-	100%	-	*	83%	100%	-	88%	82%	90%	86%	-	*	-	-
	EL	62%	57%	<b>82%</b>	-	75%	-	-	*	-	-	71%	*	-	82%	82%	*	83%	-	-	-	-
	Male	76%	69%	<b>83%</b>	86%	83%	*	-	*	-	-	79%	100%	*	90%	*	83%	-	-	-	-	-
	Female	75%	69%	<b>86%</b>	87%	82%	88%	-	100%	-	*	81%	94%	83%	86%	83%	-	86%	-	*	-	-
Grade 6	All	68%	67%	<b>80%</b>	74%	82%	*	*	100%	-	*	76%	88%	*	87%	60%	72%	90%	-	*	-	*
	Students																					
	CWD	35%	33%	*	*	*	*	*	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	71%	70%	<b>87%</b>	79%	86%	*	-	100%	-	*	82%	95%	-	87%	75%	81%	93%	-	*	-	*
	EL	42%	46%	<b>60%</b>	*	*	*	-	*	-	-	63%	*	*	75%	60%	*	*	-	-	-	-
	Male	63%	61%	<b>72%</b>	65%	73%	*	*	*	-	*	58%	93%	*	81%	*	72%	-	-	*	-	*
	Female	72%	73%	<b>90%</b>	90%	91%	*	-	100%	-	*	95%	80%	*	93%	*	-	90%	-	-	-	-
Mathematics	All	76%	76%	<b>86%</b>	86%	87%	*	*	100%	-	*	91%	77%	60%	90%	82%	83%	91%	-	*	-	*
	Students																					
	CWD	50%	46%	<b>60%</b>	*	*	*	*	-	-	*	71%	*	60%	-	*	67%	*	-	-	-	-
	CWOD	79%	80%	<b>90%</b>	88%	86%	*	-	100%	-	*	95%	83%	-	90%	100%	88%	94%	-	*	-	*
	EL	61%	67%	<b>82%</b>	*	100%	*	-	*	-	-	89%	*	*	100%	82%	86%	*	-	-	-	-
	Male	76%	76%	<b>83%</b>	82%	83%	*	*	100%	-	*	85%	80%	67%	88%	86%	83%	-	-	*	-	*
	Female	77%	77%	<b>91%</b>	91%	91%	*	-	100%	-	*	100%	73%	*	94%	*	-	91%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	All	43%	35%	<b>46%</b>	47%	41%	73%	-	29%	-	*	42%	50%	67%	44%	33%	41%	50%	-	*	-	*
	Students																					
	CWD	28%	21%	<b>67%</b>	*	*	*	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	44%	36%	<b>44%</b>	50%	38%	67%	-	29%	-	*	37%	52%	-	44%	35%	38%	48%	-	*	-	*
	EL	32%	32%	<b>33%</b>	-	22%	*	-	29%	-	-	43%	*	*	35%	33%	18%	57%	-	*	-	*
	Male	40%	33%	<b>41%</b>	*	38%	83%	-	*	-	*	40%	43%	*	38%	18%	41%	-	-	*	-	-
	Female	45%	37%	<b>50%</b>	55%	44%	*	-	*	-	-	44%	56%	*	48%	57%	-	50%	-	*	-	*
Mathematics	All	46%	37%	<b>56%</b>	53%	55%	64%	-	57%	-	*	55%	57%	*	56%	56%	55%	56%	-	*	-	*
	Students																					
	CWD	30%	23%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	48%	38%	<b>56%</b>	57%	54%	67%	-	57%	-	*	53%	59%	-	56%	53%	54%	58%	-	*	-	*	
	EL	39%	38%	<b>56%</b>	-	56%	*	-	57%	-	-	64%	*	*	53%	56%	55%	57%	-	*	-	*	
	Male	47%	38%	<b>55%</b>	*	62%	83%	-	*	-	*	53%	57%	*	54%	55%	55%	-	-	*	-	-	
	Female	45%	35%	<b>56%</b>	64%	50%	*	-	*	-	-	56%	56%	*	58%	57%	-	56%	-	*	-	*	
Grade 4	Reading	All	45%	40%	<b>56%</b>	36%	63%	71%	-	67%	-	*	58%	52%	63%	55%	43%	57%	55%	-	*	-	-
		Students																					
		CWOD	28%	30%	<b>63%</b>	*	*	*	-	-	-	*	*	63%	-	*	*	*	-	-	-	-	-
		CWOD	47%	41%	<b>55%</b>	35%	61%	80%	-	67%	-	*	55%	55%	-	55%	37%	58%	52%	-	*	-	-
		EL	29%	28%	<b>43%</b>	-	44%	-	*	-	-	45%	*	*	37%	43%	50%	38%	-	-	-	-	
		Male	43%	39%	<b>57%</b>	18%	70%	*	-	*	-	*	62%	50%	*	58%	50%	57%	-	-	*	-	-
		Female	47%	42%	<b>55%</b>	50%	55%	*	-	*	-	*	56%	53%	*	52%	38%	-	55%	-	*	-	-
	Mathematics	All	48%	40%	<b>51%</b>	20%	56%	71%	-	100%	-	*	56%	44%	56%	51%	57%	56%	47%	-	*	-	-
		Students																					
		CWOD	29%	30%	<b>56%</b>	*	*	*	-	-	-	*	*	*	56%	-	*	*	*	-	-	-	-
		CWOD	50%	42%	<b>51%</b>	17%	54%	80%	-	100%	-	*	53%	47%	-	51%	53%	58%	44%	-	*	-	-
		EL	38%	35%	<b>57%</b>	-	44%	-	-	100%	-	-	55%	*	*	53%	57%	75%	46%	-	-	-	-
		Male	48%	41%	<b>56%</b>	18%	65%	*	-	*	-	*	59%	50%	*	58%	75%	56%	-	-	*	-	-
		Female	47%	40%	<b>47%</b>	21%	48%	*	-	100%	-	*	52%	39%	*	44%	46%	-	47%	-	*	-	-
Grade 5	Reading	All	53%	49%	<b>73%</b>	68%	62%	90%	-	100%	-	*	65%	90%	75%	73%	70%	77%	71%	-	*	-	-
		Students																					
		CWOD	30%	25%	<b>75%</b>	*	*	*	-	*	-	*	*	75%	-	-	*	67%	-	-	-	-	-
		CWOD	56%	51%	<b>73%</b>	67%	61%	100%	-	100%	-	*	64%	94%	-	73%	70%	75%	72%	-	*	-	-
		EL	35%	30%	<b>70%</b>	-	57%	-	-	*	-	-	67%	*	-	70%	70%	*	50%	-	-	-	-
		Male	50%	46%	<b>77%</b>	43%	90%	*	-	*	-	-	71%	100%	*	75%	*	77%	-	-	-	-	-
		Female	56%	51%	<b>71%</b>	80%	36%	88%	-	100%	-	*	62%	88%	67%	72%	50%	-	71%	-	*	-	-
	Mathematics	All	57%	50%	<b>64%</b>	41%	65%	90%	-	90%	-	*	53%	86%	67%	63%	64%	67%	62%	-	*	-	-
		Students																					
		CWOD	34%	24%	<b>67%</b>	*	*	*	-	*	-	*	*	67%	-	-	*	83%	-	-	-	-	-
		CWOD	60%	52%	<b>63%</b>	38%	68%	86%	-	100%	-	*	55%	82%	-	63%	64%	71%	58%	-	*	-	-
		EL	46%	39%	<b>64%</b>	-	50%	-	-	*	-	-	57%	*	-	64%	64%	80%	50%	-	-	-	-
		Male	57%	49%	<b>67%</b>	29%	83%	*	-	*	-	-	58%	100%	*	71%	80%	67%	-	-	-	-	-
		Female	58%	50%	<b>62%</b>	47%	45%	88%	-	100%	-	*	50%	81%	83%	58%	50%	-	62%	-	*	-	-
	Science	All	40%	34%	<b>62%</b>	64%	52%	70%	-	80%	-	*	51%	86%	56%	63%	45%	67%	60%	-	*	-	-
		Students																					
		CWOD	25%	18%	<b>56%</b>	*	*	*	-	*	-	*	*	56%	-	-	*	67%	-	-	-	-	-
		CWOD	42%	35%	<b>63%</b>	62%	53%	71%	-	89%	-	*	53%	88%	-	63%	45%	71%	58%	-	*	-	-
		EL	24%	18%	<b>45%</b>	-	38%	-	-	*	-	-	43%	*	-	45%	45%	*	33%	-	-	-	-
		Male	42%	35%	<b>67%</b>	57%	67%	*	-	*	-	-	58%	100%	*	71%	*	67%	-	-	-	-	-
		Female	38%	32%	<b>60%</b>	67%	36%	63%	-	86%	-	*	46%	81%	67%	58%	33%	-	60%	-	*	-	-
Grade 6	Reading	All	38%	37%	<b>57%</b>	48%	50%	*	*	100%	-	*	49%	72%	*	62%	50%	54%	61%	-	*	-	*
		Students																					

				African	American					Two or Non										Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWD	22%	22%	*	*	*	*	-	-	*	*	*	-	*	*	*	*	-	-	-	-	
	CWOD	40%	38%	<b>62%</b>	54%	52%	*	100%	-	*	54%	77%	-	62%	63%	61%	63%	-	*	-	*	
	EL	14%	15%	<b>50%</b>	*	*	*	-	*	-	50%	*	*	63%	50%	*	*	-	-	-	-	
	Male	34%	32%	<b>54%</b>	41%	55%	*	*	-	*	38%	80%	*	61%	*	54%	-	-	*	-	*	
	Female	42%	42%	<b>61%</b>	60%	45%	*	-	100%	-	62%	60%	*	63%	*	-	61%	-	-	-	-	
Mathematics	All	43%	46%	<b>58%</b>	36%	65%	*	*	100%	-	60%	54%	40%	60%	55%	54%	63%	-	*	-	*	
	Students																					
	CWD	23%	27%	<b>40%</b>	*	*	*	-	-	*	43%	*	40%	-	*	44%	*	-	-	-	-	
	CWOD	46%	48%	<b>60%</b>	36%	67%	*	-	100%	-	63%	57%	-	60%	67%	56%	65%	-	*	-	*	
	EL	24%	31%	<b>55%</b>	*	60%	*	*	-	-	56%	*	*	67%	55%	43%	*	-	-	-	-	
	Male	44%	46%	<b>54%</b>	47%	42%	*	*	100%	-	46%	67%	44%	56%	43%	54%	-	-	*	-	*	
	Female	42%	46%	<b>63%</b>	18%	91%	*	-	100%	-	76%	36%	*	65%	*	-	63%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

Grade 3

Reading	All	24%	19%	<b>17%</b>	27%	14%	27%	-	0%	-	*	9%	27%	17%	18%	6%	10%	24%	-	*	-	*	
	Students																						
	CWD	9%	7%	<b>17%</b>	*	*	*	-	-	-	*	*	17%	-	*	*	*	-	-	-	-	-	
	CWOD	26%	20%	<b>18%</b>	29%	12%	33%	-	0%	-	10%	26%	-	18%	6%	13%	21%	-	*	-	*		
	EL	15%	16%	<b>6%</b>	-	11%	*	-	0%	-	7%	*	*	6%	6%	0%	14%	-	*	-	*		
	Male	22%	17%	<b>10%</b>	*	0%	33%	-	*	-	7%	14%	*	13%	0%	10%	-	-	*	-	-		
	Female	26%	20%	<b>24%</b>	27%	25%	*	-	*	-	11%	38%	*	21%	14%	-	24%	-	*	-	*		
Mathematics	All	22%	15%	<b>29%</b>	33%	24%	27%	-	43%	-	*	21%	37%	*	32%	28%	31%	26%	-	*	-	*	
	Students																						
	CWD	12%	5%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	24%	16%	<b>32%</b>	36%	27%	33%	-	43%	-	*	23%	41%	-	32%	29%	38%	27%	-	*	-	*	
	EL	17%	16%	<b>28%</b>	-	22%	*	-	43%	-	-	36%	*	*	29%	28%	36%	14%	-	*	-	*	
	Male	23%	17%	<b>31%</b>	*	31%	33%	-	*	-	*	27%	36%	*	38%	36%	31%	-	-	*	-	-	
	Female	21%	14%	<b>26%</b>	36%	19%	*	-	*	-	-	17%	38%	*	27%	14%	-	26%	-	*	-	*	

Grade 4

Reading	All	23%	19%	<b>30%</b>	24%	28%	29%	-	56%	-	*	26%	36%	13%	32%	10%	29%	32%	-	*	-	-
	Students																					
	CWD	9%	9%	<b>13%</b>	*	*	*	-	-	-	*	*	13%	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>32%</b>	26%	28%	40%	-	56%	-	*	29%	38%	-	32%	11%	31%	33%	-	*	-	-
	EL	12%	11%	<b>10%</b>	-	6%	-	-	*	-	-	10%	*	*	11%	10%	0%	15%	-	-	-	-
	Male	22%	18%	<b>29%</b>	0%	35%	*	-	*	-	*	23%	38%	*	31%	0%	29%	-	-	*	-	-
	Female	25%	21%	<b>32%</b>	43%	20%	*	-	*	-	*	30%	35%	*	33%	15%	-	32%	-	*	-	-
Mathematics	All	26%	20%	<b>28%</b>	8%	27%	43%	-	67%	-	*	31%	24%	22%	29%	19%	37%	20%	-	*	-	-
	Students																					
	CWD	11%	10%	<b>22%</b>	*	*	*	-	-	-	*	*	*	22%	-	*	*	*	-	-	-	-
	CWOD	28%	21%	<b>29%</b>	9%	27%	40%	-	67%	-	*	33%	23%	-	29%	21%	39%	21%	-	*	-	-
	EL	18%	14%	<b>19%</b>	-	13%	-	-	40%	-	-	20%	*	*	21%	19%	25%	15%	-	-	-	-
	Male	27%	21%	<b>37%</b>	9%	40%	*	-	*	-	*	37%	38%	*	39%	25%	37%	-	-	*	-	-
	Female	25%	19%	<b>20%</b>	7%	14%	*	-	60%	-	*	26%	11%	*	21%	15%	-	20%	-	*	-	-

				African		American		Pacific		Two or More Econ		Non Econ								Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 5	Reading	All	26%	23%	<b>34%</b>	36%	29%	30%	-	50%	-	*	30%	43%	0%	39%	10%	45%	29%	-	*	-	-	
		Students																						
		CWD	9%	7%	<b>0%</b>	*	*	*	-	*	-	-	*	*	0%	-	-	*	0%	-	-	-	-	-
		CWOD	27%	24%	<b>39%</b>	38%	33%	43%	-	56%	-	*	33%	53%	-	39%	10%	50%	33%	-	*	-	-	-
		EL	12%	8%	<b>10%</b>	-	0%	-	-	*	-	-	0%	*	-	10%	10%	*	17%	-	-	-	-	-
		Male	24%	21%	<b>45%</b>	43%	40%	*	-	*	-	-	41%	60%	*	50%	*	45%	-	-	-	-	-	-
	Female	28%	25%	<b>29%</b>	33%	18%	13%	-	57%	-	*	23%	38%	0%	33%	17%	-	29%	-	*	-	-	-	
	Mathematics	All	30%	24%	<b>35%</b>	27%	30%	50%	-	50%	-	*	33%	38%	11%	39%	0%	42%	31%	-	*	-	-	
		Students																						
		CWD	13%	7%	<b>11%</b>	*	*	*	-	*	-	-	*	*	11%	-	-	*	17%	-	-	-	-	-
		CWOD	31%	26%	<b>39%</b>	24%	37%	71%	-	56%	-	*	35%	47%	-	39%	0%	48%	33%	-	*	-	-	-
		EL	19%	13%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-	-
		Male	29%	24%	<b>42%</b>	29%	33%	*	-	*	-	-	37%	60%	*	48%	0%	42%	-	-	-	-	-	-
	Female	30%	24%	<b>31%</b>	27%	27%	38%	-	43%	-	*	31%	31%	17%	33%	0%	-	31%	-	*	-	-	-	
	Science	All	16%	13%	<b>26%</b>	14%	26%	20%	-	60%	-	*	24%	29%	0%	30%	9%	33%	21%	-	*	-	-	
Students																								
CWD		9%	5%	<b>0%</b>	*	*	*	-	*	-	-	*	*	0%	-	-	*	0%	-	-	-	-	-	
CWOD		17%	14%	<b>30%</b>	14%	32%	29%	-	67%	-	*	28%	35%	-	30%	9%	38%	25%	-	*	-	-	-	
EL		7%	4%	<b>9%</b>	-	0%	-	-	*	-	-	14%	*	-	9%	9%	*	17%	-	-	-	-	-	
Male		18%	14%	<b>33%</b>	14%	25%	*	-	*	-	-	32%	40%	*	38%	*	33%	-	-	-	-	-	-	
Female	15%	12%	<b>21%</b>	13%	27%	0%	-	57%	-	*	19%	25%	0%	25%	17%	-	21%	-	*	-	-	-		
Grade 6	Reading	All	18%	17%	<b>26%</b>	22%	14%	*	*	80%	-	*	22%	32%	*	30%	20%	21%	32%	-	*	-	*	
		Students																						
		CWD	8%	6%	*	*	*	*	*	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>30%</b>	25%	14%	*	-	80%	-	*	26%	36%	-	30%	25%	26%	33%	-	*	-	*	
		EL	4%	5%	<b>20%</b>	*	*	*	-	*	-	-	25%	*	*	25%	20%	*	*	-	-	-	-	-
		Male	15%	13%	<b>21%</b>	18%	18%	*	*	*	-	*	8%	40%	*	26%	*	21%	-	-	*	-	*	
	Female	22%	22%	<b>32%</b>	30%	9%	*	-	83%	-	*	38%	20%	*	33%	*	-	32%	-	-	-	-	-	
	Mathematics	All	18%	21%	<b>30%</b>	25%	22%	*	*	82%	-	*	23%	42%	0%	35%	27%	32%	28%	-	*	-	*	
		Students																						
		CWD	9%	7%	<b>0%</b>	*	*	*	*	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-	-
		CWOD	19%	22%	<b>35%</b>	28%	24%	*	-	82%	-	*	28%	48%	-	35%	33%	41%	29%	-	*	-	*	
		EL	6%	9%	<b>27%</b>	*	0%	*	-	*	-	-	33%	*	*	33%	27%	29%	*	-	-	-	-	-
		Male	18%	21%	<b>32%</b>	29%	17%	*	*	100%	-	*	15%	60%	0%	41%	29%	32%	-	-	*	-	*	
	Female	17%	21%	<b>28%</b>	18%	27%	*	-	67%	-	*	33%	18%	*	29%	*	-	28%	-	-	-	-	-	
	<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																								
All Subjects	All	77%	72%	<b>86%</b>	83%	88%	85%	*	93%	-	64%	86%	86%	69%	88%	83%	81%	90%	-	87%	-	*		
	Students																							
	CWD	45%	38%	<b>69%</b>	60%	86%	57%	*	*	-	*	74%	63%	69%	-	60%	58%	88%	-	-	-	-		
	CWOD	80%	76%	<b>88%</b>	85%	88%	96%	-	95%	-	63%	87%	89%	-	88%	85%	85%	90%	-	87%	-	*		
EL	60%	59%	<b>83%</b>	*	84%	*	-	89%	-	-	85%	77%	60%	85%	83%	80%	86%	-	*	-	*			



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	74%	69%	<b>81%</b>	73%	85%	79%	*	89%	-	69%	79%	85%	58%	85%	80%	81%	-	-	*	-	*	
	Female	79%	76%	<b>90%</b>	91%	91%	89%	-	96%	-	56%	92%	87%	88%	90%	86%	-	90%	-	100%	-	*	
Reading	All	73%	68%	<b>85%</b>	81%	88%	86%	*	92%	-	60%	85%	85%	71%	87%	80%	80%	90%	-	86%	-	*	
	Students																						
	CWD	39%	32%	<b>71%</b>	*	82%	60%	*	*	-	*	76%	64%	71%	-	*	62%	90%	-	-	-	-	
	CWOD	77%	72%	<b>87%</b>	83%	89%	96%	-	91%	-	56%	86%	88%	-	87%	81%	83%	90%	-	86%	-	*	
	EL	52%	51%	<b>80%</b>	*	84%	*	-	82%	-	-	83%	64%	*	81%	80%	76%	83%	-	*	-	*	
	Male	69%	64%	<b>80%</b>	69%	83%	81%	*	94%	-	*	77%	84%	62%	83%	76%	80%	-	-	*	-	*	
	Female	77%	73%	<b>90%</b>	90%	93%	89%	-	90%	-	*	92%	86%	90%	90%	83%	-	90%	-	*	-	*	
Mathematics	All	80%	75%	<b>87%</b>	84%	89%	83%	*	95%	-	73%	88%	85%	68%	89%	87%	82%	92%	-	86%	-	*	
	Students																						
	CWD	52%	42%	<b>68%</b>	*	92%	50%	*	*	-	*	75%	57%	68%	-	*	58%	90%	-	-	-	-	
	CWOD	83%	79%	<b>89%</b>	87%	88%	96%	-	97%	-	78%	90%	89%	-	89%	89%	87%	92%	-	86%	-	*	
	EL	70%	69%	<b>87%</b>	*	87%	*	-	94%	-	-	88%	82%	*	89%	87%	84%	90%	-	*	-	*	
	Male	78%	73%	<b>82%</b>	74%	88%	75%	*	88%	-	71%	80%	84%	58%	87%	84%	82%	-	-	*	-	*	
	Female	82%	78%	<b>92%</b>	92%	90%	89%	-	100%	-	*	96%	85%	90%	92%	90%	-	92%	-	*	-	*	
Science	All	79%	74%	<b>85%</b>	86%	83%	90%	-	90%	-	*	80%	95%	67%	88%	82%	83%	86%	-	*	-	-	
	Students																						
	CWD	48%	40%	<b>67%</b>	*	*	*	-	*	-	-	*	*	67%	-	-	*	83%	-	-	-	-	
	CWOD	82%	78%	<b>88%</b>	86%	84%	100%	-	100%	-	*	83%	100%	-	88%	82%	90%	86%	-	*	-	-	
	EL	58%	57%	<b>82%</b>	-	75%	-	-	*	-	-	71%	*	-	82%	82%	*	83%	-	-	-	-	
	Male	78%	72%	<b>83%</b>	86%	83%	*	-	*	-	-	79%	100%	*	90%	*	83%	-	-	-	-	-	
	Female	80%	77%	<b>86%</b>	87%	82%	88%	-	100%	-	*	81%	94%	83%	86%	83%	-	86%	-	*	-	-	

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

All Grades

All Subjects	All	47%	42%	<b>58%</b>	45%	57%	69%	*	83%	-	50%	55%	63%	54%	58%	51%	57%	58%	-	47%	-	*	
	Students																						
	CWD	23%	19%	<b>54%</b>	40%	61%	52%	*	*	-	*	57%	50%	54%	-	50%	46%	69%	-	-	-	-	
	CWOD	50%	45%	<b>58%</b>	45%	56%	75%	-	85%	-	47%	54%	65%	-	58%	51%	60%	57%	-	47%	-	*	
	EL	26%	25%	<b>51%</b>	*	46%	*	-	68%	-	-	52%	46%	50%	51%	51%	52%	50%	-	*	-	*	
	Male	45%	40%	<b>57%</b>	35%	63%	71%	*	72%	-	62%	54%	64%	46%	60%	52%	57%	-	-	*	-	*	
	Female	50%	45%	<b>58%</b>	52%	50%	67%	-	91%	-	33%	56%	62%	69%	57%	50%	-	58%	-	44%	-	*	
Reading	All	46%	41%	<b>58%</b>	49%	54%	69%	*	78%	-	60%	55%	63%	55%	58%	46%	56%	60%	-	43%	-	*	
	Students																						
	CWD	22%	18%	<b>55%</b>	*	64%	50%	*	*	-	*	65%	43%	55%	-	*	48%	70%	-	-	-	-	
	CWOD	48%	44%	<b>58%</b>	51%	53%	76%	-	77%	-	56%	54%	66%	-	58%	46%	58%	59%	-	43%	-	*	
	EL	21%	21%	<b>46%</b>	*	43%	*	-	53%	-	-	48%	36%	*	46%	46%	41%	50%	-	*	-	*	
	Male	41%	37%	<b>56%</b>	33%	63%	69%	*	69%	-	*	52%	62%	48%	58%	41%	56%	-	-	*	-	*	
	Female	50%	47%	<b>60%</b>	62%	47%	68%	-	85%	-	*	57%	64%	70%	59%	50%	-	60%	-	*	-	*	
Mathematics	All	48%	42%	<b>57%</b>	36%	59%	69%	*	89%	-	45%	56%	58%	53%	57%	57%	57%	56%	-	57%	-	*	
	Students																						
	CWD	26%	21%	<b>53%</b>	*	62%	50%	*	*	-	*	55%	50%	53%	-	*	46%	70%	-	-	-	-	
	CWOD	51%	45%	<b>57%</b>	35%	59%	76%	-	92%	-	44%	56%	59%	-	57%	57%	59%	55%	-	57%	-	*	

				African	American	Pacific	Two or More Econ	Non Econ												Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	EL	33%	31%	<b>57%</b>	*	50%	*	-	83%	-	-	58%	55%	*	57%	57%	61%	53%	-	*	-	*
	Male	47%	41%	<b>57%</b>	33%	63%	69%	*	76%	-	57%	54%	62%	46%	59%	61%	57%	-	-	*	-	*
	Female	49%	44%	<b>56%</b>	37%	56%	68%	-	100%	-	*	58%	54%	70%	55%	53%	-	56%	-	*	-	*
Science	All	49%	46%	<b>62%</b>	64%	52%	70%	-	80%	-	*	51%	86%	56%	63%	45%	67%	60%	-	*	-	-
	Students																					
	CWD	23%	18%	<b>56%</b>	*	*	*	-	*	-	-	*	*	56%	-	-	*	67%	-	-	-	-
	CWOD	52%	49%	<b>63%</b>	62%	53%	71%	-	89%	-	*	53%	88%	-	63%	45%	71%	58%	-	*	-	-
	EL	21%	20%	<b>45%</b>	-	38%	-	-	*	-	-	43%	*	-	45%	45%	*	33%	-	-	-	-
	Male	50%	45%	<b>67%</b>	57%	67%	*	-	*	-	-	58%	100%	*	71%	*	67%	-	-	-	-	-
	Female	49%	46%	<b>60%</b>	67%	36%	63%	-	86%	-	*	46%	81%	67%	58%	33%	-	60%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All	21%	18%	<b>28%</b>	23%	24%	28%	*	57%	-	27%	25%	34%	7%	31%	15%	30%	27%	-	7%	-	*
	Students																					
	CWD	8%	5%	<b>7%</b>	7%	11%	4%	*	*	-	*	5%	9%	7%	-	0%	6%	8%	-	-	-	-
	CWOD	23%	20%	<b>31%</b>	25%	26%	37%	-	59%	-	32%	28%	37%	-	31%	16%	35%	28%	-	7%	-	*
	EL	9%	8%	<b>15%</b>	*	7%	*	-	34%	-	-	17%	4%	0%	16%	15%	14%	15%	-	*	-	*
	Male	20%	17%	<b>30%</b>	20%	28%	41%	*	56%	-	31%	25%	40%	6%	35%	14%	30%	-	-	*	-	*
	Female	22%	20%	<b>27%</b>	26%	20%	17%	-	57%	-	22%	26%	29%	8%	28%	15%	-	27%	-	0%	-	*
Reading	All	19%	16%	<b>27%</b>	27%	21%	23%	*	50%	-	30%	23%	34%	6%	30%	10%	25%	29%	-	0%	-	*
	Students																					
	CWD	7%	5%	<b>6%</b>	*	18%	0%	*	*	-	*	0%	14%	6%	-	*	5%	10%	-	-	-	-
	CWOD	20%	18%	<b>30%</b>	29%	22%	32%	-	51%	-	33%	25%	37%	-	30%	11%	29%	30%	-	0%	-	*
	EL	7%	7%	<b>10%</b>	*	5%	*	-	24%	-	-	10%	9%	*	11%	10%	3%	17%	-	*	-	*
	Male	16%	13%	<b>25%</b>	18%	24%	31%	*	38%	-	*	20%	34%	5%	29%	3%	25%	-	-	*	-	*
	Female	22%	20%	<b>29%</b>	34%	19%	16%	-	60%	-	*	26%	34%	10%	30%	17%	-	29%	-	*	-	*
Mathematics	All	23%	20%	<b>30%</b>	22%	26%	34%	*	62%	-	27%	28%	34%	9%	33%	20%	35%	26%	-	14%	-	*
	Students																					
	CWD	10%	5%	<b>9%</b>	*	8%	10%	*	*	-	*	10%	7%	9%	-	*	8%	10%	-	-	-	-
	CWOD	25%	21%	<b>33%</b>	23%	28%	44%	-	64%	-	33%	30%	38%	-	33%	21%	41%	27%	-	14%	-	*
	EL	13%	11%	<b>20%</b>	*	11%	*	-	44%	-	-	24%	0%	*	21%	20%	26%	13%	-	*	-	*
	Male	23%	19%	<b>35%</b>	23%	32%	44%	*	71%	-	29%	29%	46%	8%	41%	26%	35%	-	-	*	-	*
	Female	24%	20%	<b>26%</b>	22%	20%	26%	-	55%	-	*	27%	25%	10%	27%	13%	-	26%	-	*	-	*
Science	All	22%	20%	<b>26%</b>	14%	26%	20%	-	60%	-	*	24%	29%	0%	30%	9%	33%	21%	-	*	-	-
	Students																					
	CWD	7%	4%	<b>0%</b>	*	*	*	-	*	-	-	*	*	0%	-	-	*	0%	-	-	-	-
	CWOD	24%	22%	<b>30%</b>	14%	32%	29%	-	67%	-	*	28%	35%	-	30%	9%	38%	25%	-	*	-	-
	EL	5%	5%	<b>9%</b>	-	0%	-	-	*	-	-	14%	*	-	9%	9%	*	17%	-	-	-	-
	Male	23%	20%	<b>33%</b>	14%	25%	*	-	*	-	-	32%	40%	*	38%	*	33%	-	-	-	-	-
	Female	21%	20%	<b>21%</b>	13%	27%	0%	-	57%	-	*	19%	25%	0%	25%	17%	-	21%	-	*	-	-

**Two or More Races**      **Non Econ**      **Foster**  
**African American**      **American Indian**      **Pacific Islander**      **Disadv**      **CWD**      **CWOD**      **EL**      **Male**      **Female**      **Migrant**      **Homeless**      **Care**      **Military**

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	76	80	69	*	86	-	100	77	76	71
CWD	76	*	88	69	*	*	-	*	71	76	*
CWOD	80	78	80	69	-	86	-	100	77	-	71
EL	71	*	69	*	-	90	-	-	68	*	71
Male	75	66	83	55	*	82	-	100	68	66	56
Female	83	86	78	79	-	89	-	*	85	94	84
<b>Mathematics</b>											
All Students	82	76	81	85	*	95	-	85	78	79	76
CWD	79	83	75	75	*	*	-	*	71	79	*
CWOD	82	75	82	91	-	95	-	81	79	-	76
EL	76	*	70	*	-	95	-	-	71	*	76
Male	80	75	82	75	*	96	-	83	74	74	70
Female	83	77	81	93	-	94	-	*	82	89	82

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

(') Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
117	43	37%

\*\*) 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	57	50	56	61	*	78	-	47	55	43	50
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

(') Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y			Y	Y	Y

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

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

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

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

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	26	14	5	5	*	*	*	*	5		
	Female	9	5	*	*	*	*	*	*	*		
	Total	35	19	7	7	*	*	*	*	7		
Out-of-School Suspensions												
	Male	9	7	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	9	7	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	6	*	*	*	*	*	*		*		
Out-of-School Suspensions	Total	10	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Expulsions	Total	*	*	*	*	*	*	*	*	*		*
	With Educational Services											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	13	*	5	*	*	*	*	*	*	5	*
	Female	23	8	8	5	*	*	*	*	8	*	*
	Total	36	10	13	7	*	*	*	*	10	7	*

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



Incidents of threats of physical attack without a weapon	<b>Total</b>
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	32	5	11	*	*	8	*	*	17	*
	Female	26	11	8	*	*	5	*	*	11	*
	Total	58	16	19	*	*	13	*	*	28	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	3.4	9.3%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

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

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

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

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

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

**Part (xi): STAAR Alternate 2 Participation**

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

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	<b>6</b>	<b>9%</b>
Mathematics	6,160	1%	47	1%	<b>6</b>	<b>9%</b>
Science	6,164	1%	47	1%	<b>6</b>	<b>9%</b>
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	42	7%
Reading	43,730	1%	378	1%	18	6%
Mathematics	39,178	1%	351	1%	18	6%
Science	16,112	1%	136	1%	6	9%

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

'-' Indicates zero observations reported for this group.

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

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

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

**Campus Name:** BURGIN EL

**Campus ID:** 220901155

**District Name:** ARLINGTON ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African	American	Pacific	Two	More	Econ	Non									Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>59%</b>	46%	64%	*	-	-	-	*	58%	71%	*	61%	70%	60%	59%	-	-	-	
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>61%</b>	46%	67%	*	-	-	-	*	60%	*	-	61%	72%	61%	60%	-	-	-	-
	EL	70%	69%	<b>70%</b>	*	71%	*	-	-	-	-	69%	*	*	72%	70%	80%	60%	-	-	-	-
	Male	74%	68%	<b>60%</b>	*	66%	*	-	-	-	-	56%	83%	*	61%	80%	60%	-	-	-	-	-
	Female	79%	73%	<b>59%</b>	53%	62%	*	-	-	-	*	60%	*	*	60%	60%	-	59%	-	-	-	-
	Mathematics	All	77%	71%	<b>51%</b>	36%	58%	*	-	-	-	*	52%	*	*	52%	65%	49%	54%	-	-	-
Students																						
CWD	52%	43%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
CWOD	80%	73%	<b>52%</b>	35%	60%	*	-	-	-	*	54%	*	-	52%	67%	49%	55%	-	-	-	-	
EL	74%	73%	<b>65%</b>	*	69%	*	-	-	-	-	64%	*	*	67%	65%	65%	65%	-	-	-	-	
Male	77%	70%	<b>49%</b>	*	55%	*	-	-	-	-	49%	*	*	49%	65%	49%	-	-	-	-	-	
Female	78%	71%	<b>54%</b>	40%	62%	*	-	-	-	*	55%	*	*	55%	65%	-	54%	-	-	-	-	
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>65%</b>	55%	76%	*	*	-	-	*	69%	45%	*	67%	71%	68%	62%	-	*	-	
	Students																					
	CWD	46%	47%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>67%</b>	54%	81%	*	*	-	-	*	71%	45%	-	67%	75%	71%	61%	-	*	-	-
	EL	60%	56%	<b>71%</b>	*	75%	-	-	-	-	-	72%	*	*	75%	71%	78%	67%	-	-	-	-
	Male	70%	64%	<b>68%</b>	53%	84%	*	-	-	-	*	73%	*	*	71%	78%	68%	-	-	*	-	-
	Female	75%	70%	<b>62%</b>	60%	67%	*	*	-	-	-	64%	*	*	61%	67%	-	62%	-	*	-	-
	Mathematics	All	77%	74%	<b>63%</b>	69%	59%	*	*	-	-	*	69%	*	*	64%	60%	64%	61%	-	*	-
Students																						
CWD	49%	49%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
CWOD	81%	76%	<b>64%</b>	68%	62%	*	*	-	-	*	71%	*	-	64%	63%	68%	59%	-	*	-	-	
EL	72%	72%	<b>60%</b>	*	57%	*	-	-	-	-	67%	*	*	63%	60%	64%	53%	-	-	-	-	
Male	77%	72%	<b>64%</b>	68%	62%	*	-	-	-	*	69%	*	*	68%	64%	64%	-	-	*	-	-	
Female	78%	76%	<b>61%</b>	70%	56%	*	*	-	-	-	70%	*	*	59%	53%	-	61%	-	*	-	-	
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>76%</b>	81%	72%	75%	-	*	-	-	82%	45%	*	79%	72%	81%	73%	-	*	-	
	Students																					
	CWD	54%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-



				African		American		Pacific		Two or More Econ		Non Econ								Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>79%</b>	85%	74%	86%	-	*	-	-	83%	56%	-	79%	73%	80%	79%	-	*	-	-	
	EL	73%	70%	<b>72%</b>	*	67%	-	-	*	-	-	74%	*	*	73%	72%	64%	78%	-	*	-	-	
	Male	81%	77%	<b>81%</b>	100%	71%	*	-	-	-	-	79%	*	*	80%	64%	81%	-	-	*	-	-	
	Female	86%	82%	<b>73%</b>	73%	74%	*	-	*	-	-	84%	*	*	79%	78%	-	73%	-	-	-	-	
Mathematics	All	90%	85%	<b>87%</b>	90%	85%	88%	-	*	-	-	93%	55%	*	90%	89%	93%	84%	-	*	-	-	
	Students																						
	CWD	70%	56%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	92%	89%	<b>90%</b>	90%	87%	100%	-	*	-	-	93%	67%	-	90%	91%	93%	88%	-	*	-	-	
	EL	86%	81%	<b>89%</b>	*	87%	-	-	*	-	-	91%	*	*	91%	89%	88%	89%	-	*	-	-	
	Male	89%	84%	<b>93%</b>	100%	89%	*	-	-	-	-	92%	*	*	93%	88%	93%	-	-	*	-	-	
	Female	91%	86%	<b>84%</b>	87%	81%	*	-	*	-	-	94%	*	*	88%	89%	-	84%	-	-	-	-	
Science	All	75%	69%	<b>67%</b>	59%	68%	75%	-	*	-	-	74%	*	*	71%	72%	82%	58%	-	*	-	-	
	Students																						
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	78%	72%	<b>71%</b>	62%	72%	86%	-	*	-	-	76%	*	-	71%	76%	85%	62%	-	*	-	-	
	EL	62%	57%	<b>72%</b>	*	68%	-	-	*	-	-	74%	*	*	76%	72%	75%	70%	-	*	-	-	
	Male	76%	69%	<b>82%</b>	100%	79%	*	-	-	-	-	81%	*	*	85%	75%	82%	-	-	*	-	-	
	Female	75%	69%	<b>58%</b>	44%	59%	*	-	*	-	-	69%	*	*	62%	70%	-	58%	-	-	-	-	
Grade 6	All	68%	67%	<b>51%</b>	56%	45%	71%	*	-	-	-	52%	*	*	56%	43%	32%	68%	-	*	-	-	
	Reading																						
	Students																						
	CWD	35%	33%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>56%</b>	58%	52%	71%	*	-	-	-	57%	*	-	56%	48%	37%	69%	-	*	-	-	
	EL	42%	46%	<b>43%</b>	*	43%	*	*	-	-	-	44%	*	*	48%	43%	33%	53%	-	-	-	-	
	Male	63%	61%	<b>32%</b>	*	35%	*	*	-	-	-	33%	*	*	37%	33%	32%	-	-	*	-	-	
	Female	72%	73%	<b>68%</b>	75%	56%	*	-	-	-	-	68%	*	*	69%	53%	-	68%	-	-	-	-	
Mathematics	All	76%	76%	<b>61%</b>	59%	62%	*	*	-	-	-	61%	*	*	65%	59%	56%	66%	-	*	-	-	
	Students																						
	CWD	50%	46%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>65%</b>	62%	68%	*	*	-	-	-	66%	*	-	65%	63%	62%	67%	-	*	-	-	
	EL	61%	67%	<b>59%</b>	*	61%	*	*	-	-	-	58%	*	*	63%	59%	68%	50%	-	-	-	-	
	Male	76%	76%	<b>56%</b>	*	65%	*	*	-	-	-	56%	*	*	62%	68%	56%	-	-	*	-	-	
	Female	77%	77%	<b>66%</b>	75%	58%	*	-	-	-	-	66%	*	*	67%	50%	-	66%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3																							
Reading	All	43%	35%	<b>19%</b>	8%	22%	*	-	-	-	*	16%	57%	*	20%	23%	21%	17%	-	-	-	-	
	Students																						
	CWD	28%	21%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>20%</b>	8%	22%	*	-	-	-	*	17%	*	-	20%	22%	22%	18%	-	-	-	-	
	EL	32%	32%	<b>23%</b>	*	23%	*	-	-	-	-	21%	*	*	22%	23%	20%	25%	-	-	-	-	
	Male	40%	33%	<b>21%</b>	*	24%	*	-	-	-	-	14%	67%	*	22%	20%	21%	-	-	-	-	-	
	Female	45%	37%	<b>17%</b>	7%	19%	*	-	-	-	*	18%	*	*	18%	25%	-	17%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	18%	4%	26%	*	-	-	*	17%	*	*	19%	28%	22%	15%	-	-	-	-	
	Students																					
	CWD	30%	23%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	19%	4%	27%	*	-	-	-	19%	*	-	19%	28%	23%	15%	-	-	-	-	-
	EL	39%	38%	28%	*	31%	*	-	-	-	26%	*	*	28%	28%	35%	20%	-	-	-	-	-
	Female	45%	35%	15%	7%	24%	*	-	-	-	15%	*	*	15%	20%	-	15%	-	-	-	-	-
Grade 4 Reading	All	45%	40%	36%	34%	41%	*	*	-	*	36%	36%	*	38%	43%	38%	34%	-	*	-	-	
	Students																					
	CWD	28%	30%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	38%	36%	44%	*	*	-	*	38%	36%	-	38%	45%	39%	36%	-	*	-	-	
	EL	29%	28%	43%	*	45%	-	-	-	-	39%	*	*	45%	43%	56%	33%	-	-	-	-	-
	Female	47%	42%	34%	40%	33%	*	*	-	-	32%	*	*	36%	33%	-	34%	-	*	-	-	-
Mathematics	All	48%	40%	25%	31%	21%	*	*	-	*	26%	*	*	26%	16%	33%	15%	-	*	-	-	
	Students																					
	CWD	29%	30%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	50%	42%	26%	32%	22%	*	*	-	*	27%	*	-	26%	17%	35%	16%	-	*	-	-	
	EL	38%	35%	16%	*	13%	*	-	-	-	19%	*	*	17%	16%	27%	7%	-	-	-	-	
	Female	47%	40%	15%	40%	0%	*	*	-	-	15%	*	*	16%	7%	-	15%	-	*	-	-	
Grade 5 Reading	All	53%	49%	42%	33%	44%	63%	-	*	-	45%	27%	*	44%	34%	50%	37%	-	*	-	-	
	Students																					
	CWD	30%	25%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	56%	51%	44%	35%	47%	71%	-	*	-	46%	33%	-	44%	37%	52%	39%	-	*	-	-	
	EL	35%	30%	34%	*	37%	-	-	*	-	35%	*	*	37%	34%	36%	33%	-	*	-	-	
	Female	56%	51%	37%	27%	42%	*	-	*	-	44%	*	*	39%	33%	-	37%	-	-	-	-	
Mathematics	All	57%	50%	37%	29%	40%	38%	-	*	-	42%	9%	*	39%	34%	29%	42%	-	*	-	-	
	Students																					
	CWD	34%	24%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	60%	52%	39%	30%	42%	43%	-	*	-	43%	11%	-	39%	36%	30%	45%	-	*	-	-	
	EL	46%	39%	34%	*	30%	-	-	*	-	35%	*	*	36%	34%	19%	47%	-	*	-	-	
	Female	58%	50%	42%	40%	48%	*	-	*	-	50%	*	*	45%	47%	-	42%	-	-	-	-	
Science	All	40%	34%	18%	14%	20%	13%	-	*	-	21%	*	*	19%	14%	25%	13%	-	*	-	-	
	Students																					
	CWD	25%	18%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	42%	35%	19%	14%	21%	14%	-	*	-	22%	*	-	19%	15%	26%	14%	-	*	-	-	
	EL	24%	18%	14%	*	10%	-	-	*	-	14%	*	*	15%	14%	13%	15%	-	*	-	-	
	Female	38%	32%	13%	13%	9%	*	-	*	-	17%	*	*	14%	15%	-	13%	-	-	-	-	

				African		American		Pacific		Two or More		Econ Non Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military										
Grade 6																														
Reading		All	38%	37%	<b>20%</b>	32%	13%	14%	*	-	-	19%	*	*	22%	9%	0%	38%	-	*	-	-	-	-	-	-	-	-		
		Students																												
		CWD	22%	22%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-		
		CWOD	40%	38%	<b>22%</b>	33%	16%	14%	*	-	-	21%	*	-	22%	10%	0%	39%	-	*	-	-	-	-	-	-	-	-		
		EL	14%	15%	<b>9%</b>	*	10%	*	*	-	-	9%	*	*	10%	9%	0%	18%	-	-	-	-	-	-	-	-	-	-		
		Male	34%	32%	<b>0%</b>	*	0%	*	*	-	-	0%	*	*	0%	0%	0%	-	-	*	-	-	-	-	-	-	-	-		
		Female	42%	42%	<b>38%</b>	50%	28%	*	-	-	-	35%	*	*	39%	18%	-	38%	-	-	-	-	-	-	-	-	-	-		
Mathematics		All	43%	46%	<b>28%</b>	22%	33%	*	*	-	-	28%	*	*	31%	27%	19%	37%	-	*	-	-	-	-	-	-	-	-		
		Students																												
		CWD	23%	27%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	46%	48%	<b>31%</b>	23%	39%	*	*	-	-	31%	*	-	31%	30%	21%	39%	-	*	-	-	-	-	-	-	-	-		
		EL	24%	31%	<b>27%</b>	*	32%	*	*	-	-	28%	*	*	30%	27%	21%	33%	-	-	-	-	-	-	-	-	-	-		
		Male	44%	46%	<b>19%</b>	*	30%	*	*	-	-	22%	*	*	21%	21%	19%	-	-	*	-	-	-	-	-	-	-	-		
		Female	42%	46%	<b>37%</b>	38%	37%	*	-	-	-	34%	*	*	39%	33%	-	37%	-	-	-	-	-	-	-	-	-	-		
<b>STAAR Percent at Masters Grade Level</b>																														
Grade 3																														
Reading		All	24%	19%	<b>8%</b>	0%	10%	*	-	-	*	8%	14%	*	9%	10%	10%	7%	-	-	-	-	-	-	-	-	-	-	-	
		Students																												
		CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	26%	20%	<b>9%</b>	0%	11%	*	-	-	*	9%	*	-	9%	11%	11%	8%	-	-	-	-	-	-	-	-	-	-	-	
		EL	15%	16%	<b>10%</b>	*	11%	*	-	-	-	10%	*	*	11%	10%	10%	10%	-	-	-	-	-	-	-	-	-	-	-	
		Male	22%	17%	<b>10%</b>	*	10%	*	-	-	-	8%	17%	*	11%	10%	10%	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	26%	20%	<b>7%</b>	0%	10%	*	-	-	*	8%	*	*	8%	10%	-	7%	-	-	-	-	-	-	-	-	-	-	-	
Mathematics		All	22%	15%	<b>10%</b>	0%	14%	*	-	-	*	9%	*	*	11%	15%	15%	5%	-	-	-	-	-	-	-	-	-	-	-	
		Students																												
		CWD	12%	5%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	24%	16%	<b>11%</b>	0%	16%	*	-	-	*	10%	*	-	11%	17%	17%	5%	-	-	-	-	-	-	-	-	-	-	-	
		EL	17%	16%	<b>15%</b>	*	17%	*	-	-	-	15%	*	*	17%	15%	20%	10%	-	-	-	-	-	-	-	-	-	-	-	
		Male	23%	17%	<b>15%</b>	*	17%	*	-	-	-	14%	*	*	17%	20%	15%	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	21%	14%	<b>5%</b>	0%	10%	*	-	-	*	5%	*	*	5%	10%	-	5%	-	-	-	-	-	-	-	-	-	-	-	
Grade 4																														
Reading		All	23%	19%	<b>22%</b>	24%	21%	*	*	-	*	19%	36%	*	23%	19%	23%	21%	-	*	-	-	-	-	-	-	-	-	-	
		Students																												
		CWD	9%	9%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	25%	20%	<b>23%</b>	25%	22%	*	*	-	*	20%	36%	-	23%	20%	24%	21%	-	*	-	-	-	-	-	-	-	-	-	
		EL	12%	11%	<b>19%</b>	*	20%	-	-	-	-	11%	*	*	20%	19%	33%	8%	-	-	-	-	-	-	-	-	-	-	-	
		Male	22%	18%	<b>23%</b>	21%	26%	*	-	-	*	21%	*	*	24%	33%	23%	-	-	*	-	-	-	-	-	-	-	-	-	
		Female	25%	21%	<b>21%</b>	30%	13%	*	*	-	-	16%	*	*	21%	8%	-	21%	-	*	-	-	-	-	-	-	-	-	-	
Mathematics		All	26%	20%	<b>11%</b>	17%	5%	*	*	-	*	11%	*	*	11%	0%	14%	6%	-	*	-	-	-	-	-	-	-	-	-	
		Students																												
		CWD	11%	10%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	28%	21%	<b>11%</b>	18%	5%	*	*	-	-	*	12%	*	-	11%	0%	15%	6%	-	*	-	-
	EL	18%	14%	<b>0%</b>	*	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	27%	21%	<b>14%</b>	16%	10%	*	-	-	-	*	17%	*	*	15%	0%	14%	-	-	*	-	-
	Female	25%	19%	<b>6%</b>	20%	0%	*	*	-	-	-	4%	*	*	6%	0%	-	6%	-	*	-	-
Grade 5																						
Reading	All	26%	23%	<b>10%</b>	0%	11%	38%	-	*	-	-	11%	9%	*	11%	3%	8%	12%	-	*	-	-
	Students																					
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>11%</b>	0%	12%	43%	-	*	-	-	11%	11%	-	11%	3%	8%	13%	-	*	-	-
	EL	12%	8%	<b>3%</b>	*	4%	-	-	*	-	-	3%	*	*	3%	3%	0%	6%	-	*	-	-
	Male	24%	21%	<b>8%</b>	0%	6%	*	-	-	-	-	8%	*	*	8%	0%	8%	-	-	*	-	-
	Female	28%	25%	<b>12%</b>	0%	16%	*	-	*	-	-	13%	*	*	13%	6%	-	12%	-	-	-	-
Mathematics	All	30%	24%	<b>11%</b>	10%	13%	0%	-	*	-	-	13%	0%	*	12%	11%	14%	9%	-	*	-	-
	Students																					
	CWD	13%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	26%	<b>12%</b>	10%	13%	0%	-	*	-	-	14%	0%	-	12%	12%	15%	10%	-	*	-	-
	EL	19%	13%	<b>11%</b>	*	7%	-	-	*	-	-	12%	*	*	12%	11%	13%	11%	-	*	-	-
	Male	29%	24%	<b>14%</b>	0%	21%	*	-	-	-	-	15%	*	*	15%	13%	14%	-	-	*	-	-
	Female	30%	24%	<b>9%</b>	13%	5%	*	-	*	-	-	12%	*	*	10%	11%	-	9%	-	-	-	-
Science	All	16%	13%	<b>5%</b>	0%	10%	0%	-	*	-	-	7%	*	*	6%	3%	11%	2%	-	*	-	-
	Students																					
	CWD	9%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>6%</b>	0%	10%	0%	-	*	-	-	7%	*	-	6%	3%	11%	2%	-	*	-	-
	EL	7%	4%	<b>3%</b>	*	3%	-	-	*	-	-	3%	*	*	3%	3%	6%	0%	-	*	-	-
	Male	18%	14%	<b>11%</b>	0%	16%	*	-	-	-	-	12%	*	*	11%	6%	11%	-	-	*	-	-
	Female	15%	12%	<b>2%</b>	0%	5%	*	-	*	-	-	3%	*	*	2%	0%	-	2%	-	-	-	-
Grade 6																						
Reading	All	18%	17%	<b>8%</b>	20%	3%	0%	*	-	-	-	8%	*	*	10%	3%	0%	16%	-	*	-	-
	Students																					
	CWD	8%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	20%	19%	<b>10%</b>	21%	3%	0%	*	-	-	-	9%	*	-	10%	3%	0%	17%	-	*	-	-
	EL	4%	5%	<b>3%</b>	*	3%	*	*	-	-	-	3%	*	*	3%	3%	0%	6%	-	-	-	-
	Male	15%	13%	<b>0%</b>	*	0%	*	*	-	-	-	0%	*	*	0%	0%	0%	-	-	*	-	-
	Female	22%	22%	<b>16%</b>	31%	6%	*	-	-	-	-	15%	*	*	17%	6%	-	16%	-	-	-	-
Mathematics	All	18%	21%	<b>8%</b>	11%	8%	*	*	-	-	-	7%	*	*	8%	8%	3%	13%	-	*	-	-
	Students																					
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	22%	<b>8%</b>	12%	6%	*	*	-	-	-	7%	*	-	8%	7%	0%	14%	-	*	-	-
	EL	6%	9%	<b>8%</b>	*	10%	*	*	-	-	-	8%	*	*	7%	8%	5%	11%	-	-	-	-
	Male	18%	21%	<b>3%</b>	*	5%	*	*	-	-	-	3%	*	*	0%	5%	3%	-	-	*	-	-
	Female	17%	21%	<b>13%</b>	19%	11%	*	-	-	-	-	11%	*	*	14%	11%	-	13%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
All Grades	All Subjects	All	77%	72%	<b>64%</b>	60%	65%	64%	*	100%	-	*	67%	45%	31%	67%	67%	63%	65%	-	69%	-	-								
	Students	CWD	45%	38%	<b>31%</b>	45%	29%	*	-	-	-	-	32%	*	31%	-	34%	33%	*	-	-	-									
		CWOD	80%	76%	<b>67%</b>	61%	69%	68%	*	100%	-	*	70%	47%	-	67%	70%	67%	67%	-	69%	-	-								
		EL	60%	59%	<b>67%</b>	70%	66%	55%	*	100%	-	-	68%	43%	34%	70%	67%	68%	66%	-	*	-	-								
		Male	74%	69%	<b>63%</b>	56%	66%	65%	*	-	-	*	64%	58%	33%	67%	68%	63%	-	-	78%	-	-								
		Female	79%	76%	<b>65%</b>	64%	64%	64%	*	100%	-	*	70%	35%	*	67%	66%	-	65%	-	*	-	-								
Reading	All	All	73%	68%	<b>62%</b>	58%	64%	64%	*	*	-	*	64%	50%	27%	65%	63%	59%	66%	-	*	-	-								
	Students	CWD	39%	32%	<b>27%</b>	*	*	*	-	-	-	-	26%	*	27%	-	*	31%	*	-	-	-									
		CWOD	77%	72%	<b>65%</b>	59%	68%	67%	*	*	-	*	67%	52%	-	65%	67%	63%	68%	-	*	-	-								
		EL	52%	51%	<b>63%</b>	63%	63%	*	*	*	-	-	64%	*	*	67%	63%	62%	64%	-	*	-	-								
		Male	69%	64%	<b>59%</b>	49%	64%	70%	*	-	-	*	59%	58%	31%	63%	62%	59%	-	-	*	-	-								
		Female	77%	73%	<b>66%</b>	66%	64%	60%	*	*	-	*	69%	41%	*	68%	64%	-	66%	-	*	-	-								
Mathematics	All	All	80%	75%	<b>65%</b>	63%	65%	62%	*	*	-	*	68%	45%	39%	67%	69%	63%	66%	-	*	-	-								
	Students	CWD	52%	42%	<b>39%</b>	*	35%	*	-	-	-	-	40%	*	39%	-	43%	38%	*	-	-	-									
		CWOD	83%	79%	<b>67%</b>	63%	69%	64%	*	*	-	*	70%	46%	-	67%	72%	66%	68%	-	*	-	-								
		EL	70%	69%	<b>69%</b>	67%	69%	*	*	*	-	-	70%	*	43%	72%	69%	71%	66%	-	*	-	-								
		Male	78%	73%	<b>63%</b>	57%	66%	60%	*	-	-	*	65%	53%	38%	66%	71%	63%	-	-	*	-	-								
		Female	82%	78%	<b>66%</b>	68%	65%	63%	*	*	-	*	71%	37%	*	68%	66%	-	66%	-	*	-	-								
Science	All	All	79%	74%	<b>67%</b>	59%	68%	75%	-	*	-	-	74%	*	*	71%	72%	82%	58%	-	*	-	-								
	Students	CWD	48%	40%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-									
		CWOD	82%	78%	<b>71%</b>	62%	72%	86%	-	*	-	-	76%	*	-	71%	76%	85%	62%	-	*	-	-								
		EL	58%	57%	<b>72%</b>	*	68%	-	-	*	-	-	74%	*	*	76%	72%	75%	70%	-	*	-	-								
		Male	78%	72%	<b>82%</b>	100%	79%	*	-	-	-	-	81%	*	*	85%	75%	82%	-	-	*	-	-								
		Female	80%	77%	<b>58%</b>	44%	59%	*	-	*	-	-	69%	*	*	62%	70%	-	58%	-	-	-	-								

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>27%</b>	23%	28%	29%	*	33%	-	*	27%	24%	6%	28%	25%	26%	27%	-	46%	-	-
	Students	CWD	23%	19%	<b>6%</b>	0%	9%	*	-	-	-	-	2%	*	6%	-	10%	9%	*	-	-	-	
		CWOD	50%	45%	<b>28%</b>	24%	30%	30%	*	33%	-	*	29%	24%	-	28%	26%	28%	29%	-	46%	-	-
		EL	26%	25%	<b>25%</b>	25%	25%	9%	*	33%	-	-	24%	29%	10%	26%	25%	23%	26%	-	*	-	-
		Male	45%	40%	<b>26%</b>	16%	30%	30%	*	-	-	*	25%	30%	9%	28%	23%	26%	-	-	44%	-	-
		Female	50%	45%	<b>27%</b>	28%	26%	28%	*	33%	-	*	28%	20%	*	29%	26%	-	27%	-	*	-	-
Reading	All	All	46%	41%	<b>29%</b>	27%	29%	36%	*	*	-	*	28%	36%	5%	31%	25%	26%	31%	-	*	-	-
	Students	CWD	22%	18%	<b>5%</b>	*	*	*	-	-	-	-	0%	*	5%	-	*	6%	*	-	-	-	
		CWOD	48%	44%	<b>31%</b>	28%	32%	38%	*	*	-	*	30%	36%	-	31%	27%	29%	32%	-	*	-	-
		EL	21%	21%	<b>25%</b>	13%	27%	*	*	*	-	-	24%	*	*	27%	25%	23%	27%	-	*	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>26%</b>	22%	28%	30%	*	-	-	*	24%	42%	6%	29%	23%	26%	-	-	*	-	-
	Female	50%	47%	<b>31%</b>	30%	30%	40%	*	*	-	*	31%	29%	*	32%	27%	-	31%	-	*	-	-
Mathematics	All	48%	42%	<b>27%</b>	22%	30%	27%	*	*	-	*	28%	21%	9%	28%	27%	26%	28%	-	*	-	-
	Students																					
	CWD	26%	21%	<b>9%</b>	*	12%	*	-	-	-	-	5%	*	9%	-	14%	13%	*	-	-	-	-
	CWOD	51%	45%	<b>28%</b>	23%	32%	28%	*	*	-	*	30%	20%	-	28%	28%	27%	29%	-	*	-	-
	EL	33%	31%	<b>27%</b>	33%	28%	*	*	*	-	-	28%	*	14%	28%	27%	26%	28%	-	*	-	-
	Male	47%	41%	<b>26%</b>	11%	31%	40%	*	-	-	*	27%	21%	13%	27%	26%	26%	-	-	*	-	-
	Female	49%	44%	<b>28%</b>	30%	28%	19%	*	*	-	*	29%	21%	*	29%	28%	-	28%	-	*	-	-
Science	All	49%	46%	<b>18%</b>	14%	20%	13%	-	*	-	-	21%	*	*	19%	14%	25%	13%	-	*	-	-
	Students																					
	CWD	23%	18%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>19%</b>	14%	21%	14%	-	*	-	-	22%	*	-	19%	15%	26%	14%	-	*	-	-
	EL	21%	20%	<b>14%</b>	*	10%	-	-	*	-	-	14%	*	*	15%	14%	13%	15%	-	*	-	-
	Male	50%	45%	<b>25%</b>	17%	32%	*	-	-	-	-	27%	*	*	26%	13%	25%	-	-	*	-	-
	Female	49%	46%	<b>13%</b>	13%	9%	*	-	*	-	-	17%	*	*	14%	15%	-	13%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>10%</b>	10%	10%	10%	*	17%	-	*	10%	12%	2%	11%	8%	11%	10%	-	31%	-	-
	Students																					
	CWD	8%	5%	<b>2%</b>	0%	3%	*	-	-	-	-	2%	*	2%	-	3%	3%	*	-	-	-	-
	CWOD	23%	20%	<b>11%</b>	10%	11%	11%	*	17%	-	*	11%	13%	-	11%	8%	12%	10%	-	31%	-	-
	EL	9%	8%	<b>8%</b>	5%	8%	0%	*	17%	-	-	8%	14%	3%	8%	8%	9%	7%	-	*	-	-
	Male	20%	17%	<b>11%</b>	7%	12%	13%	*	-	-	*	11%	10%	3%	12%	9%	11%	-	-	22%	-	-
	Female	22%	20%	<b>10%</b>	12%	8%	8%	*	17%	-	*	9%	13%	*	10%	7%	-	10%	-	*	-	-
Reading	All	19%	16%	<b>12%</b>	12%	11%	20%	*	*	-	*	11%	19%	0%	13%	8%	11%	14%	-	*	-	-
	Students																					
	CWD	7%	5%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	20%	18%	<b>13%</b>	13%	12%	21%	*	*	-	*	12%	21%	-	13%	9%	12%	14%	-	*	-	-
	EL	7%	7%	<b>8%</b>	0%	9%	*	*	*	-	-	7%	*	*	9%	8%	8%	7%	-	*	-	-
	Male	16%	13%	<b>11%</b>	9%	11%	20%	*	-	-	*	10%	16%	0%	12%	8%	11%	-	-	*	-	-
	Female	22%	20%	<b>14%</b>	14%	11%	20%	*	*	-	*	12%	24%	*	14%	7%	-	14%	-	*	-	-
Mathematics	All	23%	20%	<b>10%</b>	10%	10%	4%	*	*	-	*	10%	8%	4%	10%	9%	12%	8%	-	*	-	-
	Students																					
	CWD	10%	5%	<b>4%</b>	*	6%	*	-	-	-	-	5%	*	4%	-	7%	6%	*	-	-	-	-
	CWOD	25%	21%	<b>10%</b>	10%	11%	4%	*	*	-	*	11%	9%	-	10%	10%	12%	9%	-	*	-	-
	EL	13%	11%	<b>9%</b>	11%	9%	*	*	*	-	-	10%	*	7%	10%	9%	11%	8%	-	*	-	-
	Male	23%	19%	<b>12%</b>	7%	13%	10%	*	-	-	*	13%	5%	6%	12%	11%	12%	-	-	*	-	-
	Female	24%	20%	<b>8%</b>	13%	6%	0%	*	*	-	*	8%	11%	*	9%	8%	-	8%	-	*	-	-
Science	All	22%	20%	<b>5%</b>	0%	10%	0%	-	*	-	-	7%	*	*	6%	3%	11%	2%	-	*	-	-
	Students																					
	CWD	7%	4%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	6%	0%	10%	0%	-	*	-	-	7%	*	-	6%	3%	11%	2%	-	*	-	-
EL	5%	5%	3%	*	3%	-	-	*	-	-	3%	*	*	3%	3%	6%	0%	-	*	-	-
Male	23%	20%	11%	0%	16%	*	-	-	-	-	12%	*	*	11%	6%	11%	-	-	*	-	-
Female	21%	20%	2%	0%	5%	*	-	*	-	-	3%	*	*	2%	0%	-	2%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Academic Growth Score</b>												
<b>Reading</b>												
All Students	68	70	68	62	*	*	-	*	66	55	73	
CWD	55	*	71	*	-	-	-	-	60	55	*	
CWOD	69	72	68	66	*	*	-	*	66	-	72	
EL	73	*	75	*	*	*	-	-	72	*	73	
Male	66	65	70	*	*	-	-	*	65	63	78	
Female	70	74	67	64	*	*	-	-	67	*	68	
<b>Mathematics</b>												
All Students	66	62	69	58	*	*	-	*	68	46	67	
CWD	46	*	56	*	-	-	-	-	50	46	71	
CWOD	68	64	71	62	*	*	-	*	69	-	66	
EL	67	*	68	*	*	*	-	-	69	71	67	
Male	63	52	68	*	*	-	-	*	65	*	61	
Female	69	72	71	50	*	*	-	-	71	*	72	

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
259	34	13%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	31	34	34	*	*	-	*	35	*	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	99%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	100%	*	100%	-	*	100%	100%	100%	100%	99%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	99%	99%	100%	*	*	-	*	99%	100%	100%	99%	99%	99%	99%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	99%	99%	100%	*	*	-	*	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	100%	99%	100%	*	*	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	99%	98%	100%	100%	*	-	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	100%	*	*	-	*	99%	100%	100%	99%	99%	-	99%	-
Science	All Students	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	100%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	1%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	*	0%	-	*	0%	0%	0%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-

		African	American	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	Indian	Islander	More	Disadv	Econ						
		American	Hispanic	White	Races	Disadv	Disadv						
EL		0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	-
Male		0%	0%	0%	*	-	-	0%	0%	0%	0%	-	-
Female		0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	-
Mathematics	All	1%	1%	1%	*	*	-	1%	0%	0%	1%	1%	-
	Students												
	CWD	0%	0%	0%	*	-	-	0%	*	0%	-	0%	-
	CWOD	1%	1%	1%	*	*	-	1%	0%	-	1%	1%	-
	EL	1%	0%	1%	*	*	-	1%	0%	0%	1%	1%	-
	Male	1%	2%	0%	*	-	-	1%	0%	0%	1%	-	-
	Female	1%	0%	1%	*	*	-	1%	0%	0%	1%	1%	-
Science	All	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	-
	Students												
	CWD	*	*	*	*	-	-	*	*	*	-	*	-
	CWOD	0%	0%	0%	-	*	-	0%	0%	-	0%	0%	-
	EL	0%	*	0%	-	*	-	0%	*	*	0%	0%	-
	Male	0%	0%	0%	-	-	-	0%	*	*	0%	-	-
	Female	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
			Hispanic			Native			Races		Disabilities	Disabilities
											(Section	(Section
											504)	504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	35	14	11	8	*	*	*	*	11		
	Female	11	*	*	5	*	*	*	*	*		
	Total	46	16	13	13	*	*	*	*	13		
<b>Out-of-School Suspensions</b>												
	Male	14	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	18	*	*	6	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	8	*	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	8	*	*	*	*	*	*	*		5
Out-of-School Suspensions	Male	10	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	43	11	23	5	*	*	*	*	14	14	*
	Female	41	5	26	8	*	*	*	*	20	*	*
	Total	84	16	49	13	*	*	*	*	34	16	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	55	8	32	*	*	11	*	*	41	5
	Female	61	14	29	5	*	11	*	*	38	*
	Total	116	22	61	7	*	22	*	*	79	7
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	10.7	25.7%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.2	3.0%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 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
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	*	*
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		



**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** BUTLER EL

**Campus ID:** 220901129

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>		Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22													42%	
2022-23 through 2026-27													44%	
2027-28 through 2031-32													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		Non Econ Disadv		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military					
<b>STAAR Percent at Approaches Grade Level or Above</b>																									
<b>Grade 3</b>																									
Reading	All	77%	70%	<b>90%</b>	71%	88%	95%	-	100%	*	*	71%	94%	58%	94%	83%	80%	98%	-	*	-	*	-	*	
	Students																								
	CWD	51%	46%	<b>58%</b>	*	*	*	-	-	-	-	*	70%	58%	-	*	*	*	-	*	-	*	-	*	
	CWOD	79%	72%	<b>94%</b>	83%	92%	100%	-	100%	*	*	80%	97%	-	94%	100%	89%	98%	-	*	-	*	-	*	
	EL	70%	69%	<b>83%</b>	-	*	*	-	*	-	-	*	*	*	100%	83%	*	*	-	*	-	*	-	*	
	Male	74%	68%	<b>80%</b>	*	71%	88%	-	*	*	*	64%	85%	*	89%	*	80%	-	-	*	-	*	-	*	
	Female	79%	73%	<b>98%</b>	*	100%	100%	-	100%	-	*	83%	100%	*	98%	*	-	98%	-	*	-	*	-	*	
Mathematics	All	77%	71%	<b>89%</b>	*	88%	95%	-	100%	*	71%	76%	91%	75%	91%	83%	80%	96%	-	*	-	*	-	*	
	Students																								
	CWD	52%	43%	<b>75%</b>	*	*	86%	-	-	-	*	80%	75%	-	*	63%	*	-	*	-	*	-	*		
	CWOD	80%	73%	<b>91%</b>	*	92%	96%	-	100%	*	71%	80%	93%	-	91%	100%	84%	96%	-	*	-	*	-	*	
	EL	74%	73%	<b>83%</b>	-	*	*	-	*	-	*	*	*	*	100%	83%	*	*	-	*	-	*	-	*	
	Male	77%	70%	<b>80%</b>	*	71%	92%	-	*	*	*	73%	82%	63%	84%	*	80%	-	-	*	-	*	-	*	
	Female	78%	71%	<b>96%</b>	*	100%	97%	-	100%	-	*	83%	98%	*	96%	*	-	96%	-	*	-	*	-	*	
<b>Grade 4</b>																									
Reading	All	72%	67%	<b>93%</b>	75%	100%	95%	*	*	*	100%	100%	92%	88%	94%	75%	93%	93%	-	-	-	-	-	-	
	Students																								
	CWD	46%	47%	<b>88%</b>	*	*	100%	-	-	-	*	86%	88%	-	-	86%	*	-	-	-	-	-	-	-	
	CWOD	75%	69%	<b>94%</b>	83%	100%	94%	*	*	*	100%	100%	93%	-	94%	75%	95%	93%	-	-	-	-	-	-	
	EL	60%	56%	<b>75%</b>	-	*	*	*	*	-	*	*	*	-	75%	75%	*	*	-	-	-	-	-	-	
	Male	70%	64%	<b>93%</b>	71%	100%	97%	-	*	-	*	100%	92%	86%	95%	*	93%	-	-	-	-	-	-	-	
	Female	75%	70%	<b>93%</b>	*	100%	92%	*	*	*	*	100%	92%	*	93%	*	-	93%	-	-	-	-	-	-	
Mathematics	All	77%	74%	<b>87%</b>	88%	85%	84%	*	*	*	100%	92%	86%	67%	89%	75%	87%	86%	-	-	-	-	-	-	
	Students																								
	CWD	49%	49%	<b>67%</b>	*	*	*	-	-	-	*	63%	67%	-	-	63%	*	-	-	-	-	-	-	-	
	CWOD	81%	76%	<b>89%</b>	100%	83%	86%	*	*	*	100%	92%	88%	-	89%	75%	92%	86%	-	-	-	-	-	-	
	EL	72%	72%	<b>75%</b>	-	*	*	*	*	-	*	*	*	-	75%	75%	*	*	-	-	-	-	-	-	
	Male	77%	72%	<b>87%</b>	86%	100%	83%	-	*	-	*	100%	85%	63%	92%	*	87%	-	-	-	-	-	-	-	
	Female	78%	76%	<b>86%</b>	*	*	85%	*	*	*	*	83%	86%	*	86%	*	-	86%	-	-	-	-	-	-	
<b>Grade 5</b>																									
Reading	All	83%	80%	<b>96%</b>	83%	88%	100%	-	*	-	*	87%	97%	*	100%	*	93%	98%	-	-	-	-	-	-	
	Students																								
	CWD	54%	47%	<b>*</b>	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	
	EL	73%	70%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	-	-	-	-	-	
	Male	81%	77%	<b>93%</b>	*	75%	100%	-	*	-	*	71%	97%	*	100%	*	93%	-	-	-	-	-	
	Female	86%	82%	<b>98%</b>	*	94%	100%	-	*	-	-	100%	98%	*	100%	*	-	98%	-	-	-	-	
Mathematics	All	90%	85%	<b>98%</b>	83%	96%	100%	-	*	-	*	87%	100%	71%	100%	*	95%	100%	-	-	-	-	
	Students																						
	CWD	70%	56%	<b>71%</b>	*	*	*	-	-	-	-	*	100%	71%	-	*	*	*	-	-	-	-	
	CWOD	92%	89%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	
	EL	86%	81%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	89%	84%	<b>95%</b>	*	88%	100%	-	*	-	*	71%	100%	*	100%	*	95%	-	-	-	-	-	
	Female	91%	86%	<b>100%</b>	*	100%	100%	-	*	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-	
Science	All	75%	69%	<b>93%</b>	*	92%	95%	-	*	-	*	73%	96%	*	97%	*	91%	94%	-	-	-	-	
	Students																						
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	78%	72%	<b>97%</b>	*	95%	98%	-	*	-	*	85%	99%	-	97%	*	100%	94%	-	-	-	-	
	EL	62%	57%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	76%	69%	<b>91%</b>	*	88%	93%	-	*	-	*	71%	94%	*	100%	*	91%	-	-	-	-	-	
	Female	75%	69%	<b>94%</b>	*	94%	96%	-	*	-	-	75%	98%	*	94%	*	-	94%	-	-	-	-	
Grade 6	All	68%	67%	<b>93%</b>	90%	100%	91%	*	100%	*	*	63%	100%	*	95%	-	94%	93%	-	*	-	-	
	Students																						
	CWD	35%	33%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	71%	70%	<b>95%</b>	90%	100%	94%	*	100%	*	*	71%	100%	-	95%	-	98%	93%	-	*	-	-	
	EL	42%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	63%	61%	<b>94%</b>	100%	100%	91%	-	*	*	*	63%	100%	*	98%	-	94%	-	-	-	-	-	
	Female	72%	73%	<b>93%</b>	*	100%	90%	*	100%	-	*	63%	100%	*	93%	-	-	93%	-	*	-	-	
Mathematics	All	76%	76%	<b>92%</b>	55%	100%	95%	*	100%	*	*	65%	97%	63%	94%	*	90%	94%	-	*	-	-	
	Students																						
	CWD	50%	46%	<b>63%</b>	*	*	*	-	-	-	-	*	*	63%	-	-	*	*	-	-	-	-	
	CWOD	79%	80%	<b>94%</b>	60%	100%	98%	*	100%	*	*	71%	99%	-	94%	*	93%	96%	-	*	-	-	
	EL	61%	67%	*	-	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	76%	76%	<b>90%</b>	*	100%	94%	-	*	*	*	56%	98%	*	93%	-	90%	-	-	-	-	-	
	Female	77%	77%	<b>94%</b>	*	100%	96%	*	100%	-	*	75%	97%	*	96%	*	-	94%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>64%</b>	43%	63%	69%	-	50%	*	*	41%	69%	25%	69%	67%	56%	71%	-	*	-	*	
	Students																						
	CWD	28%	21%	<b>25%</b>	*	*	*	-	-	-	-	*	30%	25%	-	*	*	*	-	*	-	*	
	CWOD	44%	36%	<b>69%</b>	50%	75%	75%	-	50%	*	*	47%	74%	-	69%	80%	65%	73%	-	*	-	-	
	EL	32%	32%	<b>67%</b>	-	*	*	-	*	-	-	*	*	*	80%	67%	*	*	-	*	-	-	
	Male	40%	33%	<b>56%</b>	*	43%	62%	-	*	*	*	45%	59%	*	65%	*	56%	-	-	*	-	-	
	Female	45%	37%	<b>71%</b>	*	78%	76%	-	40%	-	*	33%	76%	*	73%	*	-	71%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>68%</b>	*	75%	71%	-	100%	*	43%	35%	75%	33%	73%	67%	58%	77%	-	*	-	*		
	Students																							
	CWD	30%	23%	<b>33%</b>	*	*	29%	-	-	-	*	40%	33%	-	*	25%	*	-	*	-	*	-	*	
	CWOD	48%	38%	<b>73%</b>	*	83%	77%	-	100%	*	43%	40%	80%	-	73%	80%	65%	79%	-	*	-	-	-	
	EL	39%	38%	<b>67%</b>	-	*	*	-	*	-	-	*	*	*	80%	67%	*	*	-	*	-	-	-	-
	Female	45%	35%	<b>77%</b>	*	89%	76%	-	100%	-	*	33%	83%	*	79%	*	-	77%	-	*	-	-	*	
Grade 4 Reading	All	45%	40%	<b>73%</b>	75%	69%	73%	*	*	*	100%	69%	74%	88%	72%	50%	83%	63%	-	-	-	-		
	Students																							
	CWD	28%	30%	<b>88%</b>	*	*	100%	-	-	-	*	86%	88%	-	-	86%	*	-	-	-	-	-	-	
	CWOD	47%	41%	<b>72%</b>	83%	67%	70%	*	*	*	100%	67%	72%	-	72%	50%	82%	62%	-	-	-	-	-	
	EL	29%	28%	<b>50%</b>	-	*	*	*	*	-	-	*	*	-	50%	50%	*	*	-	-	-	-	-	-
	Female	47%	42%	<b>63%</b>	*	50%	62%	*	*	*	*	67%	62%	*	62%	*	-	63%	-	-	-	-	-	-
Mathematics	All	48%	40%	<b>59%</b>	25%	54%	66%	*	*	*	67%	38%	62%	56%	59%	13%	64%	53%	-	-	-	-		
	Students																							
	CWD	29%	30%	<b>56%</b>	*	*	*	-	-	-	*	63%	56%	-	-	50%	*	-	-	-	-	-	-	
	CWOD	50%	42%	<b>59%</b>	33%	50%	66%	*	*	*	67%	42%	62%	-	59%	13%	67%	52%	-	-	-	-	-	
	EL	38%	35%	<b>13%</b>	-	*	*	*	*	-	*	*	*	-	13%	13%	*	*	-	-	-	-	-	-
	Female	47%	40%	<b>53%</b>	*	*	58%	*	*	*	*	67%	51%	*	52%	*	-	53%	-	-	-	-	-	-
Grade 5 Reading	All	53%	49%	<b>79%</b>	50%	79%	80%	-	*	-	*	67%	81%	*	83%	*	72%	84%	-	-	-	-		
	Students																							
	CWD	30%	25%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	*	-	-	-	-	-	
	CWOD	56%	51%	<b>83%</b>	60%	90%	81%	-	*	-	*	77%	84%	-	83%	*	79%	86%	-	-	-	-	-	
	EL	35%	30%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-
	Female	56%	51%	<b>84%</b>	*	81%	89%	-	*	-	-	75%	86%	*	86%	*	-	84%	-	-	-	-	-	-
Mathematics	All	57%	50%	<b>78%</b>	50%	75%	80%	-	*	-	*	60%	81%	0%	84%	*	72%	82%	-	-	-	-		
	Students																							
	CWD	34%	24%	<b>0%</b>	*	*	*	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-	-	-	
	CWOD	60%	52%	<b>84%</b>	60%	86%	85%	-	*	-	*	69%	86%	-	84%	*	82%	86%	-	-	-	-	-	
	EL	46%	39%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-
	Female	58%	50%	<b>82%</b>	*	75%	86%	-	*	-	-	75%	84%	*	86%	*	-	82%	-	-	-	-	-	-
Science	All	40%	34%	<b>73%</b>	*	67%	75%	-	*	-	*	40%	80%	*	79%	*	72%	75%	-	-	-	-		
	Students																							
	CWD	25%	18%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	*	-	-	-	-	-	
	CWOD	42%	35%	<b>79%</b>	*	76%	79%	-	*	-	*	46%	85%	-	79%	*	82%	78%	-	-	-	-	-	
	EL	24%	18%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-
	Female	38%	32%	<b>75%</b>	*	63%	79%	-	*	-	-	38%	81%	*	78%	*	-	75%	-	-	-	-	-	-

					African	American	Pacific	Two	More	Econ	Non										Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6																							
Reading	All	38%	37%	<b>75%</b>	40%	79%	80%	*	88%	*	*	38%	83%	*	76%	-	75%	74%	-	*	-	-	
	Students																						
	CWD	22%	22%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>76%</b>	40%	77%	84%	*	88%	*	*	43%	83%	-	76%	-	79%	74%	-	*	-	-	
	EL	14%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	42%	42%	<b>74%</b>	*	63%	86%	*	83%	-	*	50%	80%	*	74%	-	-	74%	-	*	-	-	
Mathematics	All	43%	46%	<b>78%</b>	36%	71%	83%	*	100%	*	*	47%	85%	38%	82%	*	80%	77%	-	*	-	-	
	Students																						
	CWD	23%	27%	<b>38%</b>	*	*	*	-	-	-	-	*	*	38%	-	-	*	*	-	-	-	-	-
	CWOD	46%	48%	<b>82%</b>	40%	69%	88%	*	100%	*	*	57%	86%	-	82%	*	86%	78%	-	*	-	-	
	EL	24%	31%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Female	42%	46%	<b>77%</b>	*	63%	80%	*	100%	-	*	50%	82%	*	78%	*	-	77%	-	*	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3																							
Reading	All	24%	19%	<b>47%</b>	29%	56%	47%	-	50%	*	*	24%	53%	17%	52%	50%	38%	56%	-	*	-	*	
	Students																						
	CWD	9%	7%	<b>17%</b>	*	*	*	-	-	-	-	*	20%	17%	-	*	*	*	-	*	-	*	
	CWOD	26%	20%	<b>52%</b>	33%	67%	52%	-	50%	*	*	27%	57%	-	52%	60%	43%	58%	-	*	-	-	
	EL	15%	16%	<b>50%</b>	-	*	*	-	*	-	-	*	*	*	60%	50%	*	*	-	*	-	-	
	Female	26%	20%	<b>56%</b>	*	67%	58%	-	40%	-	*	17%	61%	*	58%	*	-	56%	-	*	-	*	
Mathematics	All	22%	15%	<b>35%</b>	*	50%	32%	-	50%	*	43%	24%	38%	17%	38%	50%	40%	31%	-	*	-	*	
	Students																						
	CWD	12%	5%	<b>17%</b>	*	*	14%	-	-	-	-	*	20%	17%	-	*	13%	*	-	*	-	*	
	CWOD	24%	16%	<b>38%</b>	*	58%	35%	-	50%	*	43%	27%	40%	-	38%	60%	46%	31%	-	*	-	-	
	EL	17%	16%	<b>50%</b>	-	*	*	-	*	-	-	*	*	*	60%	50%	*	*	-	*	-	-	
	Female	21%	14%	<b>31%</b>	*	67%	24%	-	40%	-	*	17%	33%	*	31%	*	-	31%	-	*	-	*	
Grade 4																							
Reading	All	23%	19%	<b>40%</b>	0%	46%	47%	*	*	*	33%	31%	42%	13%	43%	25%	48%	33%	-	-	-	-	
	Students																						
	CWD	9%	9%	<b>13%</b>	*	*	20%	-	-	-	-	*	14%	13%	-	-	14%	*	-	-	-	-	
	CWOD	25%	20%	<b>43%</b>	0%	50%	50%	*	*	*	33%	33%	45%	-	43%	25%	54%	33%	-	-	-	-	
	EL	12%	11%	<b>25%</b>	-	*	*	*	*	-	-	*	*	*	25%	25%	*	*	-	-	-	-	
	Female	25%	21%	<b>33%</b>	*	50%	31%	*	*	*	*	50%	30%	*	33%	*	-	33%	-	-	-	-	
Mathematics	All	26%	20%	<b>38%</b>	0%	31%	45%	*	*	*	33%	23%	40%	22%	40%	0%	45%	30%	-	-	-	-	
	Students																						
	CWD	11%	10%	<b>22%</b>	*	*	*	-	-	-	-	*	25%	22%	-	-	25%	*	-	-	-	-	
	EL	18%	14%	<b>0%</b>	-	*	*	*	*	*	-	*	*	*	0%	0%	*	*	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>45%</b>	0%	29%	57%	-	*	-	*	14%	50%	25%	49%	*	45%	-	-	-	-
	Female	25%	19%	<b>30%</b>	*	*	31%	*	*	*	*	33%	30%	*	31%	*	-	30%	-	-	-
Grade 5	All	26%	23%	<b>49%</b>	17%	54%	46%	-	*	-	*	13%	56%	*	53%	*	42%	55%	-	-	-
Reading	Students																				
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	27%	24%	<b>53%</b>	20%	62%	49%	-	*	-	*	15%	59%	-	53%	*	47%	57%	-	-	-
	EL	12%	8%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-
	Male	24%	21%	<b>42%</b>	*	38%	43%	-	*	-	*	0%	50%	*	47%	*	42%	-	-	-	-
	Female	28%	25%	<b>55%</b>	*	63%	50%	-	*	-	-	25%	60%	*	57%	*	-	55%	-	-	-
Mathematics	All	30%	24%	<b>59%</b>	33%	54%	61%	-	*	-	*	20%	66%	0%	63%	*	47%	69%	-	-	-
	Students																				
	CWD	13%	7%	<b>0%</b>	*	*	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-
	CWOD	31%	26%	<b>63%</b>	40%	62%	64%	-	*	-	*	23%	70%	-	63%	*	53%	71%	-	-	-
	EL	19%	13%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-
	Male	29%	24%	<b>47%</b>	*	50%	46%	-	*	-	*	0%	56%	*	53%	*	47%	-	-	-	-
	Female	30%	24%	<b>69%</b>	*	56%	75%	-	*	-	-	38%	74%	*	71%	*	-	69%	-	-	-
Science	All	16%	13%	<b>39%</b>	*	25%	43%	-	*	-	*	0%	47%	*	43%	*	44%	35%	-	-	-
	Students																				
	CWD	9%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	17%	14%	<b>43%</b>	*	29%	45%	-	*	-	*	0%	50%	-	43%	*	50%	37%	-	-	-
	EL	7%	4%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-
	Male	18%	14%	<b>44%</b>	*	25%	50%	-	*	-	*	0%	53%	*	50%	*	44%	-	-	-	-
	Female	15%	12%	<b>35%</b>	*	25%	36%	-	*	-	-	0%	42%	*	37%	*	-	35%	-	-	-
Grade 6	All	18%	17%	<b>43%</b>	0%	50%	48%	*	50%	*	*	6%	51%	*	45%	-	33%	53%	-	*	-
Reading	Students																				
	CWD	8%	6%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	20%	19%	<b>45%</b>	0%	46%	53%	*	50%	*	*	7%	52%	-	45%	-	37%	52%	-	*	-
	EL	4%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	13%	<b>33%</b>	0%	50%	36%	-	*	*	*	0%	40%	*	37%	-	33%	-	-	-	-
	Female	22%	22%	<b>53%</b>	*	50%	67%	*	50%	-	*	13%	63%	*	52%	-	-	53%	-	*	-
Mathematics	All	18%	21%	<b>60%</b>	27%	57%	60%	*	100%	*	*	41%	65%	13%	65%	*	61%	60%	-	*	-
	Students																				
	CWD	9%	7%	<b>13%</b>	*	*	*	-	-	-	-	*	*	13%	-	-	*	*	-	-	-
	CWOD	19%	22%	<b>65%</b>	30%	54%	67%	*	100%	*	*	50%	68%	-	65%	*	70%	60%	-	*	-
	EL	6%	9%	*	-	-	*	-	-	-	-	-	*	*	*	*	-	*	-	-	-
	Male	18%	21%	<b>61%</b>	*	50%	64%	-	*	*	*	44%	65%	*	70%	-	61%	-	-	-	-
	Female	17%	21%	<b>60%</b>	*	63%	56%	*	100%	-	*	38%	64%	*	60%	*	-	60%	-	*	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades																						
All Subjects	All	77%	72%	<b>92%</b>	72%	92%	94%	83%	100%	100%	89%	78%	95%	64%	95%	80%	89%	95%	-	*	-	*
Students																						



				African	American	Pacific	Two or Non	More	Econ	Econ	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
	CWD	45%	38%	<b>64%</b>	*	67%	73%	-	-	-	*	76%	64%	-	*	56%	89%	-	*	-	*	
	CWOD	80%	76%	<b>95%</b>	81%	96%	96%	83%	100%	100%	89%	86%	97%	-	95%	87%	95%	95%	-	*	-	-
	EL	60%	59%	<b>80%</b>	-	76%	83%	*	*	-	-	100%	67%	*	87%	80%	85%	77%	-	*	-	-
	Male	74%	69%	<b>89%</b>	62%	88%	93%	-	100%	100%	87%	73%	93%	56%	95%	85%	89%	-	-	*	-	-
	Female	79%	76%	<b>95%</b>	84%	96%	96%	83%	100%	*	93%	84%	97%	89%	95%	77%	-	95%	-	*	-	*
Reading	All	73%	68%	<b>93%</b>	81%	93%	95%	*	100%	*	85%	79%	96%	64%	96%	75%	90%	96%	-	*	-	*
	Students																					
	CWD	39%	32%	<b>64%</b>	*	56%	75%	-	-	-	*	77%	64%	-	*	56%	88%	-	*	-	*	
	CWOD	77%	72%	<b>96%</b>	89%	98%	97%	*	100%	*	85%	87%	98%	-	96%	86%	96%	96%	-	*	-	-
	EL	52%	51%	<b>75%</b>	-	75%	*	*	*	-	-	100%	56%	*	86%	75%	83%	70%	-	*	-	-
	Male	69%	64%	<b>90%</b>	71%	86%	94%	-	100%	*	85%	73%	94%	56%	96%	83%	90%	-	-	*	-	-
	Female	77%	73%	<b>96%</b>	93%	97%	96%	*	100%	*	86%	86%	98%	88%	96%	70%	-	96%	-	*	-	*
Mathematics	All	80%	75%	<b>91%</b>	66%	93%	93%	*	100%	*	90%	79%	94%	69%	94%	82%	88%	94%	-	*	-	*
	Students																					
	CWD	52%	42%	<b>69%</b>	*	78%	77%	-	-	-	*	79%	69%	-	*	63%	89%	-	*	-	*	
	CWOD	83%	79%	<b>94%</b>	74%	95%	95%	*	100%	*	90%	85%	95%	-	94%	87%	92%	95%	-	*	-	-
	EL	70%	69%	<b>82%</b>	-	75%	83%	*	*	-	-	100%	70%	*	87%	82%	83%	82%	-	*	-	-
	Male	78%	73%	<b>88%</b>	56%	89%	92%	-	100%	*	85%	74%	91%	63%	92%	83%	88%	-	-	*	-	-
	Female	82%	78%	<b>94%</b>	79%	95%	95%	*	100%	*	100%	86%	96%	89%	95%	82%	-	94%	-	*	-	*
Science	All	79%	74%	<b>93%</b>	*	92%	95%	-	*	-	*	73%	96%	*	97%	*	91%	94%	-	-	-	-
	Students																					
	CWD	48%	40%	<b>*</b>	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	82%	78%	<b>97%</b>	*	95%	98%	-	*	-	*	85%	99%	-	97%	*	100%	94%	-	-	-	-
	EL	58%	57%	<b>*</b>	-	*	*	-	-	-	-	-	*	*	*	*	*	-	-	-	-	-
	Male	78%	72%	<b>91%</b>	*	88%	93%	-	*	-	*	71%	94%	*	100%	*	91%	-	-	-	-	-
	Female	80%	77%	<b>94%</b>	*	94%	96%	-	*	-	-	75%	98%	*	94%	*	-	94%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>72%</b>	45%	71%	75%	33%	85%	63%	70%	48%	77%	36%	75%	46%	70%	73%	-	*	-	*
	Students																					
	CWD	23%	19%	<b>36%</b>	*	33%	42%	-	-	-	*	44%	36%	-	*	32%	47%	-	*	-	*	
	CWOD	50%	45%	<b>75%</b>	51%	77%	78%	33%	85%	63%	70%	54%	80%	-	75%	53%	76%	75%	-	*	-	-
	EL	26%	25%	<b>46%</b>	-	47%	50%	*	*	-	-	57%	38%	*	53%	46%	46%	45%	-	*	-	-
	Male	45%	40%	<b>70%</b>	35%	72%	74%	-	100%	50%	70%	42%	76%	32%	76%	46%	70%	-	-	*	-	-
	Female	50%	45%	<b>73%</b>	56%	70%	77%	33%	81%	*	71%	55%	77%	47%	75%	45%	-	73%	-	*	-	*
Reading	All	46%	41%	<b>73%</b>	52%	73%	75%	*	77%	*	75%	52%	76%	45%	75%	50%	71%	74%	-	*	-	*
	Students																					
	CWD	22%	18%	<b>45%</b>	*	33%	55%	-	-	-	*	54%	45%	-	*	40%	63%	-	*	-	*	
	CWOD	48%	44%	<b>75%</b>	56%	79%	77%	*	77%	*	75%	57%	79%	-	75%	57%	76%	74%	-	*	-	-
	EL	21%	21%	<b>50%</b>	-	63%	*	*	*	-	-	71%	33%	*	57%	50%	67%	40%	-	*	-	-
	Male	41%	37%	<b>71%</b>	47%	75%	73%	-	100%	*	77%	48%	77%	40%	76%	67%	71%	-	-	*	-	-
	Female	50%	47%	<b>74%</b>	57%	72%	78%	*	71%	*	71%	57%	76%	63%	74%	40%	-	74%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	48%	42%	<b>71%</b>	34%	70%	75%	*	91%	*	65%	45%	76%	33%	75%	41%	68%	73%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>33%</b>	*	44%	36%	-	-	-	-	*	43%	33%	-	*	30%	44%	-	*	-	*	
	CWOD	51%	45%	<b>75%</b>	41%	74%	79%	*	91%	*	65%	52%	79%	-	75%	47%	75%	74%	-	*	-	-	
	EL	33%	31%	<b>41%</b>	-	38%	50%	*	*	-	-	43%	40%	*	47%	41%	17%	55%	-	*	-	-	
	Male	47%	41%	<b>68%</b>	22%	68%	75%	-	100%	*	62%	35%	76%	30%	75%	17%	68%	-	-	*	-	-	
Female	49%	44%	<b>73%</b>	50%	72%	75%	*	88%	*	71%	57%	76%	44%	74%	55%	-	73%	-	*	-	*		
Science	All	49%	46%	<b>73%</b>	*	67%	75%	-	*	-	*	40%	80%	*	79%	*	72%	75%	-	-	-	-	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>79%</b>	*	76%	79%	-	*	-	*	46%	85%	-	79%	*	82%	78%	-	-	-	-	
	EL	21%	20%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	50%	45%	<b>72%</b>	*	75%	71%	-	*	-	*	43%	78%	*	82%	*	72%	-	-	-	-	-	-
Female	49%	46%	<b>75%</b>	*	63%	79%	-	*	-	-	38%	81%	*	78%	*	-	75%	-	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>46%</b>	13%	47%	48%	33%	69%	63%	43%	20%	51%	12%	49%	29%	44%	47%	-	*	-	*	
	Students																						
	CWD	8%	5%	<b>12%</b>	*	19%	11%	-	-	-	-	*	15%	12%	-	*	9%	21%	-	*	-	*	
	CWOD	23%	20%	<b>49%</b>	15%	51%	51%	33%	69%	63%	43%	23%	54%	-	49%	33%	50%	48%	-	*	-	-	
	EL	9%	8%	<b>29%</b>	-	29%	25%	*	*	-	-	29%	29%	*	33%	29%	15%	36%	-	*	-	-	
	Male	20%	17%	<b>44%</b>	5%	39%	49%	-	91%	50%	47%	16%	50%	9%	50%	15%	44%	-	-	*	-	-	
Female	22%	20%	<b>47%</b>	22%	52%	47%	33%	62%	*	36%	25%	51%	21%	48%	36%	-	47%	-	*	-	*		
Reading	All	19%	16%	<b>45%</b>	10%	52%	47%	*	55%	*	40%	18%	50%	12%	48%	31%	40%	50%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>12%</b>	*	22%	10%	-	-	-	-	*	15%	12%	-	*	8%	25%	-	*	-	*	
	CWOD	20%	18%	<b>48%</b>	11%	57%	51%	*	55%	*	40%	20%	54%	-	48%	36%	45%	51%	-	*	-	-	
	EL	7%	7%	<b>31%</b>	-	38%	*	*	*	-	-	43%	22%	*	36%	31%	17%	40%	-	*	-	-	
	Male	16%	13%	<b>40%</b>	0%	43%	44%	-	80%	*	38%	12%	46%	8%	45%	17%	40%	-	-	*	-	-	
Female	22%	20%	<b>50%</b>	21%	59%	51%	*	47%	*	43%	25%	54%	25%	51%	40%	-	50%	-	*	-	*		
Mathematics	All	23%	20%	<b>48%</b>	16%	49%	49%	*	77%	*	45%	27%	52%	14%	52%	29%	48%	48%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>14%</b>	*	22%	14%	-	-	-	-	*	18%	14%	-	*	11%	22%	-	*	-	*	
	CWOD	25%	21%	<b>52%</b>	19%	53%	53%	*	77%	*	45%	31%	55%	-	52%	33%	55%	49%	-	*	-	-	
	EL	13%	11%	<b>29%</b>	-	25%	33%	*	*	-	-	14%	40%	*	33%	29%	17%	36%	-	*	-	-	
	Male	23%	19%	<b>48%</b>	11%	39%	53%	-	100%	*	54%	24%	54%	11%	55%	17%	48%	-	-	*	-	-	
Female	24%	20%	<b>48%</b>	21%	56%	46%	*	71%	*	29%	32%	50%	22%	49%	36%	-	48%	-	*	-	*		
Science	All	22%	20%	<b>39%</b>	*	25%	43%	-	*	-	*	0%	47%	*	43%	*	44%	35%	-	-	-	-	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	24%	22%	<b>43%</b>	*	29%	45%	-	*	-	*	0%	50%	-	43%	*	50%	37%	-	-	-	-	
	EL	5%	5%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	23%	20%	<b>44%</b>	*	25%	50%	-	*	-	*	0%	53%	*	50%	*	44%	-	-	-	-	-	
Female	21%	20%	<b>35%</b>	*	25%	36%	-	*	-	-	0%	42%	*	37%	*	-	35%	-	-	-	-		

**Two or More Races**      **Non Econ EL**      **Foster Care Military**  
**African American**      **American Indian**      **Pacific Islander**      **White**      **Asian**      **CWDCWOD**      **EL**      **Male**      **Female**      **Migrant**      **Homeless**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	72	43	77	75	*	81	*	58	56	45	55
CWD	45	*	*	58	-	-	-	-	*	45	*
CWOD	74	50	81	76	*	81	*	58	61	-	61
EL	55	-	*	*	*	*	-	-	*	*	55
Male	74	50	82	76	-	*	*	*	58	47	*
Female	70	*	73	73	*	75	*	*	55	*	*
<b>Mathematics</b>											
All Students	78	52	80	80	*	91	*	75	67	65	*
CWD	65	*	*	63	-	-	-	-	*	65	*
CWOD	79	53	80	81	*	91	*	75	69	-	*
EL	*	-	*	*	*	*	-	-	*	*	*
Male	77	46	74	81	-	*	*	83	62	66	*
Female	79	61	83	78	*	88	*	*	71	*	*

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

<b>Total EL in Class</b>	<b>Proficiency of EL</b>	<b>Rate of Proficiency</b>
<b>45</b>	<b>15</b>	<b>33%</b>

\*\* 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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	70	43	70	72	*	85	75	67	49	37	52
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	Y	Y					N	Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y	N	Y	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	Y	Y					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	Y	Y					N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	Y	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	*	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	*	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	*	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	-	-	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-
	Male	0%	*	0%	0%	-	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	-	0%	0%	*	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	17	*	5	8	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	21	*	7	10	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	8	*	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b> Chronic Absenteeism	Male	12	*	5	5	*	*	*	*	5	5	*
	Female	12	*	*	8	*	*	*	*	*	*	*
	Total	24	*	7	13	*	*	*	*	7	5	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	



On the basis of sex	<b>Total</b>
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\*\* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.  
Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.0	19.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	2.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	*	*
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1	
		Overall	18	20	40	39	33	32	8	8	
		Black	30	37	46	44	22	17	3	2	
		Hispanic	21	29	45	44	29	23	5	3	
		White	9	12	32	37	46	40	13	11	
		American Indian	*	31	*	44	*	21	*	3	
		Asian	8	8	18	25	40	42	34	25	
		Pacific Islander	*	29	*	42	*	25	*	4	
		Two or More Races	13	15	30	39	41	35	17	11	
		Econ Disadv	23	31	46	44	25	22	4	3	
		Students with Disabilities	43	51	38	32	16	14	2	3	
		English Language Learners	29	47	44	39	23	13	4	2	
		Grade 8	Reading	Overall	29	24	44	40	26	32	2
Black	42			40	43	42	14	17	n/a	1	
Hispanic	34			33	45	44	20	22	1	1	
White	17			16	43	39	37	39	3	6	
American Indian	*			37	*	41	*	20	*	1	
Asian	8			13	29	30	53	45	10	12	
Pacific Islander	*			35	*	42	*	22	*	2	
Two or More Races	23			18	42	40	31	36	5	6	
Econ Disadv	38			35	45	43	16	20	1	1	
Students with Disabilities	65			61	29	29	6	9	n/a	1	
English Language Learners	62			68	33	27	5	5	n/a	n/a	
Mathematics	Overall			30	30	37	36	24	24	9	10
	Black			44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4	
	White		16	20	33	37	35	31	16	13	
	American Indian		*	44	*	38	*	14	*	4	
	Asian		3	12	19	24	37	32	40	32	
	Pacific Islander		*	36	*	39	*	18	*	6	
	Two or More Races		24	27	43	36	24	25	8	13	
	Econ Disadv		40	45	40	37	17	15	3	3	
	Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61		71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** CARTER J H

**Campus ID:** 220901041

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>		2017-18 through 2021-22											42%	
		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
		Baseline 2016-17												
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 7</b>																							
Reading	All	73%	70%	<b>61%</b>	59%	62%	40%	-	83%	*	86%	62%	54%	*	64%	38%	53%	69%	-	63%	-	*	
	Students																						
	CWD	37%	35%	*	*	*	*	-	-	*	-	*	*	*	-	*	*	*	-	-	-	-	*
	CWOD	77%	73%	<b>64%</b>	62%	65%	42%	-	83%	-	86%	66%	56%	-	64%	42%	58%	70%	-	63%	-	*	
	EL	44%	46%	<b>38%</b>	*	37%	*	-	*	-	-	41%	*	*	42%	38%	33%	46%	-	*	-	*	
	Male	69%	65%	<b>53%</b>	56%	53%	*	-	*	*	*	55%	37%	*	58%	33%	53%	-	-	*	-	*	
	Female	79%	76%	<b>69%</b>	61%	72%	42%	-	*	-	*	69%	69%	*	70%	46%	-	69%	-	78%	-	*	
	Mathematics	All	71%	70%	<b>56%</b>	50%	59%	43%	*	*	*	*	57%	54%	20%	59%	40%	51%	63%	-	47%	-	*
	Students																						
	CWD	42%	32%	<b>20%</b>	*	18%	*	-	-	*	-	18%	*	20%	-	*	21%	*	-	-	-	-	*
CWOD	75%	74%	<b>59%</b>	52%	62%	43%	*	*	-	*	60%	54%	-	59%	43%	54%	64%	-	47%	-	*		
EL	52%	53%	<b>40%</b>	*	40%	*	-	*	-	-	41%	35%	*	43%	40%	36%	46%	-	*	-	*		
Male	69%	66%	<b>51%</b>	53%	52%	*	*	*	*	*	52%	36%	21%	54%	36%	51%	-	-	*	-	*		
Female	73%	73%	<b>63%</b>	48%	66%	54%	-	*	-	*	62%	68%	*	64%	46%	-	63%	-	60%	-	*		
<b>Grade 8</b>																							
Reading	All	85%	82%	<b>75%</b>	67%	77%	59%	*	100%	-	*	76%	72%	18%	79%	59%	72%	79%	-	60%	*	*	
	Students																						
	CWD	49%	40%	<b>18%</b>	*	21%	*	-	-	-	21%	*	18%	-	25%	19%	*	-	-	-	-	-	
	CWOD	88%	86%	<b>79%</b>	72%	81%	71%	*	100%	-	*	80%	77%	-	79%	63%	77%	82%	-	60%	*	*	
	EL	58%	59%	<b>59%</b>	*	58%	*	-	*	-	-	59%	53%	25%	63%	59%	61%	56%	-	*	-	*	
	Male	82%	78%	<b>72%</b>	63%	74%	55%	*	*	-	*	71%	78%	19%	77%	61%	72%	-	-	*	*	*	
	Female	88%	86%	<b>79%</b>	73%	80%	*	-	100%	-	*	81%	65%	*	82%	56%	-	79%	-	*	-	*	
	Mathematics	All	85%	74%	<b>75%</b>	67%	77%	67%	*	*	-	*	75%	80%	*	80%	67%	75%	76%	-	100%	*	*
	Students																						
	CWD	53%	37%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
CWOD	89%	79%	<b>80%</b>	72%	81%	77%	*	*	-	*	79%	83%	-	80%	72%	81%	78%	-	100%	*	*		
EL	73%	65%	<b>67%</b>	*	68%	*	-	*	-	-	67%	71%	*	72%	67%	69%	64%	-	-	-	*		
Male	82%	72%	<b>75%</b>	67%	77%	67%	*	-	-	*	74%	82%	*	81%	69%	75%	-	-	*	*	-		
Female	87%	77%	<b>76%</b>	68%	78%	*	-	*	-	*	76%	78%	*	78%	64%	-	76%	-	*	-	*		
Science	All	75%	70%	<b>65%</b>	55%	67%	65%	*	100%	-	*	65%	67%	16%	69%	49%	65%	65%	-	70%	*	*	
	Students																						
	CWD	39%	30%	<b>16%</b>	*	19%	*	-	-	-	-	18%	*	16%	-	*	*	*	-	-	-	-	
CWOD	78%	75%	<b>69%</b>	59%	70%	71%	*	100%	-	*	68%	70%	-	69%	53%	70%	67%	-	70%	*	*		



					African	American	Pacific	Two or More	Econ	Non Econ											Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	EL	46%	48%	<b>49%</b>	*	49%	*	-	*	-	-	50%	44%	*	53%	49%	52%	45%	-	*	-	*	
	Male	74%	67%	<b>65%</b>	53%	67%	64%	*	*	-	*	64%	71%	*	70%	52%	65%	-	-	*	*	*	
	Female	76%	74%	<b>65%</b>	58%	67%	*	-	100%	-	*	66%	60%	*	67%	45%	-	65%	-	*	-	*	
End of Course																							
Algebra I		All	82%	78%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	*
		Students																					
	CWD	47%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	83%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	100%	-	*	-	*
	EL	67%	65%	<b>100%</b>	-	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	100%	-	*	-	-
	Male	78%	73%	<b>100%</b>	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	-	-	*	-	*	
	Female	87%	83%	<b>100%</b>	*	100%	-	-	*	-	-	100%	*	-	100%	100%	-	100%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 7																							
Reading		All	47%	44%	<b>33%</b>	24%	36%	15%	-	83%	*	29%	34%	26%	*	35%	14%	28%	39%	-	38%	-	*
		Students																					
	CWD	23%	21%	*	*	*	*	-	-	*	-	*	*	*	-	*	*	*	-	-	-	-	*
	CWOD	50%	46%	<b>35%</b>	25%	38%	16%	-	83%	-	29%	36%	27%	-	35%	15%	31%	39%	-	38%	-	*	
	EL	16%	18%	<b>14%</b>	*	13%	*	-	*	-	-	15%	*	*	15%	14%	15%	12%	-	*	-	*	
	Male	42%	39%	<b>28%</b>	31%	28%	*	-	*	*	*	30%	17%	*	31%	15%	28%	-	-	*	-	*	
	Female	53%	50%	<b>39%</b>	19%	45%	8%	-	*	-	*	39%	34%	*	39%	12%	-	39%	-	56%	-	*	
Mathematics		All	39%	39%	<b>27%</b>	19%	29%	13%	*	*	*	28%	21%	2%	29%	11%	24%	30%	-	18%	-	*	
		Students																					
	CWD	20%	16%	<b>2%</b>	*	3%	*	-	-	*	-	3%	*	2%	-	*	3%	*	-	-	-	-	*
	CWOD	41%	41%	<b>29%</b>	20%	31%	14%	*	*	-	*	30%	22%	-	29%	12%	27%	31%	-	18%	-	*	
	EL	17%	19%	<b>11%</b>	*	11%	*	*	*	-	-	12%	0%	*	12%	11%	11%	11%	-	*	-	*	
	Male	38%	38%	<b>24%</b>	28%	24%	*	*	*	*	*	25%	18%	3%	27%	11%	24%	-	-	*	-	*	
	Female	40%	39%	<b>30%</b>	13%	35%	8%	-	*	-	*	31%	24%	*	31%	11%	-	30%	-	20%	-	*	
Grade 8																							
Reading		All	48%	45%	<b>31%</b>	26%	31%	29%	*	83%	-	*	31%	30%	0%	33%	11%	28%	35%	-	20%	*	*
		Students																					
	CWD	23%	17%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	51%	48%	<b>33%</b>	28%	33%	36%	*	83%	-	*	33%	32%	-	33%	12%	31%	37%	-	20%	*	*	
	EL	13%	14%	<b>11%</b>	*	10%	*	-	*	-	-	10%	16%	0%	12%	11%	12%	9%	-	*	-	*	
	Male	44%	39%	<b>28%</b>	23%	28%	27%	*	*	-	*	27%	31%	0%	31%	12%	28%	-	-	*	*	*	
	Female	53%	52%	<b>35%</b>	30%	35%	*	-	80%	-	*	36%	29%	*	37%	9%	-	35%	-	*	-	*	
Mathematics		All	50%	32%	<b>30%</b>	20%	31%	40%	*	*	-	*	31%	26%	*	32%	21%	30%	29%	-	29%	*	*
		Students																					
	CWD	25%	16%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	53%	34%	<b>32%</b>	21%	33%	46%	*	*	-	*	32%	28%	-	32%	22%	33%	31%	-	29%	*	*	
	EL	30%	19%	<b>21%</b>	*	21%	*	-	*	-	-	22%	7%	*	22%	21%	24%	15%	-	-	-	*	
	Male	48%	30%	<b>30%</b>	18%	33%	33%	*	-	-	*	31%	26%	*	33%	24%	30%	-	-	*	*	-	
	Female	53%	34%	<b>29%</b>	22%	30%	*	-	*	-	*	30%	26%	*	31%	15%	-	29%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Science	All	50%	45%	<b>35%</b>	28%	35%	47%	*	83%	-	*	34%	40%	3%	37%	16%	35%	34%	-	20%	*	*	
	Students																						
	CWD	23%	18%	<b>3%</b>	*	4%	*	-	-	-	-	3%	*	3%	-	*	*	*	-	-	-	-	-
	CWOD	53%	48%	<b>37%</b>	30%	37%	57%	*	83%	-	*	36%	42%	-	37%	17%	39%	35%	-	20%	*	*	*
	EL	19%	19%	<b>16%</b>	*	15%	*	-	*	-	-	14%	28%	*	17%	16%	20%	8%	-	*	-	*	*
	Female	50%	46%	<b>34%</b>	28%	33%	*	-	80%	-	*	33%	37%	*	35%	8%	-	34%	-	*	-	*	*
End of Course Algebra I	All	53%	49%	<b>95%</b>	100%	94%	*	-	*	-	-	95%	92%	-	95%	74%	91%	98%	-	*	-	*	
	Students																						
	CWD	19%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	53%	<b>95%</b>	100%	94%	*	-	*	-	-	95%	92%	-	95%	74%	91%	98%	-	*	-	*	*
	EL	29%	27%	<b>74%</b>	-	73%	*	-	-	-	-	76%	*	-	74%	74%	71%	83%	-	*	-	-	-
	Female	58%	55%	<b>98%</b>	*	98%	-	-	*	-	-	98%	*	-	98%	83%	-	98%	-	*	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 7																							
Reading	All	28%	26%	<b>17%</b>	12%	19%	5%	-	17%	*	29%	17%	20%	*	18%	2%	13%	22%	-	6%	-	*	
	Students																						
	CWD	10%	10%	*	*	*	*	-	-	*	-	*	*	*	-	*	*	*	-	-	-	-	*
	CWOD	30%	27%	<b>18%</b>	12%	20%	5%	-	17%	-	29%	18%	21%	-	18%	3%	14%	23%	-	6%	-	*	*
	EL	6%	8%	<b>2%</b>	*	3%	*	-	*	-	-	3%	*	*	3%	2%	2%	3%	-	*	-	*	*
	Female	33%	31%	<b>22%</b>	9%	26%	0%	-	*	-	*	22%	26%	*	23%	3%	-	22%	-	11%	-	*	*
Mathematics	All	18%	19%	<b>14%</b>	6%	15%	0%	*	*	*	*	14%	11%	0%	15%	4%	12%	15%	-	6%	-	*	
	Students																						
	CWD	7%	2%	<b>0%</b>	*	0%	*	-	-	*	-	0%	*	0%	-	*	0%	*	-	-	-	-	*
	CWOD	19%	21%	<b>15%</b>	7%	17%	0%	*	*	-	*	15%	12%	-	15%	5%	14%	15%	-	6%	-	*	*
	EL	5%	6%	<b>4%</b>	*	3%	*	*	*	-	-	5%	0%	*	5%	4%	4%	4%	-	*	-	*	*
	Female	18%	19%	<b>15%</b>	6%	18%	0%	-	*	-	*	15%	13%	*	15%	4%	-	15%	-	10%	-	*	*
Grade 8																							
Reading	All	26%	23%	<b>11%</b>	8%	11%	18%	*	50%	-	*	11%	12%	0%	12%	1%	8%	15%	-	10%	*	*	
	Students																						
	CWD	8%	6%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	-
	CWOD	28%	25%	<b>12%</b>	8%	12%	21%	*	50%	-	*	12%	13%	-	12%	1%	9%	16%	-	10%	*	*	*
	EL	4%	4%	<b>1%</b>	*	1%	*	-	*	-	-	1%	0%	0%	1%	1%	2%	0%	-	*	-	*	*
	Female	30%	29%	<b>15%</b>	13%	14%	*	-	40%	-	*	15%	16%	*	16%	0%	-	15%	-	*	-	*	*
Mathematics	All	15%	5%	<b>2%</b>	0%	3%	0%	*	*	-	*	3%	0%	*	2%	1%	2%	2%	-	0%	*	*	
	Students																						
	CWD	9%	3%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	EL	6%	1%	<b>1%</b>	*	1%	*	-	*	-	-	1%	0%	*	0%	1%	1%	0%	-	-	-	*	*

				African	Hispanic	White	American	Indian	Asian	Pacific	More	Econ	Non	Disadv	Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ	Econ	Disadv	Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	Male	14%	4%	2%	0%	3%	0%	*	-	-	*	3%	0%	*	2%	1%	2%	-	-	*	*	-	-		
	Female	16%	6%	2%	0%	3%	*	-	*	-	*	3%	0%	*	2%	0%	-	2%	-	*	*	-	*		
Science	All	27%	24%	14%	12%	14%	12%	*	67%	-	*	14%	12%	0%	15%	2%	15%	13%	-	10%	*	*	*		
	Students																								
	CWD	8%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	-	-	
	CWOD	29%	26%	15%	13%	15%	14%	*	67%	-	*	15%	13%	-	15%	2%	16%	13%	-	10%	*	*	*	*	
	EL	6%	5%	2%	*	2%	*	-	*	-	-	2%	0%	*	2%	2%	3%	0%	-	*	-	-	-	-	
	Male	29%	24%	15%	17%	14%	9%	*	*	-	*	15%	16%	*	16%	3%	15%	-	-	*	*	*	*	*	
	Female	25%	24%	13%	5%	13%	*	-	60%	-	*	14%	7%	*	13%	0%	-	13%	-	*	-	-	-	-	
End of Course	All	31%	29%	66%	73%	64%	*	-	*	-	-	66%	69%	-	66%	39%	65%	68%	-	*	-	-	*		
	Algebra I																								
	Students																								
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	34%	32%	66%	73%	64%	*	-	*	-	-	66%	69%	-	66%	39%	65%	68%	-	*	-	-	*	*	
	EL	12%	11%	39%	-	36%	*	-	-	-	-	38%	*	-	39%	39%	47%	17%	-	*	-	-	-	-	
	Male	28%	25%	65%	71%	63%	*	-	*	-	-	64%	70%	-	65%	47%	65%	-	-	*	-	-	*	*	
	Female	34%	33%	68%	*	65%	-	-	*	-	-	68%	*	-	68%	17%	-	68%	-	*	-	-	-	-	
<b>STAAR Percent at Approaches Grade Level or Above</b>																									
All Grades																									
All Subjects	All	77%	72%	68%	60%	69%	54%	*	87%	*	78%	68%	66%	15%	71%	51%	64%	71%	-	65%	*	64%	*	64%	
	Students																								
	CWD	45%	38%	15%	*	17%	*	-	-	*	-	15%	*	15%	-	17%	15%	15%	-	-	-	-	-	*	
	CWOD	80%	76%	71%	64%	73%	59%	*	87%	-	78%	72%	69%	-	71%	55%	69%	73%	-	65%	*	78%	*	78%	
	EL	60%	59%	51%	73%	51%	29%	*	88%	-	-	52%	44%	17%	55%	51%	51%	52%	-	*	-	-	-	*	
	Male	74%	69%	64%	60%	66%	52%	*	75%	*	71%	64%	65%	15%	69%	51%	64%	-	-	52%	*	*	*	*	
	Female	79%	76%	71%	61%	74%	57%	-	95%	-	89%	72%	68%	15%	73%	52%	-	71%	-	76%	-	-	-	*	
Reading	All	73%	68%	68%	63%	70%	50%	*	92%	*	90%	69%	64%	12%	72%	49%	63%	74%	-	62%	*	*	*	*	
	Students																								
	CWD	39%	32%	12%	*	13%	*	-	-	*	-	13%	*	12%	-	16%	12%	*	-	-	-	-	-	*	
	CWOD	77%	72%	72%	67%	73%	56%	*	92%	-	90%	73%	67%	-	72%	53%	68%	76%	-	62%	*	*	*	*	
	EL	52%	51%	49%	*	48%	*	-	*	-	-	50%	35%	16%	53%	49%	47%	51%	-	*	-	-	-	*	
	Male	69%	64%	63%	60%	64%	47%	*	*	*	83%	63%	61%	12%	68%	47%	63%	-	-	42%	*	*	*	*	
	Female	77%	73%	74%	66%	76%	50%	-	100%	-	*	75%	67%	*	76%	51%	-	74%	-	79%	-	-	-	*	
Mathematics	All	80%	75%	68%	60%	71%	54%	*	77%	*	70%	68%	69%	17%	72%	54%	65%	72%	-	67%	*	*	*	*	
	Students																								
	CWD	52%	42%	17%	*	19%	*	-	-	*	-	16%	*	17%	-	18%	19%	*	-	-	-	-	-	*	
	CWOD	83%	79%	72%	64%	74%	57%	*	77%	-	70%	72%	71%	-	72%	58%	70%	73%	-	67%	*	*	*	*	
	EL	70%	69%	54%	*	55%	*	*	*	-	-	54%	51%	18%	58%	54%	53%	55%	-	*	-	-	-	*	
	Male	78%	73%	65%	63%	67%	50%	*	*	*	*	65%	65%	19%	70%	53%	65%	-	-	58%	*	*	*	*	
	Female	82%	78%	72%	58%	75%	58%	-	86%	-	*	71%	74%	*	73%	55%	-	72%	-	73%	-	-	-	*	
Science	All	79%	74%	65%	55%	67%	65%	*	100%	-	*	65%	67%	16%	69%	49%	65%	65%	-	70%	*	*	*	*	
	Students																								
	CWD	48%	40%	16%	*	19%	*	-	-	-	-	18%	*	16%	-	*	*	*	-	-	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
CWOD	82%	78%	<b>69%</b>	59%	70%	71%	*	100%	-	*	68%	70%	-	69%	53%	70%	67%	-	70%	*	*
EL	58%	57%	<b>49%</b>	*	49%	*	-	*	-	-	50%	44%	*	53%	49%	52%	45%	-	*	-	*
Male	78%	72%	<b>65%</b>	53%	67%	64%	*	*	-	*	64%	71%	*	70%	52%	65%	-	-	*	*	*
Female	80%	77%	<b>65%</b>	58%	67%	*	-	100%	-	*	66%	60%	*	67%	45%	-	65%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>34%</b>	25%	35%	28%	*	81%	*	39%	34%	31%	2%	36%	15%	32%	37%	-	27%	*	36%
	Students																					
	CWD	23%	19%	<b>2%</b>	*	3%	*	-	-	*	-	3%	*	2%	-	4%	3%	0%	-	-	-	*
	CWOD	50%	45%	<b>36%</b>	27%	38%	32%	*	81%	-	39%	37%	33%	-	36%	17%	34%	38%	-	27%	*	44%
	EL	26%	25%	<b>15%</b>	9%	15%	18%	*	75%	-	-	16%	11%	4%	17%	15%	17%	12%	-	*	-	*
	Male	45%	40%	<b>32%</b>	28%	32%	32%	*	75%	*	43%	32%	31%	3%	34%	17%	32%	-	-	17%	*	*
	Female	50%	45%	<b>37%</b>	23%	39%	24%	-	84%	-	33%	37%	31%	0%	38%	12%	-	37%	-	35%	-	*
Reading	All	46%	41%	<b>32%</b>	25%	33%	22%	*	83%	*	40%	33%	28%	1%	34%	12%	28%	37%	-	31%	*	*
	Students																					
	CWD	22%	18%	<b>1%</b>	*	2%	*	-	-	*	-	2%	*	1%	-	3%	2%	*	-	-	-	*
	CWOD	48%	44%	<b>34%</b>	26%	36%	25%	*	83%	-	40%	35%	30%	-	34%	13%	31%	38%	-	31%	*	*
	EL	21%	21%	<b>12%</b>	*	11%	*	-	*	-	-	13%	8%	3%	13%	12%	13%	10%	-	*	-	*
	Male	41%	37%	<b>28%</b>	26%	28%	26%	*	*	*	33%	28%	25%	2%	31%	13%	28%	-	-	17%	*	*
	Female	50%	47%	<b>37%</b>	23%	40%	17%	-	86%	-	*	38%	32%	*	38%	10%	-	37%	-	43%	-	*
Mathematics	All	48%	42%	<b>35%</b>	24%	38%	26%	*	77%	*	30%	36%	30%	3%	37%	18%	33%	38%	-	26%	*	*
	Students																					
	CWD	26%	21%	<b>3%</b>	*	4%	*	-	-	*	-	3%	*	3%	-	5%	4%	*	-	-	-	*
	CWOD	51%	45%	<b>37%</b>	26%	40%	29%	*	77%	-	30%	38%	31%	-	37%	20%	36%	39%	-	26%	*	*
	EL	33%	31%	<b>18%</b>	*	18%	*	*	*	-	-	20%	5%	5%	20%	18%	20%	16%	-	*	-	*
	Male	47%	41%	<b>33%</b>	28%	34%	30%	*	*	*	33%	31%	4%	36%	20%	33%	-	-	-	17%	*	*
	Female	49%	44%	<b>38%</b>	20%	42%	21%	-	86%	-	*	39%	28%	*	39%	16%	-	38%	-	33%	-	*
Science	All	49%	46%	<b>35%</b>	28%	35%	47%	*	83%	-	*	34%	40%	3%	37%	16%	35%	34%	-	20%	*	*
	Students																					
	CWD	23%	18%	<b>3%</b>	*	4%	*	-	-	-	-	3%	*	3%	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>37%</b>	30%	37%	57%	*	83%	-	*	36%	42%	-	37%	17%	39%	35%	-	20%	*	*
	EL	21%	20%	<b>16%</b>	*	15%	*	-	*	-	-	14%	28%	*	17%	16%	20%	8%	-	*	-	*
	Male	50%	45%	<b>35%</b>	28%	36%	45%	*	*	-	*	34%	42%	*	39%	20%	35%	-	-	*	*	*
	Female	49%	46%	<b>34%</b>	28%	33%	*	-	80%	-	*	33%	37%	*	35%	8%	-	34%	-	*	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>14%</b>	9%	15%	8%	*	48%	*	17%	15%	13%	1%	15%	3%	12%	17%	-	8%	*	0%
	Students																					
	CWD	8%	5%	<b>1%</b>	*	1%	*	-	-	*	-	1%	*	1%	-	1%	1%	0%	-	-	-	*
	CWOD	23%	20%	<b>15%</b>	10%	16%	9%	*	48%	-	17%	16%	14%	-	15%	3%	14%	17%	-	8%	*	0%
	EL	9%	8%	<b>3%</b>	0%	3%	6%	*	25%	-	-	3%	1%	1%	3%	3%	4%	2%	-	*	-	*
	Male	20%	17%	<b>12%</b>	11%	13%	8%	*	50%	*	7%	12%	13%	1%	14%	4%	12%	-	-	7%	*	*
	Female	22%	20%	<b>17%</b>	8%	18%	7%	-	47%	-	33%	17%	14%	0%	17%	2%	-	17%	-	9%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	19%	16%	<b>14%</b>	10%	15%	11%	*	33%	*	30%	14%	16%	0%	15%	2%	10%	19%	-	8%	*	*
	CWD	7%	5%	<b>0%</b>	*	0%	*	-	-	*	-	0%	*	0%	-	0%	0%	*	-	-	-	*
	CWOD	20%	18%	<b>15%</b>	10%	16%	13%	*	33%	-	30%	15%	16%	-	15%	2%	11%	19%	-	8%	*	*
	EL	7%	7%	<b>2%</b>	*	2%	*	-	*	-	-	2%	0%	0%	2%	2%	2%	1%	-	*	-	*
	Male	16%	13%	<b>10%</b>	9%	10%	11%	*	*	*	17%	10%	11%	0%	11%	2%	10%	-	-	0%	*	*
	Female	22%	20%	<b>19%</b>	11%	20%	11%	-	43%	-	*	18%	21%	*	19%	1%	-	19%	-	14%	-	*
Mathematics	All Students	23%	20%	<b>15%</b>	7%	17%	3%	*	54%	*	10%	15%	12%	1%	16%	5%	13%	17%	-	7%	*	*
	CWD	10%	5%	<b>1%</b>	*	2%	*	-	-	*	-	2%	*	1%	-	3%	2%	*	-	-	-	*
	CWOD	25%	21%	<b>16%</b>	8%	17%	3%	*	54%	-	10%	16%	12%	-	16%	5%	15%	17%	-	7%	*	*
	EL	13%	11%	<b>5%</b>	*	4%	*	*	*	-	-	5%	3%	3%	5%	5%	6%	3%	-	*	-	*
	Male	23%	19%	<b>13%</b>	9%	14%	5%	*	*	*	*	13%	13%	2%	15%	6%	13%	-	-	8%	*	*
	Female	24%	20%	<b>17%</b>	6%	19%	0%	-	43%	-	*	17%	10%	*	17%	3%	-	17%	-	7%	-	*
Science	All Students	22%	20%	<b>14%</b>	12%	14%	12%	*	67%	-	*	14%	12%	0%	15%	2%	15%	13%	-	10%	*	*
	CWD	7%	4%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	24%	22%	<b>15%</b>	13%	15%	14%	*	67%	-	*	15%	13%	-	15%	2%	16%	13%	-	10%	*	*
	EL	5%	5%	<b>2%</b>	*	2%	*	-	*	-	-	2%	0%	*	2%	2%	3%	0%	-	*	-	*
	Male	23%	20%	<b>15%</b>	17%	14%	9%	*	*	-	*	15%	16%	*	16%	3%	15%	-	-	*	*	*
	Female	21%	20%	<b>13%</b>	5%	13%	*	-	60%	-	*	14%	7%	*	13%	0%	-	13%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	75	73	60	*	71	*	*	73	52	69
CWD	52	50	50	*	-	-	*	-	52	52	58
CWOD	74	76	75	55	*	71	-	*	75	-	71
EL	69	*	70	*	-	*	-	-	70	58	69
Male	68	70	69	58	*	*	*	*	69	53	65
Female	78	80	78	63	-	86	-	*	78	50	76
<b>Mathematics</b>											
All Students	70	66	70	61	*	85	*	63	70	42	62

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWD	42	*	42	*	-	-	*	-	43	42	39
CWOD	71	68	72	63	*	85	-	63	72	-	64
EL	62	*	61	75	-	*	-	-	62	39	62
Male	66	69	65	58	*	83	*	*	65	42	59
Female	74	63	76	66	-	86	-	*	75	40	66

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
401	33	8%

\*\* 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.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	31	40	30	*	72	*	*	39	*	23
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\*' Indicates results are masked due to small numbers to protect student confidentiality.

'.' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N

Federal Graduation Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	99%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	99%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	98%	-	100%	-	100%	100%	99%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	99%	100%	97%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	97%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	94%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	99%	100%	100%	*	100%	-	*	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-



		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
	CWOD	100%	99%	100%	100%	*	100%	-	*	100%	99%	-	100%	100%	100%	100%	-	
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	98%	100%	100%	-	100%	-	*	100%	97%	100%	100%	100%	-	100%	-	
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	1%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	1%	0%	1%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	2%	-	0%	-	0%	0%	0%	1%	0%	0%	0%	-	0%	-
Reading	All Students	0%	1%	0%	3%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	*	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	1%	0%	3%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	6%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	*	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	1%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	1%	0%	0%	*	0%	-	*	0%	1%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	
	CWOD	0%	1%	0%	0%	*	0%	-	*	0%	1%	-	0%	0%	0%	0%	-	
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	2%	0%	0%	-	0%	-	*	0%	3%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	
											Students with Disabilities	Students with Disabilities
In-School Suspensions	Male	129	26	95	8	*	*	*	*	53		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
Out-of-School Suspensions	Female	104	17	80	5	*	*	*	*	35		
	Total	233	43	175	13	*	*	*	*	88		
	Male	45	13	28	*	*	*	*	*	13		
Expulsions	Female	30	10	16	*	*	*	*	*	5		
	Total	75	23	44	8	*	*	*	*	18		
	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Female	42	14	26	*	*	*	*	*	14		14
	Total	57	19	34	*	*	*	*	*	19		16
	Male	15	5	8	*	*	*	*	*	5		*
Out-of-School Suspensions	Female	22	*	16	*	*	*	*	*	7		7
	Total	31	6	23	*	*	*	*	*	11		9
	Male	9	*	7	*	*	*	*	*	*		*
Expulsions	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*

		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)
		*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>	Total											
Chronic Absenteeism	Male	33	5	23	5	*	*	*	*	8	8	5
	Female	36	8	23	5	*	*	*	*	8	8	*
	Total	69	13	46	10	*	*	*	*	16	16	7

		Total
Incidents of Violence		
Incidents of rape or attempted rape		*
Incidents of sexual assault (other than rape)		*
Incidents of robbery with a weapon		*
Incidents of robbery with a firearm or explosive device		*
Incidents of robbery without a weapon		*
Incidents of physical attack or fight with a weapon		*
Incidents of physical attack or fight with a firearm or explosive device		*
Incidents of physical attack or fight without a weapon		*
Incidents of threats of physical attack with a weapon		*
Incidents of threats of physical attack with a firearm or explosive device		*
Incidents of threats of physical attack without a weapon		*
Incidents of possession of a firearm or explosive device		*
Allegations of Harassment or bullying		
On the basis of sex		*
On the basis of race		*
On the basis of disability		*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		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 students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
International Baccalaureate Courses	Total	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

'.' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### High Poverty

	All School Number	All School Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	33.0	39.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	12.0	15.0%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	7.6	9.5%

'.' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-

	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	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
Econ Disadv		23	31	46	44	25	22	4	3	
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

#### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** COMMUNITY BASED PK

**Campus ID:** 220901105

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through												
		2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through												
		2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
	Mathematics	2027-28 through												
		2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through												
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through												
2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%			
2027-28 through														
2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%			
2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%			
<b>EL Progress</b>		Baseline 2016-17												
		Rates											41%	
		2017-18 through												
		2021-22											42%	
		2022-23 through												
	2026-27											44%		
	2027-28 through													
	2031-32											46%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

- (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

There is no data for this campus.

#### Part (iii): Academic Growth and Graduation Rate

##### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

There is no data for this campus.

##### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

There is no data for this campus.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

There is no data for this campus.

#### 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.

There is no data for this campus.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

**All African American Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv CWD EL +**

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

There is no data for this campus.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
In-School Suspensions											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Out-of-School Suspensions											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Expulsions											
With Educational Services											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Without Educational Services											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Under Zero Tolerance Policies											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
School-Related Arrests											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-

		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)
Referrals to Law Enforcement	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
<b>Students With Disabilities</b> In-School Suspensions	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
Out-of-School Suspensions	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
Expulsions	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
With Educational Services	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
Without Educational Services	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
Under Zero Tolerance Policies	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
School-Related Arrests	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
Referrals to Law Enforcement	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
<b>All Students</b> Chronic Absenteeism	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		

		Total
Incidents of Violence		
Incidents of rape or attempted rape		*
Incidents of sexual assault (other than rape)		*
Incidents of robbery with a weapon		*

	<b>Total</b>
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	-
On the basis of race	-
On the basis of disability	-

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs	Male	312	161	80	50	*	5	*	14	77	8
	Female	266	122	71	47	*	11	*	11	53	*
	Total	578	283	151	97	*	16	*	25	130	10
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 '-' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	2.0	11.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

'-' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

There is no data for this campus.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
		White	21	22	34	32	35	34	10	13	
		American Indian	*	52	*	28	*	17	*	3	
		Asian	16	16	23	25	42	37	19	22	
		Pacific Islander	*	42	*	31	*	23	*	4	
		Two or More Races	33	27	29	31	29	30	8	11	
		Econ Disadv	50	46	32	32	16	18	2	3	
		Students with Disabilities	70	68	20	20	9	10	1	2	
		English Language Learners	63	68	25	23	11	8	1	1	
		Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2	
		Hispanic	21	29	45	44	29	23	5	3	
	White	9	12	32	37	46	40	13	11		
	American Indian	*	31	*	44	*	21	*	3		
	Asian	8	8	18	25	40	42	34	25		
	Pacific Islander	*	29	*	42	*	25	*	4		
	Two or More Races	13	15	30	39	41	35	17	11		
	Econ Disadv	23	31	46	44	25	22	4	3		
	Students with Disabilities	43	51	38	32	16	14	2	3		
	English Language Learners	29	47	44	39	23	13	4	2		
	Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
			Black	42	40	43	42	14	17	n/a	1
			Hispanic	34	33	45	44	20	22	1	1
White			17	16	43	39	37	39	3	6	
American Indian			*	37	*	41	*	20	*	1	
Asian			8	13	29	30	53	45	10	12	
Pacific Islander			*	35	*	42	*	22	*	2	
Two or More Races			23	18	42	40	31	36	5	6	
Econ Disadv			38	35	45	43	16	20	1	1	
Students with Disabilities			65	61	29	29	6	9	n/a	1	
English Language Learners			62	68	33	27	5	5	n/a	n/a	
Mathematics		Overall	30	30	37	36	24	24	9	10	
Black		44	53	41	34	13	11	1	2		
Hispanic		38	43	39	37	19	16	4	4		
White		16	20	33	37	35	31	16	13		
American Indian		*	44	*	38	*	14	*	4		
Asian		3	12	19	24	37	32	40	32		
Pacific Islander		*	36	*	39	*	18	*	6		
Two or More Races		24	27	43	36	24	25	8	13		
Econ Disadv		40	45	40	37	17	15	3	3		
Students with Disabilities		67	69	23	22	8	7	2	2		
English Language Learners		61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade Subject Student Group %



Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name: COREY FINE ARTS / DUAL LANGUAGE ACADEMY**  
**Campus ID: 220901137**  
**District Name: ARLINGTON ISD**

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

										Two or Non										Foster		
				African		American		Pacific		More Econ		Non Econ		CWDCWOD		EL		MaleFemale		MigrantHomeless Care Military		
		StateDistrict		Campus		AmericanHispanicWhite		Indian AsianIslander		RacesDisadv		Disadv										
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
Grade 3																						
Reading	All	77%	70%	<b>91%</b>	90%	91%	91%	-	-	-	*	83%	95%	*	92%	*	88%	94%	-	-	-	-
	Students																					
	CWD	51%	46%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>92%</b>	90%	100%	91%	-	-	-	*	88%	94%	-	92%	*	91%	93%	-	-	-	-
	EL	70%	69%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	74%	68%	<b>88%</b>	83%	*	93%	-	-	-	*	80%	93%	*	91%	*	88%	-	-	-	-	-
	Female	79%	73%	<b>94%</b>	*	100%	90%	-	-	-	-	88%	96%	*	93%	-	-	94%	-	-	-	-
Mathematics	All	77%	71%	<b>90%</b>	100%	91%	86%	-	-	-	*	84%	92%	*	89%	*	85%	94%	-	-	-	-
	Students																					
	CWD	52%	43%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	73%	<b>89%</b>	100%	88%	85%	-	-	-	*	83%	92%	-	89%	*	83%	93%	-	-	-	-
	EL	74%	73%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	77%	70%	<b>85%</b>	100%	*	79%	-	-	-	*	82%	87%	*	83%	*	85%	-	-	-	-	-
	Female	78%	71%	<b>94%</b>	*	100%	90%	-	-	-	-	88%	96%	*	93%	-	-	94%	-	-	-	-
Grade 4																						
Reading	All	72%	67%	<b>77%</b>	67%	77%	81%	*	*	*	*	67%	83%	*	81%	*	62%	93%	-	*	-	-
	Students																					
	CWD	46%	47%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	75%	69%	<b>81%</b>	75%	75%	84%	*	-	*	*	73%	85%	-	81%	*	64%	96%	-	*	-	-
	EL	60%	56%	*	-	-	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	70%	64%	<b>62%</b>	*	*	67%	*	-	*	-	50%	69%	*	64%	*	62%	-	-	-	-	-
	Female	75%	70%	<b>93%</b>	*	100%	93%	-	*	-	*	88%	95%	*	96%	-	-	93%	-	*	-	-
Mathematics	All	77%	74%	<b>89%</b>	80%	92%	89%	*	*	*	*	84%	92%	86%	90%	*	82%	96%	-	*	-	-
	Students																					
	CWD	49%	49%	<b>86%</b>	*	*	*	-	*	-	-	*	*	86%	-	-	83%	*	-	-	-	-
	CWOD	81%	76%	<b>90%</b>	88%	92%	88%	*	-	*	*	87%	91%	-	90%	*	82%	96%	-	*	-	-
	EL	72%	72%	*	-	-	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	77%	72%	<b>82%</b>	*	86%	85%	*	-	*	-	73%	88%	83%	82%	*	82%	-	-	-	-	-
	Female	78%	76%	<b>96%</b>	*	100%	93%	-	*	-	*	100%	95%	*	96%	-	-	96%	-	*	-	-
Grade 5																						
Reading	All	83%	80%	<b>89%</b>	82%	82%	93%	-	-	-	100%	83%	93%	63%	93%	*	85%	93%	-	-	-	*
	Students																					
	CWD	54%	47%	<b>63%</b>	*	*	*	-	-	-	-	*	*	63%	-	-	*	*	-	-	-	-

				African		American		Pacific		Two or More Econ		Non Econ						Foster						
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military			
	CWOD	87%	83%	<b>93%</b>	88%	88%	96%	-	-	-	100%	83%	97%	-	93%	*	89%	96%	-	-	-	*		
	EL	73%	70%	*	-	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-		
	Male	81%	77%	<b>85%</b>	83%	73%	93%	-	-	-	*	83%	88%	*	89%	*	85%	-	-	-	-	*		
	Female	86%	82%	<b>93%</b>	*	100%	93%	-	-	-	*	*	96%	*	96%	-	-	93%	-	-	-	-		
Mathematics	All	90%	85%	<b>92%</b>	82%	88%	97%	-	-	-	100%	91%	93%	63%	96%	*	91%	93%	-	-	-	*		
	Students																							
	CWD	70%	56%	<b>63%</b>	*	*	*	-	-	-	-	*	*	63%	-	-	*	*	-	-	-	-	-	
	CWOD	92%	89%	<b>96%</b>	88%	94%	100%	-	-	-	100%	94%	97%	-	96%	*	96%	96%	-	-	-	-	*	
	EL	86%	81%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	-	
	Male	89%	84%	<b>91%</b>	*	91%	100%	-	-	-	*	94%	88%	*	96%	*	91%	-	-	-	-	-	*	
	Female	91%	86%	<b>93%</b>	100%	83%	93%	-	-	-	*	*	96%	*	96%	-	-	93%	-	-	-	-	-	
Science	All	75%	69%	<b>81%</b>	45%	82%	93%	-	-	-	*	57%	95%	*	87%	*	76%	86%	-	-	-	-	*	
	Students																							
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-
	CWOD	78%	72%	<b>87%</b>	*	88%	100%	-	-	-	*	61%	100%	-	87%	*	82%	93%	-	-	-	-	-	*
	EL	62%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-	-
	Male	76%	69%	<b>76%</b>	*	73%	93%	-	-	-	*	61%	94%	*	82%	*	76%	-	-	-	-	-	-	*
	Female	75%	69%	<b>86%</b>	*	100%	93%	-	-	-	*	*	96%	*	93%	-	-	86%	-	-	-	-	-	-
Grade 6	All	68%	67%	<b>92%</b>	100%	94%	89%	*	*	-	*	89%	94%	*	92%	*	93%	91%	-	-	-	-	-	
Reading	Students																							
	CWD	35%	33%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-
	CWOD	71%	70%	<b>92%</b>	100%	94%	88%	*	*	-	*	88%	94%	-	92%	*	92%	91%	-	-	-	-	-	-
	EL	42%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-	-
	Male	63%	61%	<b>93%</b>	*	100%	88%	-	*	-	*	91%	94%	*	92%	-	93%	-	-	-	-	-	-	-
	Female	72%	73%	<b>91%</b>	*	91%	89%	*	*	-	*	88%	95%	*	91%	*	-	91%	-	-	-	-	-	-
Mathematics	All	76%	76%	<b>87%</b>	100%	81%	89%	*	*	-	*	81%	92%	*	89%	*	86%	89%	-	-	-	-	-	
	Students																							
	CWD	50%	46%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-
	CWOD	79%	80%	<b>89%</b>	100%	81%	91%	*	*	-	*	85%	91%	-	89%	*	89%	88%	-	-	-	-	-	-
	EL	61%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-	-
	Male	76%	76%	<b>86%</b>	*	100%	83%	-	*	-	*	73%	94%	*	89%	-	86%	-	-	-	-	-	-	-
	Female	77%	77%	<b>89%</b>	*	73%	94%	*	*	-	*	88%	89%	*	88%	*	-	89%	-	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																								
Grade 3	All	43%	35%	<b>54%</b>	50%	55%	57%	-	-	-	*	44%	59%	*	58%	*	40%	66%	-	-	-	-	-	
Reading	Students																							
	CWD	28%	21%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	44%	36%	<b>58%</b>	50%	75%	59%	-	-	-	*	47%	64%	-	58%	*	43%	70%	-	-	-	-	-	-
	EL	32%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-	-	-
	Male	40%	33%	<b>40%</b>	33%	*	50%	-	-	-	*	30%	47%	*	43%	*	40%	-	-	-	-	-	-	-
	Female	45%	37%	<b>66%</b>	*	71%	62%	-	-	-	-	63%	67%	*	70%	-	-	66%	-	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>62%</b>	64%	73%	57%	-	-	-	*	53%	67%	*	65%	*	65%	59%	-	-	-	-	
	Students																						
	CWD	30%	23%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>65%</b>	64%	88%	59%	-	-	-	*	56%	69%	-	65%	*	67%	63%	-	-	-	-	-
	EL	39%	38%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-	-
	Female	45%	35%	<b>59%</b>	*	86%	48%	-	-	-	-	-	63%	58%	*	63%	-	-	59%	-	-	-	-
Grade 4 Reading	All	45%	40%	<b>53%</b>	33%	38%	63%	*	*	*	*	28%	66%	*	56%	*	46%	59%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>56%</b>	38%	42%	64%	*	-	*	*	33%	67%	-	56%	*	50%	62%	-	*	-	-	
	EL	29%	28%	*	-	-	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Female	47%	42%	<b>59%</b>	*	50%	67%	-	*	-	*	25%	74%	*	62%	-	-	59%	-	*	-	-	-
Mathematics	All	48%	40%	<b>51%</b>	30%	46%	57%	*	*	*	*	37%	58%	14%	56%	*	46%	56%	-	*	-	-	
	Students																						
	CWD	29%	30%	<b>14%</b>	*	*	*	-	*	-	-	*	*	14%	-	-	17%	*	-	-	-	-	-
	CWOD	50%	42%	<b>56%</b>	38%	50%	60%	*	-	*	*	47%	61%	-	56%	*	55%	58%	-	*	-	-	
	EL	38%	35%	*	-	-	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Female	47%	40%	<b>56%</b>	*	67%	53%	-	*	-	*	38%	63%	*	58%	-	-	56%	-	*	-	-	-
Grade 5 Reading	All	53%	49%	<b>57%</b>	27%	71%	60%	-	-	-	60%	22%	78%	25%	62%	*	44%	72%	-	-	-	*	
	Students																						
	CWD	30%	25%	<b>25%</b>	*	*	*	-	-	-	-	*	*	25%	-	-	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>62%</b>	38%	75%	62%	-	-	-	60%	22%	81%	-	62%	*	46%	78%	-	-	-	-	*
	EL	35%	30%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Female	56%	51%	<b>72%</b>	*	83%	80%	-	-	-	*	*	83%	*	78%	-	-	72%	-	-	-	-	-
Mathematics	All	57%	50%	<b>67%</b>	27%	76%	77%	-	-	-	60%	48%	78%	13%	75%	*	59%	76%	-	-	-	*	
	Students																						
	CWD	34%	24%	<b>13%</b>	*	*	*	-	-	-	-	*	*	13%	-	-	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>75%</b>	38%	81%	85%	-	-	-	60%	56%	84%	-	75%	*	68%	81%	-	-	-	-	*
	EL	46%	39%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Female	58%	50%	<b>76%</b>	60%	83%	80%	-	-	-	*	*	83%	*	81%	-	-	76%	-	-	-	-	-
Science	All	40%	34%	<b>46%</b>	9%	53%	50%	-	-	-	*	22%	60%	*	51%	*	29%	66%	-	-	-	*	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>51%</b>	*	56%	54%	-	-	-	*	22%	65%	-	51%	*	32%	70%	-	-	-	-	*
	EL	24%	18%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Female	38%	32%	<b>66%</b>	*	83%	67%	-	-	-	*	*	75%	*	70%	-	-	66%	-	-	-	-	-

					African	American	Two or Pacific			More	Econ	Non				Foster							
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	38%	37%	<b>63%</b>	50%	88%	57%	*	*	-	*	52%	71%	*	63%	*	48%	74%	-	-	-	-
		Students																					
		CWD	22%	22%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	40%	38%	<b>63%</b>	50%	88%	58%	*	*	-	*	54%	71%	-	63%	*	50%	74%	-	-	-	-
		EL	14%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
		Male	34%	32%	<b>48%</b>	*	100%	41%	-	*	-	*	45%	50%	*	50%	-	48%	-	-	-	-	-
		Female	42%	42%	<b>74%</b>	*	82%	72%	*	*	-	*	56%	89%	*	74%	*	-	74%	-	-	-	-
	Mathematics	All	43%	46%	<b>57%</b>	50%	44%	64%	*	*	-	*	44%	67%	*	57%	*	71%	46%	-	-	-	-
		Students																					
		CWD	23%	27%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	46%	48%	<b>57%</b>	50%	44%	65%	*	*	-	*	46%	66%	-	57%	*	74%	44%	-	-	-	-
		EL	24%	31%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
		Male	44%	46%	<b>71%</b>	*	80%	72%	-	*	-	*	64%	76%	*	74%	-	71%	-	-	-	-	-
		Female	42%	46%	<b>46%</b>	*	27%	56%	*	*	-	*	31%	58%	*	44%	*	-	46%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>39%</b>	40%	55%	34%	-	-	-	*	28%	44%	*	42%	*	32%	44%	-	-	-	-
		Students																					
		CWD	9%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	26%	20%	<b>42%</b>	40%	75%	35%	-	-	-	*	29%	47%	-	42%	*	35%	47%	-	-	-	-
		EL	15%	16%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
		Male	22%	17%	<b>32%</b>	33%	*	36%	-	-	-	*	20%	40%	*	35%	*	32%	-	-	-	-	-
		Female	26%	20%	<b>44%</b>	*	71%	33%	-	-	-	-	38%	46%	*	47%	-	-	44%	-	-	-	-
	Mathematics	All	22%	15%	<b>33%</b>	27%	45%	29%	-	-	-	*	26%	36%	*	35%	*	35%	31%	-	-	-	-
		Students																					
		CWD	12%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	24%	16%	<b>35%</b>	27%	63%	29%	-	-	-	*	28%	39%	-	35%	*	38%	33%	-	-	-	-
		EL	17%	16%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
		Male	23%	17%	<b>35%</b>	14%	*	43%	-	-	-	*	18%	47%	*	38%	*	35%	-	-	-	-	-
		Female	21%	14%	<b>31%</b>	*	57%	19%	-	-	-	-	38%	29%	*	33%	-	-	31%	-	-	-	-
Grade 4	Reading	All	23%	19%	<b>28%</b>	11%	23%	37%	*	*	*	*	6%	40%	*	31%	*	19%	37%	-	*	-	-
		Students																					
		CWD	9%	9%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	25%	20%	<b>31%</b>	13%	25%	40%	*	-	*	*	7%	42%	-	31%	*	23%	38%	-	*	-	-
		EL	12%	11%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	-	-	-	-	-
		Male	22%	18%	<b>19%</b>	*	*	25%	*	-	*	-	10%	25%	*	23%	*	19%	-	-	-	-	-
		Female	25%	21%	<b>37%</b>	*	33%	47%	-	*	-	*	0%	53%	*	38%	-	-	37%	-	*	-	-
	Mathematics	All	26%	20%	<b>31%</b>	10%	38%	36%	*	*	*	*	16%	39%	0%	35%	*	25%	37%	-	*	-	-
		Students																					
		CWD	11%	10%	<b>0%</b>	*	*	*	-	*	-	-	*	*	0%	-	-	0%	*	-	-	-	-

					African	American		Pacific			Two or More	Econ	Non Econ							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	28%	21%	<b>35%</b>	13%	42%	40%	*	-	*	*	20%	42%	-	35%	*	32%	38%	-	*	-	-	
	EL	18%	14%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	-	-	-	-	-	
	Male	27%	21%	<b>25%</b>	*	29%	31%	*	-	*	-	9%	35%	0%	32%	*	25%	-	-	-	-	-	
	Female	25%	19%	<b>37%</b>	*	50%	40%	-	*	-	*	25%	42%	*	38%	-	-	37%	-	*	-	-	
Grade 5	Reading	All	26%	23%	<b>38%</b>	9%	47%	43%	-	-	-	40%	4%	58%	13%	42%	*	24%	55%	-	-	-	*
		Students																					
		CWD	9%	7%	<b>13%</b>	*	*	*	-	-	-	*	*	13%	-	-	*	*	-	-	-	-	-
		CWOD	27%	24%	<b>42%</b>	13%	50%	46%	-	-	-	40%	6%	59%	-	42%	*	25%	59%	-	-	-	*
		EL	12%	8%	*	-	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
		Male	24%	21%	<b>24%</b>	0%	27%	27%	-	-	-	*	0%	50%	*	25%	*	24%	-	-	-	-	*
		Female	28%	25%	<b>55%</b>	*	83%	60%	-	-	-	*	*	63%	*	59%	-	-	55%	-	-	-	-
Mathematics	All	30%	24%	<b>40%</b>	0%	53%	43%	-	-	-	60%	13%	55%	0%	45%	*	29%	52%	-	-	-	-	*
	Students																						
		CWD	13%	7%	<b>0%</b>	*	*	*	-	-	-	*	*	0%	-	-	*	*	-	-	-	-	-
		CWOD	31%	26%	<b>45%</b>	0%	56%	50%	-	-	-	60%	17%	59%	-	45%	*	36%	56%	-	-	-	*
		EL	19%	13%	*	-	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
		Male	29%	24%	<b>29%</b>	*	36%	33%	-	-	-	*	11%	50%	*	36%	*	29%	-	-	-	-	*
		Female	30%	24%	<b>52%</b>	0%	83%	53%	-	-	-	*	*	58%	*	56%	-	-	52%	-	-	-	-
Science	All	16%	13%	<b>24%</b>	0%	35%	27%	-	-	-	*	9%	33%	*	27%	*	18%	31%	-	-	-	-	*
	Students																						
		CWD	9%	5%	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
		CWOD	17%	14%	<b>27%</b>	*	38%	31%	-	-	-	*	11%	35%	-	27%	*	21%	33%	-	-	-	*
		EL	7%	4%	*	-	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
		Male	18%	14%	<b>18%</b>	*	18%	20%	-	-	-	*	6%	31%	*	21%	*	18%	-	-	-	-	*
		Female	15%	12%	<b>31%</b>	*	67%	33%	-	-	-	*	*	33%	*	33%	-	-	31%	-	-	-	-
Grade 6	Reading	All	18%	17%	<b>26%</b>	17%	25%	31%	*	*	-	*	11%	37%	*	25%	*	26%	26%	-	-	-	-
	Students																						
		CWD	8%	6%	*	-	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>25%</b>	17%	25%	30%	*	*	-	*	12%	35%	-	25%	*	27%	24%	-	-	-	-
		EL	4%	5%	*	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
		Male	15%	13%	<b>26%</b>	*	60%	24%	-	*	-	*	18%	31%	*	27%	-	26%	-	-	-	-	-
		Female	22%	22%	<b>26%</b>	*	9%	39%	*	*	-	*	6%	42%	*	24%	*	-	26%	-	-	-	-
Mathematics	All	18%	21%	<b>22%</b>	17%	31%	19%	*	*	-	*	11%	31%	*	21%	*	29%	17%	-	-	-	-	-
	Students																						
		CWD	9%	7%	*	-	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
		CWOD	19%	22%	<b>21%</b>	17%	31%	18%	*	*	-	*	12%	29%	-	21%	*	30%	15%	-	-	-	-
		EL	6%	9%	*	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
		Male	18%	21%	<b>29%</b>	*	60%	28%	-	*	-	*	18%	35%	*	30%	-	29%	-	-	-	-	-
		Female	17%	21%	<b>17%</b>	*	18%	11%	*	*	-	*	6%	26%	*	15%	*	-	17%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**



				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>88%</b>	81%	86%	90%	*	83%	*	91%	80%	92%	65%	90%	74%	83%	92%	-	*	-	89%
	Students	CWD	45%	38%	<b>65%</b>	50%	64%	74%	-	*	-	-	62%	68%	65%	-	*	65%	64%	-	-	-	-
		CWOD	80%	76%	<b>90%</b>	86%	88%	91%	*	*	*	91%	83%	94%	-	90%	76%	86%	93%	-	*	-	89%
		EL	60%	59%	<b>74%</b>	-	76%	*	-	-	-	-	69%	*	*	76%	74%	76%	*	-	-	-	-
		Male	74%	69%	<b>83%</b>	75%	80%	87%	*	*	*	80%	77%	88%	65%	86%	76%	83%	-	-	-	-	89%
		Female	79%	76%	<b>92%</b>	89%	92%	92%	*	*	-	100%	85%	95%	64%	93%	*	-	92%	-	*	-	-
Reading	All	All	73%	68%	<b>88%</b>	83%	86%	89%	*	*	*	100%	81%	91%	63%	90%	75%	82%	93%	-	*	-	*
	Students	CWD	39%	32%	<b>63%</b>	*	*	78%	-	*	-	-	60%	67%	63%	-	*	62%	*	-	-	-	-
		CWOD	77%	72%	<b>90%</b>	88%	88%	90%	*	*	*	100%	84%	93%	-	90%	86%	85%	94%	-	*	-	*
		EL	52%	51%	<b>75%</b>	-	86%	*	-	-	-	-	71%	*	*	86%	75%	71%	*	-	-	-	-
		Male	69%	64%	<b>82%</b>	75%	74%	86%	*	*	*	*	78%	86%	62%	85%	71%	82%	-	-	-	-	*
		Female	77%	73%	<b>93%</b>	94%	97%	91%	*	*	-	100%	86%	95%	*	94%	*	-	93%	-	*	-	-
Mathematics	All	All	80%	75%	<b>90%</b>	89%	88%	90%	*	*	*	89%	85%	92%	76%	91%	75%	86%	93%	-	*	-	*
	Students	CWD	52%	42%	<b>76%</b>	*	*	80%	-	*	-	-	73%	80%	76%	-	*	73%	83%	-	-	-	-
		CWOD	83%	79%	<b>91%</b>	94%	88%	91%	*	*	*	89%	87%	93%	-	91%	71%	88%	93%	-	*	-	*
		EL	70%	69%	<b>75%</b>	-	71%	*	-	-	-	-	71%	*	*	71%	75%	86%	*	-	-	-	-
		Male	78%	73%	<b>86%</b>	82%	89%	87%	*	*	*	*	82%	89%	73%	88%	86%	86%	-	-	-	-	*
		Female	82%	78%	<b>93%</b>	100%	87%	93%	*	*	-	100%	89%	94%	83%	93%	*	-	93%	-	*	-	-
Science	All	All	79%	74%	<b>81%</b>	45%	82%	93%	-	-	-	*	57%	95%	*	87%	*	76%	86%	-	-	-	*
	Students	CWD	48%	40%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	82%	78%	<b>87%</b>	*	88%	100%	-	-	-	*	61%	100%	-	87%	*	82%	93%	-	-	-	*
		EL	58%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-	-
		Male	78%	72%	<b>76%</b>	*	73%	93%	-	-	-	*	61%	94%	*	82%	*	76%	-	-	-	-	*
		Female	80%	77%	<b>86%</b>	*	100%	93%	-	-	-	*	*	96%	*	93%	-	-	86%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>57%</b>	36%	61%	60%	*	50%	*	65%	39%	67%	19%	61%	42%	50%	64%	-	*	-	56%
	Students	CWD	23%	19%	<b>19%</b>	0%	9%	35%	-	*	-	-	12%	27%	19%	-	*	21%	14%	-	-	-	-
		CWOD	50%	45%	<b>61%</b>	42%	66%	62%	*	*	*	65%	43%	70%	-	61%	47%	54%	66%	-	*	-	56%
		EL	26%	25%	<b>42%</b>	-	41%	*	-	-	-	-	38%	*	*	47%	42%	41%	*	-	-	-	-
		Male	45%	40%	<b>50%</b>	23%	54%	56%	*	*	*	40%	37%	60%	21%	54%	41%	50%	-	-	-	-	56%
		Female	50%	45%	<b>64%</b>	54%	68%	64%	*	*	-	85%	42%	72%	14%	66%	*	-	64%	-	*	-	-
Reading	All	All	46%	41%	<b>57%</b>	39%	65%	59%	*	*	*	56%	37%	68%	21%	60%	50%	45%	68%	-	*	-	*
	Students	CWD	22%	18%	<b>21%</b>	*	*	44%	-	*	-	-	10%	33%	21%	-	*	23%	*	-	-	-	-
		CWOD	48%	44%	<b>60%</b>	44%	71%	60%	*	*	*	56%	41%	71%	-	60%	57%	47%	71%	-	*	-	*
		EL	21%	21%	<b>50%</b>	-	57%	*	-	-	-	-	43%	*	*	57%	50%	43%	*	-	-	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>45%</b>	20%	56%	47%	*	*	*	*	31%	56%	23%	47%	43%	45%	-	-	-	-	*	
	Female	50%	47%	<b>68%</b>	63%	73%	70%	*	*	-	80%	46%	78%	*	71%	*	-	68%	-	*	-	-	
Mathematics	All	48%	42%	<b>59%</b>	42%	60%	64%	*	*	*	67%	45%	68%	19%	63%	38%	60%	59%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>19%</b>	*	*	30%	-	*	-	-	9%	30%	19%	-	*	20%	17%	-	-	-	-	
	CWOD	51%	45%	<b>63%</b>	48%	63%	66%	*	*	*	67%	51%	70%	-	63%	43%	66%	61%	-	*	-	*	
	EL	33%	31%	<b>38%</b>	-	29%	*	-	-	-	-	29%	*	*	43%	38%	43%	*	-	-	-	-	
	Male	47%	41%	<b>60%</b>	32%	59%	70%	*	*	*	*	49%	69%	20%	66%	43%	60%	-	-	-	-	*	
	Female	49%	44%	<b>59%</b>	56%	60%	58%	*	*	-	80%	41%	66%	17%	61%	*	-	59%	-	*	-	-	
Science	All	49%	46%	<b>46%</b>	9%	53%	50%	-	-	-	*	22%	60%	*	51%	*	29%	66%	-	-	-	*	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>51%</b>	*	56%	54%	-	-	-	*	22%	65%	-	51%	*	32%	70%	-	-	-	*	
	EL	21%	20%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-	-	
	Male	50%	45%	<b>29%</b>	*	36%	33%	-	-	-	*	22%	38%	*	32%	*	29%	-	-	-	-	*	
	Female	49%	46%	<b>66%</b>	*	83%	67%	-	-	-	*	*	75%	*	70%	-	-	66%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>31%</b>	14%	39%	33%	*	0%	*	35%	13%	41%	6%	34%	11%	26%	36%	-	*	-	11%	
	Students																						
	CWD	8%	5%	<b>6%</b>	0%	0%	13%	-	*	-	-	0%	14%	6%	-	*	3%	14%	-	-	-	-	
	CWOD	23%	20%	<b>34%</b>	16%	43%	35%	*	*	*	35%	15%	43%	-	34%	12%	29%	37%	-	*	-	11%	
	EL	9%	8%	<b>11%</b>	-	12%	*	-	-	-	-	13%	*	*	12%	11%	12%	*	-	-	-	-	
	Male	20%	17%	<b>26%</b>	6%	31%	29%	*	*	*	40%	11%	38%	3%	29%	12%	26%	-	-	-	-	11%	
	Female	22%	20%	<b>36%</b>	24%	47%	36%	*	*	-	31%	16%	44%	14%	37%	*	-	36%	-	*	-	-	
Reading	All	19%	16%	<b>33%</b>	19%	37%	36%	*	*	*	22%	12%	45%	11%	35%	13%	25%	40%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>11%</b>	*	*	22%	-	*	-	-	0%	22%	11%	-	*	8%	*	-	-	-	-	
	CWOD	20%	18%	<b>35%</b>	22%	40%	37%	*	*	*	22%	13%	46%	-	35%	14%	27%	41%	-	*	-	*	
	EL	7%	7%	<b>13%</b>	-	14%	*	-	-	-	-	14%	*	*	14%	13%	14%	*	-	-	-	-	
	Male	16%	13%	<b>25%</b>	10%	30%	28%	*	*	*	*	10%	37%	8%	27%	14%	25%	-	-	-	-	*	
	Female	22%	20%	<b>40%</b>	31%	43%	43%	*	*	-	20%	14%	51%	*	41%	*	-	40%	-	*	-	-	
Mathematics	All	23%	20%	<b>31%</b>	13%	42%	31%	*	*	*	56%	16%	40%	5%	34%	13%	29%	33%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>5%</b>	*	*	10%	-	*	-	-	0%	10%	5%	-	*	0%	17%	-	-	-	-	
	CWOD	25%	21%	<b>34%</b>	15%	46%	33%	*	*	*	56%	18%	43%	-	34%	14%	34%	34%	-	*	-	*	
	EL	13%	11%	<b>13%</b>	-	14%	*	-	-	-	-	14%	*	*	14%	13%	14%	*	-	-	-	-	
	Male	23%	19%	<b>29%</b>	5%	37%	33%	*	*	*	*	14%	42%	0%	34%	14%	29%	-	-	-	-	*	
	Female	24%	20%	<b>33%</b>	25%	47%	29%	*	*	-	60%	19%	40%	17%	34%	*	-	33%	-	*	-	-	
Science	All	22%	20%	<b>24%</b>	0%	35%	27%	-	-	-	*	9%	33%	*	27%	*	18%	31%	-	-	-	*	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	27%	*	38%	31%	-	-	-	*	11%	35%	-	27%	*	21%	33%	-	-	-	*
EL	5%	5%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-	-
Male	23%	20%	18%	*	18%	20%	-	-	-	*	6%	31%	*	21%	*	18%	-	-	-	-	*
Female	21%	20%	31%	*	67%	33%	-	-	-	*	*	33%	*	33%	-	-	31%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	72	73	79	70	*	*	*	*	66	80	*
CWD	80	*	*	69	-	*	-	-	78	80	-
CWOD	71	70	78	70	*	*	*	*	64	-	*
EL	*	-	*	*	-	-	-	-	*	-	*
Male	74	68	87	69	*	*	*	*	69	82	*
Female	70	79	72	71	*	*	-	*	62	*	*
<b>Mathematics</b>											
All Students	67	63	66	68	*	*	*	81	62	56	*
CWD	56	*	*	72	-	*	-	-	50	56	-
CWOD	68	64	69	68	*	*	*	81	64	-	*
EL	*	-	*	*	-	-	-	-	*	-	*
Male	71	63	72	72	*	*	*	*	64	50	*
Female	63	63	61	65	*	*	-	*	59	*	*

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
55	19	35%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	59	44	62	61	*	*	*	64	44	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	N					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	Y	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	N					Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	Y	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African Campus	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	*	-	100%
Reading	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	*	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	*	-	100%
Science	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	-	100%	*	-
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	-	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*	-	0%
Reading	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	*	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	*	-	0%	-
Science	All Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	-	-	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	-	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	7	*	*	5	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	7	*	*	5	*	*	*	*	*		
<b>Out-of-School Suspensions</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	(Section
											504)	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	15	5	5	5	*	*	*	*	*	*	*
	Female	9	*	*	5	*	*	*	*	*	*	*
	Total	24	7	7	10	*	*	*	*	*	*	*



	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.0	12.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** CROUCH EL

**Campus ID:** 220901150

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or Non		Econ		Econ				Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>72%</b>	57%	78%	*	-	*	-	*	73%	*	*	76%	79%	78%	65%	-	*	-	-
	Students																					
	CWD	51%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>76%</b>	60%	81%	*	-	*	-	*	76%	*	-	76%	81%	84%	67%	-	*	-	-
	EL	70%	69%	<b>79%</b>	*	85%	-	-	*	-	-	79%	-	*	81%	79%	80%	77%	-	-	-	-
	Male	74%	68%	<b>78%</b>	62%	83%	-	-	*	-	*	78%	-	*	84%	80%	78%	-	-	-	-	-
	Female	79%	73%	<b>65%</b>	*	73%	*	-	*	-	-	66%	*	*	67%	77%	-	65%	-	*	-	-
Mathematics	All	77%	71%	<b>70%</b>	62%	75%	*	-	*	-	*	71%	*	*	74%	77%	78%	61%	-	*	-	-
	Students																					
	CWD	52%	43%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	73%	<b>74%</b>	65%	78%	*	-	*	-	*	73%	*	-	74%	80%	84%	63%	-	*	-	-
	EL	74%	73%	<b>77%</b>	*	81%	-	-	*	-	-	77%	-	*	80%	77%	83%	71%	-	-	-	-
	Male	77%	70%	<b>78%</b>	69%	80%	-	-	*	-	*	78%	-	*	84%	83%	78%	-	-	-	-	-
	Female	78%	71%	<b>61%</b>	*	70%	*	-	*	-	-	62%	*	*	63%	71%	-	61%	-	*	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>49%</b>	47%	49%	*	*	*	-	*	49%	*	*	55%	42%	51%	46%	-	*	-	-
	Students																					
	CWD	46%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>55%</b>	54%	56%	*	*	*	-	*	56%	*	-	55%	49%	58%	52%	-	*	-	-
	EL	60%	56%	<b>42%</b>	*	41%	-	-	-	-	-	44%	*	*	49%	42%	48%	37%	-	-	-	-
	Male	70%	64%	<b>51%</b>	*	50%	*	*	*	-	-	52%	*	*	58%	48%	51%	-	-	*	-	-
	Female	75%	70%	<b>46%</b>	*	49%	*	-	-	-	*	47%	*	*	52%	37%	-	46%	-	*	-	-
Mathematics	All	77%	74%	<b>57%</b>	40%	61%	*	*	*	-	*	59%	*	*	63%	59%	61%	54%	-	*	-	-
	Students																					
	CWD	49%	49%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	81%	76%	<b>63%</b>	46%	67%	*	*	*	-	*	65%	*	-	63%	63%	64%	61%	-	*	-	-
	EL	72%	72%	<b>59%</b>	*	60%	-	-	-	-	-	63%	*	*	63%	59%	66%	53%	-	-	-	-
	Male	77%	72%	<b>61%</b>	*	68%	*	*	*	-	-	63%	*	*	64%	66%	61%	-	-	*	-	-
	Female	78%	76%	<b>54%</b>	*	56%	*	-	-	-	*	55%	*	*	61%	53%	-	54%	-	*	-	-
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>78%</b>	75%	79%	*	-	-	-	-	75%	100%	*	82%	74%	74%	82%	-	*	-	-
	Students																					
	CWD	54%	47%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	87%	83%	<b>82%</b>	80%	83%	*	-	-	-	-	80%	100%	-	82%	79%	80%	84%	-	*	-	-
	EL	73%	70%	<b>74%</b>	*	75%	*	-	-	-	-	72%	*	*	79%	74%	73%	75%	-	*	-	-
	Male	81%	77%	<b>74%</b>	*	82%	*	-	-	-	-	70%	100%	*	80%	73%	74%	-	-	*	-	-
	Female	86%	82%	<b>82%</b>	100%	77%	*	-	-	-	-	80%	*	*	84%	75%	-	82%	-	*	-	-
Mathematics	All Students	90%	85%	<b>89%</b>	94%	87%	*	-	-	-	-	89%	89%	*	91%	84%	87%	91%	-	*	-	-
	CWOD	70%	56%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	92%	89%	<b>91%</b>	93%	90%	*	-	-	-	-	91%	89%	-	91%	87%	91%	91%	-	*	-	-
	EL	86%	81%	<b>84%</b>	*	85%	*	-	-	-	-	85%	*	*	87%	84%	77%	89%	-	*	-	-
	Male	89%	84%	<b>87%</b>	88%	86%	*	-	-	-	-	85%	100%	*	91%	77%	87%	-	-	*	-	-
	Female	91%	86%	<b>91%</b>	100%	89%	*	-	-	-	-	93%	*	*	91%	89%	-	91%	-	*	-	-
Science	All Students	75%	69%	<b>63%</b>	75%	60%	*	-	-	-	-	59%	100%	*	67%	50%	71%	57%	-	*	-	-
	CWOD	48%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	72%	<b>67%</b>	80%	63%	*	-	-	-	-	62%	100%	-	67%	53%	77%	58%	-	*	-	-
	EL	62%	57%	<b>50%</b>	*	52%	*	-	-	-	-	47%	*	*	53%	50%	64%	39%	-	*	-	-
	Male	76%	69%	<b>71%</b>	63%	71%	*	-	-	-	-	67%	100%	*	77%	64%	71%	-	-	*	-	-
	Female	75%	69%	<b>57%</b>	88%	51%	*	-	-	-	-	53%	*	*	58%	39%	-	57%	-	*	-	-
Grade 6 Reading	All Students	68%	67%	<b>58%</b>	69%	56%	*	-	-	-	*	58%	-	*	61%	46%	44%	69%	-	*	-	-
	CWOD	35%	33%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	71%	70%	<b>61%</b>	69%	59%	*	-	-	-	*	61%	-	-	61%	50%	49%	70%	-	*	-	-
	EL	42%	46%	<b>46%</b>	-	45%	*	-	-	-	-	46%	-	*	50%	46%	23%	63%	-	-	-	-
	Male	63%	61%	<b>44%</b>	*	38%	*	-	-	-	*	44%	-	*	49%	23%	44%	-	-	-	-	-
	Female	72%	73%	<b>69%</b>	63%	69%	*	-	-	-	-	69%	-	*	70%	63%	-	69%	-	*	-	-
Mathematics	All Students	76%	76%	<b>66%</b>	77%	64%	*	-	-	-	*	66%	-	*	68%	49%	66%	65%	-	*	-	-
	CWOD	50%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	79%	80%	<b>68%</b>	77%	66%	*	-	-	-	*	68%	-	-	68%	50%	70%	66%	-	*	-	-
	EL	61%	67%	<b>49%</b>	-	50%	*	-	-	-	-	49%	-	*	50%	49%	50%	48%	-	-	-	-
	Male	76%	76%	<b>66%</b>	*	62%	*	-	-	-	*	66%	-	*	70%	50%	66%	-	-	-	-	-
	Female	77%	77%	<b>65%</b>	75%	65%	*	-	-	-	-	65%	-	*	66%	48%	-	65%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3 Reading	All Students	43%	35%	<b>34%</b>	29%	35%	*	-	*	-	*	34%	*	*	35%	42%	36%	31%	-	*	-	-
	CWOD	28%	21%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	44%	36%	<b>35%</b>	30%	36%	*	-	*	-	*	36%	*	-	35%	44%	39%	31%	-	*	-	-
	EL	32%	32%	<b>42%</b>	*	44%	-	-	*	-	-	42%	-	*	44%	42%	43%	42%	-	-	-	-
	Male	40%	33%	<b>36%</b>	31%	35%	-	-	*	-	*	36%	-	*	39%	43%	36%	-	-	-	-	-
	Female	45%	37%	<b>31%</b>	*	35%	*	-	*	-	-	32%	*	*	31%	42%	-	31%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>36%</b>	29%	40%	*	-	*	-	*	36%	*	*	37%	42%	40%	31%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-	-
	CWOD	48%	38%	<b>37%</b>	30%	42%	*	-	*	-	*	38%	*	-	37%	44%	43%	31%	-	*	-	-	
	EL	39%	38%	<b>42%</b>	*	46%	-	-	*	-	-	42%	-	*	44%	42%	46%	39%	-	-	-	-	
	Male	47%	38%	<b>40%</b>	23%	48%	-	-	*	-	*	40%	-	*	43%	46%	40%	-	-	-	-	-	
	Female	45%	35%	<b>31%</b>	*	32%	*	-	*	-	-	32%	*	*	31%	39%	-	31%	-	*	-	-	
Grade 4	All	45%	40%	<b>21%</b>	20%	22%	*	*	*	-	*	22%	*	*	25%	19%	22%	21%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>25%</b>	23%	25%	*	*	*	-	*	26%	*	-	25%	22%	24%	25%	-	*	-	-	
	EL	29%	28%	<b>19%</b>	*	19%	-	-	-	-	-	20%	*	*	22%	19%	17%	20%	-	-	-	-	
	Male	43%	39%	<b>22%</b>	*	23%	*	*	*	-	-	21%	*	*	24%	17%	22%	-	-	*	-	-	
	Female	47%	42%	<b>21%</b>	*	21%	*	-	-	-	*	23%	*	*	25%	20%	-	21%	-	*	-	-	
Mathematics	All	48%	40%	<b>23%</b>	20%	24%	*	*	*	-	*	25%	*	*	27%	22%	20%	27%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	50%	42%	<b>27%</b>	23%	28%	*	*	*	-	*	29%	*	-	27%	25%	22%	32%	-	*	-	-	
	EL	38%	35%	<b>22%</b>	*	22%	-	-	-	-	-	24%	*	*	25%	22%	17%	27%	-	-	-	-	
	Male	48%	41%	<b>20%</b>	*	20%	*	*	*	-	-	21%	*	*	22%	17%	20%	-	-	*	-	-	
	Female	47%	40%	<b>27%</b>	*	28%	*	-	-	-	*	30%	*	*	32%	27%	-	27%	-	*	-	-	
Grade 5	All	53%	49%	<b>24%</b>	19%	25%	*	-	-	-	-	22%	44%	*	26%	18%	29%	20%	-	*	-	-	
	Students																						
	CWD	30%	25%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	56%	51%	<b>26%</b>	20%	27%	*	-	-	-	-	23%	44%	-	26%	19%	31%	21%	-	*	-	-	
	EL	35%	30%	<b>18%</b>	*	19%	*	-	-	-	-	19%	*	*	19%	18%	23%	14%	-	*	-	-	
	Male	50%	46%	<b>29%</b>	*	32%	*	-	-	-	-	27%	40%	*	31%	23%	29%	-	-	*	-	-	
	Female	56%	51%	<b>20%</b>	25%	20%	*	-	-	-	-	18%	*	*	21%	14%	-	20%	-	*	-	-	
Mathematics	All	57%	50%	<b>39%</b>	38%	41%	*	-	-	-	-	38%	44%	*	41%	34%	45%	34%	-	*	-	-	
	Students																						
	CWD	34%	24%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	60%	52%	<b>41%</b>	40%	43%	*	-	-	-	-	41%	44%	-	41%	36%	49%	35%	-	*	-	-	
	EL	46%	39%	<b>34%</b>	*	35%	*	-	-	-	-	34%	*	*	36%	34%	50%	21%	-	*	-	-	
	Male	57%	49%	<b>45%</b>	25%	54%	*	-	-	-	-	45%	40%	*	49%	50%	45%	-	-	*	-	-	
	Female	58%	50%	<b>34%</b>	50%	31%	*	-	-	-	-	33%	*	*	35%	21%	-	34%	-	*	-	-	
Science	All	40%	34%	<b>17%</b>	13%	17%	*	-	-	-	-	15%	33%	*	18%	12%	18%	16%	-	*	-	-	
	Students																						
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	42%	35%	<b>18%</b>	13%	18%	*	-	-	-	-	16%	33%	-	18%	13%	20%	16%	-	*	-	-	
	EL	24%	18%	<b>12%</b>	*	13%	*	-	-	-	-	11%	*	*	13%	12%	9%	14%	-	*	-	-	
	Male	42%	35%	<b>18%</b>	13%	18%	*	-	-	-	-	18%	20%	*	20%	9%	18%	-	-	*	-	-	
	Female	38%	32%	<b>16%</b>	13%	17%	*	-	-	-	-	13%	*	*	16%	14%	-	16%	-	*	-	-	

										Two or Non														Foster		
		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Races More	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military				
Grade 6																										
Reading	All	38%	37%	<b>27%</b>	38%	25%	*	-	-	-	*	27%	-	*	29%	12%	24%	30%	-	*	-	-				
	Students																									
	CWD	22%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-				
	CWOD	40%	38%	<b>29%</b>	38%	27%	*	-	-	-	*	29%	-	-	29%	13%	27%	30%	-	*	-	-				
	EL	14%	15%	<b>12%</b>	-	12%	*	-	-	-	-	12%	-	*	13%	12%	0%	20%	-	-	-	-				
	Male	34%	32%	<b>24%</b>	*	18%	*	-	-	-	*	24%	-	*	27%	0%	24%	-	-	-	-	-				
	Female	42%	42%	<b>30%</b>	25%	31%	*	-	-	-	-	30%	-	*	30%	20%	-	30%	-	*	-	-				
Mathematics	All	43%	46%	<b>36%</b>	46%	36%	*	-	-	-	*	36%	-	*	38%	21%	39%	35%	-	*	-	-				
	Students																									
	CWD	23%	27%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-				
	CWOD	46%	48%	<b>38%</b>	46%	38%	*	-	-	-	*	38%	-	-	38%	21%	41%	36%	-	*	-	-				
	EL	24%	31%	<b>21%</b>	-	21%	*	-	-	-	-	21%	-	*	21%	21%	27%	16%	-	-	-	-				
	Male	44%	46%	<b>39%</b>	*	41%	*	-	-	-	*	39%	-	*	41%	27%	39%	-	-	-	-	-				
	Female	42%	46%	<b>35%</b>	50%	33%	*	-	-	-	-	35%	-	*	36%	16%	-	35%	-	*	-	-				
<b>STAAR Percent at Masters Grade Level</b>																										
Grade 3																										
Reading	All	24%	19%	<b>18%</b>	10%	21%	*	-	*	-	*	19%	*	*	19%	24%	16%	20%	-	*	-	-				
	Students																									
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-				
	CWOD	26%	20%	<b>19%</b>	10%	22%	*	-	*	-	*	19%	*	-	19%	25%	18%	21%	-	*	-	-				
	EL	15%	16%	<b>24%</b>	*	25%	-	-	*	-	-	24%	-	*	25%	24%	20%	29%	-	-	-	-				
	Male	22%	17%	<b>16%</b>	8%	18%	-	-	*	-	*	16%	-	*	18%	20%	16%	-	-	-	-	-				
	Female	26%	20%	<b>20%</b>	*	24%	*	-	*	-	-	21%	*	*	21%	29%	-	20%	-	*	-	-				
Mathematics	All	22%	15%	<b>18%</b>	10%	22%	*	-	*	-	*	19%	*	*	19%	24%	18%	18%	-	*	-	-				
	Students																									
	CWD	12%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-				
	CWOD	24%	16%	<b>19%</b>	10%	23%	*	-	*	-	*	19%	*	-	19%	25%	20%	19%	-	*	-	-				
	EL	17%	16%	<b>24%</b>	*	27%	-	-	*	-	-	24%	-	*	25%	24%	20%	29%	-	-	-	-				
	Male	23%	17%	<b>18%</b>	15%	20%	-	-	*	-	*	18%	-	*	20%	20%	18%	-	-	-	-	-				
	Female	21%	14%	<b>18%</b>	*	24%	*	-	*	-	-	19%	*	*	19%	29%	-	18%	-	*	-	-				
Grade 4																										
Reading	All	23%	19%	<b>8%</b>	0%	10%	*	*	*	-	*	8%	*	*	9%	8%	2%	13%	-	*	-	-				
	Students																									
	CWD	9%	9%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-				
	CWOD	25%	20%	<b>9%</b>	0%	11%	*	*	*	-	*	10%	*	-	9%	10%	2%	16%	-	*	-	-				
	EL	12%	11%	<b>8%</b>	*	9%	-	-	-	-	-	9%	*	*	10%	8%	3%	13%	-	-	-	-				
	Male	22%	18%	<b>2%</b>	*	3%	*	*	*	-	-	2%	*	*	2%	3%	2%	-	-	*	-	-				
	Female	25%	21%	<b>13%</b>	*	16%	*	-	-	-	*	15%	*	*	16%	13%	-	13%	-	*	-	-				
Mathematics	All	26%	20%	<b>11%</b>	7%	11%	*	*	*	-	*	12%	*	*	12%	10%	16%	6%	-	*	-	-				
	Students																									
	CWD	11%	10%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-				

		Two or Non Econ																	Foster				
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Econ	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	28%	21%	<b>12%</b>	8%	13%	*	*	*	-	*	13%	*	-	12%	12%	18%	7%	-	*	-	-	
	EL	18%	14%	<b>10%</b>	*	10%	-	-	-	-	11%	*	*	12%	10%	14%	7%	-	-	-	-	-	
	Male	27%	21%	<b>16%</b>	*	18%	*	*	-	-	17%	*	*	18%	14%	16%	-	-	-	*	-	-	
	Female	25%	19%	<b>6%</b>	*	5%	*	-	-	*	6%	*	*	7%	7%	-	6%	-	*	-	-	-	
Grade 5																							
Reading	All	26%	23%	<b>13%</b>	6%	14%	*	-	-	-	14%	11%	*	14%	10%	13%	14%	-	*	-	-	-	
	Students																						
	CWD	9%	7%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	
	CWOD	27%	24%	<b>14%</b>	7%	15%	*	-	-	-	14%	11%	-	14%	11%	14%	14%	-	*	-	-	-	
	EL	12%	8%	<b>10%</b>	*	10%	*	-	-	-	11%	*	*	11%	10%	9%	11%	-	*	-	-	-	
	Male	24%	21%	<b>13%</b>	*	14%	*	-	-	-	12%	20%	*	14%	9%	13%	-	-	*	-	-	-	
	Female	28%	25%	<b>14%</b>	13%	14%	*	-	-	-	15%	*	*	14%	11%	-	14%	-	*	-	-	-	
Mathematics	All	30%	24%	<b>18%</b>	6%	22%	*	-	-	-	18%	22%	*	19%	14%	21%	16%	-	*	-	-	-	
	Students																						
	CWD	13%	7%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	
	CWOD	31%	26%	<b>19%</b>	7%	23%	*	-	-	-	19%	22%	-	19%	15%	23%	16%	-	*	-	-	-	
	EL	19%	13%	<b>14%</b>	*	15%	*	-	-	-	15%	*	*	15%	14%	18%	11%	-	*	-	-	-	
	Male	29%	24%	<b>21%</b>	13%	25%	*	-	-	-	21%	20%	*	23%	18%	21%	-	-	*	-	-	-	
	Female	30%	24%	<b>16%</b>	0%	20%	*	-	-	-	15%	*	*	16%	11%	-	16%	-	*	-	-	-	
Science	All	16%	13%	<b>5%</b>	0%	5%	*	-	-	-	4%	11%	*	5%	2%	11%	0%	-	*	-	-	-	
	Students																						
	CWD	9%	5%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	
	CWOD	17%	14%	<b>5%</b>	0%	5%	*	-	-	-	4%	11%	-	5%	2%	11%	0%	-	*	-	-	-	
	EL	7%	4%	<b>2%</b>	*	2%	*	-	-	-	2%	*	*	2%	2%	5%	0%	-	*	-	-	-	
	Male	18%	14%	<b>11%</b>	0%	11%	*	-	-	-	9%	20%	*	11%	5%	11%	-	-	*	-	-	-	
	Female	15%	12%	<b>0%</b>	0%	0%	*	-	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-	-	
Grade 6																							
Reading	All	18%	17%	<b>7%</b>	8%	8%	*	-	-	-	7%	-	*	8%	2%	5%	9%	-	*	-	-	-	
	Students																						
	CWD	8%	6%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	
	CWOD	20%	19%	<b>8%</b>	8%	8%	*	-	-	-	8%	-	-	8%	2%	5%	9%	-	*	-	-	-	
	EL	4%	5%	<b>2%</b>	-	2%	*	-	-	-	2%	-	*	2%	2%	0%	3%	-	-	-	-	-	
	Male	15%	13%	<b>5%</b>	*	3%	*	-	-	-	5%	-	*	5%	0%	5%	-	-	-	-	-	-	
	Female	22%	22%	<b>9%</b>	0%	11%	*	-	-	-	9%	-	*	9%	3%	-	9%	-	*	-	-	-	
Mathematics	All	18%	21%	<b>15%</b>	23%	14%	*	-	-	-	15%	-	*	16%	4%	20%	11%	-	*	-	-	-	
	Students																						
	CWD	9%	7%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	
	CWOD	19%	22%	<b>16%</b>	23%	15%	*	-	-	-	16%	-	-	16%	4%	22%	11%	-	*	-	-	-	
	EL	6%	9%	<b>4%</b>	-	4%	*	-	-	-	4%	-	*	4%	4%	0%	6%	-	-	-	-	-	
	Male	18%	21%	<b>20%</b>	*	18%	*	-	-	-	20%	-	*	22%	0%	20%	-	-	-	-	-	-	
	Female	17%	21%	<b>11%</b>	13%	11%	*	-	-	-	11%	-	*	11%	6%	-	11%	-	*	-	-	-	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
All Grades	All Subjects	All	77%	72%	<b>66%</b>	66%	67%	62%	*	*	-	*	66%	72%	13%	70%	63%	68%	65%	-	50%	-	-								
	Students	CWD	45%	38%	<b>13%</b>	*	15%	*	-	-	-	-	14%	*	13%	-	16%	*	*	-	-	-	-								
		CWOD	80%	76%	<b>70%</b>	69%	71%	76%	*	*	-	*	70%	79%	-	70%	67%	73%	68%	-	50%	-	-								
		EL	60%	59%	<b>63%</b>	*	64%	*	-	*	-	-	63%	53%	16%	67%	63%	64%	61%	-	*	-	-								
		Male	74%	69%	<b>68%</b>	62%	68%	90%	*	*	-	*	67%	81%	*	73%	64%	68%	-	-	*	-	-								
		Female	79%	76%	<b>65%</b>	70%	66%	*	-	*	-	*	65%	65%	*	68%	61%	-	65%	-	*	-	-								
Reading	All	All	73%	68%	<b>64%</b>	62%	65%	67%	*	*	-	*	63%	68%	*	68%	61%	62%	65%	-	*	-	-								
	Students	CWD	39%	32%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-								
		CWOD	77%	72%	<b>68%</b>	66%	69%	86%	*	*	-	*	68%	76%	-	68%	66%	68%	68%	-	*	-	-								
		EL	52%	51%	<b>61%</b>	*	62%	*	-	*	-	-	61%	*	*	66%	61%	58%	63%	-	*	-	-								
		Male	69%	64%	<b>62%</b>	59%	63%	*	*	*	-	*	62%	75%	*	68%	58%	62%	-	-	*	-	-								
		Female	77%	73%	<b>65%</b>	65%	66%	*	-	*	-	*	65%	64%	*	68%	63%	-	65%	-	*	-	-								
Mathematics	All	All	80%	75%	<b>70%</b>	68%	71%	56%	*	*	-	*	70%	63%	24%	73%	68%	72%	67%	-	*	-	-								
	Students	CWD	52%	42%	<b>24%</b>	*	26%	*	-	-	-	-	26%	*	24%	-	33%	*	*	-	-	-	-								
		CWOD	83%	79%	<b>73%</b>	70%	75%	71%	*	*	-	*	73%	71%	-	73%	70%	77%	70%	-	*	-	-								
		EL	70%	69%	<b>68%</b>	*	69%	*	-	*	-	-	69%	*	33%	70%	68%	70%	65%	-	*	-	-								
		Male	78%	73%	<b>72%</b>	65%	73%	*	*	*	-	*	72%	75%	*	77%	70%	72%	-	-	*	-	-								
		Female	82%	78%	<b>67%</b>	71%	69%	*	-	*	-	*	68%	55%	*	70%	65%	-	67%	-	*	-	-								
Science	All	All	79%	74%	<b>63%</b>	75%	60%	*	-	-	-	-	59%	100%	*	67%	50%	71%	57%	-	*	-	-								
	Students	CWD	48%	40%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-								
		CWOD	82%	78%	<b>67%</b>	80%	63%	*	-	-	-	-	62%	100%	-	67%	53%	77%	58%	-	*	-	-								
		EL	58%	57%	<b>50%</b>	*	52%	*	-	-	-	-	47%	*	*	53%	50%	64%	39%	-	*	-	-								
		Male	78%	72%	<b>71%</b>	63%	71%	*	-	-	-	-	67%	100%	*	77%	64%	71%	-	-	*	-	-								
		Female	80%	77%	<b>57%</b>	88%	51%	*	-	-	-	-	53%	*	*	58%	39%	-	57%	-	*	-	-								

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>29%</b>	27%	30%	14%	*	*	-	*	29%	26%	2%	31%	26%	30%	27%	-	29%	-	-
	Students	CWD	23%	19%	<b>2%</b>	*	2%	*	-	-	-	-	2%	*	2%	-	3%	*	*	-	-	-	-
		CWOD	50%	45%	<b>31%</b>	29%	32%	18%	*	*	-	*	31%	28%	-	31%	27%	33%	29%	-	29%	-	-
		EL	26%	25%	<b>26%</b>	*	26%	*	-	*	-	-	26%	11%	3%	27%	26%	27%	24%	-	*	-	-
		Male	45%	40%	<b>30%</b>	24%	32%	30%	*	*	-	*	30%	29%	*	33%	27%	30%	-	-	*	-	-
		Female	50%	45%	<b>27%</b>	31%	28%	*	-	*	-	*	28%	23%	*	29%	24%	-	27%	-	*	-	-
Reading	All	All	46%	41%	<b>27%</b>	26%	27%	22%	*	*	-	*	27%	26%	*	29%	24%	28%	26%	-	*	-	-
	Students	CWD	22%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	48%	44%	<b>29%</b>	28%	29%	29%	*	*	-	*	29%	29%	-	29%	26%	31%	27%	-	*	-	-
		EL	21%	21%	<b>24%</b>	*	24%	*	-	*	-	-	25%	*	*	26%	24%	23%	24%	-	*	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>28%</b>	26%	27%	*	*	*	-	*	28%	38%	*	31%	23%	28%	-	-	*	-	-	
	Female	50%	47%	<b>26%</b>	26%	27%	*	-	*	-	*	26%	18%	*	27%	24%	-	26%	-	*	-	-	
Mathematics	All	48%	42%	<b>33%</b>	32%	35%	0%	*	*	-	*	34%	21%	3%	36%	30%	35%	32%	-	*	-	-	
	Students																						
	CWD	26%	21%	<b>3%</b>	*	4%	*	-	-	-	-	4%	*	3%	-	6%	*	*	-	-	-	-	
	CWOD	51%	45%	<b>36%</b>	34%	38%	0%	*	*	-	*	36%	24%	-	36%	32%	38%	34%	-	*	-	-	
	EL	33%	31%	<b>30%</b>	*	31%	*	-	*	-	-	31%	*	6%	32%	30%	35%	26%	-	*	-	-	
	Male	47%	41%	<b>35%</b>	24%	39%	*	*	*	-	*	36%	25%	*	38%	35%	35%	-	-	*	-	-	
	Female	49%	44%	<b>32%</b>	42%	31%	*	-	*	-	*	32%	18%	*	34%	26%	-	32%	-	*	-	-	
Science	All	49%	46%	<b>17%</b>	13%	17%	*	-	-	-	-	15%	33%	*	18%	12%	18%	16%	-	*	-	-	
	Students																						
	CWD	23%	18%	<b>*</b>	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	52%	49%	<b>18%</b>	13%	18%	*	-	-	-	-	16%	33%	-	18%	13%	20%	16%	-	*	-	-	
	EL	21%	20%	<b>12%</b>	*	13%	*	-	-	-	-	11%	*	*	13%	12%	9%	14%	-	*	-	-	
	Male	50%	45%	<b>18%</b>	13%	18%	*	-	-	-	-	18%	20%	*	20%	9%	18%	-	-	*	-	-	
	Female	49%	46%	<b>16%</b>	13%	17%	*	-	-	-	-	13%	*	*	16%	14%	-	16%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>13%</b>	8%	14%	10%	*	*	-	*	13%	9%	0%	14%	12%	13%	12%	-	0%	-	-	
	Students																						
	CWD	8%	5%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	0%	*	*	-	-	-	-	
	CWOD	23%	20%	<b>14%</b>	8%	15%	12%	*	*	-	*	14%	9%	-	14%	13%	15%	13%	-	0%	-	-	
	EL	9%	8%	<b>12%</b>	*	12%	*	-	*	-	-	12%	0%	0%	13%	12%	11%	12%	-	*	-	-	
	Male	20%	17%	<b>13%</b>	9%	14%	20%	*	*	-	*	13%	14%	*	15%	11%	13%	-	-	*	-	-	
	Female	22%	20%	<b>12%</b>	6%	14%	*	-	*	-	*	12%	4%	*	13%	12%	-	12%	-	*	-	-	
Reading	All	19%	16%	<b>12%</b>	6%	13%	11%	*	*	-	*	12%	5%	*	13%	12%	9%	14%	-	*	-	-	
	Students																						
	CWD	7%	5%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	20%	18%	<b>13%</b>	7%	14%	14%	*	*	-	*	13%	6%	-	13%	13%	10%	15%	-	*	-	-	
	EL	7%	7%	<b>12%</b>	*	12%	*	-	*	-	-	12%	*	*	13%	12%	9%	14%	-	*	-	-	
	Male	16%	13%	<b>9%</b>	6%	9%	*	*	*	-	*	9%	13%	*	10%	9%	9%	-	-	*	-	-	
	Female	22%	20%	<b>14%</b>	6%	16%	*	-	*	-	*	15%	0%	*	15%	14%	-	14%	-	*	-	-	
Mathematics	All	23%	20%	<b>15%</b>	11%	17%	0%	*	*	-	*	16%	11%	0%	17%	14%	18%	13%	-	*	-	-	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	0%	*	*	-	-	-	-	
	CWOD	25%	21%	<b>17%</b>	11%	18%	0%	*	*	-	*	17%	12%	-	17%	15%	20%	13%	-	*	-	-	
	EL	13%	11%	<b>14%</b>	*	14%	*	-	*	-	-	14%	*	0%	15%	14%	14%	13%	-	*	-	-	
	Male	23%	19%	<b>18%</b>	15%	20%	*	*	*	-	*	19%	13%	*	20%	14%	18%	-	-	*	-	-	
	Female	24%	20%	<b>13%</b>	6%	14%	*	-	*	-	*	13%	9%	*	13%	13%	-	13%	-	*	-	-	
Science	All	22%	20%	<b>5%</b>	0%	5%	*	-	-	-	-	4%	11%	*	5%	2%	11%	0%	-	*	-	-	
	Students																						
	CWD	7%	4%	<b>*</b>	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	5%	0%	5%	*	-	-	-	-	4%	11%	-	5%	2%	11%	0%	-	*	-	-
EL	5%	5%	2%	*	2%	*	-	-	-	-	2%	*	*	2%	2%	5%	0%	-	*	-	-
Male	23%	20%	11%	0%	11%	*	-	-	-	-	9%	20%	*	11%	5%	11%	-	-	*	-	-
Female	21%	20%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	61	59	*	-	*	-	*	59	36	60
CWD	36	*	39	*	-	-	-	-	38	36	*
CWOD	61	66	61	*	-	*	-	*	61	-	62
EL	60	*	59	*	-	-	-	-	61	*	60
Male	53	60	52	*	-	*	-	*	51	42	54
Female	66	61	66	*	-	-	-	*	66	*	67
<b>Mathematics</b>											
All Students	66	80	63	83	-	*	-	*	67	63	58
CWD	63	*	55	*	-	-	-	-	66	63	50
CWOD	66	79	63	*	-	*	-	*	68	-	59
EL	58	*	58	*	-	-	-	-	59	50	58
Male	67	75	64	*	-	*	-	*	68	73	56
Female	65	86	61	*	-	-	-	*	67	50	60

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
400	55	14%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	34	37	*	*	*	-	*	36	*	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	*	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-

		African	American	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	Hispanic	Islander	More	Disadv	Econ						
		American	White	Indian	Races	Disadv	Disadv						
EL		0%	0%	*	-	*	-	0%	0%	0%	0%	0%	-
Male		0%	0%	*	*	*	-	0%	0%	0%	0%	-	-
Female		0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	-
Mathematics	All	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	-
	Students												
	CWD	0%	*	0%	*	-	-	0%	*	0%	-	0%	-
	CWOD	0%	0%	0%	0%	*	*	0%	0%	-	0%	0%	-
	EL	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	*	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	-
Science	All	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	-
	Students												
	CWD	*	*	*	-	-	-	*	-	*	-	*	-
	CWOD	0%	0%	0%	*	-	-	0%	0%	-	0%	0%	-
	EL	0%	*	0%	*	-	-	0%	*	*	0%	0%	-
	Male	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	-
	Female	0%	0%	0%	*	-	-	0%	*	*	0%	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	33	14	17	*	*	*	*	*	14		
	Female	10	5	5	*	*	*	*	*	*		
	Total	43	19	22	*	*	*	*	*	16		
<b>Out-of-School Suspensions</b>												
	Male	13	*	7	*	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	19	8	9	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	6	*	*	*	*	*	*	*	*		*
	Total	12	6	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	41	5	32	*	*	*	*	*	17	8	*
	Female	38	5	29	*	*	*	*	*	26	5	*
	Total	79	10	61	*	*	*	*	*	43	13	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>			<b>Indian or</b>		<b>Pacific</b>	<b>Two or More</b>		<b>Students</b>
		<b>students</b>	<b>American</b>	<b>Hispanic</b>	<b>White</b>	<b>Alaska</b>	<b>Asian</b>	<b>Islander</b>	<b>Races</b>	<b>EL</b>	<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	28	*	26	*	*	*	*	*	23	*
	Female	36	8	26	*	*	*	*	*	26	*
	Total	64	8	52	*	*	*	*	*	49	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.0	17.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.5%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 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
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		



**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** CROW EL  
**Campus ID:** 220901103  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or More		Econ		Non				Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>58%</b>	*	51%	*	-	*	-	-	57%	58%	*	60%	51%	57%	58%	-	*	-	-
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>60%</b>	*	54%	*	-	*	-	-	63%	50%	-	60%	54%	60%	61%	-	*	-	-
	EL	70%	69%	<b>51%</b>	-	51%	-	-	-	-	-	54%	*	*	54%	51%	50%	52%	-	*	-	-
	Male	74%	68%	<b>57%</b>	*	50%	*	-	*	-	-	55%	*	*	60%	50%	57%	-	-	*	-	-
	Female	79%	73%	<b>58%</b>	*	52%	*	-	-	-	-	59%	*	*	61%	52%	-	58%	-	-	-	-
Mathematics	All	77%	71%	<b>73%</b>	*	70%	*	-	*	-	-	72%	75%	*	79%	74%	71%	74%	-	*	-	-
	Students																					
	CWD	52%	43%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	73%	<b>79%</b>	*	78%	*	-	*	-	-	81%	70%	-	79%	80%	79%	79%	-	*	-	-
	EL	74%	73%	<b>74%</b>	-	74%	-	-	-	-	-	75%	*	*	80%	74%	74%	74%	-	*	-	-
	Male	77%	70%	<b>71%</b>	*	67%	*	-	*	-	-	64%	100%	*	79%	74%	71%	-	-	*	-	-
	Female	78%	71%	<b>74%</b>	*	73%	*	-	-	-	-	78%	*	*	79%	74%	-	74%	-	-	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>63%</b>	*	66%	*	-	-	-	*	67%	*	*	64%	69%	59%	70%	-	*	-	-
	Students																					
	CWD	46%	47%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>64%</b>	*	68%	*	-	-	-	*	69%	*	-	64%	72%	59%	74%	-	*	-	-
	EL	60%	56%	<b>69%</b>	-	71%	*	-	-	-	-	71%	*	*	72%	69%	68%	70%	-	*	-	-
	Male	70%	64%	<b>59%</b>	*	64%	*	-	-	-	*	66%	*	*	59%	68%	59%	-	-	-	-	-
Female	75%	70%	<b>70%</b>	*	71%	*	-	-	-	-	69%	*	*	74%	70%	-	70%	-	*	-	-	
Mathematics	All	77%	74%	<b>75%</b>	*	74%	67%	-	-	-	*	78%	60%	*	78%	80%	77%	70%	-	*	-	-
	Students																					
	CWD	49%	49%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	81%	76%	<b>78%</b>	*	77%	67%	-	-	-	*	81%	60%	-	78%	84%	79%	74%	-	*	-	-
	EL	72%	72%	<b>80%</b>	-	79%	*	-	-	-	-	77%	*	*	84%	80%	84%	70%	-	*	-	-
	Male	77%	72%	<b>77%</b>	*	81%	*	-	-	-	*	79%	*	*	79%	84%	77%	-	-	-	-	-
Female	78%	76%	<b>70%</b>	*	57%	100%	-	-	-	-	75%	*	*	74%	70%	-	70%	-	*	-	-	
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>76%</b>	*	80%	*	-	-	-	-	75%	82%	*	76%	80%	81%	71%	-	-	-	-
	Students																					
	CWD	54%	47%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	87%	83%	<b>76%</b>	*	80%	*	-	-	-	-	74%	82%	-	76%	81%	81%	71%	-	-	-	-	
	EL	73%	70%	<b>80%</b>	-	80%	-	-	-	-	-	76%	*	*	81%	80%	79%	82%	-	-	-	-	
	Male	81%	77%	<b>81%</b>	*	88%	*	-	-	-	-	81%	*	*	81%	79%	81%	-	-	-	-	-	
	Female	86%	82%	<b>71%</b>	-	71%	-	-	-	-	-	65%	86%	-	71%	82%	-	71%	-	-	-	-	
Mathematics	All	90%	85%	<b>83%</b>	*	85%	*	-	-	-	-	85%	73%	78%	84%	89%	88%	77%	-	-	-	-	
	Students																						
	CWD	70%	56%	<b>78%</b>	-	78%	-	-	-	-	-	78%	-	78%	-	86%	86%	*	-	-	-	-	
	CWOD	92%	89%	<b>84%</b>	*	87%	*	-	-	-	-	87%	73%	-	84%	90%	88%	79%	-	-	-	-	
	EL	86%	81%	<b>89%</b>	-	89%	-	-	-	-	-	88%	*	86%	90%	89%	88%	92%	-	-	-	-	
	Male	89%	84%	<b>88%</b>	*	93%	*	-	-	-	-	90%	*	86%	88%	88%	88%	-	-	-	-	-	-
Female	91%	86%	<b>77%</b>	-	77%	-	-	-	-	-	79%	71%	*	79%	92%	-	77%	-	-	-	-	-	
Science	All	75%	69%	<b>53%</b>	*	53%	*	-	-	-	-	53%	55%	*	57%	43%	55%	52%	-	-	-	-	
	Students																						
	CWD	48%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	78%	72%	<b>57%</b>	*	57%	*	-	-	-	-	58%	55%	-	57%	48%	62%	52%	-	-	-	-	
	EL	62%	57%	<b>43%</b>	-	43%	-	-	-	-	-	38%	*	*	48%	43%	31%	58%	-	-	-	-	
	Male	76%	69%	<b>55%</b>	*	54%	*	-	-	-	-	52%	*	*	62%	31%	55%	-	-	-	-	-	
Female	75%	69%	<b>52%</b>	-	52%	-	-	-	-	-	56%	*	*	52%	58%	-	52%	-	-	-	-		
Grade 6 Reading	All	68%	67%	<b>72%</b>	*	71%	*	-	-	-	-	73%	67%	*	71%	47%	75%	62%	-	-	-	-	
	Students																						
	CWD	35%	33%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	71%	70%	<b>71%</b>	*	70%	*	-	-	-	-	72%	67%	-	71%	47%	72%	67%	-	-	-	-	
	EL	42%	46%	<b>47%</b>	-	47%	-	-	-	-	-	38%	*	-	47%	47%	55%	*	-	-	-	-	
	Male	63%	61%	<b>75%</b>	*	76%	*	-	-	-	-	76%	71%	*	72%	55%	75%	-	-	-	-	-	
Female	72%	73%	<b>62%</b>	*	58%	-	-	-	-	-	64%	*	*	67%	*	-	62%	-	-	-	-		
Mathematics	All	76%	76%	<b>83%</b>	*	82%	*	-	-	-	-	82%	89%	*	85%	78%	85%	77%	-	-	-	-	
	Students																						
	CWD	50%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>85%</b>	*	84%	*	-	-	-	-	85%	89%	-	85%	82%	86%	83%	-	-	-	-	
	EL	61%	67%	<b>78%</b>	-	78%	-	-	-	-	-	71%	*	*	82%	78%	75%	83%	-	-	-	-	
	Male	76%	76%	<b>85%</b>	*	84%	*	-	-	-	-	85%	86%	*	86%	75%	85%	-	-	-	-	-	
Female	77%	77%	<b>77%</b>	*	75%	-	-	-	-	-	73%	*	*	83%	83%	-	77%	-	-	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3 Reading	All	43%	35%	<b>23%</b>	*	23%	*	-	*	-	-	24%	17%	*	24%	20%	11%	32%	-	*	-	-	
	Students																						
	CWD	28%	21%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>24%</b>	*	24%	*	-	*	-	-	25%	20%	-	24%	22%	12%	33%	-	*	-	-	
	EL	32%	32%	<b>20%</b>	-	20%	-	-	-	-	-	21%	*	*	22%	20%	11%	26%	-	*	-	-	
	Male	40%	33%	<b>11%</b>	*	13%	*	-	*	-	-	14%	*	*	12%	11%	11%	-	-	-	*	-	
Female	45%	37%	<b>32%</b>	*	30%	*	-	-	-	-	31%	*	*	33%	26%	-	32%	-	-	-	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>21%</b>	*	25%	*	-	*	-	-	26%	0%	*	23%	24%	25%	18%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-	-
	CWOD	48%	38%	<b>23%</b>	*	27%	*	-	*	-	-	28%	0%	-	23%	27%	29%	18%	-	*	-	-	
	EL	39%	38%	<b>24%</b>	-	24%	-	-	-	-	-	28%	*	*	27%	24%	32%	19%	-	*	-	-	
	Female	45%	35%	<b>18%</b>	*	21%	*	-	-	-	-	22%	*	*	18%	19%	-	18%	-	-	-	-	-
Grade 4 Reading	All	45%	40%	<b>27%</b>	*	32%	*	-	-	-	*	26%	*	*	24%	34%	27%	25%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>24%</b>	*	30%	*	-	-	-	*	23%	*	-	24%	34%	23%	26%	-	*	-	-	
	EL	29%	28%	<b>34%</b>	-	35%	*	-	-	-	-	32%	*	*	34%	34%	32%	40%	-	*	-	-	
	Female	47%	42%	<b>25%</b>	*	36%	*	-	-	-	-	19%	*	*	26%	40%	-	25%	-	*	-	-	
Mathematics	All	48%	40%	<b>31%</b>	*	36%	0%	-	-	-	*	35%	10%	*	29%	37%	32%	30%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	50%	42%	<b>29%</b>	*	34%	0%	-	-	-	*	33%	10%	-	29%	38%	28%	32%	-	*	-	-	
	EL	38%	35%	<b>37%</b>	-	38%	*	-	-	-	-	39%	*	*	38%	37%	36%	40%	-	*	-	-	
	Female	47%	40%	<b>30%</b>	*	36%	0%	-	-	-	-	31%	*	*	32%	40%	-	30%	-	*	-	-	
Grade 5 Reading	All	53%	49%	<b>40%</b>	*	40%	*	-	-	-	-	36%	55%	*	40%	32%	39%	42%	-	-	-	-	
	Students																						
	CWD	30%	25%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	56%	51%	<b>40%</b>	*	40%	*	-	-	-	-	36%	55%	-	40%	33%	38%	42%	-	-	-	-	
	EL	35%	30%	<b>32%</b>	-	32%	-	-	-	-	-	24%	*	*	33%	32%	21%	45%	-	-	-	-	
	Female	56%	51%	<b>42%</b>	-	42%	-	-	-	-	-	41%	43%	-	42%	45%	-	42%	-	-	-	-	
Mathematics	All	57%	50%	<b>42%</b>	*	43%	*	-	-	-	-	44%	36%	22%	46%	21%	48%	35%	-	-	-	-	
	Students																						
	CWD	34%	24%	<b>22%</b>	-	22%	-	-	-	-	-	22%	-	22%	-	14%	29%	*	-	-	-	-	
	CWOD	60%	52%	<b>46%</b>	*	47%	*	-	-	-	-	49%	36%	-	46%	24%	54%	38%	-	-	-	-	
	EL	46%	39%	<b>21%</b>	-	21%	-	-	-	-	-	17%	*	14%	24%	21%	19%	25%	-	-	-	-	
	Female	58%	50%	<b>35%</b>	-	35%	-	-	-	-	-	37%	29%	*	38%	25%	-	35%	-	-	-	-	
Science	All	40%	34%	<b>19%</b>	*	17%	*	-	-	-	-	17%	27%	*	18%	7%	27%	8%	-	-	-	-	
	Students																						
	CWD	25%	18%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	42%	35%	<b>18%</b>	*	16%	*	-	-	-	-	16%	27%	-	18%	5%	27%	9%	-	-	-	-	
	EL	24%	18%	<b>7%</b>	-	7%	-	-	-	-	-	4%	*	*	5%	7%	6%	8%	-	-	-	-	
	Female	38%	32%	<b>8%</b>	-	8%	-	-	-	-	-	6%	*	*	9%	8%	-	8%	-	-	-	-	

					African	American	Two or Non		Econ		Non		Foster										
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6																							
Reading	All	38%	37%	<b>28%</b>	*	31%	*	-	-	-	-	32%	11%	*	25%	18%	33%	15%	-	-	-	-	
	Students																						
	CWD	22%	22%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>25%</b>	*	27%	*	-	-	-	-	28%	11%	-	25%	18%	28%	17%	-	-	-	-	-
	EL	14%	15%	<b>18%</b>	-	18%	-	-	-	-	-	15%	*	-	18%	18%	27%	*	-	-	-	-	-
	Male	34%	32%	<b>33%</b>	*	35%	*	-	-	-	-	36%	14%	*	28%	27%	33%	-	-	-	-	-	-
	Female	42%	42%	<b>15%</b>	*	17%	-	-	-	-	-	18%	*	*	17%	*	-	15%	-	-	-	-	-
Mathematics	All	43%	46%	<b>46%</b>	*	48%	*	-	-	-	-	47%	44%	*	44%	33%	54%	23%	-	-	-	-	
	Students																						
	CWD	23%	27%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	46%	48%	<b>44%</b>	*	45%	*	-	-	-	-	44%	44%	-	44%	35%	50%	25%	-	-	-	-	-
	EL	24%	31%	<b>33%</b>	-	33%	-	-	-	-	-	21%	*	*	35%	33%	42%	17%	-	-	-	-	-
	Male	44%	46%	<b>54%</b>	*	55%	*	-	-	-	-	56%	43%	*	50%	42%	54%	-	-	-	-	-	-
	Female	42%	46%	<b>23%</b>	*	25%	-	-	-	-	-	18%	*	*	25%	17%	-	23%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3																							
Reading	All	24%	19%	<b>6%</b>	*	7%	*	-	*	-	-	7%	0%	*	7%	7%	11%	3%	-	*	-	-	
	Students																						
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	26%	20%	<b>7%</b>	*	8%	*	-	*	-	-	8%	0%	-	7%	7%	12%	3%	-	*	-	-	-
	EL	15%	16%	<b>7%</b>	-	7%	-	-	-	-	-	8%	*	*	7%	7%	11%	4%	-	*	-	-	-
	Male	22%	17%	<b>11%</b>	*	13%	*	-	*	-	-	14%	*	*	12%	11%	11%	-	-	*	-	-	-
	Female	26%	20%	<b>3%</b>	*	3%	*	-	-	-	-	3%	*	*	3%	4%	-	3%	-	-	-	-	-
Mathematics	All	22%	15%	<b>5%</b>	*	5%	*	-	*	-	-	6%	0%	*	5%	7%	4%	5%	-	*	-	-	
	Students																						
	CWD	12%	5%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	16%	<b>5%</b>	*	6%	*	-	*	-	-	6%	0%	-	5%	7%	4%	6%	-	*	-	-	-
	EL	17%	16%	<b>7%</b>	-	7%	-	-	-	-	-	8%	*	*	7%	7%	5%	7%	-	*	-	-	-
	Male	23%	17%	<b>4%</b>	*	4%	*	-	*	-	-	5%	0%	*	4%	5%	4%	-	-	*	-	-	-
	Female	21%	14%	<b>5%</b>	*	6%	*	-	-	-	-	6%	*	*	6%	7%	-	5%	-	-	-	-	-
Grade 4																							
Reading	All	23%	19%	<b>6%</b>	*	6%	*	-	-	-	*	6%	*	*	7%	6%	7%	5%	-	*	-	-	
	Students																						
	CWD	9%	9%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>7%</b>	*	7%	*	-	-	-	*	6%	*	-	7%	6%	8%	5%	-	*	-	-	-
	EL	12%	11%	<b>6%</b>	-	6%	*	-	-	-	-	6%	*	*	6%	6%	8%	0%	-	*	-	-	-
	Male	22%	18%	<b>7%</b>	*	6%	*	-	-	-	*	5%	*	*	8%	8%	7%	-	-	-	-	-	-
	Female	25%	21%	<b>5%</b>	*	7%	*	-	-	-	-	6%	*	*	5%	0%	-	5%	-	*	-	-	-
Mathematics	All	26%	20%	<b>13%</b>	*	16%	0%	-	-	-	*	15%	0%	*	14%	20%	14%	10%	-	*	-	-	
	Students																						
	CWD	11%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-

					African	American			Pacific		Two or More	Econ	Non Econ							Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	28%	21%	<b>14%</b>	*	18%	0%	-	-	-	*	17%	0%	-	14%	22%	15%	11%	-	*	-	-
	EL	18%	14%	<b>20%</b>	-	21%	*	-	-	-	-	23%	*	*	22%	20%	24%	10%	-	*	-	-
	Male	27%	21%	<b>14%</b>	*	17%	*	-	-	-	*	16%	*	*	15%	24%	14%	-	-	-	-	-
	Female	25%	19%	<b>10%</b>	*	14%	0%	-	-	-	-	13%	*	*	11%	10%	-	10%	-	*	-	-
Grade 5																						
Reading	All	26%	23%	<b>18%</b>	*	18%	*	-	-	-	-	16%	27%	*	20%	4%	19%	17%	-	-	-	-
	Students																					
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	27%	24%	<b>20%</b>	*	20%	*	-	-	-	-	18%	27%	-	20%	5%	23%	17%	-	-	-	-
	EL	12%	8%	<b>4%</b>	-	4%	-	-	-	-	-	0%	*	*	5%	4%	0%	9%	-	-	-	-
	Male	24%	21%	<b>19%</b>	*	19%	*	-	-	-	-	15%	*	*	23%	0%	19%	-	-	-	-	-
	Female	28%	25%	<b>17%</b>	-	17%	-	-	-	-	-	18%	14%	-	17%	9%	-	17%	-	-	-	-
Mathematics	All	30%	24%	<b>19%</b>	*	19%	*	-	-	-	-	17%	27%	0%	22%	4%	21%	15%	-	-	-	-
	Students																					
	CWD	13%	7%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	31%	26%	<b>22%</b>	*	22%	*	-	-	-	-	21%	27%	-	22%	5%	27%	17%	-	-	-	-
	EL	19%	13%	<b>4%</b>	-	4%	-	-	-	-	-	0%	*	0%	5%	4%	0%	8%	-	-	-	-
	Male	29%	24%	<b>21%</b>	*	21%	*	-	-	-	-	17%	*	0%	27%	0%	21%	-	-	-	-	-
	Female	30%	24%	<b>15%</b>	-	15%	-	-	-	-	-	16%	14%	*	17%	8%	-	15%	-	-	-	-
Science	All	16%	13%	<b>5%</b>	*	6%	*	-	-	-	-	6%	0%	*	4%	0%	9%	0%	-	-	-	-
	Students																					
	CWD	9%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>4%</b>	*	5%	*	-	-	-	-	5%	0%	-	4%	0%	8%	0%	-	-	-	-
	EL	7%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	14%	<b>9%</b>	*	11%	*	-	-	-	-	10%	*	*	8%	0%	9%	-	-	-	-	-
	Female	15%	12%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Grade 6																						
Reading	All	18%	17%	<b>15%</b>	*	16%	*	-	-	-	-	18%	0%	*	15%	6%	15%	15%	-	-	-	-
	Students																					
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	20%	19%	<b>15%</b>	*	16%	*	-	-	-	-	18%	0%	-	15%	6%	14%	17%	-	-	-	-
	EL	4%	5%	<b>6%</b>	-	6%	-	-	-	-	-	8%	*	-	6%	6%	9%	*	-	-	-	-
	Male	15%	13%	<b>15%</b>	*	16%	*	-	-	-	-	18%	0%	*	14%	9%	15%	-	-	-	-	-
	Female	22%	22%	<b>15%</b>	*	17%	-	-	-	-	-	18%	*	*	17%	*	-	15%	-	-	-	-
Mathematics	All	18%	21%	<b>22%</b>	*	22%	*	-	-	-	-	22%	22%	*	21%	17%	27%	8%	-	-	-	-
	Students																					
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	22%	<b>21%</b>	*	20%	*	-	-	-	-	21%	22%	-	21%	18%	25%	8%	-	-	-	-
	EL	6%	9%	<b>17%</b>	-	17%	-	-	-	-	-	14%	*	*	18%	17%	25%	0%	-	-	-	-
	Male	18%	21%	<b>27%</b>	*	26%	*	-	-	-	-	26%	29%	*	25%	25%	27%	-	-	-	-	-
	Female	17%	21%	<b>8%</b>	*	8%	-	-	-	-	-	9%	*	*	8%	0%	-	8%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**



				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>70%</b>	77%	70%	69%	-	*	-	*	71%	66%	54%	72%	68%	72%	67%	-	*	-	-
		Students																					
		CWD	45%	38%	<b>54%</b>	*	52%	-	-	-	-	51%	*	54%	-	44%	62%	33%	-	-	-	-	-
		CWOD	80%	76%	<b>72%</b>	75%	73%	69%	-	*	-	74%	65%	-	72%	71%	74%	70%	-	*	-	-	-
		EL	60%	59%	<b>68%</b>	-	68%	*	-	-	-	67%	75%	44%	71%	68%	68%	68%	-	*	-	-	-
		Male	74%	69%	<b>72%</b>	67%	74%	61%	-	*	-	73%	70%	62%	74%	68%	72%	-	-	*	-	-	-
		Female	79%	76%	<b>67%</b>	100%	65%	81%	-	-	-	69%	62%	33%	70%	68%	-	67%	-	*	-	-	-
Reading	All	All	73%	68%	<b>66%</b>	67%	67%	67%	-	*	-	*	67%	62%	58%	67%	61%	68%	64%	-	*	-	-
		Students																					
		CWD	39%	32%	<b>58%</b>	*	57%	-	-	-	-	55%	*	58%	-	45%	71%	*	-	-	-	-	-
		CWOD	77%	72%	<b>67%</b>	64%	68%	67%	-	*	-	69%	60%	-	67%	63%	67%	67%	-	*	-	-	-
		EL	52%	51%	<b>61%</b>	-	62%	*	-	-	-	62%	61%	45%	63%	61%	63%	59%	-	*	-	-	-
		Male	69%	64%	<b>68%</b>	*	70%	60%	-	*	-	70%	57%	71%	67%	63%	68%	-	-	*	-	-	-
		Female	77%	73%	<b>64%</b>	*	61%	75%	-	-	-	63%	68%	*	67%	59%	-	64%	-	*	-	-	-
Mathematics	All	All	80%	75%	<b>78%</b>	92%	78%	72%	-	*	-	*	79%	74%	57%	81%	80%	81%	74%	-	*	-	-
		Students																					
		CWD	52%	42%	<b>57%</b>	*	55%	-	-	-	-	54%	*	57%	-	50%	67%	*	-	-	-	-	-
		CWOD	83%	79%	<b>81%</b>	91%	81%	72%	-	*	-	83%	73%	-	81%	84%	83%	78%	-	*	-	-	-
		EL	70%	69%	<b>80%</b>	-	79%	*	-	-	-	78%	89%	50%	84%	80%	81%	78%	-	*	-	-	-
		Male	78%	73%	<b>81%</b>	88%	82%	60%	-	*	-	80%	83%	67%	83%	81%	81%	-	-	*	-	-	-
		Female	82%	78%	<b>74%</b>	*	72%	88%	-	-	-	77%	63%	*	78%	78%	-	74%	-	*	-	-	-
Science	All	All	79%	74%	<b>53%</b>	*	53%	*	-	-	-	53%	55%	*	57%	43%	55%	52%	-	-	-	-	-
		Students																					
		CWD	48%	40%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	82%	78%	<b>57%</b>	*	57%	*	-	-	-	58%	55%	-	57%	48%	62%	52%	-	-	-	-	-
		EL	58%	57%	<b>43%</b>	-	43%	-	-	-	-	38%	*	*	48%	43%	31%	58%	-	-	-	-	-
		Male	78%	72%	<b>55%</b>	*	54%	*	-	-	-	52%	*	*	62%	31%	55%	-	-	-	-	-	-
		Female	80%	77%	<b>52%</b>	-	52%	-	-	-	-	56%	*	*	52%	58%	-	52%	-	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>30%</b>	12%	32%	21%	-	*	-	*	32%	25%	33%	30%	25%	34%	26%	-	*	-	-
		Students																					
		CWD	23%	19%	<b>33%</b>	*	34%	-	-	-	-	36%	*	33%	-	15%	42%	11%	-	-	-	-	-
		CWOD	50%	45%	<b>30%</b>	13%	32%	21%	-	*	-	31%	26%	-	30%	27%	32%	27%	-	*	-	-	-
		EL	26%	25%	<b>25%</b>	-	25%	*	-	-	-	24%	35%	15%	27%	25%	26%	25%	-	*	-	-	-
		Male	45%	40%	<b>34%</b>	6%	36%	30%	-	*	-	35%	24%	42%	32%	26%	34%	-	-	*	-	-	-
		Female	50%	45%	<b>26%</b>	25%	27%	6%	-	-	-	26%	27%	11%	27%	25%	-	26%	-	*	-	-	-
Reading	All	All	46%	41%	<b>29%</b>	8%	31%	22%	-	*	-	*	29%	29%	38%	28%	26%	28%	31%	-	*	-	-
		Students																					
		CWD	22%	18%	<b>38%</b>	*	39%	-	-	-	-	41%	*	38%	-	18%	47%	*	-	-	-	-	-
		CWOD	48%	44%	<b>28%</b>	9%	30%	22%	-	*	-	28%	30%	-	28%	27%	25%	32%	-	*	-	-	-
		EL	21%	21%	<b>26%</b>	-	26%	*	-	-	-	24%	39%	18%	27%	26%	24%	30%	-	*	-	-	-

				African	American		Two or Non													Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	Male	41%	37%	<b>28%</b>	*	30%	30%	-	*	-	*	29%	22%	47%	25%	24%	28%	-	-	*	-	-
	Female	50%	47%	<b>31%</b>	*	33%	13%	-	-	-	-	29%	37%	*	32%	30%	-	31%	-	*	-	-
Mathematics	All	48%	42%	<b>35%</b>	17%	37%	11%	-	*	-	*	37%	21%	33%	35%	28%	40%	26%	-	*	-	-
	Students																					
	CWD	26%	21%	<b>33%</b>	*	34%	-	-	-	-	-	36%	*	33%	-	13%	43%	*	-	-	-	-
	CWOD	51%	45%	<b>35%</b>	18%	38%	11%	-	*	-	*	38%	23%	-	35%	31%	40%	27%	-	*	-	-
	EL	33%	31%	<b>28%</b>	-	29%	*	-	-	-	-	28%	33%	13%	31%	28%	32%	24%	-	*	-	-
	Male	47%	41%	<b>40%</b>	13%	44%	20%	-	*	-	*	44%	22%	43%	40%	32%	40%	-	-	*	-	-
	Female	49%	44%	<b>26%</b>	*	28%	0%	-	-	-	-	27%	21%	*	27%	24%	-	26%	-	*	-	-
Science	All	49%	46%	<b>19%</b>	*	17%	*	-	-	-	-	17%	27%	*	18%	7%	27%	8%	-	-	-	-
	Students																					
	CWD	23%	18%	<b>*</b>	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>18%</b>	*	16%	*	-	-	-	-	16%	27%	-	18%	5%	27%	9%	-	-	-	-
	EL	21%	20%	<b>7%</b>	-	7%	-	-	-	-	-	4%	*	*	5%	7%	6%	8%	-	-	-	-
	Male	50%	45%	<b>27%</b>	*	25%	*	-	-	-	-	24%	*	*	27%	6%	27%	-	-	-	-	-
	Female	49%	46%	<b>8%</b>	-	8%	-	-	-	-	-	6%	*	*	9%	8%	-	8%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>12%</b>	0%	13%	10%	-	*	-	*	12%	9%	6%	12%	8%	14%	8%	-	*	-	-
	Students																					
	CWD	8%	5%	<b>6%</b>	*	7%	-	-	-	-	-	7%	*	6%	-	0%	9%	0%	-	-	-	-
	CWOD	23%	20%	<b>12%</b>	0%	13%	10%	-	*	-	*	13%	10%	-	12%	9%	15%	9%	-	*	-	-
	EL	9%	8%	<b>8%</b>	-	8%	*	-	-	-	-	8%	8%	0%	9%	8%	10%	5%	-	*	-	-
	Male	20%	17%	<b>14%</b>	0%	15%	17%	-	*	-	*	14%	14%	9%	15%	10%	14%	-	-	*	-	-
	Female	22%	20%	<b>8%</b>	0%	9%	0%	-	-	-	-	9%	4%	0%	9%	5%	-	8%	-	*	-	-
Reading	All	19%	16%	<b>11%</b>	0%	12%	11%	-	*	-	*	11%	10%	4%	12%	6%	13%	8%	-	*	-	-
	Students																					
	CWD	7%	5%	<b>4%</b>	*	4%	-	-	-	-	-	5%	*	4%	-	0%	6%	*	-	-	-	-
	CWOD	20%	18%	<b>12%</b>	0%	13%	11%	-	*	-	*	12%	10%	-	12%	6%	13%	9%	-	*	-	-
	EL	7%	7%	<b>6%</b>	-	6%	*	-	-	-	-	6%	6%	0%	6%	6%	7%	4%	-	*	-	-
	Male	16%	13%	<b>13%</b>	*	13%	20%	-	*	-	*	13%	13%	6%	13%	7%	13%	-	-	*	-	-
	Female	22%	20%	<b>8%</b>	*	10%	0%	-	-	-	-	9%	5%	*	9%	4%	-	8%	-	*	-	-
Mathematics	All	23%	20%	<b>14%</b>	0%	15%	11%	-	*	-	*	14%	12%	7%	15%	11%	17%	9%	-	*	-	-
	Students																					
	CWD	10%	5%	<b>7%</b>	*	7%	-	-	-	-	-	7%	*	7%	-	0%	10%	*	-	-	-	-
	CWOD	25%	21%	<b>15%</b>	0%	16%	11%	-	*	-	*	16%	13%	-	15%	13%	18%	10%	-	*	-	-
	EL	13%	11%	<b>11%</b>	-	11%	*	-	-	-	-	11%	11%	0%	13%	11%	14%	7%	-	*	-	-
	Male	23%	19%	<b>17%</b>	0%	18%	20%	-	*	-	*	17%	17%	10%	18%	14%	17%	-	-	*	-	-
	Female	24%	20%	<b>9%</b>	*	11%	0%	-	-	-	-	10%	5%	*	10%	7%	-	9%	-	*	-	-
Science	All	22%	20%	<b>5%</b>	*	6%	*	-	-	-	-	6%	0%	*	4%	0%	9%	0%	-	-	-	-
	Students																					
	CWD	7%	4%	<b>*</b>	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	4%	*	5%	*	-	-	-	-	5%	0%	-	4%	0%	8%	0%	-	-	-	-
EL	5%	5%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
Male	23%	20%	9%	*	11%	*	-	-	-	-	10%	*	*	8%	0%	9%	-	-	-	-	-
Female	21%	20%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	*	69	50	-	-	-	*	68	75	64
CWD	75	-	75	-	-	-	-	-	75	75	71
CWOD	66	*	68	50	-	-	-	*	67	-	64
EL	64	-	65	*	-	-	-	-	64	71	64
Male	65	*	68	*	-	-	-	*	67	71	70
Female	70	*	71	*	-	-	-	-	71	*	53
<b>Mathematics</b>											
All Students	74	*	76	71	-	-	-	*	75	90	77
CWD	90	-	90	-	-	-	-	-	90	90	91
CWOD	72	*	73	71	-	-	-	*	72	-	74
EL	77	-	76	*	-	-	-	-	75	91	77
Male	70	*	71	*	-	-	-	*	70	88	70
Female	84	*	86	*	-	-	-	-	86	*	92

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
212	46	22%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	37	*	38	*	-	*	-	*	38	*	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Y	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	100%	-	-	-	-	99%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	-	*	-	*	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	98%	*	98%	*	-	-	-	-	98%	100%	100%	98%	100%	96%	-	
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	98%	*	98%	*	-	-	-	-	97%	100%	-	98%	100%	100%	96%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	96%	-	96%	-	-	-	-	-	95%	100%	*	96%	100%	-	96%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	-	-	-	-	1%	0%	0%	1%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
EL		0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
Male		0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
Female		0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	-	*	-	*	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	0%	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	2%	*	2%	*	-	-	-	-	2%	0%	0%	2%	0%	0%	4%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	2%	*	2%	*	-	-	-	-	3%	0%	-	2%	0%	0%	4%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	4%	-	4%	-	-	-	-	-	5%	0%	*	4%	0%	-	4%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	15	*	11	*	*	*	*	*	5		
	Female	*	*	*	*	*	*	*	*	*		
	Total	17	*	13	*	*	*	*	*	7		
<b>Out-of-School Suspensions</b>												
	Male	9	*	7	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	13	*	9	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	8	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	6	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	21	*	14	5	*	*	*	*	5	5	*
	Female	19	*	14	5	*	*	*	*	8	*	*
	Total	40	*	28	10	*	*	*	*	13	7	*



	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs											
	Male	11	*	11	*	*	*	*	*	11	*
	Female	11	*	11	*	*	*	*	*	11	*
	Total	22	*	22	*	*	*	*	*	22	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.0	14.5%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 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
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>20</b>	<b>4%</b>
Reading	43,730	1%	378	1%	<b>9</b>	<b>4%</b>
Mathematics	39,178	1%	351	1%	<b>9</b>	<b>4%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** DITTO EL

**Campus ID:** 220901130

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17													
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%		
	Baseline 2016-17													

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All	77%	70%	<b>80%</b>	60%	82%	84%	-	100%	*	*	59%	90%	57%	84%	91%	76%	85%	-	*	-	*	
	Students																						
	CWD	51%	46%	<b>57%</b>	*	*	63%	-	*	-	-	*	70%	57%	-	*	55%	*	-	-	-	-	
	CWOD	79%	72%	<b>84%</b>	73%	81%	87%	-	*	*	*	63%	94%	-	84%	90%	81%	86%	-	*	-	*	
	EL	70%	69%	<b>91%</b>	-	*	*	-	*	-	-	*	100%	*	90%	91%	83%	100%	-	-	-	-	
	Male	74%	68%	<b>76%</b>	56%	100%	76%	-	*	*	*	53%	86%	55%	81%	83%	76%	-	-	*	-	*	
	Female	79%	73%	<b>85%</b>	*	70%	91%	-	*	-	-	65%	94%	*	86%	100%	-	85%	-	-	-	*	
	Mathematics	All	77%	71%	<b>92%</b>	67%	94%	95%	-	100%	*	100%	82%	96%	57%	97%	100%	89%	94%	-	*	-	*
Students																							
CWD	52%	43%	<b>57%</b>	*	*	63%	-	*	-	-	*	70%	57%	-	*	55%	*	-	-	-	-	-	
CWOD	80%	73%	<b>97%</b>	82%	94%	100%	-	*	*	100%	90%	100%	-	97%	100%	98%	96%	-	*	-	-	*	
EL	74%	73%	<b>100%</b>	-	*	100%	-	*	-	-	*	100%	*	100%	100%	100%	100%	-	-	-	-	-	
Male	77%	70%	<b>89%</b>	67%	100%	90%	-	*	*	100%	82%	92%	55%	98%	100%	89%	-	-	*	-	-	*	
Female	78%	71%	<b>94%</b>	*	90%	100%	-	*	-	-	82%	100%	*	96%	100%	-	94%	-	-	-	-	*	
<b>Grade 4</b>																							
Reading	All	72%	67%	<b>90%</b>	100%	92%	88%	-	*	*	83%	77%	95%	56%	93%	86%	86%	94%	-	-	-	*	
	Students																						
	CWD	46%	47%	<b>56%</b>	-	*	*	-	-	-	*	*	56%	-	*	*	*	-	-	-	-	-	-
	CWOD	75%	69%	<b>93%</b>	100%	92%	93%	-	*	*	83%	81%	97%	-	93%	100%	92%	94%	-	-	-	-	*
	EL	60%	56%	<b>86%</b>	-	*	*	-	-	-	*	*	*	*	100%	86%	*	*	-	-	-	-	-
	Male	70%	64%	<b>86%</b>	*	93%	84%	-	*	-	*	64%	93%	*	92%	*	86%	-	-	-	-	-	*
	Female	75%	70%	<b>94%</b>	100%	91%	93%	-	*	*	*	88%	97%	*	94%	*	-	94%	-	-	-	-	*
	Mathematics	All	77%	74%	<b>94%</b>	100%	96%	95%	-	*	*	83%	83%	99%	67%	97%	86%	93%	96%	-	-	-	*
Students																							
CWD	49%	49%	<b>67%</b>	-	*	63%	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-	-	
CWOD	81%	76%	<b>97%</b>	100%	96%	100%	-	*	*	83%	88%	100%	-	97%	100%	98%	96%	-	-	-	-	*	
EL	72%	72%	<b>86%</b>	-	*	*	-	-	-	*	*	*	*	100%	86%	*	*	-	-	-	-	-	
Male	77%	72%	<b>93%</b>	*	100%	92%	-	*	-	*	79%	98%	*	98%	*	93%	-	-	-	-	-	*	
Female	78%	76%	<b>96%</b>	100%	91%	100%	-	*	*	*	88%	100%	*	96%	*	-	96%	-	-	-	-	*	
<b>Grade 5</b>																							
Reading	All	83%	80%	<b>96%</b>	89%	93%	97%	-	100%	*	*	87%	99%	71%	97%	*	96%	96%	-	-	-	-	
	Students																						
	CWD	54%	47%	<b>71%</b>	*	-	*	-	-	-	*	*	71%	-	-	*	*	-	-	-	-	-	
	CWOD	87%	83%	<b>97%</b>	100%	93%	99%	-	100%	*	*	93%	99%	-	97%	*	98%	96%	-	-	-	-	
EL	73%	70%	<b>*</b>	-	-	*	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	-	



				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	81%	77%	<b>96%</b>	83%	100%	98%	-	100%	*	*	77%	100%	*	98%	*	96%	-	-	-	-	-
	Female	86%	82%	<b>96%</b>	*	*	97%	-	100%	*	*	94%	97%	*	96%	*	-	96%	-	-	-	-
Mathematics	All	90%	85%	<b>99%</b>	100%	100%	99%	-	100%	*	100%	100%	99%	100%	99%	*	99%	100%	-	-	-	-
	Students																					
	CWD	70%	56%	<b>100%</b>	*	-	100%	-	-	-	-	*	*	100%	-	-	100%	*	-	-	-	-
	CWOD	92%	89%	<b>99%</b>	100%	100%	99%	-	100%	*	100%	100%	99%	-	99%	*	98%	100%	-	-	-	-
	EL	86%	81%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	89%	84%	<b>99%</b>	100%	100%	98%	-	100%	*	*	100%	98%	100%	98%	*	99%	-	-	-	-	-
	Female	91%	86%	<b>100%</b>	*	*	100%	-	100%	*	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Science	All	75%	69%	<b>90%</b>	67%	79%	96%	-	90%	*	*	71%	98%	*	93%	*	90%	91%	-	-	-	-
	Students																					
	CWD	48%	38%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	72%	<b>93%</b>	86%	79%	97%	-	90%	*	*	78%	98%	-	93%	*	92%	93%	-	-	-	-
	EL	62%	57%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	76%	69%	<b>90%</b>	*	91%	95%	-	*	*	*	54%	98%	*	92%	*	90%	-	-	-	-	-
	Female	75%	69%	<b>91%</b>	*	*	97%	-	100%	*	*	83%	97%	*	93%	*	-	91%	-	-	-	-
Grade 6	All	68%	67%	<b>93%</b>	89%	86%	94%	*	*	*	100%	92%	94%	71%	95%	*	91%	96%	-	*	-	-
	Students																					
	CWD	35%	33%	<b>71%</b>	*	*	100%	-	-	-	-	*	*	71%	-	-	*	*	-	-	-	-
	CWOD	71%	70%	<b>95%</b>	100%	92%	94%	*	*	*	100%	100%	93%	-	95%	*	92%	98%	-	*	-	-
	EL	42%	46%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	63%	61%	<b>91%</b>	*	*	93%	*	*	-	*	91%	91%	*	92%	*	91%	-	-	-	-	-
	Female	72%	73%	<b>96%</b>	86%	100%	96%	-	*	*	*	93%	97%	*	98%	-	-	96%	-	*	-	-
Mathematics	All	76%	76%	<b>99%</b>	100%	80%	100%	*	*	*	100%	96%	100%	88%	100%	*	100%	96%	-	*	-	-
	Students																					
	CWD	50%	46%	<b>88%</b>	*	*	100%	-	-	-	-	*	*	88%	-	-	100%	*	-	-	-	-
	CWOD	79%	80%	<b>100%</b>	100%	85%	100%	*	*	*	100%	100%	100%	-	100%	*	100%	98%	-	*	-	-
	EL	61%	67%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	76%	76%	<b>100%</b>	*	100%	100%	*	*	-	*	100%	100%	100%	100%	*	100%	-	-	-	-	-
	Female	77%	77%	<b>96%</b>	100%	67%	100%	-	*	*	*	94%	94%	*	98%	-	-	96%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	All	43%	35%	<b>54%</b>	33%	29%	63%	-	100%	*	*	32%	64%	29%	58%	64%	46%	62%	-	*	-	*
	Students																					
	CWD	28%	21%	<b>29%</b>	*	*	38%	-	*	-	-	*	40%	29%	-	*	36%	*	-	-	-	-
	CWOD	44%	36%	<b>58%</b>	45%	31%	67%	-	*	*	*	37%	68%	-	58%	60%	49%	65%	-	*	-	*
	EL	32%	32%	<b>64%</b>	-	*	*	-	*	-	-	*	88%	*	60%	64%	67%	60%	-	-	-	-
	Male	40%	33%	<b>46%</b>	22%	29%	55%	-	*	*	*	12%	62%	36%	49%	67%	46%	-	-	*	-	*
	Female	45%	37%	<b>62%</b>	*	30%	70%	-	*	-	-	53%	66%	*	65%	60%	-	62%	-	-	-	*
Mathematics	All	46%	37%	<b>62%</b>	40%	47%	66%	-	100%	*	83%	44%	71%	29%	67%	73%	59%	65%	-	*	-	*
	Students																					
	CWD	30%	23%	<b>29%</b>	*	*	38%	-	*	-	-	*	40%	29%	-	*	36%	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	48%	38%	<b>67%</b>	55%	50%	70%	-	*	*	83%	50%	76%	-	67%	70%	65%	69%	-	*	-	*	
	EL	39%	38%	<b>73%</b>	-	*	60%	-	*	-	-	*	88%	*	70%	73%	67%	80%	-	-	-	-	
	Male	47%	38%	<b>59%</b>	22%	57%	62%	-	*	*	83%	41%	68%	36%	65%	67%	59%	-	*	-	-	*	
	Female	45%	35%	<b>65%</b>	*	40%	70%	-	*	-	-	47%	74%	*	69%	80%	-	65%	-	-	-	*	
Grade 4	Reading	All	45%	40%	<b>72%</b>	67%	69%	74%	-	*	*	67%	43%	83%	22%	77%	71%	68%	76%	-	-	-	*
		Students																					
		CWDCWD	28%	30%	<b>22%</b>	-	*	*	-	-	-	*	*	22%	-	*	*	*	-	-	-	-	-
		CWOD	47%	41%	<b>77%</b>	67%	72%	81%	-	*	*	67%	50%	86%	-	77%	83%	75%	79%	-	-	-	*
		EL	29%	28%	<b>71%</b>	-	*	*	-	-	-	*	*	*	83%	71%	*	*	-	-	-	-	-
		Male	43%	39%	<b>68%</b>	*	67%	73%	-	*	-	*	29%	81%	*	75%	*	68%	-	-	-	-	*
		Female	47%	42%	<b>76%</b>	80%	73%	75%	-	*	*	*	56%	86%	*	79%	*	-	76%	-	-	-	*
	Mathematics	All	48%	40%	<b>75%</b>	50%	65%	80%	-	*	*	83%	40%	88%	44%	78%	57%	81%	69%	-	-	-	*
		Students																					
		CWDCWD	29%	30%	<b>44%</b>	-	*	50%	-	-	-	*	*	44%	-	*	*	*	-	-	-	-	-
		CWOD	50%	42%	<b>78%</b>	50%	68%	84%	-	*	*	83%	46%	89%	-	78%	67%	85%	70%	-	-	-	*
		EL	38%	35%	<b>57%</b>	-	*	*	-	-	-	*	*	*	67%	57%	*	*	-	-	-	-	-
		Male	48%	41%	<b>81%</b>	*	73%	86%	-	*	-	*	50%	91%	*	85%	*	81%	-	-	-	-	*
		Female	47%	40%	<b>69%</b>	60%	55%	71%	-	*	*	*	31%	86%	*	70%	*	-	69%	-	-	-	*
Grade 5	Reading	All	53%	49%	<b>78%</b>	78%	79%	77%	-	80%	*	*	68%	82%	43%	81%	*	72%	87%	-	-	-	-
		Students																					
		CWDCWD	30%	25%	<b>43%</b>	*	-	*	-	-	-	*	*	43%	-	-	*	*	-	-	-	-	-
		CWOD	56%	51%	<b>81%</b>	86%	79%	80%	-	80%	*	*	74%	83%	-	81%	*	75%	89%	-	-	-	-
		EL	35%	30%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
		Male	50%	46%	<b>72%</b>	67%	82%	73%	-	60%	*	*	38%	80%	*	75%	*	72%	-	-	-	-	-
		Female	56%	51%	<b>87%</b>	*	*	84%	-	100%	*	*	89%	86%	*	89%	*	-	87%	-	-	-	-
	Mathematics	All	57%	50%	<b>84%</b>	78%	71%	85%	-	100%	*	80%	65%	92%	57%	86%	*	85%	83%	-	-	-	-
		Students																					
		CWDCWD	34%	24%	<b>57%</b>	*	-	80%	-	-	-	*	*	57%	-	-	60%	*	-	-	-	-	-
		CWOD	60%	52%	<b>86%</b>	100%	71%	86%	-	100%	*	80%	70%	91%	-	86%	*	87%	84%	-	-	-	-
		EL	46%	39%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
		Male	57%	49%	<b>85%</b>	83%	82%	86%	-	100%	*	*	62%	91%	60%	87%	*	85%	-	-	-	-	-
		Female	58%	50%	<b>83%</b>	*	*	84%	-	100%	*	*	67%	93%	*	84%	*	-	83%	-	-	-	-
	Science	All	40%	34%	<b>66%</b>	44%	50%	71%	-	80%	*	*	35%	77%	*	69%	*	63%	70%	-	-	-	-
		Students																					
		CWDCWD	25%	18%	*	*	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
		CWOD	42%	35%	<b>69%</b>	57%	50%	73%	-	80%	*	*	41%	78%	-	69%	*	65%	73%	-	-	-	-
		EL	24%	18%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
		Male	42%	35%	<b>63%</b>	*	55%	70%	-	*	*	*	15%	75%	*	65%	*	63%	-	-	-	-	-
		Female	38%	32%	<b>70%</b>	*	*	71%	-	100%	*	*	50%	83%	*	73%	*	-	70%	-	-	-	-
Grade 6	Reading	All	38%	37%	<b>74%</b>	78%	64%	75%	*	*	*	67%	58%	79%	57%	75%	*	62%	88%	-	*	-	-
		Students																					

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	22%	22%	<b>57%</b>	*	*	80%	-	-	-	*	*	57%	-	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>75%</b>	88%	69%	75%	*	*	*	67%	64%	78%	-	75%	*	62%	89%	-	*	-
	EL	14%	15%	*	-	*	*	-	-	-	-	*	*	*	*	*	-	-	-	-	-
	Male	34%	32%	<b>62%</b>	*	*	69%	*	*	-	*	27%	70%	*	62%	*	62%	-	-	-	-
	Female	42%	42%	<b>88%</b>	71%	100%	85%	-	*	*	*	80%	91%	*	89%	-	-	88%	-	*	-
Mathematics	All	43%	46%	<b>89%</b>	100%	67%	90%	*	*	*	83%	85%	91%	75%	90%	*	82%	96%	-	*	-
	Students																				
	CWD	23%	27%	<b>75%</b>	*	*	80%	-	-	-	*	*	75%	-	-	80%	*	-	-	-	-
	CWOD	46%	48%	<b>90%</b>	100%	69%	90%	*	*	*	83%	86%	92%	-	90%	*	82%	98%	-	*	-
	EL	24%	31%	*	-	*	*	-	-	-	-	*	*	*	*	*	-	-	-	-	-
	Male	44%	46%	<b>82%</b>	*	67%	83%	*	*	-	*	73%	84%	80%	82%	*	82%	-	-	-	-
	Female	42%	46%	<b>96%</b>	100%	67%	100%	-	*	*	*	94%	94%	*	98%	-	-	96%	-	*	-

**STAAR Percent at Masters Grade Level**

Grade 3

Reading	All	24%	19%	<b>34%</b>	27%	6%	40%	-	80%	*	*	15%	43%	21%	36%	64%	33%	35%	-	*	-	*
	Students																					
	CWD	9%	7%	<b>21%</b>	*	*	25%	-	*	-	*	30%	21%	-	*	27%	*	-	-	-	-	
	CWOD	26%	20%	<b>36%</b>	36%	6%	43%	-	*	*	17%	45%	-	36%	60%	35%	37%	-	*	-	*	
	EL	15%	16%	<b>64%</b>	-	*	*	-	*	-	*	88%	*	60%	64%	67%	60%	-	-	-	-	
	Male	22%	17%	<b>33%</b>	22%	0%	41%	-	*	*	6%	46%	27%	35%	67%	33%	-	-	*	-	*	
	Female	26%	20%	<b>35%</b>	*	10%	39%	-	*	-	24%	40%	*	37%	60%	-	35%	-	-	-	*	
Mathematics	All	22%	15%	<b>38%</b>	13%	29%	39%	-	80%	*	67%	18%	47%	21%	40%	55%	39%	37%	-	*	-	*
	Students																					
	CWD	12%	5%	<b>21%</b>	*	*	25%	-	*	-	*	30%	21%	-	*	27%	*	-	-	-	-	
	CWOD	24%	16%	<b>40%</b>	18%	31%	41%	-	*	*	67%	20%	50%	-	40%	50%	42%	39%	-	*	-	*
	EL	17%	16%	<b>55%</b>	-	*	40%	-	*	-	*	75%	*	50%	55%	50%	60%	-	-	-	-	
	Male	23%	17%	<b>39%</b>	11%	29%	38%	-	*	*	67%	12%	51%	27%	42%	50%	39%	-	-	*	-	*
	Female	21%	14%	<b>37%</b>	*	30%	39%	-	*	-	24%	43%	*	39%	60%	-	37%	-	-	-	-	*

Grade 4

Reading	All	23%	19%	<b>47%</b>	33%	50%	45%	-	*	*	50%	17%	59%	22%	49%	43%	46%	49%	-	-	-	*
	Students																					
	CWD	9%	9%	<b>22%</b>	-	*	*	-	-	-	*	*	22%	-	*	*	*	-	-	-	-	
	CWOD	25%	20%	<b>49%</b>	33%	52%	47%	-	*	*	50%	19%	60%	-	49%	50%	50%	49%	-	-	-	*
	EL	12%	11%	<b>43%</b>	-	*	*	-	-	-	*	*	*	50%	43%	*	*	-	-	-	-	
	Male	22%	18%	<b>46%</b>	*	47%	46%	-	*	-	*	7%	58%	*	50%	*	46%	-	-	-	-	*
	Female	25%	21%	<b>49%</b>	40%	55%	43%	-	*	*	*	25%	60%	*	49%	*	-	49%	-	-	-	*
Mathematics	All	26%	20%	<b>56%</b>	17%	50%	62%	-	*	*	50%	23%	69%	22%	60%	43%	60%	53%	-	-	-	*
	Students																					
	CWD	11%	10%	<b>22%</b>	-	*	25%	-	-	-	*	*	22%	-	*	*	*	-	-	-	-	
	CWOD	28%	21%	<b>60%</b>	17%	52%	67%	-	*	*	50%	27%	71%	-	60%	50%	65%	53%	-	-	-	*
	EL	18%	14%	<b>43%</b>	-	*	*	-	-	-	*	*	*	50%	43%	*	*	-	-	-	-	
	Male	27%	21%	<b>60%</b>	*	47%	68%	-	*	-	*	29%	70%	*	65%	*	60%	-	-	-	-	*
	Female	25%	19%	<b>53%</b>	20%	55%	54%	-	*	*	*	19%	69%	*	53%	*	-	53%	-	-	-	*

				African		American		Pacific		Two or More Econ		Non Econ								Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 5	Reading	All	26%	23%	<b>49%</b>	22%	43%	53%	-	50%	*	*	35%	54%	29%	50%	*	43%	57%	-	-	-	-	
		Students																						
		CWD	9%	7%	<b>29%</b>	*	-	*	-	-	-	-	*	*	29%	-	-	*	*	-	-	-	-	-
		CWOD	27%	24%	<b>50%</b>	29%	43%	54%	-	50%	*	*	41%	53%	-	50%	*	43%	60%	-	-	-	-	-
		EL	12%	8%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-	-
		Female	28%	25%	<b>57%</b>	*	*	61%	-	60%	*	*	50%	62%	*	60%	*	-	57%	-	-	-	-	-
	Mathematics	All	30%	24%	<b>59%</b>	11%	29%	65%	-	90%	*	60%	26%	71%	14%	62%	*	54%	66%	-	-	-	-	
		Students																						
		CWD	13%	7%	<b>14%</b>	*	-	20%	-	-	-	*	*	14%	-	-	-	20%	*	-	-	-	-	-
		CWOD	31%	26%	<b>62%</b>	14%	29%	69%	-	90%	*	60%	30%	73%	-	62%	*	57%	69%	-	-	-	-	-
		EL	19%	13%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-	-
		Female	30%	24%	<b>66%</b>	*	*	68%	-	100%	*	*	39%	83%	*	69%	*	-	66%	-	-	-	-	-
	Science	All	16%	13%	<b>33%</b>	11%	29%	37%	-	40%	*	*	16%	39%	*	34%	*	32%	34%	-	-	-	-	
		Students																						
		CWD	9%	5%	*	*	-	*	-	-	-	*	*	*	-	-	-	*	*	-	-	-	-	-
CWOD		17%	14%	<b>34%</b>	14%	29%	39%	-	40%	*	*	19%	40%	-	34%	*	33%	36%	-	-	-	-	-	
EL		7%	4%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-	-	
Female		15%	12%	<b>34%</b>	*	*	32%	-	80%	*	*	22%	41%	*	36%	*	-	34%	-	-	-	-	-	
Grade 6	Reading	All	18%	17%	<b>43%</b>	44%	43%	39%	*	*	*	50%	38%	44%	14%	45%	*	33%	54%	-	*	-	-	
		Students																						
		CWD	8%	6%	<b>14%</b>	*	*	20%	-	-	-	*	*	14%	-	-	-	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>45%</b>	50%	46%	41%	*	*	*	50%	45%	45%	-	45%	*	34%	57%	-	*	-	-	-
		EL	4%	5%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
		Female	22%	22%	<b>54%</b>	43%	75%	44%	-	*	*	*	60%	52%	*	57%	-	-	54%	-	*	-	-	-
	Mathematics	All	18%	21%	<b>63%</b>	67%	40%	65%	*	*	*	67%	41%	72%	0%	69%	*	55%	72%	-	*	-	-	
		Students																						
		CWD	9%	7%	<b>0%</b>	*	*	0%	-	-	-	*	*	0%	-	-	-	0%	*	-	-	-	-	-
		CWOD	19%	22%	<b>69%</b>	75%	46%	70%	*	*	*	67%	50%	75%	-	69%	*	60%	77%	-	*	-	-	-
		EL	6%	9%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
		Female	17%	21%	<b>72%</b>	57%	67%	69%	-	*	*	*	56%	78%	*	77%	-	-	72%	-	*	-	-	-
	<b>STAAR Percent at Approaches Grade Level or Above</b>																							
	All Grades																							
	All Subjects	All	77%	72%	<b>93%</b>	82%	91%	94%	*	98%	92%	88%	82%	97%	67%	95%	94%	91%	94%	-	*	-	100%	
Students																								
CWD		45%	38%	<b>67%</b>	38%	71%	74%	-	*	-	-	51%	80%	67%	-	*	61%	80%	-	-	-	-	-	
EL		60%	59%	<b>94%</b>	-	100%	86%	-	100%	-	*	83%	100%	*	98%	94%	89%	100%	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	74%	69%	<b>91%</b>	76%	96%	93%	*	96%	100%	78%	76%	96%	61%	95%	89%	91%	-	-	*	-	*
	Female	79%	76%	<b>94%</b>	87%	85%	97%	-	100%	86%	100%	87%	98%	80%	95%	100%	-	94%	-	*	-	*
Reading	All Students	73%	68%	<b>90%</b>	79%	89%	91%	*	100%	100%	83%	78%	95%	62%	92%	91%	88%	92%	-	*	-	*
	CWD	39%	32%	<b>62%</b>	*	*	69%	-	*	-	-	44%	76%	62%	-	*	54%	82%	-	-	-	-
	CWOD	77%	72%	<b>92%</b>	91%	90%	93%	*	100%	100%	83%	83%	96%	-	92%	95%	92%	93%	-	*	-	*
	EL	52%	51%	<b>91%</b>	-	100%	80%	-	*	*	*	78%	100%	*	95%	91%	85%	100%	-	-	-	-
	Male	69%	64%	<b>88%</b>	72%	92%	89%	*	100%	*	69%	69%	93%	54%	92%	85%	88%	-	-	*	-	*
	Female	77%	73%	<b>92%</b>	86%	84%	94%	-	100%	*	100%	85%	96%	82%	93%	100%	-	92%	-	*	-	*
Mathematics	All Students	80%	75%	<b>96%</b>	87%	96%	97%	*	100%	*	96%	90%	98%	74%	98%	96%	95%	97%	-	*	-	*
	CWD	52%	42%	<b>74%</b>	*	*	77%	-	*	-	-	65%	81%	74%	-	*	69%	83%	-	-	-	-
	CWOD	83%	79%	<b>98%</b>	94%	97%	100%	*	100%	*	96%	94%	100%	-	98%	100%	99%	98%	-	*	-	*
	EL	70%	69%	<b>96%</b>	-	100%	90%	-	*	-	*	89%	100%	*	100%	96%	92%	100%	-	-	-	-
	Male	78%	73%	<b>95%</b>	83%	100%	95%	*	100%	*	92%	89%	97%	69%	99%	92%	95%	-	-	*	-	*
	Female	82%	78%	<b>97%</b>	90%	88%	100%	-	100%	*	100%	91%	100%	83%	98%	100%	-	97%	-	*	-	*
Science	All Students	79%	74%	<b>90%</b>	67%	79%	96%	-	90%	*	*	71%	98%	*	93%	*	90%	91%	-	-	-	-
	CWD	48%	40%	*	*	-	*	-	-	-	*	*	*	-	-	*	*	*	-	-	-	-
	CWOD	82%	78%	<b>93%</b>	86%	79%	97%	-	90%	*	*	78%	98%	-	93%	*	92%	93%	-	-	-	-
	EL	58%	57%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	78%	72%	<b>90%</b>	*	91%	95%	-	*	*	*	54%	98%	*	92%	*	90%	-	-	-	-	-
	Female	80%	77%	<b>91%</b>	*	*	97%	-	100%	*	*	83%	97%	*	93%	*	-	91%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>73%</b>	60%	61%	76%	*	93%	75%	71%	51%	81%	40%	76%	58%	69%	77%	-	*	-	75%
	Students																					
	CWD	23%	19%	<b>40%</b>	13%	14%	49%	-	*	-	-	19%	58%	40%	-	*	42%	36%	-	-	-	-
	CWOD	50%	45%	<b>76%</b>	70%	64%	79%	*	92%	75%	71%	57%	83%	-	76%	59%	72%	80%	-	*	-	75%
	EL	26%	25%	<b>58%</b>	-	63%	38%	-	89%	-	*	28%	77%	*	59%	58%	52%	67%	-	-	-	-
	Male	45%	40%	<b>69%</b>	48%	63%	74%	*	83%	80%	48%	37%	79%	42%	72%	52%	69%	-	-	*	-	*
	Female	50%	45%	<b>77%</b>	71%	59%	78%	-	100%	71%	96%	63%	84%	36%	80%	67%	-	77%	-	*	-	*
Reading	All Students	46%	41%	<b>70%</b>	59%	61%	73%	*	91%	80%	61%	50%	77%	35%	73%	57%	63%	78%	-	*	-	*
	CWD	22%	18%	<b>35%</b>	*	*	42%	-	*	-	-	13%	52%	35%	-	*	35%	36%	-	-	-	-
	CWOD	48%	44%	<b>73%</b>	69%	63%	76%	*	90%	80%	61%	55%	79%	-	73%	57%	66%	80%	-	*	-	*
	EL	21%	21%	<b>57%</b>	-	50%	40%	-	*	-	*	22%	79%	*	57%	57%	46%	70%	-	-	-	-
	Male	41%	37%	<b>63%</b>	44%	56%	68%	*	78%	*	31%	25%	74%	35%	66%	46%	63%	-	-	*	-	*
	Female	50%	47%	<b>78%</b>	71%	66%	78%	-	100%	*	100%	70%	82%	36%	80%	70%	-	78%	-	*	-	*
Mathematics	All Students	48%	42%	<b>78%</b>	64%	64%	81%	*	100%	*	83%	57%	86%	47%	81%	65%	77%	78%	-	*	-	*
	CWD	26%	21%	<b>47%</b>	*	*	58%	-	*	-	-	29%	62%	47%	-	*	50%	42%	-	-	-	-
	CWOD	51%	45%	<b>81%</b>	75%	67%	83%	*	100%	*	83%	62%	87%	-	81%	67%	81%	80%	-	*	-	*

				African		Hispanic		American		Pacific		Two or More Econ		Non Econ						Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	EL	33%	31%	<b>65%</b>	-	75%	40%	-	*	-	*	33%	86%	*	67%	65%	62%	70%	-	-	-	-
	Male	47%	41%	<b>77%</b>	50%	72%	81%	*	100%	*	69%	55%	84%	50%	81%	62%	77%	-	-	*	-	*
	Female	49%	44%	<b>78%</b>	76%	53%	81%	-	100%	*	100%	60%	88%	42%	80%	70%	-	78%	-	*	-	*
Science	All	49%	46%	<b>66%</b>	44%	50%	71%	-	80%	*	*	35%	77%	*	69%	*	63%	70%	-	-	-	-
	Students																					
	CWD	23%	18%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	52%	49%	<b>69%</b>	57%	50%	73%	-	80%	*	*	41%	78%	-	69%	*	65%	73%	-	-	-	-
	EL	21%	20%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	50%	45%	<b>63%</b>	*	55%	70%	-	*	*	*	15%	75%	*	65%	*	63%	-	-	-	-	-
	Female	49%	46%	<b>70%</b>	*	*	71%	-	100%	*	*	50%	83%	*	73%	*	-	70%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All	21%	18%	<b>47%</b>	26%	37%	50%	*	74%	67%	45%	25%	55%	18%	49%	42%	44%	51%	-	*	-	38%
	Students																					
	CWD	8%	5%	<b>18%</b>	0%	0%	23%	-	*	-	-	0%	33%	18%	-	*	19%	16%	-	-	-	-
	CWOD	23%	20%	<b>49%</b>	32%	39%	52%	*	73%	67%	45%	29%	57%	-	49%	41%	47%	53%	-	*	-	38%
	EL	9%	8%	<b>42%</b>	-	50%	29%	-	67%	-	*	11%	60%	*	41%	42%	37%	48%	-	-	-	-
	Male	20%	17%	<b>44%</b>	21%	30%	50%	*	61%	60%	33%	12%	53%	19%	47%	37%	44%	-	-	*	-	*
	Female	22%	20%	<b>51%</b>	31%	47%	50%	-	84%	71%	58%	35%	59%	16%	53%	48%	-	51%	-	*	-	*
Reading	All	19%	16%	<b>43%</b>	31%	37%	45%	*	73%	60%	39%	26%	50%	22%	45%	43%	39%	48%	-	*	-	*
	Students																					
	CWD	7%	5%	<b>22%</b>	*	*	27%	-	*	-	-	0%	38%	22%	-	*	23%	18%	-	-	-	-
	CWOD	20%	18%	<b>45%</b>	38%	38%	47%	*	71%	60%	39%	30%	51%	-	45%	43%	41%	50%	-	*	-	*
	EL	7%	7%	<b>43%</b>	-	50%	30%	-	*	-	*	11%	64%	*	43%	43%	38%	50%	-	-	-	-
	Male	16%	13%	<b>39%</b>	22%	31%	43%	*	67%	*	23%	9%	48%	23%	41%	38%	39%	-	-	*	-	*
	Female	22%	20%	<b>48%</b>	38%	44%	47%	-	77%	*	60%	39%	53%	18%	50%	50%	-	48%	-	*	-	*
Mathematics	All	23%	20%	<b>54%</b>	26%	40%	58%	*	91%	*	61%	26%	65%	16%	58%	43%	52%	57%	-	*	-	*
	Students																					
	CWD	10%	5%	<b>16%</b>	*	*	19%	-	*	-	-	0%	29%	16%	-	*	15%	17%	-	-	-	-
	CWOD	25%	21%	<b>58%</b>	31%	42%	62%	*	90%	*	61%	30%	68%	-	58%	43%	57%	59%	-	*	-	*
	EL	13%	11%	<b>43%</b>	-	50%	30%	-	*	-	*	11%	64%	*	43%	43%	38%	50%	-	-	-	-
	Male	23%	19%	<b>52%</b>	22%	31%	59%	*	89%	*	46%	16%	63%	15%	57%	38%	52%	-	-	*	-	*
	Female	24%	20%	<b>57%</b>	29%	50%	57%	-	92%	*	80%	34%	68%	17%	59%	50%	-	57%	-	*	-	*
Science	All	22%	20%	<b>33%</b>	11%	29%	37%	-	40%	*	*	16%	39%	*	34%	*	32%	34%	-	-	-	-
	Students																					
	CWD	7%	4%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	22%	<b>34%</b>	14%	29%	39%	-	40%	*	*	19%	40%	-	34%	*	33%	36%	-	-	-	-
	EL	5%	5%	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	23%	20%	<b>32%</b>	*	27%	41%	-	*	*	*	8%	38%	*	33%	*	32%	-	-	-	-	-
	Female	21%	20%	<b>34%</b>	*	*	32%	-	80%	*	*	22%	41%	*	36%	*	-	34%	-	-	-	-

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	70	89	76	*	88	*	94	79	73	88
CWD	73	*	*	74	-	-	-	-	60	73	*
CWOD	80	69	91	76	*	88	*	94	82	-	86
EL	88	-	*	*	-	*	-	*	83	*	88
Male	78	72	85	75	*	100	*	86	77	64	93
Female	81	69	95	76	-	78	*	100	81	92	*
<b>Mathematics</b>											
All Students	88	73	84	90	*	100	*	85	76	86	96
CWD	86	*	*	82	-	-	-	-	86	86	*
CWOD	88	71	83	91	*	100	*	85	74	-	95
EL	96	-	100	*	-	*	-	*	92	*	96
Male	86	83	77	89	*	100	*	*	73	82	93
Female	91	65	95	92	-	100	*	100	78	93	100

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

(') Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>44</b>	<b>21</b>	<b>48%</b>

\*\*) 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	71	56	63	73	*	88	78	68	53	42	65

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
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\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

(') Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y	Y					N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	Y
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y	Y					Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y	Y	N	Y					N	N	Y

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	99%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	97%	100%	-	100%	100%	100%	100%	100%	99%	100%	99%	100%	-	99%
Reading	All Students	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	99%	100%	97%	100%	*	100%	100%	100%	100%	99%	100%	99%	100%	100%	98%	-
	CWD	100%	100%	*	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	97%	100%	*	100%	100%	100%	100%	99%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	100%	94%	99%	-	100%	*	100%	100%	98%	100%	98%	100%	-	98%	-
Science	All Students	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	-	100%	-	-	-	-	*	*	100%	-	-	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	-	*	-	*	-	-	-	*	-	*	*	*	*	-
	Male	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	*	100%	-
	Female	100%	*	*	100%	-	100%	*	*	100%	100%	*	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	3%	0%	-	0%	0%	0%	0%	0%	1%	0%	1%	0%	-	1%
Reading	All Students	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	1%	0%	3%	0%	*	0%	0%	0%	0%	1%	0%	1%	0%	0%	2%	-
	CWD	0%	0%	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	3%	0%	*	0%	0%	0%	0%	1%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	0%	6%	1%	-	0%	*	0%	0%	2%	0%	2%	0%	-	2%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	-	0%	-	-	-	*	*	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	-	*	-	*	-	-	*	-	*	*	*	*	-
	Male	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	*	0%	-	0%	*	*	0%	0%	*	0%	*	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	20	5	*	11	*	*	*	*	*		
	Female	7	*	*	5	*	*	*	*	*		
	Total	27	5	*	16	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	*	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions	Total	*	*	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism												
	Male	21	5	*	14	*	*	*	*	*	5	5
	Female	24	*	5	17	*	*	*	*	*	*	*
	Total	45	5	7	31	*	*	*	*	*	7	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*

Incidents of threats of physical attack without a weapon	<b>Total</b>
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ' ' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.6	10.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-

**Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed**

All School	
Number	Percent
0.0	-

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-

	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 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
	Pacific Islander	*	29	*	42	*	25	*	4	
	Two or More Races	13	15	30	39	41	35	17	11	
	Econ Disadv	23	31	46	44	25	22	4	3	
	Students with Disabilities	43	51	38	32	16	14	2	3	
	English Language Learners	29	47	44	39	23	13	4	2	
	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
Asian		8	13	29	30	53	45	10	12	
Pacific Islander		*	35	*	42	*	22	*	2	
Two or More Races		23	18	42	40	31	36	5	6	
Econ Disadv		38	35	45	43	16	20	1	1	
Students with Disabilities		65	61	29	29	6	9	n/a	1	
English Language Learners	62	68	33	27	5	5	n/a	n/a		
Mathematics	Overall	30	30	37	36	24	24	9	10	
	Black	44	53	41	34	13	11	1	2	
	Hispanic	38	43	39	37	19	16	4	4	
	White	16	20	33	37	35	31	16	13	
	American Indian	*	44	*	38	*	14	*	4	
	Asian	3	12	19	24	37	32	40	32	
	Pacific Islander	*	36	*	39	*	18	*	6	
	Two or More Races	24	27	43	36	24	25	8	13	
	Econ Disadv	40	45	40	37	17	15	3	3	
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94



<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** DUFF EL

**Campus ID:** 220901104

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17													
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%		
	Baseline 2016-17													

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African	American	Two or Pacific			More	Econ	Non	Foster												
				State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
<b>Grade 3</b>																								
Reading	All	77%	70%	<b>89%</b>	*	84%	89%	*	*	*	*	85%	92%	75%	91%	80%	93%	85%	-	-	-	-	-	-
	Students																							
	CWD	51%	46%	<b>75%</b>	-	*	*	-	-	*	-	*	*	75%	-	-	*	*	-	-	-	-	-	-
	CWOD	79%	72%	<b>91%</b>	*	83%	91%	*	*	-	*	83%	96%	-	91%	80%	95%	86%	-	-	-	-	-	-
	EL	70%	69%	<b>80%</b>	-	*	*	-	*	-	-	71%	*	-	80%	80%	*	75%	-	-	-	-	-	-
	Male	74%	68%	<b>93%</b>	*	89%	93%	*	*	-	-	100%	89%	*	95%	*	93%	-	-	-	-	-	-	-
	Female	79%	73%	<b>85%</b>	-	80%	83%	-	*	*	*	72%	95%	*	86%	75%	-	85%	-	-	-	-	-	-
Mathematics	All	77%	71%	<b>87%</b>	*	89%	85%	*	*	*	*	88%	86%	75%	88%	82%	89%	85%	-	-	-	-	-	
	Students																							
	CWD	52%	43%	<b>75%</b>	-	*	*	-	-	*	-	*	*	75%	-	-	*	*	-	-	-	-	-	-
	CWOD	80%	73%	<b>88%</b>	*	89%	87%	*	*	-	*	87%	89%	-	88%	82%	88%	89%	-	-	-	-	-	-
	EL	74%	73%	<b>82%</b>	-	*	*	-	*	-	-	86%	*	-	82%	82%	*	88%	-	-	-	-	-	-
	Male	77%	70%	<b>89%</b>	*	80%	90%	*	*	-	-	94%	86%	*	88%	*	89%	-	-	-	-	-	-	-
	Female	78%	71%	<b>85%</b>	-	90%	79%	-	*	*	*	83%	86%	*	89%	88%	-	85%	-	-	-	-	-	-
<b>Grade 4</b>																								
Reading	All	72%	67%	<b>94%</b>	95%	87%	95%	*	100%	-	*	88%	97%	83%	95%	70%	87%	98%	-	*	-	-	-	-
	Students																							
	CWD	46%	47%	<b>83%</b>	*	*	88%	-	-	-	*	100%	83%	-	-	75%	*	-	-	-	-	-	-	-
	CWOD	75%	69%	<b>95%</b>	100%	86%	96%	*	100%	-	*	91%	97%	-	95%	70%	89%	98%	-	*	-	-	-	-
	EL	60%	56%	<b>70%</b>	-	*	*	-	*	-	-	*	83%	-	70%	70%	*	*	-	-	-	-	-	-
	Male	70%	64%	<b>87%</b>	91%	75%	90%	-	*	-	-	76%	96%	75%	89%	*	87%	-	-	*	-	-	-	-
	Female	75%	70%	<b>98%</b>	100%	100%	98%	*	*	-	*	100%	98%	*	98%	*	-	98%	-	*	-	-	-	-
Mathematics	All	77%	74%	<b>92%</b>	84%	91%	93%	*	100%	-	*	88%	94%	83%	93%	80%	87%	95%	-	*	-	-	-	-
	Students																							
	CWD	49%	49%	<b>83%</b>	*	*	88%	-	-	-	*	100%	83%	-	-	75%	*	-	-	-	-	-	-	-
	CWOD	81%	76%	<b>93%</b>	88%	91%	94%	*	100%	-	*	91%	94%	-	93%	80%	89%	95%	-	*	-	-	-	-
	EL	72%	72%	<b>80%</b>	-	*	*	-	*	-	-	*	83%	-	80%	80%	*	*	-	-	-	-	-	-
	Male	77%	72%	<b>87%</b>	82%	83%	90%	-	*	-	-	81%	92%	75%	89%	*	87%	-	-	*	-	-	-	-
	Female	78%	76%	<b>95%</b>	88%	100%	95%	*	*	-	*	95%	96%	*	95%	*	-	95%	-	*	-	-	-	-
<b>Grade 5</b>																								
Reading	All	83%	80%	<b>95%</b>	91%	90%	98%	-	100%	-	100%	94%	96%	90%	96%	83%	95%	95%	-	*	-	-	-	-
	Students																							
	CWD	54%	47%	<b>90%</b>	-	83%	*	-	-	-	-	86%	*	90%	-	*	88%	*	-	*	-	-	-	-
	CWOD	87%	83%	<b>96%</b>	91%	93%	97%	-	100%	-	100%	96%	96%	-	96%	*	97%	95%	-	-	-	-	-	-
EL	73%	70%	<b>83%</b>	*	*	*	-	*	-	-	*	*	*	*	83%	*	*	-	-	-	-	-	-	

					African American		Hispanic American			Pacific Islander		Two or More Races		Economic Disadv		Non-EL		Male		Female		Migrant		Foster Care		Military	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military						
	Male	81%	77%	<b>95%</b>	*	85%	100%	-	*	-	*	90%	100%	88%	97%	*	95%	-	-	*	-	-					
	Female	86%	82%	<b>95%</b>	86%	100%	95%	-	*	-	*	100%	93%	*	95%	*	-	95%	-	-	-	-					
Mathematics	All	90%	85%	<b>98%</b>	91%	95%	100%	-	100%	-	100%	100%	96%	100%	97%	100%	100%	95%	-	*	-	-					
	Students																										
	CWD	70%	56%	<b>100%</b>	-	100%	*	-	-	-	100%	*	100%	-	*	100%	*	-	*	-	*	-					
	CWOD	92%	89%	<b>97%</b>	91%	93%	100%	-	100%	-	100%	100%	96%	-	97%	100%	100%	95%	-	-	-	-					
	EL	86%	81%	<b>100%</b>	*	*	*	-	*	-	*	*	*	100%	100%	*	*	-	-	-	-	-					
	Male	89%	84%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-	*	-	-					
	Female	91%	86%	<b>95%</b>	86%	86%	100%	-	*	-	*	100%	93%	*	95%	*	-	95%	-	-	-	-					
Science	All	75%	69%	<b>88%</b>	64%	90%	93%	-	100%	-	86%	83%	92%	90%	88%	100%	93%	83%	-	*	-	-					
	Students																										
	CWD	48%	38%	<b>90%</b>	-	83%	*	-	-	-	86%	*	90%	-	*	88%	*	-	*	-	*	-					
	CWOD	78%	72%	<b>88%</b>	64%	93%	92%	-	100%	-	86%	82%	91%	-	88%	100%	94%	83%	-	-	-	-					
	EL	62%	57%	<b>100%</b>	*	*	*	-	*	-	*	*	*	100%	100%	*	*	-	-	-	-	-					
	Male	76%	69%	<b>93%</b>	*	85%	100%	-	*	-	*	85%	100%	88%	94%	*	93%	-	-	*	-	-					
	Female	75%	69%	<b>83%</b>	*	100%	86%	-	*	-	*	80%	85%	*	83%	*	-	83%	-	-	-	-					
Grade 6	All	68%	67%	<b>81%</b>	54%	75%	90%	-	*	-	*	67%	91%	63%	83%	86%	80%	82%	-	*	-	-					
	Students																										
	CWD	35%	33%	<b>63%</b>	*	*	*	-	-	-	83%	*	63%	-	*	*	*	-	-	-	-	-					
	CWOD	71%	70%	<b>83%</b>	55%	72%	93%	-	*	-	65%	95%	-	83%	83%	81%	84%	-	*	-	-						
	EL	42%	46%	<b>86%</b>	-	*	*	-	*	-	83%	*	*	83%	86%	100%	*	-	-	-	-						
	Male	63%	61%	<b>80%</b>	*	80%	93%	-	*	-	70%	89%	*	81%	100%	80%	-	-	-	-	-						
	Female	72%	73%	<b>82%</b>	*	70%	88%	-	*	-	65%	93%	*	84%	*	-	82%	-	*	-	-						
Mathematics	All	76%	76%	<b>96%</b>	85%	90%	98%	-	100%	-	*	93%	98%	89%	97%	100%	98%	94%	-	*	-	-					
	Students																										
	CWD	50%	46%	<b>89%</b>	*	*	*	-	-	-	100%	*	89%	-	*	*	*	-	-	-	-	-					
	CWOD	79%	80%	<b>97%</b>	82%	89%	100%	-	100%	-	*	92%	100%	-	97%	100%	98%	95%	-	*	-	-					
	EL	61%	67%	<b>100%</b>	-	*	*	-	*	-	100%	*	*	100%	100%	100%	*	-	-	-	-	-					
	Male	76%	76%	<b>98%</b>	78%	100%	100%	-	100%	-	-	96%	100%	*	98%	100%	98%	-	-	-	-	-					
	Female	77%	77%	<b>94%</b>	*	80%	97%	-	*	-	*	90%	97%	*	95%	*	-	94%	-	*	-	-					
<b>STAAR Percent at Meets Grade Level or Above</b>																											
Grade 3	All	43%	35%	<b>53%</b>	*	58%	55%	*	*	*	*	44%	59%	38%	55%	50%	57%	49%	-	-	-	-					
	Students																										
	CWD	28%	21%	<b>38%</b>	-	*	*	-	-	*	-	*	*	38%	-	-	*	*	-	-	-	-					
	CWOD	44%	36%	<b>55%</b>	*	56%	60%	*	*	-	*	40%	64%	-	55%	50%	60%	49%	-	-	-	-					
	EL	32%	32%	<b>50%</b>	-	*	*	-	*	-	29%	*	-	50%	50%	*	50%	-	-	-	-	-					
	Male	40%	33%	<b>57%</b>	*	56%	69%	*	*	-	-	50%	61%	*	60%	*	57%	-	-	-	-	-					
	Female	45%	37%	<b>49%</b>	-	60%	38%	-	*	*	*	39%	57%	*	49%	50%	-	49%	-	-	-	-					
Mathematics	All	46%	37%	<b>55%</b>	*	53%	55%	*	*	*	*	56%	55%	50%	56%	36%	61%	49%	-	-	-	-					
	Students																										
	CWD	30%	23%	<b>50%</b>	-	*	*	-	-	*	-	*	*	50%	-	-	*	*	-	-	-	-					

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	48%	38%	<b>56%</b>	*	50%	57%	*	*	-	*	53%	58%	-	56%	36%	63%	49%	-	-	-	-	
	EL	39%	38%	<b>36%</b>	-	*	*	-	*	-	-	57%	*	-	36%	36%	*	25%	-	-	-	-	
	Male	47%	38%	<b>61%</b>	*	50%	66%	*	*	-	-	50%	68%	*	63%	*	61%	-	-	-	-	-	
	Female	45%	35%	<b>49%</b>	-	50%	42%	-	*	*	*	61%	38%	*	49%	25%	-	49%	-	-	-	-	
Grade 4	Reading	All	45%	40%	<b>75%</b>	63%	65%	80%	*	83%	-	*	63%	82%	75%	75%	40%	65%	82%	-	*	-	-
		Students																					
		CWOD	28%	30%	<b>75%</b>	*	*	75%	-	-	-	*	100%	75%	-	-	63%	*	-	-	-	-	-
		CWOD	47%	41%	<b>75%</b>	63%	64%	81%	*	83%	-	*	65%	80%	-	75%	40%	66%	81%	-	*	-	-
		EL	29%	28%	<b>40%</b>	-	*	*	-	*	-	*	50%	-	40%	40%	*	*	-	-	-	-	-
		Male	43%	39%	<b>65%</b>	64%	58%	70%	-	*	-	-	52%	76%	63%	66%	*	65%	-	-	*	-	-
		Female	47%	42%	<b>82%</b>	63%	73%	85%	*	*	-	*	74%	85%	*	81%	*	-	82%	-	*	-	-
	Mathematics	All	48%	40%	<b>70%</b>	58%	74%	69%	*	100%	-	*	63%	74%	75%	69%	70%	67%	71%	-	*	-	-
		Students																					
		CWOD	29%	30%	<b>75%</b>	*	*	75%	-	-	-	*	100%	75%	-	-	63%	*	-	-	-	-	-
		CWOD	50%	42%	<b>69%</b>	56%	73%	68%	*	100%	-	*	65%	71%	-	69%	70%	68%	69%	-	*	-	-
		EL	38%	35%	<b>70%</b>	-	*	*	-	*	-	*	67%	-	70%	70%	*	*	-	-	-	-	-
		Male	48%	41%	<b>67%</b>	64%	67%	65%	-	*	-	-	57%	76%	63%	68%	*	67%	-	-	*	-	-
		Female	47%	40%	<b>71%</b>	50%	82%	71%	*	*	-	*	68%	72%	*	69%	*	-	71%	-	*	-	-
Grade 5	Reading	All	53%	49%	<b>75%</b>	82%	50%	80%	-	80%	-	100%	69%	79%	70%	75%	33%	76%	74%	-	*	-	-
		Students																					
		CWOD	30%	25%	<b>70%</b>	-	83%	*	-	-	-	71%	*	70%	-	*	63%	*	-	*	-	-	-
		CWOD	56%	51%	<b>75%</b>	82%	36%	83%	-	80%	-	100%	68%	80%	-	75%	*	79%	73%	-	-	-	-
		EL	35%	30%	<b>33%</b>	*	*	*	-	*	-	*	*	*	*	33%	*	*	-	-	-	-	-
		Male	50%	46%	<b>76%</b>	*	54%	83%	-	*	-	*	65%	86%	63%	79%	*	76%	-	-	*	-	-
		Female	56%	51%	<b>74%</b>	86%	43%	77%	-	*	-	*	73%	74%	*	73%	*	-	74%	-	-	-	-
	Mathematics	All	57%	50%	<b>78%</b>	45%	80%	85%	-	80%	-	86%	80%	77%	80%	78%	67%	85%	71%	-	*	-	-
		Students																					
		CWOD	34%	24%	<b>80%</b>	-	83%	*	-	-	-	86%	*	80%	-	*	75%	*	-	*	-	-	-
		CWOD	60%	52%	<b>78%</b>	45%	79%	86%	-	80%	-	86%	79%	78%	-	78%	60%	88%	70%	-	-	-	-
		EL	46%	39%	<b>67%</b>	*	*	*	-	*	-	*	*	*	60%	67%	*	*	-	-	-	-	-
		Male	57%	49%	<b>85%</b>	*	85%	89%	-	*	-	*	85%	86%	75%	88%	*	85%	-	-	*	-	-
		Female	58%	50%	<b>71%</b>	43%	71%	82%	-	*	-	*	73%	70%	*	70%	*	-	71%	-	-	-	-
	Science	All	40%	34%	<b>46%</b>	0%	40%	53%	-	80%	-	71%	37%	52%	40%	47%	17%	51%	40%	-	*	-	-
		Students																					
		CWOD	25%	18%	<b>40%</b>	-	50%	*	-	-	-	57%	*	40%	-	*	25%	*	-	*	-	-	-
		CWOD	42%	35%	<b>47%</b>	0%	36%	56%	-	80%	-	71%	32%	56%	-	47%	0%	58%	38%	-	-	-	-
		EL	24%	18%	<b>17%</b>	*	*	*	-	*	-	*	*	*	0%	17%	*	*	-	-	-	-	-
		Male	42%	35%	<b>51%</b>	*	38%	61%	-	*	-	*	40%	62%	25%	58%	*	51%	-	-	*	-	-
		Female	38%	32%	<b>40%</b>	*	43%	45%	-	*	-	*	33%	44%	*	38%	*	-	40%	-	-	-	-
Grade 6	Reading	All	38%	37%	<b>57%</b>	15%	50%	67%	-	*	-	*	40%	70%	63%	57%	86%	55%	59%	-	*	-	-
		Students																					

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	22%	22%	<b>63%</b>	*	*	*	-	-	-	83%	*	63%	-	*	*	*	-	-	-	-	
	CWOD	40%	38%	<b>57%</b>	9%	44%	68%	-	-	-	32%	73%	-	57%	83%	54%	59%	-	*	-	-	
	EL	14%	15%	<b>86%</b>	-	*	*	-	*	-	83%	*	*	83%	86%	100%	*	-	-	-	-	
	Male	34%	32%	<b>55%</b>	*	50%	68%	-	*	-	39%	68%	*	54%	100%	55%	-	-	-	-	-	
	Female	42%	42%	<b>59%</b>	*	50%	66%	-	*	-	40%	72%	*	59%	*	-	59%	-	*	-	-	
Mathematics	All	43%	46%	<b>77%</b>	38%	70%	87%	-	83%	-	*	60%	90%	67%	78%	100%	81%	73%	-	*	-	
	Students																					
	CWD	23%	27%	<b>67%</b>	*	*	*	-	-	-	100%	*	67%	-	*	*	*	-	-	-	-	
	CWOD	46%	48%	<b>78%</b>	27%	67%	91%	-	83%	-	*	54%	95%	-	78%	100%	81%	75%	-	*	-	
	EL	24%	31%	<b>100%</b>	-	*	*	-	*	-	100%	*	*	100%	100%	100%	*	-	-	-	-	
	Male	44%	46%	<b>81%</b>	33%	80%	93%	-	80%	-	-	65%	93%	*	81%	100%	81%	-	-	-	-	
	Female	42%	46%	<b>73%</b>	*	60%	81%	-	*	-	*	55%	86%	*	75%	*	-	73%	-	*	-	

**STAAR Percent at Masters Grade Level**

Grade 3

Reading	All	24%	19%	<b>30%</b>	*	26%	38%	*	*	*	*	18%	39%	0%	33%	0%	34%	26%	-	-	-	-
	Students																					
	CWD	9%	7%	<b>0%</b>	-	*	*	-	-	*	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	26%	20%	<b>33%</b>	*	28%	43%	*	*	-	*	20%	42%	-	33%	0%	38%	29%	-	-	-	-
	EL	15%	16%	<b>0%</b>	-	*	*	-	*	-	0%	*	-	0%	0%	*	0%	-	-	-	-	-
	Male	22%	17%	<b>34%</b>	*	11%	48%	*	*	-	-	13%	46%	*	38%	*	34%	-	-	-	-	-
	Female	26%	20%	<b>26%</b>	-	40%	25%	-	*	*	*	22%	29%	*	29%	0%	-	26%	-	-	-	-
Mathematics	All	22%	15%	<b>28%</b>	*	21%	28%	*	*	*	*	26%	29%	0%	31%	18%	34%	21%	-	-	-	-
	Students																					
	CWD	12%	5%	<b>0%</b>	-	*	*	-	-	*	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	24%	16%	<b>31%</b>	*	22%	32%	*	*	-	*	30%	31%	-	31%	18%	38%	23%	-	-	-	-
	EL	17%	16%	<b>18%</b>	-	*	*	-	*	-	-	29%	*	-	18%	18%	*	13%	-	-	-	-
	Male	23%	17%	<b>34%</b>	*	20%	38%	*	*	-	-	38%	32%	*	38%	*	34%	-	-	-	-	-
	Female	21%	14%	<b>21%</b>	-	20%	17%	-	*	*	*	17%	24%	*	23%	13%	-	21%	-	-	-	-

Grade 4

Reading	All	23%	19%	<b>42%</b>	26%	39%	48%	*	33%	-	*	25%	51%	33%	43%	30%	30%	50%	-	*	-	-
	Students																					
	CWD	9%	9%	<b>33%</b>	*	*	50%	-	-	-	-	*	50%	33%	-	-	25%	*	-	-	-	-
	CWOD	25%	20%	<b>43%</b>	31%	41%	47%	*	33%	-	*	26%	52%	-	43%	30%	32%	50%	-	*	-	-
	EL	12%	11%	<b>30%</b>	-	*	*	-	*	-	-	*	33%	-	30%	30%	*	*	-	-	-	-
	Male	22%	18%	<b>30%</b>	18%	33%	35%	-	*	-	-	14%	44%	25%	32%	*	30%	-	-	*	-	-
	Female	25%	21%	<b>50%</b>	38%	45%	54%	*	*	-	*	37%	55%	*	50%	*	-	50%	-	*	-	-
Mathematics	All	26%	20%	<b>39%</b>	26%	30%	41%	*	83%	-	*	30%	44%	33%	40%	50%	41%	38%	-	*	-	-
	Students																					
	CWD	11%	10%	<b>33%</b>	*	*	50%	-	-	-	-	*	50%	33%	-	-	38%	*	-	-	-	-
	CWOD	28%	21%	<b>40%</b>	31%	32%	40%	*	83%	-	*	32%	44%	-	40%	50%	42%	39%	-	*	-	-
	EL	18%	14%	<b>50%</b>	-	*	*	-	*	-	-	*	50%	-	50%	50%	*	*	-	-	-	-
	Male	27%	21%	<b>41%</b>	36%	42%	40%	-	*	-	-	33%	48%	38%	42%	*	41%	-	-	*	-	-
	Female	25%	19%	<b>38%</b>	13%	18%	41%	*	*	-	*	26%	43%	*	39%	*	-	38%	-	*	-	-

				African		American		Pacific		Two or More Econ		Non Econ								Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 5	Reading	All	26%	23%	<b>40%</b>	27%	25%	45%	-	80%	-	43%	31%	46%	20%	42%	0%	34%	45%	-	*	-	-	
		Students																						
		CWD	9%	7%	<b>20%</b>	-	17%	*	-	-	-	-	14%	*	20%	-	*	13%	*	-	*	-	-	-
		CWOD	27%	24%	<b>42%</b>	27%	29%	47%	-	80%	-	43%	36%	47%	-	42%	*	39%	45%	-	-	-	-	-
		EL	12%	8%	<b>0%</b>	*	*	*	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-	-
		Female	28%	25%	<b>45%</b>	43%	29%	50%	-	*	-	*	53%	41%	*	45%	*	-	45%	-	-	-	-	-
	Mathematics	All	30%	24%	<b>45%</b>	18%	35%	50%	-	80%	-	57%	34%	52%	30%	47%	50%	56%	33%	-	*	-	-	
		Students																						
		CWD	13%	7%	<b>30%</b>	-	50%	*	-	-	-	-	29%	*	30%	-	*	38%	*	-	*	-	-	-
		CWOD	31%	26%	<b>47%</b>	18%	29%	56%	-	80%	-	57%	36%	53%	-	47%	40%	61%	35%	-	-	-	-	-
		EL	19%	13%	<b>50%</b>	*	*	*	-	*	-	-	*	*	*	40%	50%	*	*	-	-	-	-	-
		Female	30%	24%	<b>33%</b>	29%	14%	41%	-	*	-	*	33%	33%	*	35%	*	-	33%	-	-	-	-	-
	Science	All	16%	13%	<b>17%</b>	0%	5%	18%	-	80%	-	29%	6%	25%	0%	19%	0%	22%	12%	-	*	-	-	
		Students																						
		CWD	9%	5%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-	-
CWOD		17%	14%	<b>19%</b>	0%	7%	19%	-	80%	-	29%	7%	27%	-	19%	0%	27%	13%	-	-	-	-	-	
EL		7%	4%	<b>0%</b>	*	*	*	-	*	-	-	*	*	*	0%	0%	*	*	-	-	-	-	-	
Female		15%	12%	<b>12%</b>	*	0%	14%	-	*	-	*	7%	15%	*	13%	*	-	12%	-	-	-	-	-	
Grade 6	Reading	All	18%	17%	<b>35%</b>	0%	20%	47%	-	*	-	*	14%	51%	13%	37%	29%	31%	39%	-	*	-	-	
		Students																						
		CWD	8%	6%	<b>13%</b>	*	*	*	-	-	-	-	17%	*	13%	-	*	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>37%</b>	0%	22%	48%	-	*	-	*	14%	53%	-	37%	33%	33%	41%	-	*	-	-	-
		EL	4%	5%	<b>29%</b>	-	*	*	-	*	-	-	33%	*	*	33%	29%	40%	*	-	-	-	-	-
		Female	22%	22%	<b>39%</b>	*	10%	50%	-	*	-	*	15%	55%	*	41%	*	-	39%	-	*	-	-	-
	Mathematics	All	18%	21%	<b>45%</b>	0%	25%	57%	-	67%	-	*	19%	64%	11%	48%	86%	50%	39%	-	*	-	-	
		Students																						
		CWD	9%	7%	<b>11%</b>	*	*	*	-	-	-	-	17%	*	11%	-	*	*	*	-	-	-	-	-
		CWOD	19%	22%	<b>48%</b>	0%	22%	63%	-	67%	-	*	19%	67%	-	48%	83%	54%	41%	-	*	-	-	-
		EL	6%	9%	<b>86%</b>	-	*	*	-	*	-	-	83%	*	*	83%	86%	100%	*	-	-	-	-	-
		Female	17%	21%	<b>39%</b>	*	10%	50%	-	*	-	*	10%	59%	*	41%	*	-	39%	-	*	-	-	-
	<b>STAAR Percent at Approaches Grade Level or Above</b>																							
	All Grades																							
	All Subjects	All	77%	72%	<b>91%</b>	83%	88%	93%	100%	96%	*	94%	87%	94%	84%	92%	85%	91%	91%	-	92%	-	-	
Students																								
CWD		45%	38%	<b>84%</b>	70%	92%	82%	-	-	*	-	87%	79%	84%	-	100%	85%	81%	-	*	-	-		
CWOD		80%	76%	<b>92%</b>	85%	87%	95%	100%	96%	-	94%	87%	95%	-	92%	84%	92%	92%	-	90%	-	-	-	
EL	60%	59%	<b>85%</b>	*	74%	85%	-	100%	-	-	83%	89%	100%	84%	85%	81%	89%	-	-	-	-	-		



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	Male	74%	69%	<b>91%</b>	82%	87%	95%	*	92%	-	100%	87%	94%	85%	92%	81%	91%	-	-	100%	-	-	
	Female	79%	76%	<b>91%</b>	84%	89%	92%	*	100%	*	89%	87%	93%	81%	92%	89%	-	91%	-	88%	-	-	
	All	73%	68%	<b>90%</b>	84%	84%	93%	*	90%	*	92%	83%	94%	79%	91%	79%	88%	91%	-	83%	-	-	
	Students																						
	CWD	39%	32%	<b>79%</b>	*	90%	77%	-	-	*	-	83%	73%	79%	-	*	78%	80%	-	*	-	-	
	CWOD	77%	72%	<b>91%</b>	88%	83%	94%	*	90%	-	92%	83%	96%	-	91%	77%	90%	92%	-	*	-	-	
	EL	52%	51%	<b>79%</b>	*	67%	*	-	100%	-	-	71%	92%	*	77%	79%	75%	82%	-	-	-	-	
	Female	77%	73%	<b>91%</b>	89%	87%	92%	*	100%	*	88%	83%	95%	80%	92%	82%	-	91%	-	*	-	-	
Mathematics	All	80%	75%	<b>93%</b>	87%	91%	94%	*	100%	*	100%	92%	94%	87%	94%	88%	93%	93%	-	100%	-	-	
	Students																						
	CWD	52%	42%	<b>87%</b>	*	100%	83%	-	-	*	-	91%	81%	87%	-	*	92%	80%	-	*	-	-	
	CWOD	83%	79%	<b>94%</b>	88%	90%	95%	*	100%	-	100%	92%	95%	-	94%	88%	94%	94%	-	100%	-	-	
	EL	70%	69%	<b>88%</b>	*	75%	100%	-	100%	-	-	90%	85%	*	88%	88%	82%	94%	-	-	-	-	
	Female	82%	78%	<b>93%</b>	89%	89%	93%	*	100%	*	100%	92%	94%	80%	94%	94%	-	93%	-	*	-	-	
Science	All	79%	74%	<b>88%</b>	64%	90%	93%	-	100%	-	86%	83%	92%	90%	88%	100%	93%	83%	-	*	-	-	
	Students																						
	CWD	48%	40%	<b>90%</b>	-	83%	*	-	-	-	-	86%	*	90%	-	*	88%	*	-	*	-	-	
	CWOD	82%	78%	<b>88%</b>	64%	93%	92%	-	100%	-	86%	82%	91%	-	88%	100%	94%	83%	-	-	-	-	
	EL	58%	57%	<b>100%</b>	*	*	*	-	*	-	-	*	*	*	100%	100%	*	*	-	-	-	-	
	Female	80%	77%	<b>83%</b>	*	100%	86%	-	*	-	*	80%	85%	*	83%	*	-	83%	-	-	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>66%</b>	44%	60%	70%	67%	79%	*	81%	57%	72%	63%	66%	55%	67%	65%	-	77%	-	-
	Students																					
	CWD	23%	19%	<b>63%</b>	70%	81%	51%	-	-	*	-	72%	50%	63%	-	100%	56%	75%	-	*	-	-
	CWOD	50%	45%	<b>66%</b>	41%	57%	72%	67%	79%	-	81%	54%	73%	-	66%	51%	68%	64%	-	80%	-	-
	EL	26%	25%	<b>55%</b>	*	47%	46%	-	74%	-	-	59%	48%	100%	51%	55%	61%	49%	-	-	-	-
	Male	45%	40%	<b>67%</b>	41%	60%	74%	*	77%	-	92%	56%	75%	56%	68%	61%	67%	-	-	80%	-	-
	Female	50%	45%	<b>65%</b>	47%	60%	67%	*	81%	*	74%	57%	69%	75%	64%	49%	-	65%	-	75%	-	-
	Reading	All	46%	41%	<b>65%</b>	51%	56%	70%	*	71%	*	83%	53%	73%	63%	66%	52%	63%	68%	-	83%	-
Students																						
CWD		22%	18%	<b>63%</b>	*	90%	50%	-	-	*	-	70%	53%	63%	-	*	57%	73%	-	*	-	-
CWOD		48%	44%	<b>66%</b>	50%	51%	72%	*	71%	-	83%	50%	75%	-	66%	48%	64%	67%	-	*	-	-
EL		21%	21%	<b>52%</b>	*	40%	*	-	73%	-	-	43%	67%	*	48%	52%	56%	47%	-	-	-	-
Female		50%	47%	<b>68%</b>	63%	58%	69%	*	89%	*	75%	56%	75%	73%	67%	47%	-	68%	-	*	-	-
Mathematics	All	48%	42%	<b>70%</b>	47%	70%	73%	*	86%	*	83%	64%	74%	69%	71%	65%	74%	67%	-	83%	-	-
	Students																					
	CWD	26%	21%	<b>69%</b>	*	90%	57%	-	-	*	-	78%	56%	69%	-	*	67%	73%	-	*	-	-
	CWOD	51%	45%	<b>71%</b>	43%	67%	76%	*	86%	-	83%	62%	76%	-	71%	63%	75%	67%	-	80%	-	-

				African	Hispanic	White	American	Asian	Pacific	Two	More	Econ	Non								Foster	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	EL	33%	31%	<b>65%</b>	*	56%	67%	-	82%	-	-	81%	38%	*	63%	65%	71%	59%	-	-	-	-
	Male	47%	41%	<b>74%</b>	46%	73%	78%	*	92%	-	*	65%	81%	67%	75%	71%	74%	-	-	*	-	-
	Female	49%	44%	<b>67%</b>	47%	66%	70%	*	78%	*	75%	64%	69%	73%	67%	59%	-	67%	-	*	-	-
Science	All	49%	46%	<b>46%</b>	0%	40%	53%	-	80%	-	71%	37%	52%	40%	47%	17%	51%	40%	-	*	-	-
	Students																					
	CWD	23%	18%	<b>40%</b>	-	50%	*	-	-	-	-	57%	*	40%	-	*	25%	*	-	*	-	-
	CWOD	52%	49%	<b>47%</b>	0%	36%	56%	-	80%	-	71%	32%	56%	-	47%	0%	58%	38%	-	-	-	-
	EL	21%	20%	<b>17%</b>	*	*	*	-	*	-	*	*	*	*	0%	17%	*	*	-	-	-	-
	Male	50%	45%	<b>51%</b>	*	38%	61%	-	*	-	*	40%	62%	25%	58%	*	51%	-	-	*	-	-
	Female	49%	46%	<b>40%</b>	*	43%	45%	-	*	-	*	33%	44%	*	38%	*	-	40%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All	21%	18%	<b>36%</b>	15%	26%	42%	33%	60%	*	45%	22%	45%	17%	38%	29%	37%	35%	-	31%	-	-
	Students																					
	CWD	8%	5%	<b>17%</b>	0%	19%	20%	-	-	*	-	13%	24%	17%	-	40%	16%	19%	-	*	-	-
	CWOD	23%	20%	<b>38%</b>	16%	27%	45%	33%	60%	-	45%	24%	47%	-	38%	28%	40%	36%	-	40%	-	-
	EL	9%	8%	<b>29%</b>	*	21%	15%	-	52%	-	-	33%	22%	40%	28%	29%	36%	22%	-	-	-	-
	Male	20%	17%	<b>37%</b>	11%	29%	44%	*	58%	-	67%	21%	50%	16%	40%	36%	37%	-	-	0%	-	-
	Female	22%	20%	<b>35%</b>	20%	22%	40%	*	62%	*	32%	24%	41%	19%	36%	22%	-	35%	-	50%	-	-
Reading	All	19%	16%	<b>37%</b>	18%	28%	44%	*	38%	*	42%	22%	47%	18%	39%	15%	32%	41%	-	33%	-	-
	Students																					
	CWD	7%	5%	<b>18%</b>	*	10%	27%	-	-	*	-	13%	27%	18%	-	*	13%	27%	-	*	-	-
	CWOD	20%	18%	<b>39%</b>	20%	31%	46%	*	38%	-	42%	23%	49%	-	39%	16%	35%	43%	-	*	-	-
	EL	7%	7%	<b>15%</b>	*	7%	*	-	27%	-	-	14%	17%	*	16%	15%	19%	12%	-	-	-	-
	Male	16%	13%	<b>32%</b>	8%	25%	42%	*	33%	-	*	14%	47%	13%	35%	19%	32%	-	-	*	-	-
	Female	22%	20%	<b>41%</b>	32%	32%	46%	*	44%	*	38%	31%	48%	27%	43%	12%	-	41%	-	*	-	-
Mathematics	All	23%	20%	<b>39%</b>	16%	28%	44%	*	76%	*	58%	27%	48%	21%	41%	47%	45%	34%	-	33%	-	-
	Students																					
	CWD	10%	5%	<b>21%</b>	*	40%	17%	-	-	*	-	17%	25%	21%	-	*	25%	13%	-	*	-	-
	CWOD	25%	21%	<b>41%</b>	18%	26%	47%	*	76%	-	58%	29%	49%	-	41%	44%	48%	35%	-	40%	-	-
	EL	13%	11%	<b>47%</b>	*	38%	17%	-	82%	-	-	57%	31%	*	44%	47%	59%	35%	-	-	-	-
	Male	23%	19%	<b>45%</b>	15%	39%	51%	*	75%	-	*	33%	55%	25%	48%	59%	45%	-	-	*	-	-
	Female	24%	20%	<b>34%</b>	16%	16%	39%	*	78%	*	38%	21%	41%	13%	35%	35%	-	34%	-	*	-	-
Science	All	22%	20%	<b>17%</b>	0%	5%	18%	-	80%	-	29%	6%	25%	0%	19%	0%	22%	12%	-	*	-	-
	Students																					
	CWD	7%	4%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	24%	22%	<b>19%</b>	0%	7%	19%	-	80%	-	29%	7%	27%	-	19%	0%	27%	13%	-	-	-	-
	EL	5%	5%	<b>0%</b>	*	*	*	-	*	-	-	*	*	*	0%	0%	*	*	-	-	-	-
	Male	23%	20%	<b>22%</b>	*	8%	22%	-	*	-	*	5%	38%	0%	27%	*	22%	-	-	*	-	-
	Female	21%	20%	<b>12%</b>	*	0%	14%	-	*	-	*	7%	15%	*	13%	*	-	12%	-	-	-	-

**Two or More Races**      **Non Econ**      **Foster Care**  
**African American**      **American Indian**      **Pacific Islander**      **Disadv**      **CWD**      **CWOD**      **EL**      **Male**      **Female**      **Migrant**      **Homeless**      **Care**      **Military**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	75	71	73	75	*	79	-	80	68	73	79
CWD	73	*	72	72	-	-	-	-	74	73	*
CWOD	75	69	73	76	*	79	-	80	67	-	79
EL	79	*	77	*	-	88	-	-	71	*	79
Male	71	57	71	76	-	70	-	*	60	79	79
Female	78	88	74	75	*	93	-	83	79	64	79
<b>Mathematics</b>											
All Students	77	74	73	77	*	91	-	90	75	69	89
CWD	69	*	94	62	-	-	-	-	74	69	*
CWOD	78	78	70	79	*	91	-	90	76	-	88
EL	89	*	91	*	-	94	-	-	92	*	89
Male	80	68	84	79	-	90	-	*	75	78	93
Female	75	82	59	76	*	93	-	83	75	55	81

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

(') Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>51</b>	<b>15</b>	<b>29%</b>

\*\*) 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	64	47	58	68	*	78	*	73	55	55	56

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
------------------------	---	---	---	---	---	---	---	---	---	---	---

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

(') Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	N	N					N	Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	Y	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	Y	Y					Y	Y	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	Y	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	American			Indian		Islander	More	Disadv	Econ						
Participation Rate									Races		Disadv						
All Subjects	All Students	100%	98%	99%	100%	100%	100%	*	100%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	98%	99%	100%	100%	100%	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	97%	99%	100%	*	100%	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	98%	100%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	*	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	98%	100%	100%	*	100%	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	96%	100%	100%	*	100%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	99%	98%	99%	100%	*	100%	*	100%	99%	100%	100%	99%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	*	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	98%	99%	100%	*	100%	-	100%	99%	100%	-	99%	100%	99%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	96%	98%	100%	*	100%	-	*	99%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	*	*	-	*	-	-	*	*	*	100%	100%	*	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	100%	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	*	-	100%
Non-Participation Rate																	
All Subjects	All Students	0%	2%	1%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	1%	0%	0%	0%	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	3%	1%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	2%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	2%	0%	0%	*	0%	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	4%	0%	0%	*	0%	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	1%	2%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	2%	1%	0%	*	0%	-	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	4%	2%	0%	*	0%	-	*	1%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	*	*	-	*	-	*	*	*	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	*	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	21	5	*	14	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	27	7	*	16	*	*	*	*	*		
Out-of-School Suspensions												
	Male	16	5	*	7	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	16	5	*	7	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		5

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	*	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions	Total	6	*	*	*	*	*	*	*	*	*	5
	Male	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
Expulsions	Total	6	*	*	*	*	*	*	*	*	*	*
	With Educational Services											
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b> Chronic Absenteeism	Male	29	5	8	14	*	*	*	*	5	11	*
	Female	23	*	8	11	*	*	*	*	*	5	*
	Total	52	7	16	25	*	*	*	*	7	16	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*



Incidents of threats of physical attack without a weapon	<b>Total</b>
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	*
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ' ' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.0	16.9%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-

**Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed**

All School	
Number	Percent
0.2	0.5%

'-' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*

	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 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>31</b>	<b>4%</b>
Reading	43,730	1%	378	1%	<b>14</b>	<b>4%</b>
Mathematics	39,178	1%	351	1%	<b>14</b>	<b>4%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
	Pacific Islander	*	29	*	42	*	25	*	4	
	Two or More Races	13	15	30	39	41	35	17	11	
	Econ Disadv	23	31	46	44	25	22	4	3	
	Students with Disabilities	43	51	38	32	16	14	2	3	
	English Language Learners	29	47	44	39	23	13	4	2	
	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
Asian		8	13	29	30	53	45	10	12	
Pacific Islander		*	35	*	42	*	22	*	2	
Two or More Races		23	18	42	40	31	36	5	6	
Econ Disadv		38	35	45	43	16	20	1	1	
Students with Disabilities		65	61	29	29	6	9	n/a	1	
English Language Learners	62	68	33	27	5	5	n/a	n/a		
Mathematics	Overall	30	30	37	36	24	24	9	10	
	Black	44	53	41	34	13	11	1	2	
	Hispanic	38	43	39	37	19	16	4	4	
	White	16	20	33	37	35	31	16	13	
	American Indian	*	44	*	38	*	14	*	4	
	Asian	3	12	19	24	37	32	40	32	
	Pacific Islander	*	36	*	39	*	18	*	6	
	Two or More Races	24	27	43	36	24	25	8	13	
	Econ Disadv	40	45	40	37	17	15	3	3	
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** DUNN EL

**Campus ID:** 220901125

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>	Mathematics	Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22														42%
2022-23 through 2026-27														44%
2027-28 through 2031-32														46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African		American		Pacific		Two or More		Non Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>73%</b>	*	79%	81%	-	*	*	63%	81%	*	75%	92%	78%	68%	-	-	-	-	
	Students																					
	CWD	51%	46%	*	*	*	*	-	*	-	*	*	*	-	*	*	-	-	-	-	-	-
	CWOD	79%	72%	<b>75%</b>	*	78%	80%	-	*	*	67%	81%	-	75%	100%	81%	68%	-	-	-	-	-
	EL	70%	69%	<b>92%</b>	-	*	100%	-	*	-	86%	100%	*	100%	92%	86%	100%	-	-	-	-	-
	Male	74%	68%	<b>78%</b>	*	82%	83%	-	*	-	73%	81%	*	81%	86%	78%	-	-	-	-	-	-
	Female	79%	73%	<b>68%</b>	*	75%	71%	-	*	*	53%	76%	-	68%	100%	-	68%	-	-	-	-	-
Mathematics	All	77%	71%	<b>85%</b>	*	89%	90%	-	*	*	77%	92%	*	86%	100%	92%	77%	-	-	-	-	
	Students																					
	CWD	52%	43%	*	*	*	*	-	*	-	*	*	*	-	*	*	-	-	-	-	-	-
	CWOD	80%	73%	<b>86%</b>	*	89%	90%	-	*	*	78%	92%	-	86%	100%	94%	77%	-	-	-	-	-
	EL	74%	73%	<b>100%</b>	-	*	100%	-	*	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-	-
	Male	77%	70%	<b>92%</b>	*	100%	94%	-	*	-	87%	95%	*	94%	100%	92%	-	-	-	-	-	-
	Female	78%	71%	<b>77%</b>	*	75%	79%	-	*	*	67%	82%	-	77%	100%	-	77%	-	-	-	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>77%</b>	65%	91%	83%	-	*	-	63%	71%	82%	*	79%	*	72%	80%	-	*	-	*
	Students																					
	CWD	46%	47%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	75%	69%	<b>79%</b>	64%	90%	92%	-	*	-	63%	74%	83%	-	79%	*	73%	84%	-	*	-	*
	EL	60%	56%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	70%	64%	<b>72%</b>	71%	*	77%	-	*	-	*	71%	73%	*	73%	*	72%	-	-	-	-	-
	Female	75%	70%	<b>80%</b>	58%	86%	88%	-	*	-	*	71%	94%	*	84%	*	-	80%	-	*	-	*
Mathematics	All	77%	74%	<b>82%</b>	77%	73%	87%	-	*	-	88%	74%	90%	*	85%	*	89%	76%	-	*	-	*
	Students																					
	CWD	49%	49%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	81%	76%	<b>85%</b>	76%	70%	96%	-	*	-	88%	77%	92%	-	85%	*	91%	79%	-	*	-	*
	EL	72%	72%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	77%	72%	<b>89%</b>	86%	*	92%	-	*	-	*	86%	91%	*	91%	*	89%	-	-	-	-	-
	Female	78%	76%	<b>76%</b>	67%	71%	82%	-	*	-	*	67%	88%	*	79%	*	-	76%	-	*	-	*
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>81%</b>	63%	80%	88%	-	*	-	*	74%	88%	*	86%	*	76%	87%	-	*	-	*
	Students																					
CWD	54%	47%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>86%</b>	67%	92%	90%	-	*	-	*	81%	91%	-	86%	*	82%	90%	-	*	-	*	
	EL	73%	70%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	81%	77%	<b>76%</b>	58%	86%	78%	-	*	-	-	67%	83%	*	82%	*	76%	-	-	*	-	*	
	Female	86%	82%	<b>87%</b>	*	75%	94%	-	-	-	*	80%	100%	*	90%	*	-	87%	-	*	-	*	
Mathematics	All	90%	85%	<b>91%</b>	88%	87%	94%	-	*	-	*	91%	91%	*	98%	100%	87%	97%	-	*	-	*	
	Students																						
	CWD	70%	56%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	92%	89%	<b>98%</b>	93%	100%	100%	-	*	-	*	100%	97%	-	98%	100%	97%	100%	-	*	-	*	
	EL	86%	81%	<b>100%</b>	*	*	*	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-	
	Male	89%	84%	<b>87%</b>	83%	86%	89%	-	*	-	-	87%	88%	*	97%	*	87%	-	-	*	-	*	
	Female	91%	86%	<b>97%</b>	*	88%	100%	-	-	-	*	95%	100%	*	100%	*	-	97%	-	*	-	*	
Science	All	75%	69%	<b>77%</b>	63%	67%	85%	-	*	-	*	69%	85%	*	81%	100%	76%	77%	-	*	-	*	
	Students																						
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	78%	72%	<b>81%</b>	67%	77%	87%	-	*	-	*	75%	88%	-	81%	100%	82%	80%	-	*	-	*	
	EL	62%	57%	<b>100%</b>	*	*	*	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-	
	Male	76%	69%	<b>76%</b>	58%	86%	78%	-	*	-	-	73%	78%	*	82%	*	76%	-	-	*	-	*	
	Female	75%	69%	<b>77%</b>	*	*	88%	-	-	-	*	65%	100%	*	80%	*	-	77%	-	*	-	*	
Grade 6	All	68%	67%	<b>61%</b>	63%	36%	69%	*	*	-	*	52%	68%	*	66%	*	54%	70%	-	-	-	-	
	Students																						
	CWD	35%	33%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	71%	70%	<b>66%</b>	63%	45%	77%	*	*	-	*	54%	77%	-	66%	*	58%	75%	-	-	-	-	
	EL	42%	46%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	63%	61%	<b>54%</b>	60%	*	56%	*	*	-	*	38%	64%	*	58%	*	54%	-	-	-	-	-	
	Female	72%	73%	<b>70%</b>	64%	*	100%	-	*	-	-	65%	77%	*	75%	*	-	70%	-	-	-	-	
Mathematics	All	76%	76%	<b>76%</b>	60%	71%	89%	*	*	-	*	64%	87%	47%	83%	*	79%	71%	-	-	-	-	
	Students																						
	CWD	50%	46%	<b>47%</b>	*	*	*	-	-	-	*	*	*	47%	-	-	50%	*	-	-	-	-	
	CWOD	79%	80%	<b>83%</b>	58%	82%	100%	*	*	-	*	71%	94%	-	83%	*	90%	75%	-	-	-	-	
	EL	61%	67%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	76%	76%	<b>79%</b>	70%	71%	84%	*	*	-	*	67%	88%	50%	90%	*	79%	-	-	-	-	-	
	Female	77%	77%	<b>71%</b>	53%	71%	100%	-	*	-	-	61%	85%	*	75%	*	-	71%	-	-	-	-	

**STAAR Percent at Meets Grade Level or Above**

Grade 3		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All	43%	35%	<b>39%</b>	*	37%	42%	-	*	*	*	27%	49%	*	38%	33%	42%	35%	-	-	-	-
	Students																					
	CWD	28%	21%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	44%	36%	<b>38%</b>	*	33%	40%	-	*	*	*	26%	47%	-	38%	22%	41%	35%	-	-	-	-
	EL	32%	32%	<b>33%</b>	-	*	40%	-	*	-	-	29%	40%	*	22%	33%	43%	20%	-	-	-	-
	Male	40%	33%	<b>42%</b>	*	18%	50%	-	*	-	*	27%	52%	*	41%	43%	42%	-	-	-	-	-
	Female	45%	37%	<b>35%</b>	*	63%	29%	-	*	*	*	27%	41%	-	35%	20%	-	35%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>54%</b>	*	53%	61%	-	*	*	*	37%	68%	*	54%	58%	64%	42%	-	-	-	-	
	Students																						
	CWD	30%	23%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	-	-	-	-	-	-
	CWOD	48%	38%	<b>54%</b>	*	50%	60%	-	*	*	*	37%	67%	-	54%	56%	66%	42%	-	-	-	-	
	EL	39%	38%	<b>58%</b>	-	*	60%	-	*	-	-	57%	60%	*	56%	58%	71%	40%	-	-	-	-	
	Female	45%	35%	<b>42%</b>	*	63%	36%	-	*	*	*	27%	53%	-	42%	40%	-	42%	-	-	-	-	-
Grade 4 Reading	All	45%	40%	<b>48%</b>	35%	45%	60%	-	*	-	38%	47%	49%	*	49%	*	44%	51%	-	*	-	*	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>49%</b>	32%	40%	69%	-	*	-	38%	49%	50%	-	49%	*	42%	55%	-	*	-	*	
	EL	29%	28%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Female	47%	42%	<b>51%</b>	42%	29%	65%	-	*	-	*	42%	65%	*	55%	*	-	51%	-	*	-	-	*
Mathematics	All	48%	40%	<b>39%</b>	31%	18%	53%	-	*	-	38%	39%	38%	*	39%	*	39%	39%	-	*	-	*	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>39%</b>	28%	10%	62%	-	*	-	38%	40%	39%	-	39%	*	36%	42%	-	*	-	*	
	EL	38%	35%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Female	47%	40%	<b>39%</b>	33%	14%	47%	-	*	-	*	42%	35%	*	42%	*	-	39%	-	*	-	-	*
Grade 5 Reading	All	53%	49%	<b>57%</b>	38%	47%	67%	-	*	-	*	46%	68%	*	61%	*	50%	65%	-	*	-	*	
	Students																						
	CWD	30%	25%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>61%</b>	40%	54%	71%	-	*	-	*	50%	72%	-	61%	*	56%	67%	-	*	-	*	
	EL	35%	30%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Female	56%	51%	<b>65%</b>	*	50%	75%	-	-	-	*	50%	91%	*	67%	*	-	65%	-	*	-	-	*
Mathematics	All	57%	50%	<b>57%</b>	50%	47%	65%	-	*	-	*	43%	71%	*	63%	60%	59%	55%	-	*	-	*	
	Students																						
	CWD	34%	24%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>63%</b>	53%	54%	71%	-	*	-	*	47%	78%	-	63%	60%	68%	57%	-	*	-	*	
	EL	46%	39%	<b>60%</b>	*	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-	-
	Female	58%	50%	<b>55%</b>	*	38%	63%	-	-	-	*	40%	82%	*	57%	*	-	55%	-	*	-	-	*
Science	All	40%	34%	<b>45%</b>	38%	40%	52%	-	*	-	*	26%	65%	*	48%	40%	50%	39%	-	*	-	*	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>48%</b>	40%	46%	55%	-	*	-	*	28%	69%	-	48%	40%	56%	40%	-	*	-	*	
	EL	24%	18%	<b>40%</b>	*	*	*	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-	-
	Female	38%	32%	<b>39%</b>	*	*	38%	-	-	-	*	20%	73%	*	40%	*	-	39%	-	*	-	-	*

					African	American	Two or Non		Pacific		More	Econ	Non	Econ		CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military		
Grade 6 Reading	All	38%	37%	<b>37%</b>	29%	21%	46%	*	*	-	*	27%	45%	*	41%	*	29%	47%	-	-	-	-		
	Students																							
	CWD	22%	22%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
	CWOD	40%	38%	<b>41%</b>	26%	27%	55%	*	*	-	*	29%	52%	-	41%	*	32%	50%	-	-	-	-	-	
	EL	14%	15%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-	-
	Male	34%	32%	<b>29%</b>	30%	*	28%	*	*	-	*	19%	36%	*	32%	*	29%	-	-	-	-	-	-	-
	Female	42%	42%	<b>47%</b>	29%	*	88%	-	*	-	-	35%	62%	*	50%	*	-	47%	-	-	-	-	-	-
Mathematics	All	43%	46%	<b>45%</b>	28%	29%	70%	*	*	-	*	28%	61%	33%	47%	*	47%	42%	-	-	-	-		
	Students																							
	CWD	23%	27%	<b>33%</b>	*	*	*	-	-	-	*	*	*	33%	-	-	42%	*	-	-	-	-	-	
	CWOD	46%	48%	<b>47%</b>	21%	36%	77%	*	*	-	*	29%	65%	-	47%	*	48%	46%	-	-	-	-	-	
	EL	24%	31%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-	-
	Male	44%	46%	<b>47%</b>	40%	29%	63%	*	*	-	*	22%	64%	42%	48%	*	47%	-	-	-	-	-	-	-
	Female	42%	46%	<b>42%</b>	20%	29%	88%	-	*	-	-	33%	54%	*	46%	*	-	42%	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3 Reading	All	24%	19%	<b>25%</b>	*	16%	32%	-	*	*	*	13%	35%	*	24%	25%	31%	19%	-	-	-	-		
	Students																							
	CWD	9%	7%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	-	-	-	-	-	-	
	CWOD	26%	20%	<b>24%</b>	*	11%	30%	-	*	*	*	11%	33%	-	24%	11%	28%	19%	-	-	-	-	-	
	EL	15%	16%	<b>25%</b>	-	*	20%	-	*	-	-	14%	40%	*	11%	25%	43%	0%	-	-	-	-	-	
	Male	22%	17%	<b>31%</b>	*	9%	44%	-	*	-	*	13%	43%	*	28%	43%	31%	-	-	-	-	-	-	
	Female	26%	20%	<b>19%</b>	*	25%	14%	-	*	*	*	13%	24%	-	19%	0%	-	19%	-	-	-	-	-	
Mathematics	All	22%	15%	<b>27%</b>	*	21%	26%	-	*	*	*	20%	32%	*	29%	25%	36%	16%	-	-	-	-		
	Students																							
	CWD	12%	5%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	-	-	-	-	-	-	
	CWOD	24%	16%	<b>29%</b>	*	22%	27%	-	*	*	*	22%	33%	-	29%	33%	41%	16%	-	-	-	-	-	
	EL	17%	16%	<b>25%</b>	-	*	40%	-	*	-	-	29%	20%	*	33%	25%	29%	20%	-	-	-	-	-	
	Male	23%	17%	<b>36%</b>	*	18%	39%	-	*	-	*	20%	48%	*	41%	29%	36%	-	-	-	-	-	-	
	Female	21%	14%	<b>16%</b>	*	25%	7%	-	*	*	*	20%	12%	-	16%	20%	-	16%	-	-	-	-	-	
Grade 4 Reading	All	23%	19%	<b>19%</b>	19%	9%	27%	-	*	-	13%	21%	18%	*	21%	*	17%	22%	-	*	-	*		
	Students																							
	CWD	9%	9%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	25%	20%	<b>21%</b>	20%	10%	31%	-	*	-	13%	23%	19%	-	21%	*	18%	24%	-	*	-	-	*	
	EL	12%	11%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-	
	Male	22%	18%	<b>17%</b>	21%	*	15%	-	*	-	*	21%	14%	*	18%	*	17%	-	-	-	-	-	-	
	Female	25%	21%	<b>22%</b>	17%	14%	35%	-	*	-	*	21%	24%	*	24%	*	-	22%	-	*	-	-	*	
Mathematics	All	26%	20%	<b>19%</b>	12%	9%	33%	-	*	-	0%	16%	23%	*	21%	*	19%	20%	-	*	-	*		
	Students																							
	CWD	11%	10%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	28%	21%	<b>21%</b>	12%	10%	38%	-	*	-	0%	17%	25%	-	21%	*	21%	21%	-	*	-	-	*	
	EL	18%	14%	*	-	*	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>19%</b>	14%	*	38%	-	*	-	*	14%	23%	*	21%	*	19%	-	-	-	-
	Female	25%	19%	<b>20%</b>	8%	14%	29%	-	*	-	*	17%	24%	*	21%	*	-	20%	-	*	-
Grade 5	All	26%	23%	<b>32%</b>	25%	27%	39%	-	*	-	*	23%	41%	*	34%	*	24%	42%	-	*	-
Reading	Students																				
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	27%	24%	<b>34%</b>	27%	31%	42%	-	*	-	*	25%	44%	-	34%	*	26%	43%	-	*	-
	EL	12%	8%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-
	Male	24%	21%	<b>24%</b>	17%	29%	22%	-	*	-	-	13%	30%	*	26%	*	24%	-	-	*	-
	Female	28%	25%	<b>42%</b>	*	25%	56%	-	-	-	*	30%	64%	*	43%	*	-	42%	-	*	-
Mathematics	All	30%	24%	<b>27%</b>	19%	20%	32%	-	*	-	*	11%	43%	*	30%	20%	28%	26%	-	*	-
	Students																				
	CWD	13%	7%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	31%	26%	<b>30%</b>	20%	23%	35%	-	*	-	*	13%	47%	-	30%	20%	32%	27%	-	*	-
	EL	19%	13%	<b>20%</b>	*	*	*	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-
	Male	29%	24%	<b>28%</b>	8%	29%	39%	-	*	-	-	13%	38%	*	32%	*	28%	-	-	*	-
	Female	30%	24%	<b>26%</b>	*	13%	25%	-	-	-	*	10%	55%	*	27%	*	-	26%	-	*	-
Science	All	16%	13%	<b>26%</b>	13%	27%	30%	-	*	-	*	9%	44%	*	28%	0%	29%	23%	-	*	-
	Students																				
	CWD	9%	5%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	17%	14%	<b>28%</b>	13%	31%	32%	-	*	-	*	9%	47%	-	28%	0%	32%	23%	-	*	-
	EL	7%	4%	<b>0%</b>	*	*	*	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-
	Male	18%	14%	<b>29%</b>	17%	43%	28%	-	*	-	-	13%	39%	*	32%	*	29%	-	-	*	-
	Female	15%	12%	<b>23%</b>	*	*	31%	-	-	-	*	5%	55%	*	23%	*	-	23%	-	*	-
Grade 6	All	18%	17%	<b>15%</b>	8%	7%	19%	*	*	-	*	6%	24%	*	17%	*	10%	23%	-	-	-
Reading	Students																				
	CWD	8%	6%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	20%	19%	<b>17%</b>	5%	9%	23%	*	*	-	*	7%	26%	-	17%	*	10%	25%	-	-	-
	EL	4%	5%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	*	-	-	-
	Male	15%	13%	<b>10%</b>	10%	*	6%	*	*	-	*	6%	12%	*	10%	*	10%	-	-	-	-
	Female	22%	22%	<b>23%</b>	7%	*	50%	-	*	-	-	6%	46%	*	25%	*	-	23%	-	-	-
Mathematics	All	18%	21%	<b>19%</b>	20%	0%	22%	*	*	-	*	11%	26%	20%	19%	*	23%	13%	-	-	-
	Students																				
	CWD	9%	7%	<b>20%</b>	*	*	*	-	-	-	*	*	*	20%	-	-	25%	*	-	-	-
	CWOD	19%	22%	<b>19%</b>	11%	0%	27%	*	*	-	*	7%	29%	-	19%	*	23%	14%	-	-	-
	EL	6%	9%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	*	-	-	-
	Male	18%	21%	<b>23%</b>	40%	0%	21%	*	*	-	*	17%	28%	25%	23%	*	23%	-	-	-	-
	Female	17%	21%	<b>13%</b>	7%	0%	25%	-	*	-	-	6%	23%	*	14%	*	-	13%	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades		All Subjects	All	77%	72%	<b>78%</b>	65%	75%	85%	*	96%	*	79%	71%	85%	39%	82%	86%	78%	78%	-	86%	-	80%
	Students																							

		African American			Hispanic			White			American Indian			Pacific Islander		Two or More Races		Economically Disadvantaged		Non-Economically Disadvantaged		English Language Learners		Male		Female		Migrant		Homeless		Foster Care		Military	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military														
	CWD	45%	38%	<b>39%</b>	50%	31%	34%	-	*	-	*	29%	47%	39%	-	88%	45%	*	-	-	-														
	CWOD	80%	76%	<b>82%</b>	67%	81%	90%	*	100%	*	81%	76%	88%	-	82%	86%	83%	81%	-	86%	-	80%													
	EL	60%	59%	<b>86%</b>	*	82%	94%	-	89%	-	-	82%	100%	88%	86%	86%	82%	94%	-	-	-														
	Male	74%	69%	<b>78%</b>	67%	80%	82%	*	94%	-	68%	72%	82%	45%	83%	82%	78%	-	*	-	*														
	Female	79%	76%	<b>78%</b>	63%	71%	90%	-	100%	*	89%	70%	90%	*	81%	94%	-	78%	-	82%	-	86%													
Reading	All	73%	68%	<b>73%</b>	61%	71%	81%	*	91%	*	65%	65%	80%	36%	77%	74%	70%	77%	-	*	-	*													
	Students																																		
	CWD	39%	32%	<b>36%</b>	*	*	*	-	*	-	-	*	40%	36%	-	*	43%	*	-	-	-	-													
	CWOD	77%	72%	<b>77%</b>	63%	77%	85%	*	100%	*	65%	70%	83%	-	77%	74%	74%	80%	-	*	-	*													
	EL	52%	51%	<b>74%</b>	*	70%	88%	-	*	-	-	65%	100%	*	74%	74%	67%	88%	-	-	-	-													
	Male	69%	64%	<b>70%</b>	61%	72%	74%	*	88%	-	*	62%	75%	43%	74%	67%	70%	-	-	*	-	*													
Female	77%	73%	<b>77%</b>	62%	70%	89%	-	*	*	88%	68%	88%	*	80%	88%	-	77%	-	*	-	*														
Mathematics	All	80%	75%	<b>83%</b>	70%	81%	90%	*	100%	*	89%	76%	90%	45%	88%	96%	86%	80%	-	100%	-	*													
	Students																																		
	CWD	52%	42%	<b>45%</b>	56%	*	36%	-	*	-	*	35%	53%	45%	-	*	50%	*	-	-	-	-													
	CWOD	83%	79%	<b>88%</b>	72%	87%	96%	*	100%	*	94%	82%	93%	-	88%	95%	93%	83%	-	100%	-	*													
	EL	70%	69%	<b>96%</b>	*	90%	100%	-	*	-	-	94%	100%	*	95%	96%	93%	100%	-	-	-	-													
	Male	78%	73%	<b>86%</b>	76%	86%	90%	*	100%	-	90%	81%	90%	50%	93%	93%	86%	-	-	*	-	*													
Female	82%	78%	<b>80%</b>	63%	77%	91%	-	*	*	88%	73%	89%	*	83%	100%	-	80%	-	*	-	*														
Science	All	79%	74%	<b>77%</b>	63%	67%	85%	-	*	-	*	69%	85%	*	81%	100%	76%	77%	-	*	-	*													
	Students																																		
	CWD	48%	40%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-													
	CWOD	82%	78%	<b>81%</b>	67%	77%	87%	-	*	-	*	75%	88%	-	81%	100%	82%	80%	-	*	-	*													
	EL	58%	57%	<b>100%</b>	*	*	*	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-													
	Male	78%	72%	<b>76%</b>	58%	86%	78%	-	*	-	-	73%	78%	*	82%	*	76%	-	-	*	-	*													
Female	80%	77%	<b>77%</b>	*	*	88%	-	-	-	*	65%	100%	*	80%	*	-	77%	-	*	-	*														

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>46%</b>	34%	38%	57%	*	71%	*	39%	36%	56%	23%	49%	43%	47%	46%	-	71%	-	40%
	Students																					
	CWD	23%	19%	<b>23%</b>	39%	25%	14%	-	*	-	*	21%	25%	23%	-	75%	31%	*	-	-	-	-
	CWOD	50%	45%	<b>49%</b>	33%	40%	62%	*	77%	*	41%	38%	59%	-	49%	37%	50%	48%	-	71%	-	40%
	EL	26%	25%	<b>43%</b>	*	45%	47%	-	33%	-	-	37%	62%	75%	37%	43%	47%	35%	-	-	-	-
	Male	45%	40%	<b>47%</b>	33%	37%	58%	*	72%	-	32%	36%	54%	31%	50%	47%	47%	-	-	*	-	*
Female	50%	45%	<b>46%</b>	34%	40%	56%	-	67%	*	47%	36%	60%	*	48%	35%	-	46%	-	64%	-	57%	
Reading	All	46%	41%	<b>45%</b>	32%	37%	54%	*	82%	*	41%	38%	52%	21%	47%	35%	41%	50%	-	*	-	*
	Students																					
	CWD	22%	18%	<b>21%</b>	*	*	*	-	*	-	-	*	20%	21%	-	*	29%	*	-	-	-	-
	CWOD	48%	44%	<b>47%</b>	31%	38%	59%	*	90%	*	41%	39%	55%	-	47%	26%	43%	52%	-	*	-	*
	EL	21%	21%	<b>35%</b>	*	30%	38%	-	*	-	-	29%	50%	*	26%	35%	40%	25%	-	-	-	-
	Male	41%	37%	<b>41%</b>	29%	31%	47%	*	88%	-	*	35%	45%	29%	43%	40%	41%	-	-	*	-	*
Female	50%	47%	<b>50%</b>	35%	43%	63%	-	*	*	50%	39%	63%	*	52%	25%	-	50%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	48%	42%	<b>48%</b>	34%	39%	62%	*	64%	*	39%	37%	59%	29%	51%	52%	52%	44%	-	60%	-	*	
	Students																						
	CWD	26%	21%	<b>29%</b>	44%	*	21%	-	*	-	*	24%	33%	29%	-	*	38%	*	-	-	-	-	
	CWOD	51%	45%	<b>51%</b>	33%	40%	67%	*	70%	*	41%	39%	61%	-	51%	47%	55%	46%	-	60%	-	*	
	EL	33%	31%	<b>52%</b>	*	60%	50%	-	*	-	-	47%	67%	*	47%	52%	60%	38%	-	-	-	-	
	Male	47%	41%	<b>52%</b>	37%	41%	68%	*	63%	-	30%	37%	62%	38%	55%	60%	52%	-	-	*	-	*	
	Female	49%	44%	<b>44%</b>	32%	37%	56%	-	*	*	50%	36%	54%	*	46%	38%	-	44%	-	*	-	*	
Science	All	49%	46%	<b>45%</b>	38%	40%	52%	-	*	-	*	26%	65%	*	48%	40%	50%	39%	-	*	-	*	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	52%	49%	<b>48%</b>	40%	46%	55%	-	*	-	*	28%	69%	-	48%	40%	56%	40%	-	*	-	*	
	EL	21%	20%	<b>40%</b>	*	*	*	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-	
	Male	50%	45%	<b>50%</b>	33%	43%	61%	-	*	-	-	33%	61%	*	56%	*	50%	-	-	*	-	*	
	Female	49%	46%	<b>39%</b>	*	*	38%	-	-	-	*	20%	73%	*	40%	*	-	39%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All	21%	18%	<b>23%</b>	17%	16%	29%	*	54%	*	16%	15%	31%	9%	25%	16%	24%	22%	-	43%	-	20%	
	Students																						
	CWD	8%	5%	<b>9%</b>	22%	6%	3%	-	*	-	*	9%	9%	9%	-	25%	12%	*	-	-	-	-	
	CWOD	23%	20%	<b>25%</b>	16%	17%	32%	*	59%	*	16%	15%	33%	-	25%	14%	26%	24%	-	43%	-	20%	
	EL	9%	8%	<b>16%</b>	*	9%	24%	-	22%	-	-	11%	31%	25%	14%	16%	18%	12%	-	-	-	-	
	Male	20%	17%	<b>24%</b>	17%	15%	28%	*	56%	-	21%	15%	30%	12%	26%	18%	24%	-	-	*	-	*	
	Female	22%	20%	<b>22%</b>	16%	16%	31%	-	50%	*	11%	14%	34%	*	24%	12%	-	22%	-	27%	-	29%	
Reading	All	19%	16%	<b>23%</b>	17%	15%	30%	*	45%	*	12%	16%	29%	11%	24%	17%	20%	26%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>11%</b>	*	*	*	-	*	-	*	13%	11%	-	*	14%	*	-	-	-	-	-	
	CWOD	20%	18%	<b>24%</b>	18%	15%	32%	*	50%	*	12%	17%	30%	-	24%	11%	21%	28%	-	*	-	*	
	EL	7%	7%	<b>17%</b>	*	20%	13%	-	*	-	-	12%	33%	*	11%	17%	20%	13%	-	-	-	-	
	Male	16%	13%	<b>20%</b>	16%	10%	23%	*	50%	-	*	13%	24%	14%	21%	20%	20%	-	-	*	-	*	
	Female	22%	20%	<b>26%</b>	19%	20%	39%	-	*	*	0%	18%	37%	*	28%	13%	-	26%	-	*	-	*	
Mathematics	All	23%	20%	<b>23%</b>	17%	14%	29%	*	64%	*	17%	14%	31%	10%	25%	17%	27%	19%	-	40%	-	*	
	Students																						
	CWD	10%	5%	<b>10%</b>	33%	*	0%	-	*	-	*	12%	7%	10%	-	*	13%	*	-	-	-	-	
	CWOD	25%	21%	<b>25%</b>	15%	15%	32%	*	70%	*	18%	15%	33%	-	25%	21%	29%	20%	-	40%	-	*	
	EL	13%	11%	<b>17%</b>	*	0%	38%	-	*	-	-	12%	33%	*	21%	17%	20%	13%	-	-	-	-	
	Male	23%	19%	<b>27%</b>	18%	14%	34%	*	63%	-	20%	16%	34%	13%	29%	20%	27%	-	-	*	-	*	
	Female	24%	20%	<b>19%</b>	16%	13%	22%	-	*	*	13%	13%	26%	*	20%	13%	-	19%	-	*	-	*	
Science	All	22%	20%	<b>26%</b>	13%	27%	30%	-	*	-	*	9%	44%	*	28%	0%	29%	23%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	24%	22%	<b>28%</b>	13%	31%	32%	-	*	-	*	9%	47%	-	28%	0%	32%	23%	-	*	-	*	
	EL	5%	5%	<b>0%</b>	*	*	*	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-	
	Male	23%	20%	<b>29%</b>	17%	43%	28%	-	*	-	-	13%	39%	*	32%	*	29%	-	-	*	-	*	
	Female	21%	20%	<b>23%</b>	*	*	31%	-	-	-	*	5%	55%	*	23%	*	-	23%	-	*	-	*	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	63	61	70	*	100	-	62	64	71	*
CWD	71	83	*	78	-	-	-	-	73	71	*
CWOD	66	61	63	69	*	100	-	62	63	-	*
EL	*	-	*	*	-	*	-	-	*	*	*
Male	59	69	56	55	*	*	-	*	57	72	*
Female	74	56	65	88	-	*	-	86	70	*	*
<b>Mathematics</b>											
All Students	72	65	70	78	*	*	-	68	71	60	83
CWD	60	79	*	50	-	-	-	*	50	60	*
CWOD	74	64	73	82	*	*	-	65	75	-	81
EL	83	-	83	*	-	*	-	-	81	*	83
Male	75	64	75	84	*	*	-	71	73	75	93
Female	69	67	65	71	-	*	-	*	70	*	*

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
41	15	37%

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	49	39	43	57	*	74	*	45	41	25	48
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					Y	Y	Y



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Y
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	N	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	Y
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	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	100%	100%	99%	*	100%	*	100%	100%	99%	94%	100%	100%	99%	99%	-
	CWD	94%	100%	100%	87%	-	*	-	*	100%	88%	94%	-	100%	96%	88%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	*	100%	-	100%	100%	99%	96%	100%	100%	99%	-	-
	Female	99%	100%	100%	98%	-	100%	*	100%	100%	98%	88%	100%	100%	-	99%	-
Reading	All Students	99%	100%	100%	98%	*	100%	*	100%	100%	99%	93%	100%	100%	99%	99%	-
	CWD	93%	100%	100%	85%	-	*	-	-	100%	87%	93%	-	*	95%	86%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	*	100%	-	100%	100%	99%	95%	100%	100%	99%	-	-
	Female	99%	100%	100%	98%	-	*	*	100%	100%	98%	86%	100%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	99%	*	100%	*	100%	100%	99%	97%	100%	100%	100%	99%	-
	CWD	97%	100%	100%	93%	-	*	-	*	100%	93%	97%	-	*	100%	88%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	98%	-	*	*	100%	100%	98%	88%	100%	100%	-	99%	-
Science	All Students	99%	100%	100%	97%	-	*	-	*	100%	97%	83%	100%	100%	97%	100%	-
	CWD	83%	*	*	*	-	-	-	-	*	*	83%	-	-	*	*	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	*	*	-	*	-	-	*	*	-	100%	100%	*	*	-
	Male	97%	100%	100%	94%	-	*	-	-	100%	96%	*	100%	*	97%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	0%	0%	1%	*	0%	*	0%	0%	1%	6%	0%	0%	1%	1%	-
	CWD	6%	0%	0%	13%	-	*	-	*	0%	12%	6%	-	0%	4%	13%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	0%	-	0%	0%	1%	4%	0%	0%	1%	-	-
	Female	1%	0%	0%	2%	-	0%	*	0%	0%	2%	13%	0%	0%	-	1%	-
Reading	All Students	1%	0%	0%	2%	*	0%	*	0%	0%	1%	7%	0%	0%	1%	1%	-
	CWD	7%	0%	0%	15%	-	*	-	-	0%	13%	7%	-	*	5%	14%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	0%	-	0%	0%	1%	5%	0%	0%	1%	-	-
	Female	1%	0%	0%	2%	-	*	*	0%	0%	2%	14%	0%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	1%	*	0%	*	0%	0%	1%	3%	0%	0%	0%	1%	-
	CWD	3%	0%	0%	7%	-	*	-	*	0%	7%	3%	-	*	0%	13%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	2%	-	*	*	0%	0%	2%	13%	0%	0%	-	1%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	1%	0%	0%	3%	-	*	-	*	0%	3%	17%	0%	0%	3%	0%	-
	CWD	17%	*	*	*	-	-	-	*	*	17%	-	-	*	*	-	
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	-	
	EL	0%	*	*	*	-	*	-	*	*	-	0%	0%	*	*	-	
	Male	3%	0%	0%	6%	-	*	-	-	0%	4%	*	0%	*	3%	-	
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	38	17	8	11	*	*	*	*	*		
	Female	13	5	*	*	*	*	*	*	*		
	Total	51	22	10	13	*	*	*	*	*		
Out-of-School Suspensions												
	Male	12	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	14	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	20	11	*	5	*	*	*	*	*		5
	Female	9	5	*	*	*	*	*	*	*		*
	Total	29	16	*	7	*	*	*	*	*		7
Expulsions	Male	10	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	6	*	*	*	*	*	*	*		6
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b> Chronic Absenteeism	Male	23	5	5	11	*	*	*	*	*	*	*
	Female	32	8	8	14	*	*	*	*	5	*	*
	Total	55	13	13	25	*	*	*	*	7	*	*

Incidents of Violence

	Total
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex	<b>Total</b>
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	14	*	5	5	*	*	*	*	*	*
	Female	19	8	*	5	*	*	*	*	5	*
	Total	33	10	7	10	*	*	*	*	7	*
Accelerated Coursework											
Advanced Placement Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - '-' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.0	10.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	1.6%

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	8	1%
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		Mathematics	Overall	30	30	37	36	24	24	9
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities		67	69	23	22	8	7	2	2
	English Language Learners		61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94



<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** ELLIS EL

**Campus ID:** 220901142

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17													
	Rates												41%	
	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17													
	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

							African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Economic Disadv		Non-Economic Disadv		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military														
<b>STAAR Percent at Approaches Grade Level or Above</b>																																		
<b>Grade 3</b>																																		
Reading	All	77%	70%	<b>65%</b>	63%	69%	*	-	*	*	*	65%	64%	70%	64%	50%	62%	67%	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	Students																																	
	CWD	51%	46%	<b>70%</b>	*	*	*	-	-	-	-	*	*	70%	-	-	71%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	79%	72%	<b>64%</b>	64%	67%	*	-	*	*	*	67%	61%	-	64%	50%	60%	67%	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	EL	70%	69%	<b>50%</b>	*	61%	*	-	*	-	-	56%	*	-	50%	50%	*	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	74%	68%	<b>62%</b>	66%	50%	*	-	-	*	-	61%	65%	71%	60%	*	62%	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	Female	79%	73%	<b>67%</b>	60%	87%	*	-	*	-	*	70%	64%	*	67%	58%	-	67%	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	Mathematics	All	77%	71%	<b>64%</b>	56%	76%	*	-	*	*	*	67%	60%	55%	65%	77%	68%	60%	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
Students																																		
CWD	52%	43%	<b>55%</b>	*	*	*	-	-	-	-	*	*	55%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CWOD	80%	73%	<b>65%</b>	58%	74%	*	-	*	*	*	70%	58%	-	65%	77%	70%	61%	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
EL	74%	73%	<b>77%</b>	*	78%	*	-	*	-	-	88%	*	-	77%	77%	80%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Male	77%	70%	<b>68%</b>	63%	71%	*	-	-	*	-	70%	65%	*	70%	80%	68%	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
Female	78%	71%	<b>60%</b>	48%	80%	*	-	*	-	*	64%	56%	*	61%	75%	-	60%	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
<b>Grade 4</b>																																		
Reading	All	72%	67%	<b>64%</b>	67%	53%	*	*	-	*	*	60%	72%	69%	63%	35%	69%	60%	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	Students																																	
	CWD	46%	47%	<b>69%</b>	*	*	*	-	-	*	-	67%	*	69%	-	*	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	75%	69%	<b>63%</b>	67%	52%	*	*	-	*	*	59%	71%	-	63%	38%	69%	58%	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	EL	60%	56%	<b>35%</b>	*	31%	-	-	-	-	-	*	*	*	38%	35%	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	Male	70%	64%	<b>69%</b>	71%	54%	*	*	-	*	*	61%	80%	67%	69%	*	69%	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
Female	75%	70%	<b>60%</b>	63%	53%	-	-	-	*	-	60%	58%	*	58%	*	-	60%	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
Mathematics	All	77%	74%	<b>66%</b>	63%	57%	*	*	-	*	*	70%	58%	50%	68%	41%	69%	63%	-	71%	-	*	-	*	-	*	-	*	-	*	-	*		
	Students																																	
	CWD	49%	49%	<b>50%</b>	*	*	*	-	-	*	-	67%	*	50%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	81%	76%	<b>68%</b>	67%	60%	*	*	-	*	*	70%	64%	-	68%	44%	74%	63%	-	71%	-	*	-	*	-	*	-	*	-	*	-	*		
	EL	72%	72%	<b>41%</b>	*	38%	-	-	-	-	-	*	*	*	44%	41%	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	Male	77%	72%	<b>69%</b>	58%	62%	*	*	-	*	*	79%	55%	*	74%	*	69%	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
Female	78%	76%	<b>63%</b>	68%	53%	-	-	-	*	-	63%	62%	*	63%	*	-	63%	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
<b>Grade 5</b>																																		
Reading	All	83%	80%	<b>78%</b>	71%	86%	*	-	*	-	*	76%	81%	*	82%	79%	79%	77%	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	Students																																	
CWD	54%	47%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*			

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>82%</b>	78%	88%	*	-	*	-	*	83%	82%	-	82%	81%	83%	82%	-	*	-	*	
	EL	73%	70%	<b>79%</b>	*	86%	-	-	*	-	-	79%	*	81%	79%	78%	80%	-	-	-	-	-	
	Male	81%	77%	<b>79%</b>	71%	91%	-	-	*	-	*	74%	87%	*	83%	78%	79%	-	-	*	-	*	
	Female	86%	82%	<b>77%</b>	71%	82%	*	-	*	-	-	78%	75%	*	82%	80%	-	77%	-	*	-	*	
Mathematics	All	90%	85%	<b>90%</b>	84%	97%	*	-	*	*	*	90%	90%	82%	91%	96%	89%	90%	-	*	-	*	
	Students																						
	CWOD	70%	56%	<b>82%</b>	*	*	-	-	*	-	75%	*	82%	-	*	86%	*	-	*	-	*	-	*
	CWOD	92%	89%	<b>91%</b>	85%	100%	*	-	*	-	93%	89%	-	91%	95%	90%	92%	-	*	-	-	-	
	EL	86%	81%	<b>96%</b>	*	100%	-	-	*	-	94%	100%	*	95%	96%	89%	100%	-	-	-	-	-	
	Male	89%	84%	<b>89%</b>	86%	92%	-	-	*	*	*	82%	100%	86%	90%	89%	89%	-	-	*	-	*	
	Female	91%	86%	<b>90%</b>	83%	100%	*	-	*	-	-	96%	81%	*	92%	100%	-	90%	-	*	-	*	
Science	All	75%	69%	<b>70%</b>	67%	77%	*	-	*	*	*	66%	77%	*	76%	75%	68%	72%	-	*	-	*	
	Students																						
	CWOD	48%	38%	*	*	*	-	-	*	-	*	*	*	-	*	*	*	-	*	-	*	-	-
	CWOD	78%	72%	<b>76%</b>	73%	83%	*	-	*	-	76%	78%	-	76%	76%	77%	76%	-	*	-	-	*	
	EL	62%	57%	<b>75%</b>	*	81%	-	-	*	-	74%	*	*	76%	75%	78%	73%	-	-	-	-	-	
	Male	76%	69%	<b>68%</b>	67%	77%	-	-	*	*	*	59%	80%	*	77%	78%	68%	-	-	*	-	*	
	Female	75%	69%	<b>72%</b>	67%	76%	*	-	*	-	-	71%	73%	*	76%	73%	-	72%	-	*	-	*	
Grade 6	All	68%	67%	<b>56%</b>	61%	46%	*	*	*	-	*	55%	59%	54%	57%	46%	50%	61%	-	*	-	*	
	Students																						
	CWOD	35%	33%	<b>54%</b>	*	*	*	-	-	-	*	*	54%	-	*	55%	*	-	*	-	*	-	-
	CWOD	71%	70%	<b>57%</b>	63%	40%	-	*	*	-	54%	61%	-	57%	*	48%	62%	-	*	-	-	*	
	EL	42%	46%	<b>46%</b>	-	46%	-	-	-	-	56%	*	*	*	46%	*	*	-	-	-	-	-	
	Male	63%	61%	<b>50%</b>	46%	60%	*	*	*	-	46%	56%	55%	48%	*	50%	-	-	*	-	-	*	
	Female	72%	73%	<b>61%</b>	73%	36%	-	-	-	-	61%	61%	*	62%	*	-	61%	-	*	-	-	-	
Mathematics	All	76%	76%	<b>76%</b>	74%	80%	*	*	*	-	*	81%	69%	60%	79%	85%	76%	76%	-	*	-	*	
	Students																						
	CWOD	50%	46%	<b>60%</b>	*	*	*	-	-	-	67%	*	60%	-	*	67%	*	-	*	-	*	-	-
	CWOD	79%	80%	<b>79%</b>	80%	76%	-	*	*	-	83%	72%	-	79%	82%	80%	79%	-	*	-	-	*	
	EL	61%	67%	<b>85%</b>	-	85%	-	-	-	-	100%	*	*	82%	85%	*	78%	-	-	-	-	-	
	Male	76%	76%	<b>76%</b>	67%	100%	*	*	*	-	*	80%	71%	67%	80%	*	76%	-	-	*	-	*	
	Female	77%	77%	<b>76%</b>	79%	64%	-	-	-	-	*	81%	67%	*	79%	78%	-	76%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>37%</b>	37%	31%	*	-	*	*	*	37%	38%	70%	34%	23%	42%	33%	-	*	-	*	
	Students																						
	CWOD	28%	21%	<b>70%</b>	*	*	*	-	-	-	*	*	70%	-	-	71%	*	-	-	-	-	-	
	CWOD	44%	36%	<b>34%</b>	35%	26%	*	-	*	*	35%	32%	-	34%	23%	37%	31%	-	*	-	-	*	
	EL	32%	32%	<b>23%</b>	*	28%	*	-	*	-	25%	*	-	23%	23%	*	17%	-	-	-	-	-	
	Male	40%	33%	<b>42%</b>	41%	36%	*	-	-	*	39%	47%	71%	37%	*	42%	-	-	*	-	-	*	
	Female	45%	37%	<b>33%</b>	33%	27%	*	-	*	-	33%	32%	*	31%	17%	-	33%	-	*	-	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>28%</b>	17%	38%	*	-	*	*	*	33%	21%	45%	26%	36%	38%	19%	-	*	-	*	
	Students																						
	CWD	30%	23%	<b>45%</b>	*	*	*	-	-	-	-	*	*	45%	-	-	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>26%</b>	15%	33%	*	-	*	*	*	31%	18%	-	26%	36%	37%	16%	-	*	-	*	
	EL	39%	38%	<b>36%</b>	*	39%	*	-	*	-	-	44%	*	-	36%	36%	60%	17%	-	-	-	-	
	Male	47%	38%	<b>38%</b>	31%	43%	*	-	-	*	-	39%	35%	*	37%	60%	38%	-	-	*	-	*	
	Female	45%	35%	<b>19%</b>	3%	33%	*	-	*	-	*	25%	12%	*	16%	17%	-	19%	-	*	-	*	
Grade 4	All	45%	40%	<b>34%</b>	37%	23%	*	*	-	*	*	30%	41%	54%	30%	6%	35%	32%	-	*	-	*	
	Students																						
	CWD	28%	30%	<b>54%</b>	*	*	*	-	-	*	-	56%	*	54%	-	*	44%	*	-	-	-	-	-
	CWOD	47%	41%	<b>30%</b>	33%	24%	*	*	-	*	*	26%	39%	-	30%	6%	33%	28%	-	*	-	*	
	EL	29%	28%	<b>6%</b>	*	6%	-	-	-	-	-	*	*	*	6%	6%	*	*	-	*	-	-	
	Male	43%	39%	<b>35%</b>	38%	23%	*	*	-	*	*	32%	40%	44%	33%	*	35%	-	-	*	-	*	
	Female	47%	42%	<b>32%</b>	37%	24%	-	-	-	*	-	29%	42%	*	28%	*	-	32%	-	*	-	*	
Mathematics	All	48%	40%	<b>33%</b>	33%	27%	*	*	-	*	*	37%	27%	43%	32%	6%	40%	27%	-	14%	-	*	
	Students																						
	CWD	29%	30%	<b>43%</b>	*	*	*	-	-	*	-	56%	*	43%	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>32%</b>	31%	28%	*	*	-	*	*	33%	29%	-	32%	6%	41%	23%	-	14%	-	*	
	EL	38%	35%	<b>6%</b>	*	6%	-	-	-	-	-	*	*	*	6%	6%	*	*	-	*	-	-	
	Male	48%	41%	<b>40%</b>	33%	31%	*	*	-	*	*	50%	25%	*	41%	*	40%	-	-	*	-	*	
	Female	47%	40%	<b>27%</b>	32%	24%	-	-	-	*	-	26%	31%	*	23%	*	-	27%	-	*	-	*	
Grade 5	All	53%	49%	<b>39%</b>	38%	39%	*	-	*	-	*	39%	39%	*	40%	33%	41%	37%	-	*	-	*	
	Students																						
	CWD	30%	25%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	56%	51%	<b>40%</b>	40%	38%	*	-	*	-	*	40%	39%	-	40%	29%	43%	37%	-	*	-	*	
	EL	35%	30%	<b>33%</b>	*	38%	-	-	*	-	-	37%	*	*	29%	33%	33%	33%	-	-	-	-	
	Male	50%	46%	<b>41%</b>	48%	27%	-	-	*	-	*	37%	47%	*	43%	33%	41%	-	-	*	-	*	
	Female	56%	51%	<b>37%</b>	29%	47%	*	-	*	-	-	41%	31%	*	37%	33%	-	37%	-	*	-	*	
Mathematics	All	57%	50%	<b>48%</b>	38%	62%	*	-	*	*	*	52%	42%	27%	51%	65%	43%	52%	-	*	-	*	
	Students																						
	CWD	34%	24%	<b>27%</b>	*	*	-	-	-	*	-	25%	*	27%	-	*	14%	*	-	*	-	-	
	CWOD	60%	52%	<b>51%</b>	40%	67%	*	-	*	-	*	58%	43%	-	51%	62%	50%	53%	-	*	-	*	
	EL	46%	39%	<b>65%</b>	*	70%	-	-	*	-	-	67%	60%	*	62%	65%	67%	64%	-	-	-	-	
	Male	57%	49%	<b>43%</b>	38%	54%	-	-	*	*	*	41%	47%	14%	50%	67%	43%	-	-	*	-	*	
	Female	58%	50%	<b>52%</b>	38%	69%	*	-	*	-	-	62%	38%	*	53%	64%	-	52%	-	*	-	*	
Science	All	40%	34%	<b>31%</b>	29%	33%	*	-	*	*	*	26%	40%	*	32%	25%	43%	21%	-	*	-	*	
	Students																						
	CWD	25%	18%	*	*	*	-	-	-	*	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	42%	35%	<b>32%</b>	30%	33%	*	-	*	-	*	27%	41%	-	32%	19%	50%	18%	-	*	-	*	
	EL	24%	18%	<b>25%</b>	*	29%	-	-	*	-	-	26%	*	*	19%	25%	44%	13%	-	-	-	-	
	Male	42%	35%	<b>43%</b>	43%	46%	-	-	*	*	*	32%	60%	*	50%	44%	43%	-	-	*	-	*	
	Female	38%	32%	<b>21%</b>	17%	24%	*	-	*	-	-	21%	20%	*	18%	13%	-	21%	-	*	-	*	

					African	American	Two or Non			Econ			Non						Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6 Reading	All	38%	37%	<b>28%</b>	27%	29%	*	*	*	-	*	27%	29%	31%	28%	23%	28%	29%	-	*	-	*		
	Students																							
	CWD	22%	22%	<b>31%</b>	*	*	*	-	-	-	-	*	*	31%	-	*	36%	*	-	*	-	-	-	
	CWOD	40%	38%	<b>28%</b>	25%	30%	-	*	*	-	*	29%	25%	-	28%	*	24%	30%	-	*	-	-	*	
	EL	14%	15%	<b>23%</b>	-	23%	-	-	-	-	-	33%	*	*	*	23%	*	*	-	-	-	-	-	-
	Female	42%	42%	<b>29%</b>	24%	36%	-	-	-	-	*	32%	22%	*	30%	*	-	29%	-	*	-	-	-	-
Mathematics	All	43%	46%	<b>43%</b>	36%	52%	*	*	*	-	*	46%	40%	53%	42%	62%	48%	40%	-	*	-	*		
	Students																							
	CWD	23%	27%	<b>53%</b>	*	*	*	-	-	-	-	56%	*	53%	-	*	67%	*	-	*	-	-	-	
	CWOD	46%	48%	<b>42%</b>	37%	43%	-	*	*	-	*	44%	38%	-	42%	55%	40%	43%	-	*	-	-	*	
	EL	24%	31%	<b>62%</b>	-	62%	-	-	-	-	-	67%	*	*	55%	62%	*	56%	-	-	-	-	-	-
	Female	42%	46%	<b>40%</b>	32%	50%	-	-	-	-	*	41%	39%	*	43%	56%	-	40%	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3 Reading	All	24%	19%	<b>18%</b>	19%	14%	*	-	*	*	*	18%	17%	0%	20%	9%	20%	15%	-	*	-	*		
	Students																							
	CWD	9%	7%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	-	-	-
	CWOD	26%	20%	<b>20%</b>	22%	15%	*	-	*	*	*	20%	18%	-	20%	9%	23%	16%	-	*	-	-	*	
	EL	15%	16%	<b>9%</b>	*	11%	*	-	*	-	-	13%	*	-	9%	9%	*	8%	-	-	-	-	-	-
	Female	26%	20%	<b>15%</b>	23%	7%	*	-	*	-	*	19%	12%	*	16%	8%	-	15%	-	*	-	-	-	*
Mathematics	All	22%	15%	<b>7%</b>	3%	7%	*	-	*	*	*	7%	7%	0%	8%	9%	8%	6%	-	*	-	*		
	Students																							
	CWD	12%	5%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-	-	-
	CWOD	24%	16%	<b>8%</b>	4%	7%	*	-	*	*	*	7%	8%	-	8%	9%	9%	6%	-	*	-	-	*	
	EL	17%	16%	<b>9%</b>	*	11%	*	-	*	-	-	6%	*	-	9%	9%	10%	8%	-	-	-	-	-	-
	Female	21%	14%	<b>6%</b>	3%	7%	*	-	*	-	*	7%	4%	*	6%	8%	-	6%	-	*	-	-	-	*
Grade 4 Reading	All	23%	19%	<b>8%</b>	12%	3%	*	*	-	*	*	6%	13%	0%	10%	0%	10%	6%	-	*	-	*		
	Students																							
	CWD	9%	9%	<b>0%</b>	*	*	*	-	-	*	-	0%	*	0%	-	*	0%	*	-	-	-	-	-	-
	CWOD	25%	20%	<b>10%</b>	13%	4%	*	*	-	*	*	7%	14%	-	10%	0%	13%	7%	-	*	-	-	*	
	EL	12%	11%	<b>0%</b>	*	0%	-	-	-	-	-	*	*	*	0%	0%	*	*	-	-	-	-	-	-
	Female	25%	21%	<b>6%</b>	11%	0%	-	-	-	*	-	3%	17%	*	7%	*	-	6%	-	*	-	-	-	*
Mathematics	All	26%	20%	<b>9%</b>	8%	10%	*	*	-	*	*	11%	6%	7%	10%	0%	15%	4%	-	0%	-	*		
	Students																							
	CWD	11%	10%	<b>7%</b>	*	*	*	-	-	*	-	11%	*	7%	-	*	*	*	-	-	-	-	-	-
	EL	18%	14%	<b>0%</b>	*	0%	-	-	-	-	-	*	*	*	0%	0%	*	*	-	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>15%</b>	13%	15%	*	*	-	*	*	18%	10%	*	15%	*	15%	-	-	*	-	*	
	Female	25%	19%	<b>4%</b>	4%	6%	-	-	-	*	-	6%	0%	*	5%	*	-	4%	-	*	-	*	
Grade 5	All	26%	23%	<b>14%</b>	13%	14%	*	-	*	-	*	15%	13%	*	15%	8%	18%	12%	-	*	-	*	
Reading	Students																						
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	27%	24%	<b>15%</b>	13%	17%	*	-	*	-	*	18%	11%	-	15%	10%	17%	13%	-	*	-	*	
	EL	12%	8%	<b>8%</b>	*	10%	-	-	*	-	-	11%	*	*	10%	8%	22%	0%	-	-	-	-	
	Male	24%	21%	<b>18%</b>	14%	18%	-	-	*	-	*	21%	13%	*	17%	22%	18%	-	-	*	-	*	
	Female	28%	25%	<b>12%</b>	13%	12%	*	-	*	-	-	11%	13%	*	13%	0%	-	12%	-	*	-	*	
Mathematics	All	30%	24%	<b>15%</b>	11%	21%	*	-	*	*	*	13%	19%	9%	16%	22%	22%	10%	-	*	-	*	
	Students																						
	CWD	13%	7%	<b>9%</b>	*	*	-	-	-	*	-	0%	*	9%	-	*	14%	*	-	*	-	-	
	CWOD	31%	26%	<b>16%</b>	10%	25%	*	-	*	-	*	15%	18%	-	16%	24%	23%	11%	-	*	-	*	
	EL	19%	13%	<b>22%</b>	*	25%	-	-	*	-	-	22%	20%	*	24%	22%	44%	7%	-	-	-	-	
	Male	29%	24%	<b>22%</b>	14%	31%	-	-	*	*	*	23%	20%	14%	23%	44%	22%	-	-	*	-	*	
	Female	30%	24%	<b>10%</b>	8%	13%	*	-	*	-	-	4%	19%	*	11%	7%	-	10%	-	*	-	*	
Science	All	16%	13%	<b>9%</b>	7%	10%	*	-	*	*	*	6%	13%	*	9%	4%	14%	5%	-	*	-	*	
	Students																						
	CWD	9%	5%	*	*	*	-	-	-	*	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	17%	14%	<b>9%</b>	5%	13%	*	-	*	-	*	7%	11%	-	9%	5%	13%	5%	-	*	-	*	
	EL	7%	4%	<b>4%</b>	*	5%	-	-	*	-	-	5%	*	*	5%	4%	11%	0%	-	-	-	-	
	Male	18%	14%	<b>14%</b>	10%	15%	-	-	*	*	*	9%	20%	*	13%	11%	14%	-	-	*	-	*	
	Female	15%	12%	<b>5%</b>	4%	6%	*	-	*	-	-	4%	7%	*	5%	0%	-	5%	-	*	-	*	
Grade 6	All	18%	17%	<b>11%</b>	10%	17%	*	*	*	-	*	13%	9%	15%	11%	23%	13%	10%	-	*	-	*	
Reading	Students																						
	CWD	8%	6%	<b>15%</b>	*	*	*	-	-	-	-	*	*	15%	-	*	18%	*	-	*	-	-	
	CWOD	20%	19%	<b>11%</b>	8%	20%	-	*	*	-	*	13%	7%	-	11%	*	10%	11%	-	*	-	*	
	EL	4%	5%	<b>23%</b>	-	23%	-	-	-	-	-	33%	*	*	*	23%	*	*	-	-	-	-	
	Male	15%	13%	<b>13%</b>	15%	10%	*	*	*	-	*	8%	19%	18%	10%	*	13%	-	-	*	-	*	
	Female	22%	22%	<b>10%</b>	6%	21%	-	-	-	-	*	16%	0%	*	11%	*	-	10%	-	*	-	-	
Mathematics	All	18%	21%	<b>10%</b>	5%	20%	*	*	*	-	*	12%	6%	0%	12%	23%	2%	16%	-	*	-	*	
	Students																						
	CWD	9%	7%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-	
	CWOD	19%	22%	<b>12%</b>	6%	24%	-	*	*	-	*	15%	7%	-	12%	27%	3%	17%	-	*	-	*	
	EL	6%	9%	<b>23%</b>	-	23%	-	-	-	-	-	33%	*	*	27%	23%	*	33%	-	-	-	-	
	Male	18%	21%	<b>2%</b>	0%	0%	*	*	*	-	*	4%	0%	0%	3%	*	2%	-	-	*	-	*	
	Female	17%	21%	<b>16%</b>	9%	36%	-	-	-	-	*	19%	11%	*	17%	33%	-	16%	-	*	-	-	

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>69%</b>	67%	71%	78%	*	90%	79%	80%	69%	69%	57%	71%	67%	69%	69%	-	53%	-	89%
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Students



				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	45%	38%	<b>57%</b>	46%	70%	83%	-	-	*	-	54%	63%	57%	-	71%	59%	54%	-	*	-	-	
	CWOD	80%	76%	<b>71%</b>	70%	71%	76%	*	90%	80%	80%	72%	70%	-	71%	66%	72%	70%	-	56%	-	89%	
	EL	60%	59%	<b>67%</b>	*	69%	*	-	*	-	-	68%	63%	71%	66%	67%	69%	66%	-	*	-	-	
	Male	74%	69%	<b>69%</b>	65%	72%	81%	*	100%	88%	85%	68%	72%	59%	72%	69%	69%	-	-	58%	-	91%	
	Female	79%	76%	<b>69%</b>	68%	70%	71%	-	*	*	75%	71%	66%	54%	70%	66%	-	69%	-	47%	-	86%	
Reading	All	73%	68%	<b>65%</b>	65%	64%	64%	*	*	83%	75%	63%	68%	60%	66%	55%	65%	66%	-	40%	-	100%	
	Students																						
	CWD	39%	32%	<b>60%</b>	50%	73%	*	-	-	*	-	54%	71%	60%	-	*	61%	57%	-	*	-	-	
	CWOD	77%	72%	<b>66%</b>	67%	63%	63%	*	*	*	75%	65%	68%	-	66%	54%	65%	67%	-	38%	-	100%	
	EL	52%	51%	<b>55%</b>	*	59%	*	-	*	-	-	56%	53%	*	54%	55%	55%	55%	-	*	-	-	
	Male	69%	64%	<b>65%</b>	63%	63%	63%	*	*	*	83%	60%	72%	61%	65%	55%	65%	-	-	*	-	100%	
	Female	77%	73%	<b>66%</b>	67%	65%	*	-	*	*	*	67%	65%	57%	67%	55%	-	66%	-	*	-	*	
Mathematics	All	80%	75%	<b>73%</b>	68%	77%	91%	*	*	86%	92%	76%	68%	61%	75%	76%	75%	72%	-	69%	-	75%	
	Students																						
	CWD	52%	42%	<b>61%</b>	47%	75%	*	-	-	*	-	64%	56%	61%	-	*	63%	56%	-	*	-	-	
	CWOD	83%	79%	<b>75%</b>	72%	77%	88%	*	*	*	92%	78%	70%	-	75%	76%	77%	73%	-	69%	-	75%	
	EL	70%	69%	<b>76%</b>	*	76%	*	-	*	-	-	79%	68%	*	76%	76%	79%	74%	-	*	-	-	
	Male	78%	73%	<b>75%</b>	67%	80%	100%	*	*	*	100%	77%	71%	63%	77%	79%	75%	-	-	67%	-	*	
	Female	82%	78%	<b>72%</b>	69%	74%	*	-	*	*	83%	75%	65%	56%	73%	74%	-	72%	-	71%	-	*	
Science	All	79%	74%	<b>70%</b>	67%	77%	*	-	*	*	*	66%	77%	*	76%	75%	68%	72%	-	*	-	*	
	Students																						
	CWD	48%	40%	*	*	*	-	-	-	*	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	82%	78%	<b>76%</b>	73%	83%	*	-	*	-	*	76%	78%	-	76%	76%	77%	76%	-	*	-	*	
	EL	58%	57%	<b>75%</b>	*	81%	-	-	*	-	-	74%	*	*	76%	75%	78%	73%	-	-	-	-	
	Male	78%	72%	<b>68%</b>	67%	77%	-	-	*	*	*	59%	80%	*	77%	78%	68%	-	-	*	-	*	
	Female	80%	77%	<b>72%</b>	67%	76%	*	-	*	-	-	71%	73%	*	76%	73%	-	72%	-	*	-	*	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>36%</b>	32%	37%	61%	*	50%	50%	52%	36%	35%	43%	34%	31%	40%	32%	-	26%	-	67%	
	Students																						
	CWD	23%	19%	<b>43%</b>	38%	46%	67%	-	-	*	-	40%	47%	43%	-	57%	41%	46%	-	*	-	-	
	CWOD	50%	45%	<b>34%</b>	31%	35%	59%	*	50%	50%	52%	35%	33%	-	34%	29%	39%	31%	-	26%	-	67%	
	EL	26%	25%	<b>31%</b>	*	34%	*	-	*	-	-	33%	26%	57%	29%	31%	37%	28%	-	*	-	-	
	Male	45%	40%	<b>40%</b>	38%	38%	56%	*	80%	75%	38%	38%	41%	41%	39%	37%	40%	-	-	37%	-	73%	
	Female	50%	45%	<b>32%</b>	27%	37%	71%	-	*	*	67%	34%	28%	46%	31%	28%	-	32%	-	13%	-	57%	
Reading	All	46%	41%	<b>34%</b>	35%	31%	55%	*	*	67%	42%	33%	37%	47%	33%	22%	37%	32%	-	33%	-	75%	
	Students																						
	CWD	22%	18%	<b>47%</b>	46%	40%	*	-	-	*	-	39%	59%	47%	-	*	45%	50%	-	*	-	-	
	CWOD	48%	44%	<b>33%</b>	33%	29%	50%	*	*	*	42%	32%	34%	-	33%	21%	35%	31%	-	31%	-	75%	
	EL	21%	21%	<b>22%</b>	*	25%	*	-	*	-	-	25%	16%	*	21%	22%	21%	23%	-	*	-	-	
	Male	41%	37%	<b>37%</b>	39%	27%	50%	*	*	*	33%	33%	43%	45%	35%	21%	37%	-	-	*	-	80%	
	Female	50%	47%	<b>32%</b>	31%	33%	*	-	*	*	*	33%	31%	50%	31%	23%	-	32%	-	*	-	*	

					African	American		American		Pacific	Two	More	Econ	Non							Foster	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
Mathematics	All	48%	42%	<b>38%</b>	30%	44%	64%	*	*	43%	67%	41%	32%	43%	37%	43%	42%	34%	-	25%	-	50%
	Students																					
	CWD	26%	21%	<b>43%</b>	33%	56%	*	-	-	*	-	45%	39%	43%	-	*	43%	44%	-	*	-	-
	CWOD	51%	45%	<b>37%</b>	30%	42%	63%	*	*	*	67%	40%	31%	-	37%	40%	42%	33%	-	23%	-	50%
	EL	33%	31%	<b>43%</b>	*	45%	*	-	*	-	-	45%	37%	*	40%	43%	52%	37%	-	*	-	-
	Male	47%	41%	<b>42%</b>	36%	45%	63%	*	*	*	50%	45%	36%	43%	42%	52%	42%	-	-	33%	-	*
	Female	49%	44%	<b>34%</b>	26%	44%	*	-	*	*	83%	37%	28%	44%	33%	37%	-	34%	-	14%	-	*
Science	All	49%	46%	<b>31%</b>	29%	33%	*	-	*	*	*	26%	40%	*	32%	25%	43%	21%	-	*	-	*
	Students																					
	CWD	23%	18%	*	*	*	-	-	-	*	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	52%	49%	<b>32%</b>	30%	33%	*	-	*	-	*	27%	41%	-	32%	19%	50%	18%	-	*	-	*
	EL	21%	20%	<b>25%</b>	*	29%	-	-	*	-	-	26%	*	*	19%	25%	44%	13%	-	-	-	-
	Male	50%	45%	<b>43%</b>	43%	46%	-	-	*	*	*	32%	60%	*	50%	44%	43%	-	-	*	-	*
	Female	49%	46%	<b>21%</b>	17%	24%	*	-	*	-	-	21%	20%	*	18%	13%	-	21%	-	*	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>11%</b>	10%	13%	22%	*	40%	14%	4%	11%	11%	6%	12%	10%	13%	9%	-	3%	-	11%
	Students																					
	CWD	8%	5%	<b>6%</b>	8%	0%	17%	-	-	*	-	3%	11%	6%	-	0%	8%	0%	-	*	-	-
	CWOD	23%	20%	<b>12%</b>	10%	15%	24%	*	40%	20%	4%	12%	11%	-	12%	11%	14%	10%	-	0%	-	11%
	EL	9%	8%	<b>10%</b>	*	12%	*	-	*	-	-	12%	5%	0%	11%	10%	13%	8%	-	*	-	-
	Male	20%	17%	<b>13%</b>	11%	14%	31%	*	80%	25%	0%	13%	14%	8%	14%	13%	13%	-	-	5%	-	0%
	Female	22%	20%	<b>9%</b>	9%	11%	0%	-	*	*	8%	10%	9%	0%	10%	8%	-	9%	-	0%	-	29%
Reading	All	19%	16%	<b>13%</b>	14%	12%	18%	*	*	17%	0%	13%	13%	7%	14%	9%	15%	11%	-	7%	-	13%
	Students																					
	CWD	7%	5%	<b>7%</b>	12%	0%	*	-	-	*	-	4%	12%	7%	-	*	10%	0%	-	*	-	-
	CWOD	20%	18%	<b>14%</b>	14%	14%	25%	*	*	*	0%	14%	13%	-	14%	10%	16%	12%	-	0%	-	13%
	EL	7%	7%	<b>9%</b>	*	10%	*	-	*	-	-	12%	0%	*	10%	9%	10%	9%	-	*	-	-
	Male	16%	13%	<b>15%</b>	15%	15%	25%	*	*	*	0%	14%	16%	10%	16%	10%	15%	-	-	*	-	0%
	Female	22%	20%	<b>11%</b>	13%	10%	*	-	*	*	*	12%	10%	0%	12%	9%	-	11%	-	*	-	*
Mathematics	All	23%	20%	<b>10%</b>	6%	14%	27%	*	*	14%	8%	10%	9%	4%	11%	13%	11%	9%	-	0%	-	13%
	Students																					
	CWD	10%	5%	<b>4%</b>	3%	0%	*	-	-	*	-	3%	6%	4%	-	*	6%	0%	-	*	-	-
	CWOD	25%	21%	<b>11%</b>	7%	16%	25%	*	*	*	8%	12%	10%	-	11%	14%	13%	10%	-	0%	-	13%
	EL	13%	11%	<b>13%</b>	*	15%	*	-	*	-	-	14%	11%	*	14%	13%	17%	11%	-	*	-	-
	Male	23%	19%	<b>11%</b>	7%	14%	38%	*	*	*	0%	12%	10%	6%	13%	17%	11%	-	-	0%	-	*
	Female	24%	20%	<b>9%</b>	6%	15%	*	-	*	*	17%	9%	8%	0%	10%	11%	-	9%	-	0%	-	*
Science	All	22%	20%	<b>9%</b>	7%	10%	*	-	*	*	*	6%	13%	*	9%	4%	14%	5%	-	*	-	*
	Students																					
	CWD	7%	4%	*	*	*	-	-	-	*	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	24%	22%	<b>9%</b>	5%	13%	*	-	*	-	*	7%	11%	-	9%	5%	13%	5%	-	*	-	*
	EL	5%	5%	<b>4%</b>	*	5%	-	-	*	-	-	5%	*	*	5%	4%	11%	0%	-	-	-	-
	Male	23%	20%	<b>14%</b>	10%	15%	-	-	*	*	*	9%	20%	*	13%	11%	14%	-	-	*	-	*
	Female	21%	20%	<b>5%</b>	4%	6%	*	-	*	-	-	4%	7%	*	5%	0%	-	5%	-	*	-	*

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	64	54	*	*	*	*	*	59	63	56
CWD	63	73	58	*	-	-	-	-	61	63	*
CWOD	58	63	54	*	*	*	*	*	59	-	57
EL	56	*	57	-	-	*	-	-	58	*	56
Male	57	63	52	*	*	*	*	*	56	61	57
Female	60	65	56	*	-	*	*	*	62	69	55
<b>Mathematics</b>											
All Students	72	68	75	100	*	*	*	*	77	63	80
CWD	63	50	69	*	-	-	*	-	65	63	*
CWOD	73	71	77	*	*	*	*	*	79	-	81
EL	80	*	78	-	-	*	-	-	78	*	80
Male	69	66	71	*	*	*	*	*	79	67	75
Female	75	71	79	*	-	*	*	*	75	*	83

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
139	19	14%

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	36	40	54	*	*	*	*	39	35	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N						Y	Y	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	Y	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	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%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	*	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	*	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	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%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	*	-	0%	*	0%	-	*	0%	0%	-	
	CWOD	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	*	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-	-
	Female	0%	0%	0%	*	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	82	56	11	11	*	*	*	*	5		
	Female	29	17	5	5	*	*	*	*	*		
	Total	111	73	16	16	*	*	*	*	7		
Out-of-School Suspensions												
	Male	66	43	10	7	*	*	*	*	*		
	Female	28	13	7	*	*	*	*	*	*		
	Total	94	56	17	11	*	*	*	6	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	12	8	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	16	10	*	*	*	*	*	*	*	*	*
Expulsions	Male	13	7	*	*	*	*	*	*	*	*	*
	Female	6	*	*	*	*	*	*	*	*	*	*
	Total	19	9	*	8	*	*	*	*	*	*	6
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	88	41	32	8	*	*	*	5	14	14	*
	Female	95	50	29	11	*	*	*	5	14	*	*
	Total	183	91	61	19	*	*	*	10	28	16	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*



Allegations of Harassment or bullying	<b>Total</b>
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs											
	Male	35	14	17	*	*	*	*	*	14	*
	Female	24	11	8	*	*	*	*	5	8	*
	Total	59	25	25	*	*	*	*	5	22	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ! Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.6	16.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.8	4.0%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	6	6%
Mathematics	6,020	1%	45	1%	6	6%
Grade 4						
Reading	6,061	1%	68	1%	6	6%
Mathematics	6,056	1%	68	1%	6	6%
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8 Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades All Subjects	99,020	1%	865	1%	<b>41</b>	<b>5%</b>
Reading	43,730	1%	378	1%	<b>19</b>	<b>5%</b>
Mathematics	39,178	1%	351	1%	<b>19</b>	<b>5%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\* Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
	Mathematics	Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Overall	18	20	40	39	33	32	8	8		
		Black	30	37	46	44	22	17	3	2		
		Hispanic	21	29	45	44	29	23	5	3		
		White	9	12	32	37	46	40	13	11		
		American Indian	*	31	*	44	*	21	*	3		
		Asian	8	8	18	25	40	42	34	25		
		Pacific Islander	*	29	*	42	*	25	*	4		
		Two or More Races	13	15	30	39	41	35	17	11		
		Econ Disadv	23	31	46	44	25	22	4	3		
		Students with Disabilities	43	51	38	32	16	14	2	3		
		English Language Learners	29	47	44	39	23	13	4	2		
		Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
				Hispanic	34	33	45	44	20	22	1	1
				White	17	16	43	39	37	39	3	6
				American Indian	*	37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12		
Pacific Islander	*			35	*	42	*	22	*	2		
Two or More Races	23			18	42	40	31	36	5	6		
Econ Disadv	38			35	45	43	16	20	1	1		
Students with Disabilities	65			61	29	29	6	9	n/a	1		
English Language Learners	62			68	33	27	5	5	n/a	n/a		
Grade 8	Mathematics			Overall	30	30	37	36	24	24	9	10
				Black	44	53	41	34	13	11	1	2
				Hispanic	38	43	39	37	19	16	4	4
				White	16	20	33	37	35	31	16	13
				American Indian	*	44	*	38	*	14	*	4
				Asian	3	12	19	24	37	32	40	32
				Pacific Islander	*	36	*	39	*	18	*	6
				Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
		Mathematics	79
Grade 8	Reading	Limited English Proficient	94
		Students with Disabilities	81

Grade	Subject	Student Group	%
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** FARRELL EL

**Campus ID:** 220901143

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.  
To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African		American		Pacific	Two		Non		CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
				State	District	Campus	American		Hispanic	White	Indian	Asian											Islander
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All	77%	70%	<b>73%</b>	63%	79%	75%	-	86%	-	*	74%	73%	*	74%	91%	72%	75%	-	*	-	*	
	Students																						
	CWD	51%	46%	*	*	-	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	79%	72%	<b>74%</b>	62%	79%	*	-	92%	-	*	77%	71%	-	74%	95%	74%	74%	-	*	-	*	
	EL	70%	69%	<b>91%</b>	*	83%	*	-	91%	-	-	94%	83%	*	95%	91%	92%	90%	-	-	-	-	-
	Male	74%	68%	<b>72%</b>	59%	85%	*	-	75%	-	-	71%	73%	*	74%	92%	72%	-	-	-	-	*	*
	Female	79%	73%	<b>75%</b>	67%	73%	*	-	100%	-	*	76%	73%	*	74%	90%	-	75%	-	*	-	-	-
Mathematics	All	77%	71%	<b>71%</b>	64%	76%	*	-	86%	-	*	74%	66%	*	73%	83%	66%	76%	-	*	-	*	
	Students																						
	CWD	52%	43%	*	*	-	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	80%	73%	<b>73%</b>	67%	76%	*	-	92%	-	*	77%	69%	-	73%	86%	73%	74%	-	*	-	*	*
	EL	74%	73%	<b>83%</b>	100%	71%	*	-	82%	-	-	88%	71%	*	86%	83%	77%	91%	-	-	-	-	-
	Male	77%	70%	<b>66%</b>	59%	79%	*	-	75%	-	-	64%	68%	*	73%	77%	66%	-	-	-	-	*	*
	Female	78%	71%	<b>76%</b>	69%	73%	*	-	100%	-	*	84%	63%	*	74%	91%	-	76%	-	*	-	-	-
<b>Grade 4</b>																							
Reading	All	72%	67%	<b>76%</b>	76%	69%	*	-	94%	-	-	72%	86%	45%	81%	74%	77%	76%	-	*	-	*	
	Students																						
	CWD	46%	47%	<b>45%</b>	*	*	*	-	*	-	-	*	*	45%	-	*	*	*	-	-	-	-	-
	CWOD	75%	69%	<b>81%</b>	75%	78%	*	-	100%	-	-	75%	92%	-	81%	86%	86%	77%	-	*	-	*	*
	EL	60%	56%	<b>74%</b>	*	*	*	-	89%	-	-	71%	*	*	86%	74%	80%	67%	-	-	-	-	-
	Male	70%	64%	<b>77%</b>	84%	64%	*	-	88%	-	-	74%	82%	*	86%	80%	77%	-	-	*	-	*	*
	Female	75%	70%	<b>76%</b>	63%	72%	*	-	100%	-	-	70%	92%	*	77%	67%	-	76%	-	*	-	-	-
Mathematics	All	77%	74%	<b>79%</b>	73%	75%	100%	-	94%	-	-	75%	89%	42%	85%	80%	76%	83%	-	*	-	*	
	Students																						
	CWD	49%	49%	<b>42%</b>	*	*	*	-	*	-	-	*	*	42%	-	*	50%	*	-	-	-	-	-
	CWOD	81%	76%	<b>85%</b>	79%	85%	100%	-	93%	-	-	84%	88%	-	85%	87%	83%	87%	-	*	-	*	*
	EL	72%	72%	<b>80%</b>	*	*	*	-	89%	-	-	80%	*	*	87%	80%	80%	80%	-	-	-	-	-
	Male	77%	72%	<b>76%</b>	76%	57%	*	-	100%	-	-	66%	94%	50%	83%	80%	76%	-	-	*	-	*	*
	Female	78%	76%	<b>83%</b>	69%	89%	*	-	89%	-	-	83%	83%	*	87%	80%	-	83%	-	*	-	-	-
<b>Grade 5</b>																							
Reading	All	83%	80%	<b>85%</b>	81%	88%	86%	*	87%	*	*	75%	98%	71%	87%	58%	76%	94%	-	-	-	-	
	Students																						
	CWD	54%	47%	<b>71%</b>	*	*	*	-	*	-	*	*	86%	71%	-	*	67%	*	-	-	-	-	-



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	87%	83%	<b>87%</b>	83%	89%	100%	*	86%	*	*	78%	100%	-	87%	50%	79%	93%	-	-	-	-
	EL	73%	70%	<b>58%</b>	-	*	*	-	*	-	-	50%	*	*	50%	58%	*	71%	-	-	-	-
	Male	81%	77%	<b>76%</b>	73%	86%	*	-	78%	-	*	63%	95%	67%	79%	*	76%	-	-	-	-	-
	Female	86%	82%	<b>94%</b>	93%	89%	100%	*	100%	*	*	88%	100%	*	93%	71%	-	94%	-	-	-	-
Mathematics	All	90%	85%	<b>89%</b>	86%	91%	86%	*	100%	*	*	88%	90%	64%	93%	85%	86%	91%	-	-	-	-
	Students																					
	CWOD	70%	56%	<b>64%</b>	*	*	*	-	*	-	*	*	71%	64%	-	*	58%	*	-	-	-	-
	CWOD	92%	89%	<b>93%</b>	90%	93%	100%	*	100%	*	*	92%	94%	-	93%	82%	95%	91%	-	-	-	-
	EL	86%	81%	<b>85%</b>	-	*	*	-	100%	-	-	90%	*	*	82%	85%	83%	86%	-	-	-	-
	Male	89%	84%	<b>86%</b>	91%	87%	*	-	100%	-	*	87%	86%	58%	95%	83%	86%	-	-	-	-	-
	Female	91%	86%	<b>91%</b>	79%	94%	100%	*	100%	*	*	88%	95%	*	91%	86%	-	91%	-	-	-	-
Science	All	75%	69%	<b>67%</b>	47%	82%	86%	*	87%	*	*	59%	79%	43%	71%	54%	59%	77%	-	-	-	-
	Students																					
	CWOD	48%	38%	<b>43%</b>	*	*	*	-	*	-	*	*	71%	43%	-	*	*	*	-	-	-	-
	CWOD	78%	72%	<b>71%</b>	53%	83%	100%	*	86%	*	*	65%	80%	-	71%	45%	67%	76%	-	-	-	-
	EL	62%	57%	<b>54%</b>	-	*	*	-	*	-	-	50%	*	*	45%	54%	*	71%	-	-	-	-
	Male	76%	69%	<b>59%</b>	41%	80%	*	-	78%	-	*	53%	67%	*	67%	*	59%	-	-	-	-	-
	Female	75%	69%	<b>77%</b>	57%	83%	100%	*	100%	*	*	65%	90%	*	76%	71%	-	77%	-	-	-	-
Grade 6 Reading	All	68%	67%	<b>57%</b>	45%	61%	83%	-	60%	-	*	55%	62%	*	63%	36%	57%	59%	-	-	-	-
	Students																					
	CWOD	35%	33%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	71%	70%	<b>63%</b>	54%	62%	100%	-	64%	-	*	61%	67%	-	63%	42%	63%	63%	-	-	-	-
	EL	42%	46%	<b>36%</b>	*	*	-	-	*	-	-	*	*	*	42%	36%	*	*	-	-	-	-
	Male	63%	61%	<b>57%</b>	39%	69%	*	-	56%	-	*	59%	53%	*	63%	*	57%	-	-	-	-	-
	Female	72%	73%	<b>59%</b>	53%	56%	*	-	*	-	-	50%	71%	*	63%	*	-	59%	-	-	-	-
Mathematics	All	76%	76%	<b>78%</b>	67%	81%	100%	-	87%	-	*	79%	77%	55%	82%	67%	81%	76%	-	-	-	-
	Students																					
	CWOD	50%	46%	<b>55%</b>	*	*	*	-	*	-	-	*	*	55%	-	*	63%	*	-	-	-	-
	CWOD	79%	80%	<b>82%</b>	77%	80%	100%	-	86%	-	*	85%	77%	-	82%	69%	85%	79%	-	-	-	-
	EL	61%	67%	<b>67%</b>	*	71%	-	-	71%	-	-	80%	*	*	69%	67%	56%	83%	-	-	-	-
	Male	76%	76%	<b>81%</b>	72%	86%	*	-	78%	-	*	83%	78%	63%	85%	56%	81%	-	-	-	-	-
	Female	77%	77%	<b>76%</b>	60%	78%	*	-	100%	-	-	75%	76%	*	79%	83%	-	76%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3 Reading	All	43%	35%	<b>34%</b>	22%	43%	38%	-	43%	-	*	41%	24%	*	35%	59%	37%	30%	-	*	-	*
	Students																					
	CWOD	28%	21%	*	*	-	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	44%	36%	<b>35%</b>	21%	43%	*	-	46%	-	*	42%	26%	-	35%	60%	41%	29%	-	*	-	*
	EL	32%	32%	<b>59%</b>	*	67%	*	-	45%	-	-	69%	33%	*	60%	59%	67%	50%	-	-	-	-
	Male	40%	33%	<b>37%</b>	18%	54%	*	-	50%	-	-	43%	32%	*	41%	67%	37%	-	-	-	-	*
	Female	45%	37%	<b>30%</b>	27%	33%	*	-	33%	-	*	40%	13%	*	29%	50%	-	30%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>40%</b>	24%	38%	*	-	79%	-	*	43%	37%	*	41%	67%	45%	34%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	-	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>41%</b>	23%	38%	*	-	85%	-	*	43%	37%	-	41%	68%	50%	31%	-	*	-	*	
	EL	39%	38%	<b>67%</b>	60%	43%	*	-	82%	-	-	76%	43%	*	68%	67%	62%	73%	-	-	-	-	
	Male	47%	38%	<b>45%</b>	35%	50%	*	-	63%	-	-	45%	45%	*	50%	62%	45%	-	-	-	-	*	
	Female	45%	35%	<b>34%</b>	13%	27%	*	-	100%	-	*	40%	25%	*	31%	73%	-	34%	-	*	-	-	
Grade 4	All	45%	40%	<b>46%</b>	50%	38%	*	-	59%	-	-	37%	66%	9%	51%	16%	55%	38%	-	*	-	*	
	Students																						
	CWD	28%	30%	<b>9%</b>	*	*	*	-	*	-	-	*	*	9%	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>51%</b>	50%	44%	*	-	67%	-	-	42%	72%	-	51%	21%	66%	40%	-	*	-	*	
	EL	29%	28%	<b>16%</b>	*	*	*	-	22%	-	-	14%	*	*	21%	16%	30%	0%	-	-	-	-	
	Male	43%	39%	<b>55%</b>	63%	43%	*	-	63%	-	-	48%	65%	*	66%	30%	55%	-	-	*	-	*	
	Female	47%	42%	<b>38%</b>	31%	33%	*	-	56%	-	-	27%	67%	*	40%	0%	-	38%	-	*	-	-	
Mathematics	All	48%	40%	<b>45%</b>	35%	38%	67%	-	71%	-	-	47%	39%	8%	50%	30%	47%	43%	-	*	-	*	
	Students																						
	CWD	29%	30%	<b>8%</b>	*	*	*	-	*	-	-	*	*	8%	-	*	10%	*	-	-	-	-	-
	CWOD	50%	42%	<b>50%</b>	39%	44%	60%	-	80%	-	-	53%	44%	-	50%	40%	57%	44%	-	*	-	*	
	EL	38%	35%	<b>30%</b>	*	*	*	-	56%	-	-	33%	*	*	40%	30%	40%	20%	-	-	-	-	
	Male	48%	41%	<b>47%</b>	38%	43%	*	-	63%	-	-	55%	31%	10%	57%	40%	47%	-	-	*	-	*	
	Female	47%	40%	<b>43%</b>	31%	33%	*	-	78%	-	-	40%	50%	*	44%	20%	-	43%	-	*	-	-	
Grade 5	All	53%	49%	<b>51%</b>	33%	59%	57%	*	73%	*	*	43%	61%	21%	55%	33%	44%	57%	-	-	-	-	
	Students																						
	CWD	30%	25%	<b>21%</b>	*	*	*	-	*	-	*	*	43%	21%	-	*	17%	*	-	-	-	-	-
	CWOD	56%	51%	<b>55%</b>	40%	64%	80%	*	71%	*	*	49%	65%	-	55%	30%	53%	58%	-	-	-	-	
	EL	35%	30%	<b>33%</b>	-	*	*	-	*	-	-	30%	*	*	30%	33%	*	43%	-	-	-	-	
	Male	50%	46%	<b>44%</b>	23%	64%	*	-	67%	-	*	40%	50%	17%	53%	* 44%	-	-	-	-	-	-	
	Female	56%	51%	<b>57%</b>	50%	56%	80%	*	83%	*	*	46%	71%	*	58%	43%	-	57%	-	-	-	-	
Mathematics	All	57%	50%	<b>53%</b>	31%	70%	71%	*	73%	*	*	39%	71%	21%	58%	23%	45%	62%	-	-	-	-	
	Students																						
	CWD	34%	24%	<b>21%</b>	*	*	*	-	*	-	*	*	43%	21%	-	*	17%	*	-	-	-	-	-
	CWOD	60%	52%	<b>58%</b>	37%	72%	80%	*	79%	*	*	45%	77%	-	58%	27%	54%	62%	-	-	-	-	
	EL	46%	39%	<b>23%</b>	-	*	*	-	33%	-	-	30%	*	*	27%	23%	17%	29%	-	-	-	-	
	Male	57%	49%	<b>45%</b>	23%	67%	*	-	78%	-	*	33%	62%	17%	54%	17%	45%	-	-	-	-	-	
	Female	58%	50%	<b>62%</b>	43%	72%	80%	*	67%	*	*	46%	81%	*	62%	29%	-	62%	-	-	-	-	
Science	All	40%	34%	<b>35%</b>	19%	39%	57%	*	60%	*	*	25%	48%	7%	39%	8%	29%	40%	-	-	-	-	
	Students																						
	CWD	25%	18%	<b>7%</b>	*	*	*	-	*	-	*	*	0%	7%	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>39%</b>	20%	45%	80%	*	64%	*	*	27%	57%	-	39%	9%	36%	42%	-	-	-	-	
	EL	24%	18%	<b>8%</b>	-	*	*	-	*	-	-	10%	*	*	9%	8%	*	0%	-	-	-	-	
	Male	42%	35%	<b>29%</b>	9%	47%	*	-	67%	-	*	30%	29%	*	36%	* 29%	-	-	-	-	-	-	
	Female	38%	32%	<b>40%</b>	36%	33%	80%	*	50%	*	*	19%	67%	*	42%	0%	-	40%	-	-	-	-	

					African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
<b>Grade 6</b>																						
Reading	All	38%	37%	<b>38%</b>	27%	32%	67%	-	60%	-	*	40%	35%	*	42%	14%	37%	39%	-	-	-	-
	Students																					
	CWD	22%	22%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	38%	<b>42%</b>	31%	34%	80%	-	64%	-	*	43%	40%	-	42%	17%	42%	42%	-	-	-	-
	EL	14%	15%	<b>14%</b>	*	*	-	-	*	-	-	*	*	*	17%	14%	*	*	-	-	-	-
	Male	34%	32%	<b>37%</b>	22%	31%	*	-	56%	-	*	48%	18%	*	42%	*	37%	-	-	-	-	-
	Female	42%	42%	<b>39%</b>	33%	33%	*	-	*	-	-	29%	53%	*	42%	*	-	39%	-	-	-	-
Mathematics	All	43%	46%	<b>48%</b>	30%	38%	83%	-	87%	-	*	45%	51%	36%	49%	47%	49%	46%	-	-	-	-
	Students																					
	CWD	23%	27%	<b>36%</b>	*	*	*	-	*	-	-	*	*	36%	-	*	50%	*	-	-	-	-
	CWOD	46%	48%	<b>49%</b>	35%	37%	80%	-	86%	-	*	48%	52%	-	49%	46%	49%	50%	-	-	-	-
	EL	24%	31%	<b>47%</b>	*	29%	-	-	71%	-	-	60%	*	*	46%	47%	33%	67%	-	-	-	-
	Male	44%	46%	<b>49%</b>	28%	36%	*	-	78%	-	*	48%	50%	50%	49%	33%	49%	-	-	-	-	-
	Female	42%	46%	<b>46%</b>	33%	39%	*	-	100%	-	-	42%	53%	*	50%	67%	-	46%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All	24%	19%	<b>19%</b>	9%	25%	25%	-	29%	-	*	28%	8%	*	21%	41%	23%	15%	-	*	-	*
	Students																					
	CWD	9%	7%	*	*	-	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	26%	20%	<b>21%</b>	10%	25%	*	-	31%	-	*	30%	9%	-	21%	45%	26%	16%	-	*	-	*
	EL	15%	16%	<b>41%</b>	*	50%	*	-	36%	-	-	50%	17%	*	45%	41%	50%	30%	-	-	-	-
	Female	26%	20%	<b>15%</b>	7%	20%	*	-	33%	-	*	24%	0%	*	16%	30%	-	15%	-	*	-	-
Mathematics	All	22%	15%	<b>14%</b>	9%	10%	*	-	29%	-	*	15%	13%	*	14%	29%	18%	10%	-	*	-	*
	Students																					
	CWD	12%	5%	*	*	-	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	16%	<b>14%</b>	10%	10%	*	-	31%	-	*	16%	11%	-	14%	32%	20%	8%	-	*	-	*
	EL	17%	16%	<b>29%</b>	20%	29%	*	-	36%	-	-	35%	14%	*	32%	29%	38%	18%	-	-	-	-
	Female	21%	14%	<b>10%</b>	0%	7%	*	-	33%	-	*	12%	6%	*	8%	18%	-	10%	-	*	-	-
<b>Grade 4</b>																						
Reading	All	23%	19%	<b>21%</b>	18%	6%	*	-	53%	-	-	13%	38%	0%	24%	11%	18%	24%	-	*	-	*
	Students																					
	CWD	9%	9%	<b>0%</b>	*	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	20%	<b>24%</b>	19%	7%	*	-	60%	-	-	15%	44%	-	24%	14%	23%	26%	-	*	-	*
	EL	12%	11%	<b>11%</b>	*	*	*	-	22%	-	-	7%	*	*	14%	11%	20%	0%	-	-	-	-
	Female	25%	21%	<b>24%</b>	19%	11%	*	-	56%	-	-	15%	50%	*	26%	0%	-	24%	-	*	-	-
Mathematics	All	26%	20%	<b>25%</b>	16%	16%	50%	-	53%	-	-	23%	29%	8%	28%	15%	27%	23%	-	*	-	*
	CWD	11%	10%	<b>8%</b>	*	*	*	-	*	-	-	*	*	8%	-	*	10%	*	-	-	-	-

					African	Hispanic		American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
State	District	Campus	American	Hispanic	White	Indian	Islander	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military					
	CWOD	28%	21%	<b>28%</b>	18%	19%	40%	-	60%	-	-	25%	32%	-	28%	20%	31%	24%	-	*	-	*	
	EL	18%	14%	<b>15%</b>	*	*	*	-	22%	-	-	13%	*	*	20%	15%	30%	0%	-	-	-	-	
	Male	27%	21%	<b>27%</b>	14%	21%	*	-	50%	-	-	28%	25%	10%	31%	30%	27%	-	-	*	-	*	
	Female	25%	19%	<b>23%</b>	19%	11%	*	-	56%	-	-	20%	33%	*	24%	0%	-	23%	-	*	-	-	
Grade 5	Reading	All	26%	23%	<b>26%</b>	6%	34%	29%	*	53%	*	*	18%	37%	14%	28%	25%	22%	30%	-	-	-	-
		Students																					
		CWD	9%	7%	<b>14%</b>	*	*	*	-	*	-	*	*	29%	14%	-	*	8%	*	-	-	-	-
		CWOD	27%	24%	<b>28%</b>	7%	36%	40%	*	50%	*	*	20%	38%	-	28%	20%	26%	29%	-	-	-	-
		EL	12%	8%	<b>25%</b>	-	*	*	-	*	-	-	20%	*	*	20%	25%	*	29%	-	-	-	-
		Male	24%	21%	<b>22%</b>	0%	36%	*	-	56%	-	*	17%	30%	8%	26%	*	22%	-	-	-	-	-
		Female	28%	25%	<b>30%</b>	14%	33%	40%	*	50%	*	*	19%	43%	*	29%	29%	-	30%	-	-	-	-
	Mathematics	All	30%	24%	<b>36%</b>	17%	42%	57%	*	67%	*	*	27%	48%	7%	40%	15%	27%	45%	-	-	-	-
		Students																					
		CWD	13%	7%	<b>7%</b>	*	*	*	-	*	-	*	*	14%	7%	-	*	8%	*	-	-	-	-
		CWOD	31%	26%	<b>40%</b>	20%	45%	80%	*	71%	*	*	31%	54%	-	40%	18%	33%	47%	-	-	-	-
		EL	19%	13%	<b>15%</b>	-	*	*	-	17%	-	-	20%	*	*	18%	15%	0%	29%	-	-	-	-
		Male	29%	24%	<b>27%</b>	9%	40%	*	-	67%	-	*	23%	33%	8%	33%	0%	27%	-	-	-	-	-
		Female	30%	24%	<b>45%</b>	29%	44%	80%	*	67%	*	*	31%	62%	*	47%	29%	-	45%	-	-	-	-
	Science	All	16%	13%	<b>13%</b>	3%	9%	29%	*	40%	*	*	7%	21%	0%	15%	0%	12%	15%	-	-	-	-
		Students																					
		CWD	9%	5%	<b>0%</b>	*	*	*	-	*	-	*	*	0%	0%	-	*	*	*	-	-	-	-
		CWOD	17%	14%	<b>15%</b>	3%	10%	40%	*	43%	*	*	8%	26%	-	15%	0%	15%	16%	-	-	-	-
		EL	7%	4%	<b>0%</b>	-	*	*	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
		Male	18%	14%	<b>12%</b>	0%	7%	*	-	56%	-	*	10%	14%	*	15%	*	12%	-	-	-	-	-
		Female	15%	12%	<b>15%</b>	7%	11%	40%	*	17%	*	*	4%	29%	*	16%	0%	-	15%	-	-	-	-
Grade 6	Reading	All	18%	17%	<b>16%</b>	12%	10%	50%	-	27%	-	*	19%	12%	*	17%	0%	17%	15%	-	-	-	-
		Students																					
		CWD	8%	6%	<b>*</b>	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	20%	19%	<b>17%</b>	12%	10%	60%	-	29%	-	*	20%	13%	-	17%	0%	18%	16%	-	-	-	-
		EL	4%	5%	<b>0%</b>	*	*	-	-	*	-	-	*	*	*	0%	0%	*	*	-	-	-	-
		Male	15%	13%	<b>17%</b>	11%	8%	*	-	22%	-	*	24%	6%	*	18%	*	17%	-	-	-	-	-
		Female	22%	22%	<b>15%</b>	13%	11%	*	-	*	-	-	13%	18%	*	16%	*	-	15%	-	-	-	-
	Mathematics	All	18%	21%	<b>26%</b>	12%	13%	67%	-	67%	-	*	23%	31%	27%	26%	13%	34%	17%	-	-	-	-
		Students																					
		CWD	9%	7%	<b>27%</b>	*	*	*	-	*	-	-	*	*	27%	-	*	38%	*	-	-	-	-
		CWOD	19%	22%	<b>26%</b>	12%	10%	60%	-	71%	-	*	24%	29%	-	26%	15%	33%	18%	-	-	-	-
		EL	6%	9%	<b>13%</b>	*	0%	-	-	29%	-	-	10%	*	*	15%	13%	11%	17%	-	-	-	-
		Male	18%	21%	<b>34%</b>	11%	21%	*	-	67%	-	*	31%	39%	38%	33%	11%	34%	-	-	-	-	-
		Female	17%	21%	<b>17%</b>	13%	6%	*	-	67%	-	-	13%	24%	*	18%	17%	-	17%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ				Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>75%</b>	67%	78%	80%	*	87%	*	71%	72%	80%	49%	79%	72%	72%	79%	-	*	-	*
		Students																					
		CWD	45%	38%	<b>49%</b>	41%	54%	60%	-	64%	-	*	35%	69%	49%	-	58%	47%	60%	-	-	-	-
		CWOD	80%	76%	<b>79%</b>	71%	80%	87%	*	89%	*	78%	77%	82%	-	79%	75%	78%	80%	-	*	-	*
		EL	60%	59%	<b>72%</b>	87%	61%	88%	-	76%	-	-	74%	68%	58%	75%	72%	67%	78%	-	-	-	-
		Male	74%	69%	<b>72%</b>	66%	77%	69%	-	81%	-	62%	69%	77%	47%	78%	67%	72%	-	-	*	-	*
		Female	79%	76%	<b>79%</b>	68%	79%	91%	*	95%	*	88%	76%	84%	60%	80%	78%	-	79%	-	*	-	-
Reading	All	All	73%	68%	<b>73%</b>	67%	74%	78%	*	82%	*	88%	69%	80%	50%	76%	69%	70%	76%	-	*	-	*
		Students																					
		CWD	39%	32%	<b>50%</b>	50%	45%	*	-	*	-	*	38%	67%	50%	-	45%	48%	56%	-	-	-	-
		CWOD	77%	72%	<b>76%</b>	69%	77%	85%	*	86%	*	86%	73%	82%	-	76%	73%	75%	77%	-	*	-	*
		EL	52%	51%	<b>69%</b>	86%	63%	*	-	70%	-	-	68%	71%	45%	73%	69%	66%	72%	-	-	-	-
		Male	69%	64%	<b>70%</b>	64%	76%	71%	-	74%	-	*	66%	76%	48%	75%	66%	70%	-	-	*	-	*
		Female	77%	73%	<b>76%</b>	69%	72%	85%	*	93%	*	*	71%	85%	56%	77%	72%	-	76%	-	*	-	-
Mathematics	All	All	80%	75%	<b>80%</b>	73%	81%	81%	*	92%	*	75%	79%	80%	51%	83%	79%	78%	82%	-	*	-	*
		Students																					
		CWD	52%	42%	<b>51%</b>	40%	55%	*	-	*	-	*	38%	71%	51%	-	64%	50%	56%	-	-	-	-
		CWOD	83%	79%	<b>83%</b>	78%	83%	86%	*	93%	*	86%	85%	82%	-	83%	82%	84%	83%	-	*	-	*
		EL	70%	69%	<b>79%</b>	88%	67%	*	-	85%	-	-	85%	65%	64%	82%	79%	74%	85%	-	-	-	-
		Male	78%	73%	<b>78%</b>	76%	77%	69%	-	88%	-	*	75%	81%	50%	84%	74%	78%	-	-	*	-	*
		Female	82%	78%	<b>82%</b>	69%	84%	93%	*	96%	*	*	83%	80%	56%	83%	85%	-	82%	-	*	-	-
Science	All	All	79%	74%	<b>67%</b>	47%	82%	86%	*	87%	*	*	59%	79%	43%	71%	54%	59%	77%	-	-	-	-
		Students																					
		CWD	48%	40%	<b>43%</b>	*	*	*	-	*	-	*	*	71%	43%	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>71%</b>	53%	83%	100%	*	86%	*	*	65%	80%	-	71%	45%	67%	76%	-	-	-	-
		EL	58%	57%	<b>54%</b>	-	*	*	-	*	-	-	50%	*	*	45%	54%	*	71%	-	-	-	-
		Male	78%	72%	<b>59%</b>	41%	80%	*	-	78%	-	*	53%	67%	*	67%	*	59%	-	-	-	-	-
		Female	80%	77%	<b>77%</b>	57%	83%	100%	*	100%	*	*	65%	90%	*	76%	71%	-	77%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>43%</b>	30%	44%	57%	*	67%	*	29%	40%	48%	17%	47%	36%	43%	44%	-	*	-	*
		Students																					
		CWD	23%	19%	<b>17%</b>	14%	15%	27%	-	18%	-	*	12%	24%	17%	-	17%	15%	25%	-	-	-	-
		CWOD	50%	45%	<b>47%</b>	33%	47%	67%	*	71%	*	28%	44%	52%	-	47%	40%	49%	45%	-	*	-	*
		EL	26%	25%	<b>36%</b>	53%	19%	38%	-	46%	-	-	41%	23%	17%	40%	36%	38%	34%	-	-	-	-
		Male	45%	40%	<b>43%</b>	28%	48%	52%	-	65%	-	38%	43%	43%	15%	49%	38%	43%	-	-	*	-	*
		Female	50%	45%	<b>44%</b>	33%	40%	63%	*	70%	*	13%	36%	55%	25%	45%	34%	-	44%	-	*	-	-
Reading	All	All	46%	41%	<b>42%</b>	33%	43%	48%	*	59%	*	38%	40%	46%	14%	46%	33%	43%	42%	-	*	-	*
		Students																					
		CWD	22%	18%	<b>14%</b>	17%	9%	*	-	*	-	*	8%	22%	14%	-	18%	12%	22%	-	-	-	-
		CWOD	48%	44%	<b>46%</b>	36%	46%	65%	*	63%	*	29%	44%	50%	-	46%	36%	50%	43%	-	*	-	*
		EL	21%	21%	<b>33%</b>	57%	21%	*	-	33%	-	-	36%	24%	18%	36%	33%	37%	28%	-	-	-	-

				African		American		Pacific		Two or More	Econ	Non Econ							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	Male	41%	37%	<b>43%</b>	32%	48%	43%	-	59%	-	*	45%	41%	12%	50%	37%	43%	-	-	*	-	*
	Female	50%	47%	<b>42%</b>	36%	39%	54%	*	59%	*	*	35%	52%	22%	43%	28%	-	42%	-	*	-	-
Mathematics	All	48%	42%	<b>47%</b>	30%	46%	67%	*	77%	*	38%	44%	51%	23%	50%	44%	47%	47%	-	*	-	*
	Students																					
	CWD	26%	21%	<b>23%</b>	10%	27%	*	-	*	-	*	15%	35%	23%	-	18%	21%	33%	-	-	-	-
	CWOD	51%	45%	<b>50%</b>	34%	48%	67%	*	82%	*	43%	47%	53%	-	50%	49%	52%	47%	-	*	-	*
	EL	33%	31%	<b>44%</b>	50%	22%	*	-	64%	-	-	52%	25%	18%	49%	44%	42%	47%	-	-	-	-
	Male	47%	41%	<b>47%</b>	31%	49%	69%	-	71%	-	*	45%	48%	21%	52%	42%	47%	-	-	*	-	*
	Female	49%	44%	<b>47%</b>	30%	43%	64%	*	85%	*	*	42%	55%	33%	47%	47%	-	47%	-	*	-	-
Science	All	49%	46%	<b>35%</b>	19%	39%	57%	*	60%	*	*	25%	48%	7%	39%	8%	29%	40%	-	-	-	-
	Students																					
	CWD	23%	18%	<b>7%</b>	*	*	*	-	*	-	*	*	0%	7%	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>39%</b>	20%	45%	80%	*	64%	*	*	27%	57%	-	39%	9%	36%	42%	-	-	-	-
	EL	21%	20%	<b>8%</b>	-	*	*	-	*	-	-	10%	*	*	9%	8%	*	0%	-	-	-	-
	Male	50%	45%	<b>29%</b>	9%	47%	*	-	67%	-	*	30%	29%	*	36%	* 29%	-	-	-	-	-	-
	Female	49%	46%	<b>40%</b>	36%	33%	80%	*	50%	*	*	19%	67%	*	42%	0%	-	40%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>22%</b>	11%	18%	39%	*	47%	*	10%	19%	26%	9%	24%	18%	22%	22%	-	*	-	*
	Students																					
	CWD	8%	5%	<b>9%</b>	5%	12%	20%	-	9%	-	*	5%	14%	9%	-	4%	9%	10%	-	-	-	-
	CWOD	23%	20%	<b>24%</b>	12%	19%	46%	*	50%	*	11%	21%	28%	-	24%	21%	25%	23%	-	*	-	*
	EL	9%	8%	<b>18%</b>	27%	11%	0%	-	25%	-	-	20%	15%	4%	21%	18%	23%	14%	-	-	-	-
	Male	20%	17%	<b>22%</b>	10%	20%	45%	-	47%	-	15%	21%	23%	9%	25%	23%	22%	-	-	*	-	*
	Female	22%	20%	<b>22%</b>	13%	17%	34%	*	47%	*	0%	17%	30%	10%	23%	14%	-	22%	-	*	-	-
Reading	All	19%	16%	<b>21%</b>	11%	19%	33%	*	41%	*	13%	19%	23%	7%	23%	21%	20%	21%	-	*	-	*
	Students																					
	CWD	7%	5%	<b>7%</b>	6%	9%	*	-	*	-	*	4%	11%	7%	-	9%	6%	11%	-	-	-	-
	CWOD	20%	18%	<b>23%</b>	12%	20%	45%	*	43%	*	14%	21%	25%	-	23%	23%	23%	22%	-	*	-	*
	EL	7%	7%	<b>21%</b>	29%	13%	*	-	27%	-	-	22%	18%	9%	23%	21%	26%	16%	-	-	-	-
	Male	16%	13%	<b>20%</b>	9%	19%	43%	-	38%	-	*	21%	20%	6%	23%	26%	20%	-	-	*	-	*
	Female	22%	20%	<b>21%</b>	14%	19%	23%	*	44%	*	*	18%	28%	11%	22%	16%	-	21%	-	*	-	-
Mathematics	All	23%	20%	<b>26%</b>	14%	21%	48%	*	54%	*	13%	22%	31%	14%	27%	19%	27%	24%	-	*	-	*
	Students																					
	CWD	10%	5%	<b>14%</b>	5%	18%	*	-	*	-	*	8%	24%	14%	-	0%	15%	11%	-	-	-	-
	CWOD	25%	21%	<b>27%</b>	15%	21%	48%	*	59%	*	14%	24%	32%	-	27%	23%	29%	25%	-	*	-	*
	EL	13%	11%	<b>19%</b>	25%	11%	*	-	27%	-	-	21%	15%	0%	23%	19%	24%	15%	-	-	-	-
	Male	23%	19%	<b>27%</b>	13%	25%	54%	-	53%	-	*	25%	29%	15%	29%	24%	27%	-	-	*	-	*
	Female	24%	20%	<b>24%</b>	15%	17%	43%	*	56%	*	*	19%	33%	11%	25%	15%	-	24%	-	*	-	-
Science	All	22%	20%	<b>13%</b>	3%	9%	29%	*	40%	*	*	7%	21%	0%	15%	0%	12%	15%	-	-	-	-
	Students																					
	CWD	7%	4%	<b>0%</b>	*	*	*	-	*	-	*	*	0%	0%	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	15%	3%	10%	40%	*	43%	*	*	8%	26%	-	15%	0%	15%	16%	-	-	-	-
EL	5%	5%	0%	-	*	*	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
Male	23%	20%	12%	0%	7%	*	-	56%	-	*	10%	14%	*	15%	*	12%	-	-	-	-	-
Female	21%	20%	15%	7%	11%	40%	*	17%	*	*	4%	29%	*	16%	0%	-	15%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	67	66	69	*	69	-	*	66	76	66
CWD	76	79	68	*	-	*	-	*	75	76	89
CWOD	66	65	65	65	*	68	-	*	65	-	60
EL	66	*	75	*	-	60	-	-	65	89	66
Male	68	66	71	89	-	69	-	*	67	77	72
Female	65	70	62	*	*	68	-	*	66	71	60
<b>Mathematics</b>											
All Students	78	77	71	97	*	87	-	100	78	81	75
CWD	81	78	73	*	-	*	-	*	82	81	72
CWOD	78	76	71	96	*	87	-	100	77	-	76
EL	75	*	76	*	-	76	-	-	78	72	75
Male	78	76	69	100	-	83	-	100	78	79	63
Female	79	77	72	95	*	92	-	*	77	86	89

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
152	41	27%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	47	36	47	59	*	67	*	*	44	25	42
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y		N	N			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N		N	N			N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N		N	N			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N			N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	N	Y		N	N			Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y		N	N			N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N		N	N			N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N			N			N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	*	100%	99%	100%	-	100%	100%	100%	99%	-
	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%	-	-
	Female	99%	98%	100%	100%	*	100%	*	*	99%	100%	100%	99%	100%	100%	-	99%
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	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%	-	-
	Female	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	*	-	*	-	*	100%	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	*	100%	100%	*	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	*	0%	1%	0%	-	0%	0%	0%	1%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
EL		0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
Male		0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-	
Female		1%	2%	0%	0%	*	0%	*	*	1%	0%	0%	1%	0%	-	1%	-	
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-	-
	Female	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-	-
Science	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	*	-	*	-	*	0%	0%	0%	-	*	0%	*	-	-
	CWOD	0%	0%	0%	0%	*	0%	*	*	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	*	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-	-
	Female	0%	0%	0%	0%	*	0%	*	*	0%	0%	*	0%	0%	-	0%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	33	20	5	*	*	*	*	*	*		
	Female	9	5	*	*	*	*	*	*	*		
	Total	42	25	7	*	*	*	*	*	*		
<b>Out-of-School Suspensions</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	11	5	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	13	7	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	23	5	14	*	*	*	*	*	8	*	*
	Female	21	8	11	*	*	*	*	*	5	*	*
	Total	44	13	25	*	*	*	*	*	13	*	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>			<b>Indian or</b>		<b>Pacific</b>	<b>Two or More</b>		<b>Students</b>
		<b>students</b>	<b>American</b>	<b>Hispanic</b>	<b>White</b>	<b>Alaska</b>	<b>Asian</b>	<b>Islander</b>	<b>Races</b>	<b>EL</b>	<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	34	8	14	*	*	8	*	*	14	*
	Female	36	8	11	*	*	11	*	*	20	*
	Total	70	16	25	*	*	19	*	*	34	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.9	11.7%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.7	1.8%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.5%

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	*	*
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**



Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** FITZGERALD EL

**Campus ID:** 220901136

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>		Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22														42%
2022-23 through 2026-27														44%
2027-28 through 2031-32														46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African	American	Two or Non			Foster												
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>73%</b>	75%	62%	80%	*	*	*	100%	70%	84%	*	76%	65%	69%	79%	-	*	-	-
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>76%</b>	74%	68%	80%	*	*	*	*	72%	88%	-	76%	71%	72%	81%	-	*	-	-
	EL	70%	69%	<b>65%</b>	-	56%	-	*	*	-	-	58%	*	*	71%	65%	57%	78%	-	-	-	-
	Male	74%	68%	<b>69%</b>	67%	50%	100%	*	*	*	*	59%	100%	*	72%	57%	69%	-	-	*	-	-
	Female	79%	73%	<b>79%</b>	82%	79%	*	-	*	-	*	83%	67%	*	81%	78%	-	79%	-	-	-	-
Mathematics	All	77%	71%	<b>75%</b>	70%	68%	90%	*	*	*	100%	71%	84%	*	77%	74%	76%	73%	-	*	-	-
	Students																					
	CWD	52%	43%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	73%	<b>77%</b>	74%	71%	90%	*	*	*	*	74%	88%	-	77%	76%	77%	77%	-	*	-	-
	EL	74%	73%	<b>74%</b>	-	72%	-	*	*	-	-	68%	*	*	76%	74%	71%	78%	-	-	-	-
	Male	77%	70%	<b>76%</b>	78%	65%	100%	*	*	*	*	69%	100%	*	77%	71%	76%	-	-	*	-	-
	Female	78%	71%	<b>73%</b>	64%	71%	*	-	*	-	*	75%	67%	*	77%	78%	-	73%	-	-	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>74%</b>	80%	68%	80%	-	88%	*	*	72%	78%	*	75%	63%	69%	79%	-	*	-	-
	Students																					
	CWD	46%	47%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	75%	69%	<b>75%</b>	80%	67%	89%	-	88%	*	*	73%	78%	-	75%	63%	70%	79%	-	*	-	-
	EL	60%	56%	<b>63%</b>	*	58%	-	-	*	-	-	64%	*	-	63%	63%	*	75%	-	-	-	-
	Male	70%	64%	<b>69%</b>	63%	67%	83%	-	*	*	-	68%	69%	*	70%	*	69%	-	-	-	-	-
	Female	75%	70%	<b>79%</b>	100%	68%	*	-	*	-	*	75%	90%	-	79%	75%	-	79%	-	*	-	-
Mathematics	All	77%	74%	<b>84%</b>	87%	76%	100%	-	100%	*	*	83%	87%	*	84%	81%	83%	85%	-	*	-	-
	Students																					
	CWD	49%	49%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	81%	76%	<b>84%</b>	87%	76%	100%	-	100%	*	*	82%	87%	-	84%	81%	82%	85%	-	*	-	-
	EL	72%	72%	<b>81%</b>	*	75%	-	-	*	-	-	79%	*	-	81%	81%	75%	88%	-	-	-	-
	Male	77%	72%	<b>83%</b>	75%	80%	100%	-	100%	*	-	82%	85%	*	82%	75%	83%	-	-	-	-	-
	Female	78%	76%	<b>85%</b>	100%	74%	*	-	*	-	*	83%	90%	-	85%	88%	-	85%	-	*	-	-
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>88%</b>	96%	83%	85%	-	100%	-	*	91%	81%	*	88%	92%	89%	87%	-	-	-	*
	Students																					
	CWD	54%	47%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>88%</b>	96%	83%	82%	-	100%	-	*	91%	80%	-	88%	92%	89%	87%	-	-	-	*	
	EL	73%	70%	<b>92%</b>	-	91%	-	-	*	-	-	90%	*	-	92%	92%	100%	86%	-	-	-	-	
	Male	81%	77%	<b>89%</b>	100%	80%	*	-	*	-	*	91%	83%	*	89%	100%	89%	-	-	-	-	*	
	Female	86%	82%	<b>87%</b>	93%	84%	89%	-	*	-	*	91%	80%	*	87%	86%	-	87%	-	-	-	-	
Mathematics	All	90%	85%	<b>99%</b>	100%	100%	92%	-	100%	-	*	98%	100%	*	100%	100%	96%	100%	-	-	-	*	
	Students																						
	CWD	70%	56%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	92%	89%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	86%	81%	<b>100%</b>	-	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-	
	Male	89%	84%	<b>96%</b>	100%	100%	*	-	*	-	*	95%	100%	*	100%	100%	96%	-	-	-	-	*	
	Female	91%	86%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	-	100%	-	-	-	-	
Science	All	75%	69%	<b>84%</b>	75%	83%	92%	-	100%	-	*	81%	90%	*	83%	75%	89%	80%	-	-	-	*	
	Students																						
	CWD	48%	38%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	78%	72%	<b>83%</b>	75%	83%	90%	-	100%	-	*	81%	89%	-	83%	75%	89%	80%	-	-	-	*	
	EL	62%	57%	<b>75%</b>	-	73%	-	-	*	-	-	80%	*	-	75%	75%	100%	*	-	-	-	-	
	Male	76%	69%	<b>89%</b>	80%	90%	*	-	*	-	*	86%	100%	*	89%	100%	89%	-	-	-	-	*	
	Female	75%	69%	<b>80%</b>	71%	79%	88%	-	*	-	*	78%	86%	*	80%	*	-	80%	-	-	-	-	
Grade 6 Reading	All	68%	67%	<b>86%</b>	81%	86%	100%	-	86%	-	*	87%	84%	*	91%	75%	83%	89%	-	*	-	*	
	Students																						
	CWD	35%	33%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>91%</b>	84%	91%	100%	-	100%	-	*	91%	91%	-	91%	88%	91%	91%	-	*	-	*	
	EL	42%	46%	<b>75%</b>	-	78%	-	-	*	-	-	75%	*	*	88%	75%	64%	86%	-	*	-	*	
	Male	63%	61%	<b>83%</b>	78%	76%	*	-	*	-	*	88%	67%	*	91%	64%	83%	-	-	*	-	-	
	Female	72%	73%	<b>89%</b>	83%	89%	*	-	*	-	-	86%	93%	*	91%	86%	-	89%	-	-	-	*	
Mathematics	All	76%	76%	<b>92%</b>	86%	94%	86%	-	100%	-	*	94%	88%	71%	92%	95%	94%	89%	-	*	-	*	
	Students																						
	CWD	50%	46%	<b>71%</b>	*	*	*	-	*	-	-	*	*	71%	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>92%</b>	89%	94%	83%	-	100%	-	*	93%	91%	-	92%	94%	97%	88%	-	*	-	*	
	EL	61%	67%	<b>95%</b>	-	94%	-	-	*	-	-	100%	*	*	94%	95%	93%	86%	-	*	-	*	
	Male	76%	76%	<b>94%</b>	89%	94%	*	-	100%	-	*	100%	75%	*	97%	93%	94%	-	-	*	-	-	
	Female	77%	77%	<b>89%</b>	83%	89%	*	-	*	-	-	86%	93%	*	88%	86%	-	89%	-	-	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3 Reading	All	43%	35%	<b>37%</b>	35%	26%	70%	*	*	*	20%	36%	42%	*	40%	35%	43%	30%	-	*	-	-	
	Students																						
	CWD	28%	21%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>40%</b>	37%	29%	70%	*	*	*	*	38%	47%	-	40%	38%	46%	32%	-	*	-	-	
	EL	32%	32%	<b>35%</b>	-	28%	-	*	*	-	-	26%	*	*	38%	35%	36%	33%	-	-	-	-	
	Male	40%	33%	<b>43%</b>	44%	35%	80%	*	*	*	*	41%	50%	*	46%	36%	43%	-	-	*	-	-	
	Female	45%	37%	<b>30%</b>	27%	14%	*	-	*	-	*	29%	33%	*	32%	33%	-	30%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>40%</b>	30%	32%	70%	*	*	*	40%	34%	58%	*	41%	43%	48%	30%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>41%</b>	32%	32%	70%	*	*	*	*	34%	65%	-	41%	43%	49%	32%	-	*	-	-	
	EL	39%	38%	<b>43%</b>	-	39%	-	*	*	-	-	37%	*	*	43%	43%	57%	22%	-	-	-	-	
	Male	47%	38%	<b>48%</b>	22%	45%	80%	*	*	*	*	44%	60%	*	49%	57%	48%	-	-	*	-	-	
	Female	45%	35%	<b>30%</b>	36%	14%	*	-	*	-	*	21%	56%	*	32%	22%	-	30%	-	-	-	-	
Grade 4 Reading	All	45%	40%	<b>58%</b>	67%	50%	60%	-	88%	*	*	52%	70%	*	58%	44%	51%	65%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	-
	CWOD	47%	41%	<b>58%</b>	67%	48%	67%	-	88%	*	*	52%	70%	-	58%	44%	52%	65%	-	*	-	-	
	EL	29%	28%	<b>44%</b>	*	33%	-	-	*	-	-	43%	*	-	44%	44%	*	50%	-	-	-	-	
	Male	43%	39%	<b>51%</b>	38%	53%	50%	-	*	*	-	41%	69%	*	52%	*	51%	-	-	-	-	-	
	Female	47%	42%	<b>65%</b>	100%	47%	*	-	*	-	*	63%	70%	-	65%	50%	-	65%	-	*	-	-	
Mathematics	All	48%	40%	<b>58%</b>	60%	50%	70%	-	88%	*	*	52%	70%	*	58%	50%	60%	56%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	-
	CWOD	50%	42%	<b>58%</b>	60%	48%	78%	-	88%	*	*	52%	70%	-	58%	50%	61%	56%	-	*	-	-	
	EL	38%	35%	<b>50%</b>	*	33%	-	-	*	-	-	43%	*	-	50%	50%	63%	38%	-	-	-	-	
	Male	48%	41%	<b>60%</b>	38%	60%	67%	-	100%	*	-	50%	77%	*	61%	63%	60%	-	-	-	-	-	
	Female	47%	40%	<b>56%</b>	86%	42%	*	-	*	-	*	54%	60%	-	56%	38%	-	56%	-	*	-	-	
Grade 5 Reading	All	53%	49%	<b>57%</b>	67%	45%	54%	-	100%	-	*	57%	57%	*	58%	42%	54%	60%	-	-	-	*	
	Students																						
	CWD	30%	25%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>58%</b>	67%	45%	55%	-	100%	-	*	58%	55%	-	58%	42%	56%	59%	-	-	-	-	
	EL	35%	30%	<b>42%</b>	-	36%	-	-	*	-	-	40%	*	-	42%	42%	20%	57%	-	-	-	-	
	Male	50%	46%	<b>54%</b>	70%	30%	*	-	*	-	*	55%	50%	*	56%	20%	54%	-	-	-	-	-	
	Female	56%	51%	<b>60%</b>	64%	53%	56%	-	*	-	*	59%	60%	*	59%	57%	-	60%	-	-	-	-	
Mathematics	All	57%	50%	<b>68%</b>	54%	72%	62%	-	100%	-	*	65%	76%	*	68%	75%	68%	68%	-	-	-	*	
	Students																						
	CWD	34%	24%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	60%	52%	<b>68%</b>	54%	72%	64%	-	100%	-	*	66%	75%	-	68%	75%	70%	67%	-	-	-	*	
	EL	46%	39%	<b>75%</b>	-	73%	-	-	*	-	-	70%	*	-	75%	75%	100%	57%	-	-	-	-	
	Male	57%	49%	<b>68%</b>	40%	80%	*	-	*	-	*	64%	83%	*	70%	100%	68%	-	-	-	-	-	
	Female	58%	50%	<b>68%</b>	64%	68%	56%	-	*	-	*	66%	73%	*	67%	57%	-	68%	-	-	-	-	
Science	All	40%	34%	<b>45%</b>	42%	38%	50%	-	83%	-	*	43%	50%	*	46%	33%	46%	43%	-	-	-	*	
	Students																						
	CWD	25%	18%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>46%</b>	42%	38%	60%	-	83%	-	*	43%	53%	-	46%	33%	48%	44%	-	-	-	*	
	EL	24%	18%	<b>33%</b>	-	27%	-	-	*	-	-	30%	*	-	33%	33%	60%	*	-	-	-	-	
	Male	42%	35%	<b>46%</b>	40%	50%	*	-	*	-	*	41%	67%	*	48%	60%	46%	-	-	-	-	*	
	Female	38%	32%	<b>43%</b>	43%	32%	63%	-	*	-	*	44%	43%	*	44%	*	-	43%	-	-	-	-	

					African	American	Pacific	Two	More	Econ	Non										Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6 Reading	All	38%	37%	<b>53%</b>	43%	54%	57%	-	71%	-	*	55%	48%	*	56%	35%	47%	58%	-	*	-	*	
	Students																						
	CWD	22%	22%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	*
	CWOD	40%	38%	<b>56%</b>	47%	58%	50%	-	83%	-	*	58%	52%	-	56%	41%	50%	62%	-	*	-	*	
	EL	14%	15%	<b>35%</b>	-	33%	-	-	*	-	-	38%	*	*	41%	35%	29%	43%	-	*	-	*	
	Male	34%	32%	<b>47%</b>	44%	41%	*	-	*	-	*	56%	25%	*	50%	29%	47%	-	-	*	-	-	
	Female	42%	42%	<b>58%</b>	42%	63%	*	-	*	-	-	55%	64%	*	62%	43%	-	58%	-	-	-	*	
Mathematics	All	43%	46%	<b>71%</b>	57%	71%	71%	-	100%	-	*	72%	68%	43%	73%	60%	75%	67%	-	*	-	*	
	Students																						
	CWD	23%	27%	<b>43%</b>	*	*	*	-	*	-	-	*	*	43%	-	*	*	*	-	-	-	-	*
	CWOD	46%	48%	<b>73%</b>	63%	73%	67%	-	100%	-	*	74%	70%	-	73%	59%	75%	71%	-	*	-	*	
	EL	24%	31%	<b>60%</b>	-	56%	-	-	*	-	-	63%	*	*	59%	60%	64%	43%	-	*	-	*	
	Male	44%	46%	<b>75%</b>	78%	65%	*	-	100%	-	*	80%	58%	*	75%	64%	75%	-	-	*	-	-	
	Female	42%	46%	<b>67%</b>	42%	74%	*	-	*	-	-	64%	71%	*	71%	43%	-	67%	-	-	-	*	
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3 Reading	All	24%	19%	<b>23%</b>	10%	18%	50%	*	*	*	0%	20%	32%	*	24%	30%	26%	18%	-	*	-	-	
	Students																						
	CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	26%	20%	<b>24%</b>	11%	19%	50%	*	*	*	*	21%	35%	-	24%	33%	28%	19%	-	*	-	-	
	EL	15%	16%	<b>30%</b>	-	22%	-	*	*	-	-	21%	*	*	33%	30%	29%	33%	-	-	-	-	
	Male	22%	17%	<b>26%</b>	11%	20%	80%	*	*	*	*	22%	40%	*	28%	29%	26%	-	-	*	-	-	
	Female	26%	20%	<b>18%</b>	9%	14%	*	-	*	-	*	17%	22%	*	19%	33%	-	18%	-	-	-	-	
Mathematics	All	22%	15%	<b>17%</b>	0%	18%	40%	*	*	*	0%	18%	16%	*	19%	22%	24%	9%	-	*	-	-	
	Students																						
	CWD	12%	5%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	16%	<b>19%</b>	0%	19%	40%	*	*	*	*	19%	18%	-	19%	24%	26%	10%	-	*	-	-	
	EL	17%	16%	<b>22%</b>	-	17%	-	*	*	-	-	21%	*	*	24%	22%	29%	11%	-	-	-	-	
	Male	23%	17%	<b>24%</b>	0%	25%	60%	*	*	*	*	25%	20%	*	26%	29%	24%	-	-	*	-	-	
	Female	21%	14%	<b>9%</b>	0%	7%	*	-	*	-	*	8%	11%	*	10%	11%	-	9%	-	-	-	-	
Grade 4 Reading	All	23%	19%	<b>35%</b>	33%	29%	30%	-	75%	*	*	33%	39%	*	34%	25%	43%	26%	-	*	-	-	
	Students																						
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	-
	CWOD	25%	20%	<b>34%</b>	33%	27%	33%	-	75%	*	*	32%	39%	-	34%	25%	42%	26%	-	*	-	-	
	EL	12%	11%	<b>25%</b>	*	8%	-	-	*	-	-	21%	*	-	25%	25%	*	25%	-	-	-	-	
	Male	22%	18%	<b>43%</b>	25%	40%	50%	-	*	*	-	32%	62%	*	42%	*	43%	-	-	-	-	-	
	Female	25%	21%	<b>26%</b>	43%	21%	*	-	*	-	*	33%	10%	-	26%	25%	-	26%	-	*	-	-	
Mathematics	All	26%	20%	<b>35%</b>	40%	26%	40%	-	63%	*	*	33%	39%	*	34%	19%	40%	29%	-	*	-	-	
	Students																						
	CWD	11%	10%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	28%	21%	<b>34%</b>	40%	24%	44%	-	63%	*	*	32%	39%	-	34%	19%	39%	29%	-	*	-	-	
	EL	18%	14%	<b>19%</b>	*	8%	-	*	-	-	14%	*	-	19%	19%	25%	13%	-	-	-	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>40%</b>	13%	40%	67%	-	60%	*	-	36%	46%	*	39%	25%	40%	-	-	-	-
	Female	25%	19%	<b>29%</b>	71%	16%	*	-	*	-	*	29%	30%	-	29%	13%	-	29%	-	*	-
Grade 5	All	26%	23%	<b>27%</b>	29%	21%	31%	-	50%	-	*	28%	24%	*	26%	8%	25%	28%	-	-	-
Reading	Students																				
	CWD	9%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	27%	24%	<b>26%</b>	29%	21%	27%	-	50%	-	*	28%	20%	-	26%	8%	26%	26%	-	-	-
	EL	12%	8%	<b>8%</b>	-	9%	-	-	*	-	-	10%	*	-	8%	8%	0%	14%	-	-	-
	Male	24%	21%	<b>25%</b>	20%	20%	*	-	*	-	*	27%	17%	*	26%	0%	25%	-	-	-	-
	Female	28%	25%	<b>28%</b>	36%	21%	22%	-	*	-	*	28%	27%	*	26%	14%	-	28%	-	-	-
Mathematics	All	30%	24%	<b>36%</b>	21%	45%	23%	-	100%	-	*	37%	33%	*	37%	42%	32%	38%	-	-	-
	Students																				
	CWD	13%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	31%	26%	<b>37%</b>	21%	45%	27%	-	100%	-	*	38%	35%	-	37%	42%	33%	39%	-	-	-
	EL	19%	13%	<b>42%</b>	-	36%	-	-	*	-	-	40%	*	-	42%	42%	80%	14%	-	-	-
	Male	29%	24%	<b>32%</b>	0%	60%	*	-	*	-	*	36%	17%	*	33%	80%	32%	-	-	-	-
	Female	30%	24%	<b>38%</b>	36%	37%	22%	-	*	-	*	38%	40%	*	39%	14%	-	38%	-	-	-
Science	All	16%	13%	<b>15%</b>	4%	14%	17%	-	67%	-	*	15%	15%	*	15%	8%	18%	13%	-	-	-
	Students																				
	CWD	9%	5%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	17%	14%	<b>15%</b>	4%	14%	20%	-	67%	-	*	15%	16%	-	15%	8%	19%	13%	-	-	-
	EL	7%	4%	<b>8%</b>	-	9%	-	-	*	-	-	0%	*	-	8%	8%	20%	*	-	-	-
	Male	18%	14%	<b>18%</b>	0%	30%	*	-	*	-	*	14%	33%	*	19%	20%	18%	-	-	-	-
	Female	15%	12%	<b>13%</b>	7%	5%	13%	-	*	-	*	16%	7%	*	13%	*	-	13%	-	-	-
Grade 6	All	18%	17%	<b>21%</b>	19%	23%	14%	-	29%	-	*	19%	24%	*	23%	10%	11%	31%	-	*	-
Reading	Students																				
	CWD	8%	6%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	20%	19%	<b>23%</b>	21%	24%	17%	-	33%	-	*	21%	26%	-	23%	12%	13%	32%	-	*	-
	EL	4%	5%	<b>10%</b>	-	11%	-	-	*	-	-	13%	*	*	12%	10%	7%	14%	-	*	-
	Male	15%	13%	<b>11%</b>	11%	12%	*	-	*	-	*	8%	17%	*	13%	7%	11%	-	-	*	-
	Female	22%	22%	<b>31%</b>	25%	32%	*	-	*	-	-	32%	29%	*	32%	14%	-	31%	-	-	-
Mathematics	All	18%	21%	<b>40%</b>	24%	43%	57%	-	57%	-	*	34%	52%	0%	44%	15%	31%	50%	-	*	-
	Students																				
	CWD	9%	7%	<b>0%</b>	*	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-
	CWOD	19%	22%	<b>44%</b>	26%	45%	67%	-	67%	-	*	37%	57%	-	44%	18%	34%	53%	-	*	-
	EL	6%	9%	<b>15%</b>	-	17%	-	-	*	-	-	13%	*	*	18%	15%	7%	29%	-	*	-
	Male	18%	21%	<b>31%</b>	22%	29%	*	-	40%	-	*	24%	42%	*	34%	7%	31%	-	-	*	-
	Female	17%	21%	<b>50%</b>	25%	53%	*	-	*	-	-	45%	57%	*	53%	29%	-	50%	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades		All Subjects	All Students
All	77%	72%	<b>84%</b>
All	84%	80%	89%
All	*	96%	*
All	96%	83%	86%
All	58%	85%	79%
All	85%	79%	82%
All	85%	85%	-
All	*	-	*
All	-	-	100%



				African	American	Pacific	Two or Non	Econ	Econ											Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWD	45%	38%	<b>58%</b>	*	36%	80%	-	*	-	*	62%	46%	58%	-	*	55%	64%	-	-	*		
	CWOD	80%	76%	<b>85%</b>	85%	81%	90%	*	98%	*	96%	84%	88%	-	85%	81%	84%	86%	-	*	-	100%	
	EL	60%	59%	<b>79%</b>	*	77%	-	*	90%	-	-	77%	81%	*	81%	79%	76%	81%	-	*	-	*	
	Male	74%	69%	<b>82%</b>	82%	77%	90%	*	93%	*	100%	81%	86%	55%	84%	76%	82%	-	-	*	-	*	
	Female	79%	76%	<b>85%</b>	85%	82%	88%	-	100%	-	86%	85%	86%	64%	86%	81%	-	85%	-	*	-	*	
Reading	All	73%	68%	<b>80%</b>	84%	74%	85%	*	92%	*	91%	80%	82%	44%	82%	72%	77%	84%	-	*	-	*	
	Students																						
	CWD	39%	32%	<b>44%</b>	*	*	*	-	*	-	*	50%	*	44%	-	*	*	*	-	-	-	*	
	CWOD	77%	72%	<b>82%</b>	84%	77%	86%	*	96%	*	90%	81%	84%	-	82%	77%	79%	85%	-	*	-	*	
	EL	52%	51%	<b>72%</b>	*	69%	-	*	80%	-	-	69%	77%	*	77%	72%	65%	81%	-	*	-	*	
	Male	69%	64%	<b>77%</b>	78%	67%	89%	*	86%	*	100%	75%	80%	*	79%	65%	77%	-	-	*	-	*	
	Female	77%	73%	<b>84%</b>	89%	80%	81%	-	100%	-	*	84%	83%	*	85%	81%	-	84%	-	*	-	*	
Mathematics	All	80%	75%	<b>87%</b>	86%	84%	93%	*	100%	*	100%	86%	90%	63%	88%	86%	87%	88%	-	*	-	*	
	Students																						
	CWD	52%	42%	<b>63%</b>	*	*	*	-	*	-	*	70%	*	63%	-	*	64%	*	-	-	-	*	
	CWOD	83%	79%	<b>88%</b>	88%	85%	94%	*	100%	*	100%	87%	92%	-	88%	86%	88%	89%	-	*	-	*	
	EL	70%	69%	<b>86%</b>	*	85%	-	*	100%	-	-	85%	85%	*	86%	86%	85%	87%	-	*	-	*	
	Male	78%	73%	<b>87%</b>	86%	84%	89%	*	100%	*	100%	85%	90%	64%	88%	85%	87%	-	-	*	-	*	
	Female	82%	78%	<b>88%</b>	86%	85%	95%	-	100%	-	*	87%	90%	*	89%	87%	-	88%	-	*	-	*	
Science	All	79%	74%	<b>84%</b>	75%	83%	92%	-	100%	-	*	81%	90%	*	83%	75%	89%	80%	-	-	-	*	
	Students																						
	CWD	48%	40%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	82%	78%	<b>83%</b>	75%	83%	90%	-	100%	-	*	81%	89%	-	83%	75%	89%	80%	-	-	-	*	
	EL	58%	57%	<b>75%</b>	-	73%	-	-	*	-	-	80%	*	-	75%	75%	100%	*	-	-	-	-	
	Male	78%	72%	<b>89%</b>	80%	90%	*	-	*	-	*	86%	100%	*	89%	100%	89%	-	-	-	-	*	
	Female	80%	77%	<b>80%</b>	71%	79%	88%	-	*	-	*	78%	86%	*	80%	*	-	80%	-	-	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades																						
All Subjects	All	47%	42%	<b>54%</b>	50%	49%	62%	*	88%	*	44%	51%	60%	27%	55%	45%	54%	54%	-	*	-	57%
	Students																					
	CWD	23%	19%	<b>27%</b>	*	29%	40%	-	*	-	*	29%	23%	27%	-	*	32%	18%	-	-	-	*
	CWOD	50%	45%	<b>55%</b>	52%	49%	65%	*	89%	*	48%	52%	62%	-	55%	47%	56%	55%	-	*	-	80%
	EL	26%	25%	<b>45%</b>	*	40%	-	*	81%	-	-	42%	59%	*	47%	45%	51%	39%	-	*	-	*
	Male	45%	40%	<b>54%</b>	46%	51%	60%	*	87%	*	56%	52%	60%	32%	56%	51%	54%	-	-	*	-	*
	Female	50%	45%	<b>54%</b>	53%	47%	64%	-	88%	-	14%	51%	60%	18%	55%	39%	-	54%	-	*	-	*
Reading	All	46%	41%	<b>51%</b>	53%	44%	60%	*	84%	*	27%	50%	55%	19%	53%	38%	48%	54%	-	*	-	*
	Students																					
	CWD	22%	18%	<b>19%</b>	*	*	*	-	*	-	*	20%	*	19%	-	*	*	*	-	-	-	*
	CWOD	48%	44%	<b>53%</b>	55%	45%	61%	*	88%	*	30%	51%	57%	-	53%	41%	50%	55%	-	*	-	*
	EL	21%	21%	<b>38%</b>	*	32%	-	*	70%	-	-	36%	46%	*	41%	38%	33%	45%	-	*	-	*
	Male	41%	37%	<b>48%</b>	50%	41%	58%	*	71%	*	38%	48%	50%	*	50%	33%	48%	-	-	*	-	*
	Female	50%	47%	<b>54%</b>	55%	46%	62%	-	100%	-	*	52%	58%	*	55%	45%	-	54%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	48%	42%	<b>59%</b>	50%	56%	68%	*	92%	*	64%	55%	68%	38%	60%	55%	62%	57%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>38%</b>	*	*	*	-	*	-	*	40%	*	38%	-	*	45%	*	-	-	-	-	*
	CWOD	51%	45%	<b>60%</b>	52%	56%	69%	*	92%	*	70%	56%	70%	-	60%	55%	63%	58%	-	*	-	-	*
	EL	33%	31%	<b>55%</b>	*	49%	-	*	90%	-	-	51%	69%	*	55%	55%	68%	39%	-	*	-	-	*
	Female	49%	44%	<b>57%</b>	55%	52%	67%	-	82%	-	*	52%	67%	*	58%	39%	-	57%	-	*	-	-	*
Science	All	49%	46%	<b>45%</b>	42%	38%	50%	-	83%	-	*	43%	50%	*	46%	33%	46%	43%	-	-	-	-	*
	Students																						
	CWD	23%	18%	*	-	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-
	CWOD	52%	49%	<b>46%</b>	42%	38%	60%	-	83%	-	*	43%	53%	-	46%	33%	48%	44%	-	-	-	-	*
	EL	21%	20%	<b>33%</b>	-	27%	-	-	*	-	-	30%	*	-	33%	33%	60%	*	-	-	-	-	-
	Female	49%	46%	<b>43%</b>	43%	32%	63%	-	*	-	*	44%	43%	*	44%	*	-	43%	-	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>27%</b>	19%	26%	33%	*	63%	*	4%	26%	31%	9%	28%	20%	28%	27%	-	*	-	43%	
	Students																						
	CWD	8%	5%	<b>9%</b>	*	14%	10%	-	*	-	*	10%	8%	9%	-	*	9%	9%	-	-	-	-	*
	CWOD	23%	20%	<b>28%</b>	20%	27%	35%	*	65%	*	4%	27%	32%	-	28%	22%	29%	28%	-	*	-	-	60%
	EL	9%	8%	<b>20%</b>	*	16%	-	*	43%	-	-	17%	33%	*	22%	20%	22%	17%	-	*	-	-	*
	Female	22%	20%	<b>27%</b>	25%	24%	22%	-	73%	-	0%	27%	27%	9%	28%	17%	-	27%	-	*	-	-	*
Reading	All	19%	16%	<b>26%</b>	23%	23%	33%	*	56%	*	0%	25%	30%	13%	27%	20%	26%	26%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>13%</b>	*	*	*	-	*	-	*	10%	*	13%	-	*	*	*	-	-	-	-	*
	CWOD	20%	18%	<b>27%</b>	23%	23%	33%	*	58%	*	0%	25%	30%	-	27%	21%	27%	26%	-	*	-	-	*
	EL	7%	7%	<b>20%</b>	*	14%	-	*	50%	-	-	17%	31%	*	21%	20%	18%	23%	-	*	-	-	*
	Female	22%	20%	<b>26%</b>	27%	23%	19%	-	64%	-	*	27%	23%	*	26%	23%	-	26%	-	*	-	-	*
Mathematics	All	23%	20%	<b>32%</b>	20%	33%	38%	*	68%	*	9%	30%	36%	6%	33%	23%	31%	33%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>6%</b>	*	*	*	-	*	-	*	10%	*	6%	-	*	9%	*	-	-	-	-	*
	CWOD	25%	21%	<b>33%</b>	21%	33%	42%	*	71%	*	10%	31%	39%	-	33%	24%	33%	34%	-	*	-	-	*
	EL	13%	11%	<b>23%</b>	*	19%	-	*	40%	-	-	20%	31%	*	24%	23%	28%	16%	-	*	-	-	*
	Female	24%	20%	<b>33%</b>	30%	30%	29%	-	82%	-	*	30%	38%	*	34%	16%	-	33%	-	*	-	-	*
Science	All	22%	20%	<b>15%</b>	4%	14%	17%	-	67%	-	*	15%	15%	*	15%	8%	18%	13%	-	-	-	-	*
	Students																						
	CWD	7%	4%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	24%	22%	<b>15%</b>	4%	14%	20%	-	67%	-	*	15%	16%	-	15%	8%	19%	13%	-	-	-	-	*
	EL	5%	5%	<b>8%</b>	-	9%	-	-	*	-	-	0%	*	-	8%	8%	20%	*	-	-	-	-	*
	Female	21%	20%	<b>13%</b>	7%	5%	13%	-	*	-	*	16%	7%	*	13%	*	-	13%	-	-	-	-	-

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	78	81	72	74	-	100	*	83	78	67	77
CWD	67	*	*	*	-	*	-	-	83	67	*
CWOD	78	82	73	71	-	100	*	83	77	-	80
EL	77	-	74	-	-	100	-	-	76	*	77
Male	78	76	72	88	-	100	*	*	81	*	79
Female	77	85	72	63	-	100	-	*	74	*	75
<b>Mathematics</b>											
All Students	83	79	84	84	-	88	*	92	81	83	84
CWD	83	*	*	*	-	*	-	-	*	83	*
CWOD	83	79	83	87	-	88	*	92	82	-	83
EL	84	-	83	-	-	92	-	-	83	*	84
Male	80	74	83	77	-	88	*	*	81	83	83
Female	85	82	84	91	-	89	-	*	82	*	86

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

<b>Total EL in Class</b>	<b>Proficiency of EL</b>	<b>Rate of Proficiency</b>
<b>116</b>	<b>35</b>	<b>30%</b>

\*\* 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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	55	51	52	61	*	82	*	*	53	*	48
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y			Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	N	N		Y			Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	N	N		Y			N		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		Y			Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y		Y			Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		Y			N		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		Y			N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	99%	100%	*	100%	*	100%	100%	99%	94%	100%	99%	99%	100%	-
	CWD	94%	100%	86%	100%	-	*	-	*	100%	85%	94%	-	83%	91%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	*	98%	-	*	100%	-	-	100%	93%	83%	100%	99%	98%	100%	-
	Male	99%	100%	99%	100%	*	100%	*	100%	100%	98%	91%	100%	98%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	99%	100%	*	100%	*	100%	100%	99%	94%	100%	99%	99%	100%	-
	CWD	94%	*	86%	*	-	*	-	*	100%	83%	94%	-	83%	91%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	*	98%	-	*	100%	-	-	100%	92%	83%	100%	99%	98%	100%	-
	Male	99%	100%	98%	100%	*	100%	*	100%	100%	98%	91%	100%	98%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	99%	100%	*	100%	*	100%	100%	99%	94%	100%	99%	99%	100%	-
	CWD	94%	*	86%	*	-	*	-	*	100%	83%	94%	-	83%	91%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	*	98%	-	*	100%	-	-	100%	92%	83%	100%	99%	98%	100%	-
	Male	99%	100%	98%	100%	*	100%	*	100%	100%	98%	91%	100%	98%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	1%	0%	*	0%	*	0%	0%	1%	6%	0%	1%	1%	0%	-
	CWD	6%	0%	14%	0%	-	*	-	*	0%	15%	6%	-	17%	9%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	*	2%	-	*	0%	-	-	0%	7%	17%	0%	1%	2%	0%	-
	Male	1%	0%	1%	0%	*	0%	*	0%	0%	2%	9%	0%	2%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	1%	0%	*	0%	*	0%	0%	1%	6%	0%	1%	1%	0%	-
	CWD	6%	*	14%	*	-	*	-	*	0%	17%	6%	-	17%	9%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	*	2%	-	*	0%	-	-	0%	8%	17%	0%	1%	2%	0%	-
	Male	1%	0%	2%	0%	*	0%	*	0%	0%	2%	9%	0%	2%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	1%	0%	*	0%	*	0%	0%	1%	6%	0%	1%	1%	0%	-
	CWD	6%	*	14%	*	-	*	-	*	0%	17%	6%	-	17%	9%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	*	2%	-	*	0%	-	-	0%	8%	17%	0%	1%	2%	0%	-
	Male	1%	0%	2%	0%	*	0%	*	0%	0%	2%	9%	0%	2%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	-	*	-	-	-	*	*	*	-	-	*	*	-
	CWOD	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	16	5	*	5	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	20	7	*	5	*	*	*	*	*		
Out-of-School Suspensions												
	Male	14	*	*	*	*	*	*	*	5		
	Female	*	*	*	*	*	*	*	*	*		
	Total	18	6	*	*	*	*	*	*	7		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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)
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	34	8	11	11	*	*	*	*	8	8	*
	Female	18	5	8	5	*	*	*	*	5	*	*
	Total	52	13	19	16	*	*	*	*	13	10	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	



On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	31	11	8	5	*	5	*	*	17	*
	Female	28	8	11	*	*	5	*	*	11	*
	Total	59	19	19	7	*	10	*	*	28	*
Accelerated Coursework											
Advanced Placement Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.0	14.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** FOSTER EL

**Campus ID:** 220901126

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	2032-33													
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
<b>Grade 3</b>																								
Reading	All	77%	70%	<b>70%</b>	74%	69%	*	-	*	-	*	70%	75%	*	75%	69%	63%	78%	-	*	-	-		
	Students																							
	CWD	51%	46%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-		
	CWOD	79%	72%	<b>75%</b>	82%	69%	*	-	*	-	*	75%	80%	-	75%	73%	67%	84%	-	*	-	-		
	EL	70%	69%	<b>69%</b>	-	68%	*	-	*	-	-	69%	*	*	73%	69%	64%	74%	-	-	-	-		
	Male	74%	68%	<b>63%</b>	67%	56%	*	-	*	-	*	58%	78%	*	67%	64%	63%	-	-	-	-	-		
	Female	79%	73%	<b>78%</b>	80%	81%	*	-	*	-	-	79%	*	*	84%	74%	-	78%	-	*	-	-		
	Mathematics																							
Reading	All	77%	71%	<b>70%</b>	58%	76%	*	-	*	-	*	70%	75%	*	74%	73%	68%	73%	-	*	-	-		
	Students																							
	CWD	52%	43%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-		
	CWOD	80%	73%	<b>74%</b>	65%	75%	*	-	*	-	*	73%	80%	-	74%	76%	69%	78%	-	*	-	-		
	EL	74%	73%	<b>73%</b>	-	74%	*	-	*	-	-	71%	*	*	76%	73%	82%	65%	-	-	-	-		
	Male	77%	70%	<b>68%</b>	*	76%	*	-	*	-	*	68%	67%	*	69%	82%	68%	-	-	-	-	-		
	Female	78%	71%	<b>73%</b>	70%	77%	*	-	*	-	-	71%	*	*	78%	65%	-	73%	-	*	-	-		
	Mathematics																							
Grade 4	Reading	All	72%	67%	<b>60%</b>	67%	48%	100%	-	-	-	*	58%	69%	63%	60%	45%	65%	53%	-	*	-	-	
		Students																						
		CWD	46%	47%	<b>63%</b>	*	*	*	-	-	-	*	*	*	63%	-	*	*	*	-	-	-	-	-
		CWOD	75%	69%	<b>60%</b>	64%	50%	*	-	-	-	*	58%	67%	-	60%	48%	68%	48%	-	*	-	-	
		EL	60%	56%	<b>45%</b>	-	41%	*	-	-	-	-	46%	*	*	48%	45%	50%	38%	-	-	-	-	
		Male	70%	64%	<b>65%</b>	73%	54%	*	-	-	-	*	66%	63%	*	68%	50%	65%	-	-	*	-	-	
		Female	75%	70%	<b>53%</b>	58%	38%	*	-	-	-	*	46%	75%	*	48%	38%	-	53%	-	-	-	-	
		Mathematics																						
Grade 5	Reading	All	83%	80%	<b>72%</b>	50%	82%	90%	*	*	-	*	72%	74%	45%	76%	74%	67%	78%	-	*	-	*	
		Students																						
		CWD	54%	47%	<b>45%</b>	*	*	*	-	-	-	-	*	*	45%	-	*	*	*	-	*	-	-	-



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	87%	83%	<b>76%</b>	54%	87%	100%	*	*	-	*	78%	71%	-	76%	80%	73%	79%	-	*	-	*	
	EL	73%	70%	<b>74%</b>	-	75%	*	*	-	-	-	80%	*	*	80%	74%	72%	78%	-	*	-	-	
	Male	81%	77%	<b>67%</b>	42%	79%	*	*	-	-	-	67%	67%	*	73%	72%	67%	-	-	*	-	*	
	Female	86%	82%	<b>78%</b>	56%	86%	100%	-	*	-	*	76%	82%	*	79%	78%	-	78%	-	*	-	-	
Mathematics	All	90%	85%	<b>79%</b>	61%	86%	90%	*	*	-	*	82%	70%	67%	81%	82%	74%	84%	-	*	-	*	
	Students																						
	CWD	70%	56%	<b>67%</b>	*	*	*	-	-	-	-	60%	*	67%	-	*	67%	*	-	*	-	-	
	CWOD	92%	89%	<b>81%</b>	65%	87%	100%	*	*	-	*	86%	67%	-	81%	84%	76%	86%	-	*	-	*	
	EL	86%	81%	<b>82%</b>	-	80%	*	*	*	-	-	86%	71%	*	84%	82%	79%	89%	-	*	-	-	
	Male	89%	84%	<b>74%</b>	50%	83%	*	*	-	-	-	76%	67%	67%	76%	79%	74%	-	-	*	-	*	
	Female	91%	86%	<b>84%</b>	69%	90%	100%	-	*	-	*	88%	73%	*	86%	89%	-	84%	-	*	-	-	
Science	All	75%	69%	<b>51%</b>	37%	49%	90%	*	*	-	*	55%	39%	*	53%	36%	39%	62%	-	*	-	*	
	Students																						
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	78%	72%	<b>53%</b>	40%	55%	100%	*	*	-	*	59%	38%	-	53%	40%	43%	62%	-	*	-	*	
	EL	62%	57%	<b>36%</b>	-	32%	*	*	*	-	-	43%	*	*	40%	36%	37%	*	-	*	-	-	
	Male	76%	69%	<b>39%</b>	*	43%	*	*	-	-	-	44%	*	*	43%	37%	39%	-	-	*	-	*	
	Female	75%	69%	<b>62%</b>	50%	57%	100%	-	*	-	*	65%	55%	*	62%	*	-	62%	-	*	-	-	
Grade 6	All	68%	67%	<b>69%</b>	67%	65%	86%	-	*	-	*	67%	72%	*	79%	50%	70%	65%	-	*	*	-	
	Reading																						
	Students																						
	CWD	35%	33%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>79%</b>	73%	76%	100%	-	*	-	*	78%	81%	-	79%	69%	82%	74%	-	*	*	-	
	EL	42%	46%	<b>50%</b>	*	38%	*	-	*	-	-	50%	*	*	69%	50%	56%	*	-	-	*	-	
	Male	63%	61%	<b>70%</b>	75%	67%	*	-	*	-	-	68%	80%	*	82%	56%	70%	-	-	*	*	-	
	Female	72%	73%	<b>65%</b>	58%	*	*	-	-	-	*	67%	63%	*	74%	*	-	65%	-	*	-	-	
Mathematics	All	76%	76%	<b>73%</b>	46%	88%	88%	-	*	-	*	72%	72%	*	80%	78%	73%	73%	-	*	-	-	
	Students																						
	CWD	50%	46%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>80%</b>	50%	96%	100%	-	*	-	*	80%	75%	-	80%	92%	82%	78%	-	*	-	-	
	EL	61%	67%	<b>78%</b>	*	71%	*	-	*	-	-	76%	*	*	92%	78%	71%	*	-	-	-	-	
	Male	76%	76%	<b>73%</b>	42%	85%	*	-	*	-	-	72%	70%	*	82%	71%	73%	-	-	*	-	-	
	Female	77%	77%	<b>73%</b>	50%	100%	*	-	-	-	*	72%	75%	*	78%	*	-	73%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>37%</b>	37%	37%	*	-	*	-	*	38%	33%	*	40%	36%	35%	39%	-	*	-	-	
	Reading																						
	Students																						
	CWD	28%	21%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>40%</b>	41%	38%	*	-	*	-	*	41%	30%	-	40%	39%	36%	43%	-	*	-	-	
	EL	32%	32%	<b>36%</b>	-	37%	*	-	*	-	-	36%	*	*	39%	36%	41%	30%	-	-	-	-	
	Male	40%	33%	<b>35%</b>	22%	40%	*	-	*	-	*	35%	33%	*	36%	41%	35%	-	-	-	-	-	
	Female	45%	37%	<b>39%</b>	50%	35%	*	-	*	-	-	39%	*	*	43%	30%	-	39%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>38%</b>	21%	41%	*	-	*	-	*	38%	42%	*	40%	42%	38%	39%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	*	-	-
	CWOD	48%	38%	<b>40%</b>	24%	40%	*	-	*	-	*	40%	40%	-	40%	44%	39%	41%	-	*	-	-	
	EL	39%	38%	<b>42%</b>	-	37%	*	-	*	-	-	40%	*	*	44%	42%	45%	39%	-	-	-	-	-
	Male	47%	38%	<b>38%</b>	*	40%	*	-	*	-	*	32%	56%	*	39%	45%	38%	-	-	-	-	-	-
Female	45%	35%	<b>39%</b>	20%	42%	*	-	*	-	-	42%	*	*	41%	39%	-	39%	-	*	-	-	-	
Grade 4 Reading	All	45%	40%	<b>33%</b>	26%	28%	80%	-	-	-	*	32%	38%	25%	34%	31%	40%	25%	-	*	-	-	
	Students																						
	CWD	28%	30%	<b>25%</b>	*	*	*	-	-	-	*	*	*	25%	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>34%</b>	28%	31%	*	-	-	-	*	33%	40%	-	34%	33%	43%	22%	-	*	-	-	
	EL	29%	28%	<b>31%</b>	-	26%	*	-	-	-	-	33%	*	*	33%	31%	38%	23%	-	-	-	-	-
	Male	43%	39%	<b>40%</b>	27%	38%	*	-	-	-	*	37%	50%	*	43%	38%	40%	-	-	*	-	-	-
Female	47%	42%	<b>25%</b>	25%	13%	*	-	-	-	*	25%	25%	*	22%	23%	-	25%	-	-	-	-	-	
Mathematics	All	48%	40%	<b>29%</b>	28%	24%	60%	-	-	-	*	31%	24%	*	31%	24%	33%	24%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>31%</b>	32%	28%	*	-	-	-	*	33%	27%	-	31%	26%	38%	22%	-	*	-	-	
	EL	38%	35%	<b>24%</b>	-	22%	*	-	-	-	-	25%	*	*	26%	24%	31%	15%	-	-	-	-	-
	Male	48%	41%	<b>33%</b>	31%	36%	*	-	-	-	*	39%	*	*	38%	31%	33%	-	-	*	-	-	-
Female	47%	40%	<b>24%</b>	23%	6%	*	-	-	-	*	20%	38%	*	22%	15%	-	24%	-	-	-	-	-	
Grade 5 Reading	All	53%	49%	<b>46%</b>	25%	55%	60%	*	*	-	*	46%	43%	27%	48%	44%	44%	47%	-	*	-	*	
	Students																						
	CWD	30%	25%	<b>27%</b>	*	*	*	-	-	-	-	*	*	27%	-	*	*	*	-	*	-	-	-
	CWOD	56%	51%	<b>48%</b>	27%	58%	80%	*	*	-	*	50%	43%	-	48%	48%	49%	48%	-	*	-	*	
	EL	35%	30%	<b>44%</b>	-	46%	*	*	*	-	-	50%	*	*	48%	44%	50%	33%	-	*	-	-	-
	Male	50%	46%	<b>44%</b>	25%	57%	*	*	-	-	-	42%	50%	*	49%	50%	44%	-	-	*	-	*	
Female	56%	51%	<b>47%</b>	25%	52%	83%	-	*	-	*	50%	36%	*	48%	33%	-	47%	-	*	-	-	-	
Mathematics	All	57%	50%	<b>36%</b>	18%	46%	40%	*	*	-	*	37%	35%	33%	37%	32%	35%	38%	-	*	-	*	
	Students																						
	CWD	34%	24%	<b>33%</b>	*	*	*	-	-	-	-	20%	*	33%	-	*	33%	*	-	*	-	-	-
	CWOD	60%	52%	<b>37%</b>	19%	47%	40%	*	*	-	*	40%	29%	-	37%	36%	35%	38%	-	*	-	*	
	EL	46%	39%	<b>32%</b>	-	32%	*	*	*	-	-	33%	29%	*	36%	32%	26%	44%	-	*	-	-	-
	Male	57%	49%	<b>35%</b>	25%	41%	*	*	-	-	-	35%	33%	33%	35%	26%	35%	-	-	*	-	*	
Female	58%	50%	<b>38%</b>	13%	52%	50%	-	*	-	*	38%	36%	*	38%	44%	-	38%	-	*	-	-	-	
Science	All	40%	34%	<b>11%</b>	7%	10%	20%	*	*	-	*	11%	13%	*	12%	0%	9%	13%	-	*	-	*	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	42%	35%	<b>12%</b>	8%	11%	20%	*	*	-	*	11%	14%	-	12%	0%	9%	14%	-	*	-	*	
	EL	24%	18%	<b>0%</b>	-	0%	*	*	*	-	-	0%	*	*	0%	0%	0%	*	-	*	-	-	-
	Male	42%	35%	<b>9%</b>	*	7%	*	*	-	-	-	9%	*	*	9%	0%	9%	-	-	*	-	*	
Female	38%	32%	<b>13%</b>	6%	14%	17%	-	*	-	*	12%	18%	*	14%	*	-	13%	-	*	-	-	-	

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 6																								
Reading	All	38%	37%	<b>36%</b>	38%	26%	71%	-	*	-	*	29%	56%	*	41%	17%	30%	46%	-	*	*	-		
	Students																							
	CWD	22%	22%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	40%	38%	<b>41%</b>	41%	31%	83%	-	*	-	*	33%	63%	-	41%	23%	34%	52%	-	*	*	-	-	
	EL	14%	15%	<b>17%</b>	*	8%	*	-	*	-	-	19%	*	*	23%	17%	19%	*	-	-	*	*	-	-
	Male	34%	32%	<b>30%</b>	33%	26%	*	-	*	-	-	24%	50%	*	34%	19%	30%	-	-	*	*	-	-	-
	Female	42%	42%	<b>46%</b>	42%	*	*	-	-	-	*	39%	63%	*	52%	*	-	46%	-	*	-	-	-	-
Mathematics	All	43%	46%	<b>44%</b>	21%	50%	75%	-	*	-	*	41%	50%	*	49%	44%	47%	38%	-	*	-	-		
	Students																							
	CWD	23%	27%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	46%	48%	<b>49%</b>	23%	57%	86%	-	*	-	*	46%	56%	-	49%	54%	53%	43%	-	*	-	-	-	-
	EL	24%	31%	<b>44%</b>	*	36%	*	-	*	-	-	47%	*	*	54%	44%	47%	*	-	-	-	-	-	-
	Male	44%	46%	<b>47%</b>	8%	59%	*	-	*	-	-	47%	40%	*	53%	47%	47%	-	-	*	-	-	-	-
	Female	42%	46%	<b>38%</b>	33%	14%	*	-	-	-	*	28%	63%	*	43%	*	-	38%	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3																								
Reading	All	24%	19%	<b>20%</b>	5%	25%	*	-	*	-	*	22%	8%	*	22%	24%	23%	17%	-	*	-	-	-	
	Students																							
	CWD	9%	7%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	26%	20%	<b>22%</b>	6%	27%	*	-	*	-	*	24%	10%	-	22%	27%	25%	19%	-	*	-	-	-	-
	EL	15%	16%	<b>24%</b>	-	24%	*	-	*	-	-	24%	*	*	27%	24%	32%	17%	-	-	-	-	-	-
	Female	26%	20%	<b>17%</b>	0%	23%	*	-	*	-	-	18%	*	*	19%	17%	-	17%	-	*	-	-	-	-
Mathematics	All	22%	15%	<b>14%</b>	5%	16%	*	-	*	-	*	14%	8%	*	15%	18%	13%	15%	-	*	-	-	-	
	Students																							
	CWD	12%	5%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	24%	16%	<b>15%</b>	6%	17%	*	-	*	-	*	16%	10%	-	15%	20%	14%	16%	-	*	-	-	-	-
	EL	17%	16%	<b>18%</b>	-	16%	*	-	*	-	-	17%	*	*	20%	18%	18%	17%	-	-	-	-	-	-
	Female	21%	14%	<b>15%</b>	0%	19%	*	-	*	-	-	16%	*	*	16%	17%	-	15%	-	*	-	-	-	-
Grade 4																								
Reading	All	23%	19%	<b>20%</b>	19%	15%	40%	-	-	-	*	19%	25%	25%	19%	21%	21%	19%	-	*	-	-	-	
	Students																							
	CWD	9%	9%	<b>25%</b>	*	*	*	-	-	-	*	*	*	25%	-	*	*	*	-	-	-	-	-	-
	CWOD	25%	20%	<b>19%</b>	20%	17%	*	-	-	-	*	17%	27%	-	19%	22%	23%	15%	-	*	-	-	-	-
	EL	12%	11%	<b>21%</b>	-	19%	*	-	-	-	-	21%	*	*	22%	21%	25%	15%	-	-	-	-	-	-
	Female	25%	21%	<b>19%</b>	17%	13%	*	-	-	-	*	17%	25%	*	15%	15%	-	19%	-	-	-	-	-	-
Mathematics	All	26%	20%	<b>14%</b>	10%	10%	60%	-	-	-	*	16%	6%	*	13%	7%	11%	18%	-	*	-	-	-	
	CWD	11%	10%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	

				African		American		Pacific		Two or Non		Econ		Non				Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	28%	21%	<b>13%</b>	12%	11%	*	-	-	-	*	15%	7%	-	13%	7%	13%	15%	-	*	-	-	
	EL	18%	14%	<b>7%</b>	-	4%	*	-	-	-	-	8%	*	*	7%	7%	6%	8%	-	-	-	-	
	Male	27%	21%	<b>11%</b>	6%	16%	*	-	-	-	*	14%	*	*	13%	6%	11%	-	-	*	-	-	
	Female	25%	19%	<b>18%</b>	15%	0%	*	-	-	-	*	20%	13%	*	15%	8%	-	18%	-	-	-	-	
Grade 5	Reading	All	26%	23%	<b>16%</b>	14%	16%	10%	*	*	-	*	16%	13%	0%	18%	7%	13%	18%	-	*	-	*
		Students																					
		CWD	9%	7%	<b>0%</b>	*	*	*	-	-	-	*	*	0%	-	*	*	*	-	*	-	-	-
		CWOD	27%	24%	<b>18%</b>	15%	18%	20%	*	*	-	*	19%	14%	-	18%	8%	16%	19%	-	*	-	*
		EL	12%	8%	<b>7%</b>	-	8%	*	*	-	-	5%	*	*	8%	7%	6%	11%	-	*	-	-	-
		Male	24%	21%	<b>13%</b>	17%	14%	*	*	-	-	12%	17%	*	16%	6%	13%	-	-	*	-	*	-
		Female	28%	25%	<b>18%</b>	13%	19%	17%	-	*	-	21%	9%	*	19%	11%	-	18%	-	*	-	-	-
	Mathematics	All	30%	24%	<b>9%</b>	7%	6%	30%	*	*	-	*	10%	4%	8%	9%	4%	9%	9%	-	*	-	*
		Students																					
		CWD	13%	7%	<b>8%</b>	*	*	*	-	-	-	10%	*	8%	-	*	11%	*	-	*	-	-	-
		CWOD	31%	26%	<b>9%</b>	8%	7%	40%	*	*	-	10%	5%	-	9%	4%	8%	10%	-	*	-	*	
		EL	19%	13%	<b>4%</b>	-	0%	*	*	-	-	5%	0%	*	4%	4%	0%	11%	-	*	-	-	-
		Male	29%	24%	<b>9%</b>	17%	3%	*	*	-	-	12%	0%	11%	8%	0%	9%	-	-	*	-	*	-
		Female	30%	24%	<b>9%</b>	0%	10%	33%	-	*	-	9%	9%	*	10%	11%	-	9%	-	*	-	-	-
	Science	All	16%	13%	<b>3%</b>	4%	4%	0%	*	*	-	*	3%	4%	*	4%	0%	5%	2%	-	*	-	*
		Students																					
		CWD	9%	5%	<b>*</b>	*	*	*	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
		CWOD	17%	14%	<b>4%</b>	4%	5%	0%	*	*	-	4%	5%	-	4%	0%	6%	2%	-	*	-	*	
		EL	7%	4%	<b>0%</b>	-	0%	*	*	-	-	0%	*	*	0%	0%	0%	*	-	*	-	-	-
		Male	18%	14%	<b>5%</b>	*	4%	*	*	-	-	3%	*	*	6%	0%	5%	-	-	*	-	*	
		Female	15%	12%	<b>2%</b>	0%	5%	0%	-	*	-	3%	0%	*	2%	*	-	2%	-	*	-	-	-
Grade 6	Reading	All	18%	17%	<b>10%</b>	4%	3%	57%	-	*	-	*	2%	33%	*	11%	0%	5%	19%	-	*	*	-
		Students																					
		CWD	8%	6%	<b>*</b>	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>11%</b>	5%	3%	67%	-	*	-	*	2%	38%	-	11%	0%	5%	22%	-	*	*	-
		EL	4%	5%	<b>0%</b>	*	0%	*	-	*	-	0%	*	*	0%	0%	0%	*	-	-	*	-	-
		Male	15%	13%	<b>5%</b>	0%	4%	*	-	*	-	0%	20%	*	5%	0%	5%	-	-	*	-	-	-
		Female	22%	22%	<b>19%</b>	8%	*	*	-	-	-	6%	50%	*	22%	*	-	19%	-	*	-	-	-
	Mathematics	All	18%	21%	<b>11%</b>	0%	12%	25%	-	*	-	*	11%	11%	*	13%	28%	16%	4%	-	*	-	-
		Students																					
		CWD	9%	7%	<b>*</b>	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	19%	22%	<b>13%</b>	0%	14%	29%	-	*	-	*	13%	13%	-	13%	38%	18%	4%	-	*	-	-
		EL	6%	9%	<b>28%</b>	*	14%	*	-	*	-	29%	*	*	38%	28%	29%	*	-	-	-	-	-
		Male	18%	21%	<b>16%</b>	0%	15%	*	-	*	-	17%	10%	*	18%	29%	16%	-	-	*	-	-	-
		Female	17%	21%	<b>4%</b>	0%	0%	*	-	-	-	0%	13%	*	4%	*	-	4%	-	*	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>67%</b>	57%	68%	85%	*	88%	-	88%	68%	66%	38%	71%	62%	65%	69%	-	80%	*	*
	Students	CWD	45%	38%	<b>38%</b>	*	40%	61%	-	*	-	*	35%	53%	38%	-	26%	33%	47%	-	*	-	-
		CWOD	80%	76%	<b>71%</b>	62%	72%	98%	*	100%	-	100%	72%	67%	-	71%	67%	71%	72%	-	76%	*	*
		EL	60%	59%	<b>62%</b>	*	60%	73%	*	88%	-	-	64%	53%	26%	67%	62%	63%	60%	-	*	*	-
		Male	74%	69%	<b>65%</b>	56%	67%	84%	*	80%	-	75%	66%	62%	33%	71%	63%	65%	-	-	60%	*	*
		Female	79%	76%	<b>69%</b>	59%	70%	85%	-	100%	-	100%	69%	70%	47%	72%	60%	-	69%	-	100%	-	-
Reading	All	All	73%	68%	<b>68%</b>	63%	67%	85%	*	88%	-	88%	67%	72%	33%	73%	61%	66%	70%	-	88%	*	*
	Students	CWD	39%	32%	<b>33%</b>	*	*	56%	-	*	-	*	28%	*	33%	-	*	24%	47%	-	*	-	-
		CWOD	77%	72%	<b>73%</b>	67%	71%	100%	*	100%	-	100%	72%	74%	-	73%	68%	72%	73%	-	86%	*	*
		EL	52%	51%	<b>61%</b>	*	59%	71%	*	88%	-	-	63%	53%	*	68%	61%	61%	62%	-	*	*	-
		Male	69%	64%	<b>66%</b>	65%	64%	90%	*	*	-	*	65%	72%	24%	72%	61%	66%	-	-	*	*	*
		Female	77%	73%	<b>70%</b>	62%	70%	82%	-	*	-	*	69%	73%	47%	73%	62%	-	70%	-	*	-	-
Mathematics	All	All	80%	75%	<b>71%</b>	57%	76%	82%	*	88%	-	88%	72%	68%	44%	75%	69%	71%	71%	-	75%	-	*
	Students	CWD	52%	42%	<b>44%</b>	*	63%	56%	-	*	-	*	42%	*	44%	-	47%	44%	44%	-	*	-	-
		CWOD	83%	79%	<b>75%</b>	63%	77%	95%	*	100%	-	100%	76%	70%	-	75%	72%	75%	74%	-	71%	-	*
		EL	70%	69%	<b>69%</b>	*	67%	71%	*	88%	-	-	69%	65%	47%	72%	69%	73%	64%	-	*	-	-
		Male	78%	73%	<b>71%</b>	55%	76%	82%	*	*	-	*	73%	64%	44%	75%	73%	71%	-	-	*	-	*
		Female	82%	78%	<b>71%</b>	59%	74%	82%	-	*	-	*	70%	73%	44%	74%	64%	-	71%	-	*	-	-
Science	All	All	79%	74%	<b>51%</b>	37%	49%	90%	*	*	-	*	55%	39%	*	53%	36%	39%	62%	-	*	-	*
	Students	CWD	48%	40%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
		CWOD	82%	78%	<b>53%</b>	40%	55%	100%	*	*	-	*	59%	38%	-	53%	40%	43%	62%	-	*	-	*
		EL	58%	57%	<b>36%</b>	-	32%	*	*	*	-	-	43%	*	*	40%	36%	37%	*	-	*	-	-
		Male	78%	72%	<b>39%</b>	*	43%	*	*	-	-	-	44%	*	*	43%	37%	39%	-	-	*	-	*
		Female	80%	77%	<b>62%</b>	50%	57%	100%	-	*	-	*	65%	55%	*	62%	*	-	62%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>34%</b>	24%	36%	52%	*	47%	-	65%	34%	37%	18%	37%	31%	34%	34%	-	35%	*	*
	Students	CWD	23%	19%	<b>18%</b>	*	18%	30%	-	*	-	*	15%	29%	18%	-	6%	16%	21%	-	*	-	-
		CWOD	50%	45%	<b>37%</b>	26%	38%	64%	*	53%	-	69%	36%	38%	-	37%	34%	37%	36%	-	35%	*	*
		EL	26%	25%	<b>31%</b>	*	29%	53%	*	47%	-	-	33%	23%	6%	34%	31%	34%	27%	-	*	*	-
		Male	45%	40%	<b>34%</b>	23%	38%	40%	*	50%	-	50%	34%	37%	16%	37%	34%	34%	-	-	20%	*	*
		Female	50%	45%	<b>34%</b>	25%	32%	60%	-	43%	-	78%	33%	37%	21%	36%	27%	-	34%	-	50%	-	-
Reading	All	All	46%	41%	<b>38%</b>	31%	38%	63%	*	25%	-	75%	37%	43%	17%	41%	34%	37%	40%	-	38%	*	*
	Students	CWD	22%	18%	<b>17%</b>	*	*	33%	-	*	-	*	14%	*	17%	-	*	14%	20%	-	*	-	-
		CWOD	48%	44%	<b>41%</b>	33%	41%	78%	*	29%	-	83%	40%	45%	-	41%	38%	40%	42%	-	29%	*	*
		EL	21%	21%	<b>34%</b>	*	32%	57%	*	25%	-	-	35%	24%	*	38%	34%	38%	28%	-	*	*	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>37%</b>	27%	40%	50%	*	*	-	*	35%	46%	14%	40%	38%	37%	-	-	*	*	*	
	Female	50%	47%	<b>40%</b>	34%	34%	71%	-	*	-	*	39%	40%	20%	42%	28%	-	40%	-	*	-	-	
Mathematics	All	48%	42%	<b>37%</b>	22%	40%	54%	*	75%	-	50%	37%	38%	22%	39%	36%	38%	35%	-	50%	-	*	
	Students																						
	CWD	26%	21%	<b>22%</b>	*	26%	33%	-	*	-	*	18%	*	22%	-	13%	20%	25%	-	*	-	-	
	CWOD	51%	45%	<b>39%</b>	24%	42%	63%	*	86%	-	50%	39%	38%	-	39%	39%	41%	36%	-	57%	-	*	
	EL	33%	31%	<b>36%</b>	*	32%	57%	*	75%	-	-	37%	29%	13%	39%	36%	38%	32%	-	*	-	-	
	Male	47%	41%	<b>38%</b>	22%	44%	36%	*	*	-	*	39%	36%	20%	41%	38%	38%	-	-	*	-	*	
	Female	49%	44%	<b>35%</b>	22%	34%	65%	-	*	-	*	34%	40%	25%	36%	32%	-	35%	-	*	-	-	
Science	All	49%	46%	<b>11%</b>	7%	10%	20%	*	*	-	*	11%	13%	*	12%	0%	9%	13%	-	*	-	*	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	52%	49%	<b>12%</b>	8%	11%	20%	*	*	-	*	11%	14%	-	12%	0%	9%	14%	-	*	-	*	
	EL	21%	20%	<b>0%</b>	-	0%	*	*	*	-	-	0%	*	*	0%	0%	0%	*	-	*	-	-	
	Male	50%	45%	<b>9%</b>	*	7%	*	*	-	-	-	9%	*	*	9%	0%	9%	-	-	*	-	*	
	Female	49%	46%	<b>13%</b>	6%	14%	17%	-	*	-	*	12%	18%	*	14%	*	-	13%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>13%</b>	8%	12%	26%	*	24%	-	29%	13%	12%	6%	14%	13%	13%	13%	-	10%	*	*	
	Students																						
	CWD	8%	5%	<b>6%</b>	*	0%	13%	-	*	-	*	7%	0%	6%	-	0%	2%	12%	-	*	-	-	
	CWOD	23%	20%	<b>14%</b>	9%	14%	33%	*	27%	-	23%	14%	14%	-	14%	15%	14%	13%	-	12%	*	*	
	EL	9%	8%	<b>13%</b>	*	11%	40%	*	24%	-	-	14%	10%	0%	15%	13%	13%	13%	-	*	*	-	
	Male	20%	17%	<b>13%</b>	10%	12%	24%	*	20%	-	13%	13%	11%	2%	14%	13%	13%	-	-	0%	*	*	
	Female	22%	20%	<b>13%</b>	6%	12%	28%	-	29%	-	44%	13%	14%	12%	13%	13%	-	13%	-	20%	-	-	
Reading	All	19%	16%	<b>16%</b>	11%	16%	30%	*	13%	-	50%	15%	20%	6%	18%	16%	15%	18%	-	13%	*	*	
	Students																						
	CWD	7%	5%	<b>6%</b>	*	*	11%	-	*	-	*	7%	*	6%	-	*	0%	13%	-	*	-	-	
	CWOD	20%	18%	<b>18%</b>	12%	18%	39%	*	14%	-	50%	17%	23%	-	18%	18%	17%	19%	-	14%	*	*	
	EL	7%	7%	<b>16%</b>	*	16%	29%	*	13%	-	-	16%	18%	*	18%	16%	17%	15%	-	*	*	-	
	Male	16%	13%	<b>15%</b>	13%	15%	30%	*	*	-	*	14%	18%	0%	17%	17%	15%	-	-	*	*	*	
	Female	22%	20%	<b>18%</b>	10%	17%	29%	-	*	-	*	17%	23%	13%	19%	15%	-	18%	-	*	-	-	
Mathematics	All	23%	20%	<b>12%</b>	6%	11%	32%	*	38%	-	13%	13%	7%	7%	13%	13%	12%	12%	-	13%	-	*	
	Students																						
	CWD	10%	5%	<b>7%</b>	*	0%	22%	-	*	-	*	9%	*	7%	-	0%	4%	13%	-	*	-	-	
	CWOD	25%	21%	<b>13%</b>	7%	12%	37%	*	43%	-	0%	14%	8%	-	13%	15%	13%	12%	-	14%	-	*	
	EL	13%	11%	<b>13%</b>	*	9%	57%	*	38%	-	-	14%	6%	0%	15%	13%	14%	13%	-	*	-	-	
	Male	23%	19%	<b>12%</b>	8%	11%	27%	*	*	-	*	14%	5%	4%	13%	14%	12%	-	-	*	-	*	
	Female	24%	20%	<b>12%</b>	4%	10%	35%	-	*	-	*	12%	10%	13%	12%	13%	-	12%	-	*	-	-	
Science	All	22%	20%	<b>3%</b>	4%	4%	0%	*	*	-	*	3%	4%	*	4%	0%	5%	2%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	4%	4%	5%	0%	*	*	-	*	4%	5%	-	4%	0%	6%	2%	-	*	-	*
EL	5%	5%	0%	-	0%	*	*	*	-	-	0%	*	*	0%	0%	0%	*	-	*	-	-
Male	23%	20%	5%	*	4%	*	*	-	-	-	3%	*	*	6%	0%	5%	-	-	*	-	*
Female	21%	20%	2%	0%	5%	0%	-	*	-	*	3%	0%	*	2%	*	-	2%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	62	70	79	*	*	-	100	67	57	70
CWD	57	*	54	*	-	*	-	*	64	57	*
CWOD	70	62	72	83	*	*	-	100	68	-	74
EL	70	*	71	*	*	*	-	-	70	*	70
Male	67	60	68	100	*	*	-	*	65	56	69
Female	70	64	73	68	-	*	-	*	70	59	73
<b>Mathematics</b>											
All Students	66	68	63	75	*	*	-	*	67	73	63
CWD	73	71	75	*	-	*	-	*	82	73	68
CWOD	65	67	61	75	*	*	-	*	64	-	62
EL	63	*	60	*	*	*	-	-	62	68	63
Male	63	57	63	81	*	*	-	*	63	73	59
Female	71	79	64	71	-	*	-	*	72	73	73

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
231	38	16%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	38	30	39	54	*	*	-	61	38	21	35	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Y	Y					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Y
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y	N					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	98%	100%	100%	100%	99%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	99%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	-	100%	100%	98%	-	100%	99%	99%	100%	-
	EL	99%	*	99%	100%	*	100%	-	-	100%	94%	100%	99%	99%	99%	100%	-
	Male	99%	100%	99%	100%	*	100%	-	*	100%	98%	100%	99%	99%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	*	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	0%	-	-	0%	2%	0%	0%	0%	1%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%	0%	1%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	*	0%	-	0%	0%	1%	0%	0%	1%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	-	0%	0%	2%	-	0%	1%	1%	0%	-
	EL	1%	*	1%	0%	*	0%	-	-	0%	6%	0%	1%	1%	1%	0%	-
	Male	1%	0%	1%	0%	*	0%	-	*	0%	3%	0%	1%	1%	1%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	35	20	11	*	*	*	*	*	8		
	Female	15	11	*	*	*	*	*	*	*		
	Total	50	31	13	*	*	*	*	*	8		
<b>Out-of-School Suspensions</b>												
	Male	19	10	7	*	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	25	14	9	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	8	*	*	*	*	*	*	*		5
	Female	7	5	*	*	*	*	*	*	*		*
	Total	19	13	*	*	*	*	*	*	*		7
Out-of-School Suspensions	Male	7	5	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	7	5	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	25	8	11	*	*	*	*	*	5	*	*
	Female	35	14	17	*	*	*	*	*	8	5	5
	Total	60	22	28	*	*	*	*	*	13	7	7

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	32	8	17	5	*	*	*	*	8	*
	Female	21	8	11	*	*	*	*	*	8	*
	Total	53	16	28	7	*	*	*	*	16	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.0	10.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.5	1.3%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**



Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** GOODMAN EL

**Campus ID:** 220901119

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>		Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22														42%
2022-23 through 2026-27														44%
2027-28 through 2031-32														46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		African American			Hispanic			White			Two or More Races			Economically Disadvantaged			Non-Economically Disadvantaged			EL			Male			Female			Migrant			Homeless			Foster Care			Military		
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military																			
<b>STAAR Percent at Approaches Grade Level or Above</b>																																								
<b>Grade 3</b>																																								
Reading	All	77%	70%	<b>70%</b>	73%	64%	*	*	*	-	-	71%	67%	*	70%	63%	57%	81%	-	-	-	*																		
	Students																																							
	CWD	51%	46%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-																		
	CWOD	79%	72%	<b>70%</b>	75%	64%	*	*	*	-	-	70%	67%	-	70%	64%	56%	81%	-	-	-	*																		
	EL	70%	69%	<b>63%</b>	*	58%	*	-	*	-	-	67%	*	*	64%	63%	50%	76%	-	-	-	-																		
	Male	74%	68%	<b>57%</b>	83%	43%	*	-	*	-	-	60%	*	*	56%	50%	57%	-	-	-	-	-																		
	Female	79%	73%	<b>81%</b>	67%	81%	-	*	*	-	-	80%	86%	*	81%	76%	-	81%	-	-	-	-																		
	Mathematics	All	77%	71%	<b>69%</b>	53%	71%	*	*	*	-	-	66%	83%	*	69%	74%	68%	69%	-	-	-	*																	
Students																																								
CWD	52%	43%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-																			
CWOD	80%	73%	<b>69%</b>	50%	72%	*	*	*	-	-	66%	89%	-	69%	75%	64%	73%	-	-	-	*																			
EL	74%	73%	<b>74%</b>	*	70%	*	-	*	-	-	74%	75%	*	75%	74%	75%	73%	-	-	-	-																			
Male	77%	70%	<b>68%</b>	*	67%	*	-	*	-	-	65%	*	*	64%	75%	68%	-	-	-	-	-																			
Female	78%	71%	<b>69%</b>	*	74%	-	*	*	-	-	66%	86%	*	73%	73%	-	69%	-	-	-	-																			
<b>Grade 4</b>																																								
Reading	All	72%	67%	<b>65%</b>	*	70%	75%	-	*	-	-	63%	70%	*	68%	61%	58%	73%	-	*	-	-																		
	Students																																							
	CWD	46%	47%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-																		
	CWOD	75%	69%	<b>68%</b>	*	74%	86%	-	*	-	-	67%	70%	-	68%	65%	63%	74%	-	*	-	-																		
	EL	60%	56%	<b>61%</b>	-	60%	*	-	-	-	-	59%	*	*	65%	61%	58%	65%	-	*	-	-																		
	Male	70%	64%	<b>58%</b>	*	70%	*	-	*	-	-	56%	*	*	63%	58%	58%	-	-	-	-	-																		
Female	75%	70%	<b>73%</b>	*	71%	*	-	*	-	-	71%	*	*	74%	65%	-	73%	-	*	-	-																			
Mathematics	All	77%	74%	<b>64%</b>	*	70%	63%	-	*	-	-	63%	60%	*	66%	64%	62%	65%	-	*	-	-																		
	Students																																							
	CWD	49%	49%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-																		
	CWOD	81%	76%	<b>66%</b>	*	72%	71%	-	*	-	-	66%	60%	-	66%	65%	66%	66%	-	*	-	-																		
	EL	72%	72%	<b>64%</b>	-	63%	*	-	-	-	-	65%	*	*	65%	64%	63%	61%	-	*	-	-																		
	Male	77%	72%	<b>62%</b>	*	77%	*	-	*	-	-	63%	*	*	66%	63%	62%	-	-	-	-	-																		
Female	78%	76%	<b>65%</b>	*	65%	*	-	*	-	-	63%	*	*	66%	61%	-	65%	-	*	-	-																			
<b>Grade 5</b>																																								
Reading	All	83%	80%	<b>81%</b>	88%	79%	*	*	-	-	*	83%	71%	*	88%	84%	80%	81%	-	-	-	-																		
	Students																																							
CWD	54%	47%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-																			

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
	CWOD	87%	83%	<b>88%</b>	86%	87%	*	*	-	-	*	89%	83%	-	88%	90%	88%	87%	-	-	-	-	
	EL	73%	70%	<b>84%</b>	-	84%	-	-	-	-	-	88%	*	*	90%	84%	92%	78%	-	-	-	-	
	Male	81%	77%	<b>80%</b>	*	78%	-	-	-	-	-	82%	75%	*	88%	92%	80%	-	-	-	-	-	
	Female	86%	82%	<b>81%</b>	*	79%	*	*	-	-	*	83%	*	*	87%	78%	-	81%	-	-	-	-	
Mathematics	All	90%	85%	<b>90%</b>	88%	90%	*	*	-	-	*	91%	85%	*	94%	93%	90%	90%	-	-	-	-	
	Students																						
	CWD	70%	56%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	92%	89%	<b>94%</b>	86%	95%	*	*	-	-	*	94%	92%	-	94%	97%	96%	92%	-	-	-	-	
	EL	86%	81%	<b>93%</b>	-	93%	-	-	-	-	-	92%	100%	*	97%	93%	100%	88%	-	-	-	-	
	Male	89%	84%	<b>90%</b>	*	88%	-	-	-	-	-	95%	75%	*	96%	100%	90%	-	-	-	-	-	
	Female	91%	86%	<b>90%</b>	*	91%	*	*	-	-	*	89%	100%	*	92%	88%	-	90%	-	-	-	-	
Science	All	75%	69%	<b>58%</b>	63%	59%	*	*	-	-	*	64%	36%	*	63%	68%	57%	60%	-	-	-	-	
	Students																						
	CWD	48%	38%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	78%	72%	<b>63%</b>	*	65%	*	*	-	-	*	68%	42%	-	63%	72%	62%	64%	-	-	-	-	
	EL	62%	57%	<b>68%</b>	-	68%	-	-	-	-	-	76%	*	*	72%	68%	69%	67%	-	-	-	-	
	Male	76%	69%	<b>57%</b>	*	56%	-	-	-	-	-	59%	*	*	62%	69%	57%	-	-	-	-	-	
	Female	75%	69%	<b>60%</b>	*	62%	*	*	-	-	*	67%	*	*	64%	67%	-	60%	-	-	-	-	
Grade 6	All	68%	67%	<b>57%</b>	55%	53%	*	-	*	-	*	54%	86%	*	59%	24%	36%	74%	-	-	-	-	
	Students																						
	CWD	35%	33%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-
	CWOD	71%	70%	<b>59%</b>	55%	56%	*	-	*	-	*	56%	86%	-	59%	26%	37%	76%	-	-	-	-	
	EL	42%	46%	<b>24%</b>	*	26%	-	-	-	-	*	*	*	26%	24%	*	*	-	-	-	-	-	
	Male	63%	61%	<b>36%</b>	*	25%	*	-	*	-	-	28%	*	*	37%	*	36%	-	-	-	-	-	
	Female	72%	73%	<b>74%</b>	*	76%	*	-	*	-	*	74%	*	*	76%	*	-	74%	-	-	-	-	
Mathematics	All	76%	76%	<b>84%</b>	82%	82%	*	-	*	-	*	85%	71%	*	90%	67%	87%	82%	-	-	-	-	
	Students																						
	CWD	50%	46%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	
	CWOD	79%	80%	<b>90%</b>	82%	91%	*	-	*	-	*	93%	71%	-	90%	81%	93%	89%	-	-	-	-	
	EL	61%	67%	<b>67%</b>	*	64%	-	-	-	-	-	72%	*	*	81%	67%	75%	55%	-	-	-	-	
	Male	76%	76%	<b>87%</b>	100%	83%	*	-	*	-	-	86%	*	*	93%	75%	87%	-	-	-	-	-	
	Female	77%	77%	<b>82%</b>	*	82%	*	-	*	-	*	85%	*	*	89%	55%	-	82%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>45%</b>	47%	40%	*	*	*	-	-	45%	42%	*	46%	37%	40%	49%	-	-	-	*	
	Students																						
	CWD	28%	21%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	44%	36%	<b>46%</b>	50%	42%	*	*	*	-	-	44%	56%	-	46%	38%	41%	50%	-	-	-	*	
	EL	32%	32%	<b>37%</b>	*	33%	*	-	*	-	-	36%	*	*	38%	37%	30%	43%	-	-	-	-	
	Male	40%	33%	<b>40%</b>	67%	29%	*	-	*	-	-	44%	*	*	41%	30%	40%	-	-	-	-	-	
	Female	45%	37%	<b>49%</b>	33%	50%	-	*	*	-	-	47%	57%	*	50%	43%	-	49%	-	-	-	*	

		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>34%</b>	27%	35%	*	*	*	-	-	34%	33%	*	32%	40%	45%	26%	-	-	-	*	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>32%</b>	17%	35%	*	*	*	-	-	34%	22%	-	32%	40%	39%	27%	-	-	-	-	*
	EL	39%	38%	<b>40%</b>	*	38%	*	-	*	-	-	44%	25%	*	40%	40%	50%	32%	-	-	-	-	-
	Female	45%	35%	<b>26%</b>	*	30%	-	*	*	-	-	25%	29%	*	27%	32%	-	26%	-	-	-	-	*
Grade 4 Reading	All	45%	40%	<b>38%</b>	*	41%	38%	-	*	-	-	39%	20%	*	39%	28%	36%	40%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>39%</b>	*	42%	43%	-	*	-	-	41%	20%	-	39%	29%	39%	39%	-	*	-	-	-
	EL	29%	28%	<b>28%</b>	-	26%	*	-	-	-	-	26%	*	*	29%	28%	32%	24%	-	*	-	-	-
	Female	47%	42%	<b>40%</b>	*	39%	*	-	*	-	-	40%	*	*	39%	24%	-	40%	-	*	-	-	-
Mathematics	All	48%	40%	<b>34%</b>	*	39%	25%	-	*	-	-	32%	50%	*	37%	22%	36%	33%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>37%</b>	*	42%	29%	-	*	-	-	34%	50%	-	37%	24%	39%	34%	-	*	-	-	-
	EL	38%	35%	<b>22%</b>	-	23%	*	-	-	-	-	21%	*	*	24%	22%	26%	17%	-	*	-	-	-
	Female	47%	40%	<b>33%</b>	*	35%	*	-	*	-	-	26%	*	*	34%	17%	-	33%	-	*	-	-	-
Grade 5 Reading	All	53%	49%	<b>47%</b>	50%	46%	*	*	-	-	*	47%	50%	*	51%	45%	47%	48%	-	-	-	-	
	Students																						
	CWD	30%	25%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>51%</b>	43%	51%	*	*	-	-	*	49%	58%	-	51%	48%	50%	51%	-	-	-	-	-
	EL	35%	30%	<b>45%</b>	-	45%	-	-	-	-	-	48%	*	*	48%	45%	46%	44%	-	-	-	-	-
	Female	56%	51%	<b>48%</b>	*	47%	*	*	-	-	*	50%	*	*	51%	44%	-	48%	-	-	-	-	-
Mathematics	All	57%	50%	<b>56%</b>	63%	54%	*	*	-	-	*	58%	46%	*	58%	60%	62%	51%	-	-	-	-	
	Students																						
	CWD	34%	24%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>58%</b>	57%	58%	*	*	-	-	*	60%	50%	-	58%	62%	65%	54%	-	-	-	-	-
	EL	46%	39%	<b>60%</b>	-	60%	-	-	-	-	-	60%	60%	*	62%	60%	77%	47%	-	-	-	-	-
	Female	58%	50%	<b>51%</b>	*	48%	*	*	-	-	*	56%	20%	*	54%	47%	-	51%	-	-	-	-	-
Science	All	40%	34%	<b>26%</b>	25%	26%	*	*	-	-	*	28%	21%	*	28%	32%	33%	21%	-	-	-	-	
	Students																						
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>28%</b>	*	29%	*	*	-	-	*	28%	25%	-	28%	34%	35%	23%	-	-	-	-	-
	EL	24%	18%	<b>32%</b>	-	32%	-	-	-	-	-	36%	*	*	34%	32%	38%	28%	-	-	-	-	-
	Female	38%	32%	<b>21%</b>	*	21%	*	*	-	-	*	22%	*	*	23%	28%	-	21%	-	-	-	-	-

					African	American	Two or Non														Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
Grade 6																							
Reading	All	38%	37%	<b>32%</b>	45%	27%	*	-	*	-	*	32%	29%	*	33%	5%	21%	40%	-	-	-	-	
	Students																						
	CWD	22%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>33%</b>	45%	28%	*	-	*	-	*	33%	29%	-	33%	5%	22%	41%	-	-	-	-	-
	EL	14%	15%	<b>5%</b>	*	5%	-	-	-	-	-	*	*	*	5%	5%	*	*	-	-	-	-	-
	Female	42%	42%	<b>40%</b>	*	36%	*	-	*	-	*	42%	*	*	41%	*	-	40%	-	-	-	-	-
Mathematics	All	43%	46%	<b>51%</b>	45%	45%	*	-	*	-	*	48%	71%	*	56%	19%	45%	55%	-	-	-	-	
	Students																						
	CWD	23%	27%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	46%	48%	<b>56%</b>	45%	51%	*	-	*	-	*	54%	71%	-	56%	24%	50%	60%	-	-	-	-	-
	EL	24%	31%	<b>19%</b>	*	20%	-	-	-	-	-	20%	*	*	24%	19%	25%	9%	-	-	-	-	-
	Female	42%	46%	<b>55%</b>	*	54%	*	-	*	-	*	56%	*	*	60%	9%	-	55%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3																							
Reading	All	24%	19%	<b>31%</b>	27%	30%	*	*	*	-	-	29%	42%	*	33%	27%	27%	35%	-	-	-	*	
	Students																						
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	26%	20%	<b>33%</b>	33%	31%	*	*	*	-	-	30%	56%	-	33%	28%	30%	36%	-	-	-	-	*
	EL	15%	16%	<b>27%</b>	*	22%	*	-	*	-	-	24%	*	*	28%	27%	30%	24%	-	-	-	-	-
	Female	26%	20%	<b>35%</b>	33%	31%	-	*	*	-	-	30%	57%	*	36%	24%	-	35%	-	-	-	-	*
Mathematics	All	22%	15%	<b>9%</b>	0%	10%	*	*	*	-	-	7%	17%	*	9%	10%	10%	8%	-	-	-	*	
	Students																						
	CWD	12%	5%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	16%	<b>9%</b>	0%	11%	*	*	*	-	-	7%	22%	-	9%	10%	11%	8%	-	-	-	-	*
	EL	17%	16%	<b>10%</b>	*	8%	*	-	*	-	-	9%	13%	*	10%	10%	15%	5%	-	-	-	-	-
	Female	21%	14%	<b>8%</b>	*	7%	-	*	*	-	-	3%	29%	*	8%	5%	-	8%	-	-	-	-	*
Grade 4																							
Reading	All	23%	19%	<b>14%</b>	*	18%	0%	-	*	-	-	14%	10%	*	14%	3%	18%	10%	-	*	-	-	
	Students																						
	CWD	9%	9%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>14%</b>	*	18%	0%	-	*	-	-	14%	10%	-	14%	3%	20%	8%	-	*	-	-	-
	EL	12%	11%	<b>3%</b>	-	3%	*	-	-	-	-	3%	*	*	3%	3%	5%	0%	-	-	-	-	-
	Female	25%	21%	<b>10%</b>	*	13%	*	-	*	-	-	9%	*	*	8%	0%	-	10%	-	-	*	-	-
Mathematics	All	26%	20%	<b>18%</b>	*	21%	0%	-	*	-	-	18%	10%	*	19%	11%	20%	15%	-	*	-	-	
	Students																						
	CWD	11%	10%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	EL	18%	14%	<b>11%</b>	-	11%	*	-	-	-	-	12%	*	*	12%	11%	16%	6%	-	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>20%</b>	*	23%	*	-	*	-	-	22%	*	*	22%	16%	20%	-	-	-	-
	Female	25%	19%	<b>15%</b>	*	19%	*	-	*	-	-	14%	*	*	16%	6%	-	15%	-	*	-
Grade 5	All	26%	23%	<b>21%</b>	25%	21%	*	*	-	-	*	22%	14%	*	22%	10%	20%	21%	-	-	-
Reading	Students																				
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	27%	24%	<b>22%</b>	14%	24%	*	*	-	-	*	23%	17%	-	22%	10%	19%	23%	-	-	-
	EL	12%	8%	<b>10%</b>	-	10%	-	-	-	-	-	8%	*	*	10%	10%	15%	6%	-	-	-
	Male	24%	21%	<b>20%</b>	*	19%	-	-	-	-	-	18%	25%	*	19%	15%	20%	-	-	-	-
	Female	28%	25%	<b>21%</b>	*	24%	*	*	-	-	*	25%	*	*	23%	6%	-	21%	-	-	-
Mathematics	All	30%	24%	<b>36%</b>	25%	37%	*	*	-	-	*	37%	31%	*	38%	47%	41%	32%	-	-	-
	Students																				
	CWD	13%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	31%	26%	<b>38%</b>	29%	40%	*	*	-	-	*	40%	33%	-	38%	48%	46%	33%	-	-	-
	EL	19%	13%	<b>47%</b>	-	47%	-	-	-	-	-	52%	20%	*	48%	47%	62%	35%	-	-	-
	Male	29%	24%	<b>41%</b>	*	42%	-	-	-	-	-	43%	38%	*	46%	62%	41%	-	-	-	-
	Female	30%	24%	<b>32%</b>	*	33%	*	*	-	-	*	33%	20%	*	33%	35%	-	32%	-	-	-
Science	All	16%	13%	<b>7%</b>	0%	7%	*	*	-	-	*	3%	21%	*	8%	10%	7%	7%	-	-	-
	Students																				
	CWD	9%	5%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	17%	14%	<b>8%</b>	*	7%	*	*	-	-	*	4%	25%	-	8%	10%	8%	8%	-	-	-
	EL	7%	4%	<b>10%</b>	-	10%	-	-	-	-	-	8%	*	*	10%	10%	8%	11%	-	-	-
	Male	18%	14%	<b>7%</b>	*	7%	-	-	-	-	-	0%	*	*	8%	8%	7%	-	-	-	-
	Female	15%	12%	<b>7%</b>	*	6%	*	*	-	-	*	6%	*	*	8%	11%	-	7%	-	-	-
Grade 6	All	18%	17%	<b>16%</b>	9%	16%	*	-	*	-	*	16%	14%	*	16%	5%	0%	29%	-	-	-
Reading	Students																				
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-
	CWOD	20%	19%	<b>16%</b>	9%	16%	*	-	*	-	*	17%	14%	-	16%	5%	0%	29%	-	-	-
	EL	4%	5%	<b>5%</b>	*	5%	-	-	-	-	-	*	*	*	5%	5%	*	*	-	-	-
	Male	15%	13%	<b>0%</b>	*	0%	*	-	*	-	-	0%	*	*	0%	*	0%	-	-	-	-
	Female	22%	22%	<b>29%</b>	*	28%	*	-	*	-	*	29%	*	*	29%	*	-	29%	-	-	-
Mathematics	All	18%	21%	<b>23%</b>	27%	16%	*	-	*	-	*	23%	29%	*	25%	4%	23%	24%	-	-	-
	Students																				
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-
	CWOD	19%	22%	<b>25%</b>	27%	18%	*	-	*	-	*	25%	29%	-	25%	5%	25%	26%	-	-	-
	EL	6%	9%	<b>4%</b>	*	4%	-	-	-	-	-	4%	*	*	5%	4%	6%	0%	-	-	-
	Male	18%	21%	<b>23%</b>	40%	9%	*	-	*	-	-	18%	*	*	25%	6%	23%	-	-	-	-
	Female	17%	21%	<b>24%</b>	*	21%	*	-	*	-	*	26%	*	*	26%	0%	-	24%	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>71%</b>	58%	71%	79%	*	95%	-	*	71%	70%	29%	74%	68%	66%	75%	-	*	-	*
	Students																					



				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	CWD	45%	38%	<b>29%</b>	64%	19%	*	-	-	-	27%	*	29%	-	*	34%	*	-	-	-	-	-	
	CWOD	80%	76%	<b>74%</b>	57%	76%	85%	*	95%	-	*	74%	74%	-	74%	72%	69%	78%	-	*	-	-	
	EL	60%	59%	<b>68%</b>	*	67%	*	-	86%	-	-	69%	61%	*	72%	68%	66%	70%	-	*	-	-	
	Male	74%	69%	<b>66%</b>	55%	67%	67%	-	90%	-	-	65%	69%	34%	69%	66%	66%	-	-	-	-	-	
	Female	79%	76%	<b>75%</b>	62%	75%	92%	*	91%	-	*	75%	71%	*	78%	70%	-	75%	-	*	-	*	
Reading	All	73%	68%	<b>68%</b>	59%	68%	85%	*	90%	-	*	67%	74%	26%	71%	61%	58%	77%	-	*	-	*	
	Students																						
	CWD	39%	32%	<b>26%</b>	*	*	*	-	-	-	*	*	26%	-	*	*	*	-	-	-	-	-	-
	CWOD	77%	72%	<b>71%</b>	57%	72%	92%	*	90%	-	*	70%	78%	-	71%	64%	61%	80%	-	*	-	*	
	EL	52%	51%	<b>61%</b>	*	60%	*	-	*	-	-	61%	61%	*	64%	61%	54%	69%	-	*	-	-	
	Male	69%	64%	<b>58%</b>	52%	57%	71%	-	*	-	-	56%	70%	*	61%	54%	58%	-	-	-	-	-	
	Female	77%	73%	<b>77%</b>	65%	77%	100%	*	100%	-	*	77%	77%	*	80%	69%	-	77%	-	*	-	*	
Mathematics	All	80%	75%	<b>76%</b>	57%	79%	71%	*	91%	-	*	75%	78%	36%	79%	74%	75%	77%	-	*	-	*	
	Students																						
	CWD	52%	42%	<b>36%</b>	*	31%	*	-	-	-	-	33%	*	36%	-	*	46%	*	-	-	-	-	-
	CWOD	83%	79%	<b>79%</b>	57%	82%	77%	*	91%	-	*	79%	81%	-	79%	78%	78%	80%	-	*	-	*	
	EL	70%	69%	<b>74%</b>	*	72%	*	-	*	-	-	75%	71%	*	78%	74%	76%	72%	-	*	-	-	
	Male	78%	73%	<b>75%</b>	57%	79%	63%	-	100%	-	-	75%	75%	46%	78%	76%	75%	-	-	-	-	-	
	Female	82%	78%	<b>77%</b>	58%	78%	83%	*	83%	-	*	76%	81%	*	80%	72%	-	77%	-	*	-	*	
Science	All	79%	74%	<b>58%</b>	63%	59%	*	*	-	-	*	64%	36%	*	63%	68%	57%	60%	-	-	-	-	
	Students																						
	CWD	48%	40%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	82%	78%	<b>63%</b>	*	65%	*	*	-	-	*	68%	42%	-	63%	72%	62%	64%	-	-	-	-	
	EL	58%	57%	<b>68%</b>	-	68%	-	-	-	-	-	76%	*	*	72%	68%	69%	67%	-	-	-	-	
	Male	78%	72%	<b>57%</b>	*	56%	-	-	-	-	-	59%	*	*	62%	69%	57%	-	-	-	-	-	
	Female	80%	77%	<b>60%</b>	*	62%	*	*	-	-	*	67%	*	*	64%	67%	-	60%	-	-	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>40%</b>	35%	40%	46%	*	70%	-	*	40%	40%	17%	42%	33%	40%	40%	-	*	-	*	
	Students																						
	CWD	23%	19%	<b>17%</b>	55%	6%	*	-	-	-	-	16%	*	17%	-	*	24%	*	-	-	-	-	
	CWOD	50%	45%	<b>42%</b>	32%	42%	50%	*	70%	-	*	42%	43%	-	42%	35%	42%	42%	-	*	-	*	
	EL	26%	25%	<b>33%</b>	*	33%	*	-	57%	-	-	33%	34%	*	35%	33%	36%	31%	-	*	-	-	
	Male	45%	40%	<b>40%</b>	35%	40%	33%	-	90%	-	-	40%	42%	24%	42%	36%	40%	-	-	-	-	-	
	Female	50%	45%	<b>40%</b>	35%	40%	62%	*	45%	-	*	40%	39%	*	42%	31%	-	40%	-	*	-	*	
Reading	All	46%	41%	<b>40%</b>	39%	39%	46%	*	60%	-	*	41%	38%	16%	42%	31%	36%	44%	-	*	-	*	
	Students																						
	CWD	22%	18%	<b>16%</b>	*	*	*	-	-	-	-	*	*	16%	-	*	*	*	-	-	-	-	-
	CWOD	48%	44%	<b>42%</b>	38%	42%	50%	*	60%	-	*	42%	43%	-	42%	33%	38%	46%	-	*	-	*	
	EL	21%	21%	<b>31%</b>	*	30%	*	-	*	-	-	30%	39%	*	33%	31%	28%	34%	-	*	-	-	
	Male	41%	37%	<b>36%</b>	35%	35%	29%	-	*	-	-	36%	35%	*	38%	28%	36%	-	-	-	-	-	
	Female	50%	47%	<b>44%</b>	43%	43%	67%	*	40%	-	*	45%	41%	*	46%	34%	-	44%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	48%	42%	<b>43%</b>	32%	44%	43%	*	73%	-	*	42%	49%	18%	45%	36%	46%	41%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>18%</b>	*	6%	*	-	-	-	-	11%	*	18%	-	*	31%	*	-	-	-	-	-
	CWOD	51%	45%	<b>45%</b>	29%	47%	46%	*	73%	-	*	45%	49%	-	45%	38%	47%	44%	-	*	-	-	*
	EL	33%	31%	<b>36%</b>	*	35%	*	-	*	-	-	36%	35%	*	38%	36%	43%	28%	-	*	-	-	-
	Female	49%	44%	<b>41%</b>	29%	42%	50%	*	50%	-	*	41%	43%	*	44%	28%	-	41%	-	*	-	-	*
Science	All	49%	46%	<b>26%</b>	25%	26%	*	*	-	-	*	28%	21%	*	28%	32%	33%	21%	-	-	-	-	
	Students																						
	CWD	23%	18%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>28%</b>	*	29%	*	*	-	-	*	28%	25%	-	28%	34%	35%	23%	-	-	-	-	-
	EL	21%	20%	<b>32%</b>	-	32%	-	-	-	-	-	36%	*	*	34%	32%	38%	28%	-	-	-	-	-
	Female	49%	46%	<b>21%</b>	*	21%	*	*	-	-	*	22%	*	*	23%	28%	-	21%	-	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>19%</b>	12%	20%	21%	*	45%	-	*	19%	22%	4%	20%	14%	18%	20%	-	*	-	*	
	Students																						
	CWD	8%	5%	<b>4%</b>	9%	3%	*	-	-	-	-	5%	*	4%	-	*	3%	*	-	-	-	-	-
	CWOD	23%	20%	<b>20%</b>	12%	21%	23%	*	45%	-	*	20%	24%	-	20%	15%	20%	21%	-	*	-	-	*
	EL	9%	8%	<b>14%</b>	*	14%	*	-	43%	-	-	13%	20%	*	15%	14%	17%	11%	-	*	-	-	-
	Female	22%	20%	<b>20%</b>	13%	20%	31%	*	36%	-	*	19%	22%	*	21%	11%	-	20%	-	*	-	-	*
Reading	All	19%	16%	<b>20%</b>	15%	21%	8%	*	40%	-	*	20%	21%	11%	21%	12%	17%	23%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>11%</b>	*	*	*	-	-	-	-	*	*	11%	-	*	*	*	-	-	-	-	-
	CWOD	20%	18%	<b>21%</b>	14%	22%	8%	*	40%	-	*	20%	24%	-	21%	13%	17%	24%	-	*	-	-	*
	EL	7%	7%	<b>12%</b>	*	11%	*	-	*	-	-	10%	28%	*	13%	12%	14%	11%	-	*	-	-	-
	Female	22%	20%	<b>23%</b>	22%	23%	17%	*	40%	-	*	23%	27%	*	24%	11%	-	23%	-	*	-	-	*
Mathematics	All	23%	20%	<b>21%</b>	11%	22%	29%	*	45%	-	*	21%	22%	0%	23%	17%	23%	20%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	-
	CWOD	25%	21%	<b>23%</b>	12%	24%	31%	*	45%	-	*	23%	24%	-	23%	19%	25%	21%	-	*	-	-	*
	EL	13%	11%	<b>17%</b>	*	17%	*	-	*	-	-	18%	12%	*	19%	17%	22%	12%	-	*	-	-	-
	Female	24%	20%	<b>20%</b>	8%	21%	33%	*	33%	-	*	20%	19%	*	21%	12%	-	20%	-	*	-	-	*
Science	All	22%	20%	<b>7%</b>	0%	7%	*	*	-	-	*	3%	21%	*	8%	10%	7%	7%	-	-	-	-	
	Students																						
	CWD	7%	4%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	22%	<b>8%</b>	*	7%	*	*	-	-	*	4%	25%	-	8%	10%	8%	8%	-	-	-	-	-
	EL	5%	5%	<b>10%</b>	-	10%	-	-	-	-	-	8%	*	*	10%	10%	8%	11%	-	-	-	-	-
	Female	21%	20%	<b>7%</b>	*	6%	*	*	*	-	*	6%	*	*	8%	11%	-	7%	-	-	-	-	-

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	62	41	68	58	*	*	-	*	62	50	64
CWD	50	*	*	*	-	-	-	-	54	50	*
CWOD	63	37	71	55	*	*	-	*	62	-	68
EL	64	*	65	*	-	-	-	-	61	*	64
Male	57	35	64	*	-	*	-	-	55	*	54
Female	67	50	72	*	*	*	-	*	67	*	74
<b>Mathematics</b>											
All Students	71	59	72	63	*	83	-	*	70	66	71
CWD	66	*	65	*	-	-	-	-	66	66	72
CWOD	71	56	73	68	*	83	-	*	70	-	71
EL	71	*	72	*	-	-	-	-	70	72	71
Male	71	62	73	*	-	*	-	-	72	72	70
Female	70	54	71	*	*	*	-	*	68	*	73

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>258</b>	<b>46</b>	<b>18%</b>

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	35	44	49	*	70	-	*	43	*	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y						Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	97%	100%	100%	100%	95%	-	100%	100%	98%	98%	100%	100%	99%	99%	-
	CWD	98%	91%	100%	*	-	-	-	-	97%	100%	98%	-	100%	100%	95%	-
	CWOD	100%	98%	100%	100%	100%	95%	-	100%	100%	98%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	-	88%	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	99%	96%	100%	100%	-	100%	-	-	100%	96%	100%	99%	100%	99%	-	-
	Female	99%	98%	100%	100%	100%	92%	-	100%	99%	100%	95%	100%	99%	-	99%	-
Reading	All Students	99%	96%	100%	100%	*	100%	-	*	100%	98%	95%	100%	100%	99%	99%	-
	CWD	95%	*	100%	*	-	-	-	-	93%	100%	95%	-	100%	100%	88%	-
	CWOD	100%	98%	100%	100%	*	100%	-	*	100%	97%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	96%	100%	100%	-	100%	-	-	100%	95%	100%	99%	100%	99%	-	-
	Female	99%	96%	100%	100%	*	100%	-	*	99%	100%	88%	100%	100%	-	99%	-
Mathematics	All Students	99%	98%	100%	100%	*	91%	-	*	100%	98%	100%	99%	99%	99%	99%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	98%	100%	100%	*	91%	-	*	100%	97%	-	99%	99%	99%	99%	-
	EL	99%	*	100%	*	-	*	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	99%	96%	100%	100%	-	100%	-	-	100%	95%	100%	99%	100%	99%	-	-
	Female	99%	100%	100%	100%	*	83%	-	*	99%	100%	100%	99%	99%	-	99%	-
Science	All Students	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	*	*	*	-
	CWOD	100%	100%	100%	*	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	-	-	*	100%	100%	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	3%	0%	0%	0%	5%	-	0%	0%	2%	2%	0%	0%	1%	1%	-
	CWD	2%	9%	0%	*	-	-	-	-	3%	0%	2%	-	0%	0%	5%	-
	CWOD	0%	2%	0%	0%	0%	5%	-	0%	0%	2%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	13%	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	1%	4%	0%	0%	-	0%	-	-	0%	4%	0%	1%	0%	1%	-	-
	Female	1%	2%	0%	0%	0%	8%	-	0%	1%	0%	5%	0%	1%	-	1%	-
Reading	All Students	1%	4%	0%	0%	*	0%	-	*	0%	2%	5%	0%	0%	1%	1%	-
	CWD	5%	*	0%	*	-	-	-	-	7%	0%	5%	-	0%	0%	13%	-
	CWOD	0%	2%	0%	0%	*	0%	-	*	0%	3%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	4%	0%	0%	-	0%	-	-	0%	5%	0%	1%	0%	1%	-	-
	Female	1%	4%	0%	0%	*	0%	-	*	1%	0%	13%	0%	0%	-	1%	-
Mathematics	All Students	1%	2%	0%	0%	*	9%	-	*	0%	2%	0%	1%	1%	1%	1%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	2%	0%	0%	*	9%	-	*	0%	3%	-	1%	1%	1%	1%	-
	EL	1%	*	0%	*	-	*	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	1%	4%	0%	0%	-	0%	-	-	0%	5%	0%	1%	0%	1%	-	-
	Female	1%	0%	0%	0%	*	17%	-	*	1%	0%	0%	1%	1%	-	1%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	0%	0%	0%	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	-	-	0%	0%	*	0%	0%	0%	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities	
<b>Students Without Disabilities</b>													
In-School Suspensions													
	Male	18	5	11	*	*	*	*	*	8			
	Female	11	*	5	*	*	*	*	*	*			
	Total	29	7	16	*	*	*	*	*	10			
Out-of-School Suspensions													
	Male	6	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	8	*	*	*	*	*	*	*	*			
Expulsions													
With Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Without Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Under Zero Tolerance Policies													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
School-Related Arrests													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Referrals to Law Enforcement													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
<b>Students With Disabilities</b>													
In-School Suspensions													

		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	Male	12	*	8	*	*	*	*	*	5		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	14	*	10	*	*	*	*	*	5		5
Expulsions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b> Chronic Absenteeism	Male	26	*	20	*	*	*	*	*	14	8	*
	Female	17	*	11	*	*	*	*	*	8	*	*
	Total	43	*	31	*	*	*	*	*	22	8	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	



On the basis of sex	<b>Total</b>
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs	Male	23	5	14	*	*	*	*	*	11	*
	Female	27	*	23	*	*	*	*	*	20	*
	Total	50	7	37	*	*	*	*	*	31	*
Accelerated Coursework	Male	-	-	-	-	-	-	-	-	-	-
Advanced Placement Courses	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\*\* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.  
Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.0	16.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	2.4%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		Grade 8	Reading	Overall	29	24	44	40	26	32
Black	42			40	43	42	14	17	n/a	1
Hispanic	34			33	45	44	20	22	1	1
White	17			16	43	39	37	39	3	6
American Indian	*			37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12
Pacific Islander	*			35	*	42	*	22	*	2
Two or More Races	23			18	42	40	31	36	5	6
Econ Disadv	38			35	45	43	16	20	1	1
Students with Disabilities	65			61	29	29	6	9	n/a	1
English Language Learners	62		68	33	27	5	5	n/a	n/a	
Mathematics	Overall		30	30	37	36	24	24	9	10
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** GUNN J H  
**Campus ID:** 220901047  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>		Baseline 2016-17												
		Rates											41%	
		2017-18 through 2021-22											42%	
		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

												Two or Non						Foster				
		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	More Races	Econ Disadv	Non Econ Disadv	WCWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
Grade 7																						
Reading	All	73%	70%	<b>76%</b>	60%	77%	94%	-	*	-	83%	76%	76%	83%	76%	60%	73%	79%	-	*	-	*
	Students																					
	CWD	37%	35%	<b>83%</b>	*	86%	*	-	-	-	75%	*	83%	-	*	88%	*	-	-	-	-	-
	CWOD	77%	73%	<b>76%</b>	61%	76%	94%	-	*	-	83%	76%	75%	-	76%	59%	72%	79%	-	*	-	*
	EL	44%	46%	<b>60%</b>	*	58%	*	-	*	-	-	64%	*	*	59%	60%	53%	69%	-	-	-	-
	Male	69%	65%	<b>73%</b>	50%	75%	95%	-	-	-	*	73%	74%	88%	72%	53%	73%	-	-	*	-	-
	Female	79%	76%	<b>79%</b>	68%	79%	94%	-	*	-	*	79%	79%	*	79%	69%	-	79%	-	*	-	*
Mathematics	All	71%	70%	<b>76%</b>	58%	81%	87%	-	86%	-	83%	73%	82%	56%	79%	71%	69%	84%	-	*	-	*
	Students																					
	CWD	42%	32%	<b>56%</b>	*	60%	*	-	*	-	-	52%	*	56%	-	63%	53%	63%	-	-	-	-
	CWOD	75%	74%	<b>79%</b>	60%	85%	88%	-	100%	-	83%	77%	83%	-	79%	73%	73%	86%	-	*	-	*
	EL	52%	53%	<b>71%</b>	*	71%	*	-	*	-	-	70%	67%	63%	73%	71%	58%	87%	-	-	-	-
	Male	69%	66%	<b>69%</b>	46%	73%	82%	-	*	-	*	65%	78%	53%	73%	58%	69%	-	-	*	-	-
	Female	73%	73%	<b>84%</b>	68%	91%	94%	-	*	-	*	82%	86%	63%	86%	87%	-	84%	-	*	-	*
Grade 8																						
Reading	All	85%	82%	<b>89%</b>	85%	89%	94%	-	92%	-	*	88%	91%	68%	92%	77%	85%	93%	-	*	*	*
	Students																					
	CWD	49%	40%	<b>68%</b>	58%	*	91%	-	*	-	*	68%	67%	68%	-	*	75%	55%	-	*	-	-
	CWOD	88%	86%	<b>92%</b>	91%	91%	95%	-	91%	-	*	91%	94%	-	92%	81%	88%	96%	-	*	*	*
	EL	58%	59%	<b>77%</b>	-	79%	*	-	*	-	-	78%	*	*	81%	77%	73%	89%	-	-	-	*
	Male	82%	78%	<b>85%</b>	89%	81%	88%	-	89%	-	*	86%	84%	75%	88%	73%	85%	-	-	*	*	*
	Female	88%	86%	<b>93%</b>	79%	95%	100%	-	*	-	*	89%	98%	55%	96%	89%	-	93%	-	*	-	-
Mathematics	All	85%	74%	<b>86%</b>	86%	86%	83%	-	100%	-	*	84%	88%	57%	92%	87%	85%	87%	-	*	*	*
	Students																					
	CWD	53%	37%	<b>57%</b>	53%	*	64%	-	*	-	*	58%	56%	57%	-	*	62%	50%	-	*	-	-
	CWOD	89%	79%	<b>92%</b>	96%	89%	92%	-	100%	-	*	91%	93%	-	92%	92%	90%	94%	-	*	*	*
	EL	73%	65%	<b>87%</b>	-	87%	*	-	*	-	-	89%	*	*	92%	87%	86%	90%	-	-	-	*
	Male	82%	72%	<b>85%</b>	92%	84%	74%	-	100%	-	*	85%	85%	62%	90%	86%	85%	-	-	*	*	*
	Female	87%	77%	<b>87%</b>	79%	87%	100%	-	*	-	*	84%	93%	50%	94%	90%	-	87%	-	*	-	-
Science	All	75%	70%	<b>71%</b>	57%	72%	84%	-	83%	-	*	65%	80%	47%	74%	55%	66%	75%	-	*	*	*
	Students																					
	CWD	39%	30%	<b>47%</b>	*	*	73%	-	*	-	-	46%	*	47%	-	*	60%	*	-	*	-	-
	CWOD	78%	75%	<b>74%</b>	65%	74%	88%	-	82%	-	*	69%	83%	-	74%	54%	68%	81%	-	*	*	*



					African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
		State	District	Campus	American	Hispanic	White	Indian	Islander	Islander	Races	Disadv	Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	EL	46%	48%	<b>55%</b>	-	58%	*	-	*	-	-	57%	*	*	54%	55%	59%	45%	-	-	-	*	
	Male	74%	67%	<b>66%</b>	61%	61%	81%	-	78%	-	*	64%	70%	60%	68%	59%	66%	-	-	*	*	*	
	Female	76%	74%	<b>75%</b>	52%	80%	88%	-	*	-	*	67%	89%	*	81%	45%	-	75%	-	*	-	-	
End of Course																							
Algebra I		All	82%	78%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	*
		Students																					
	CWD	47%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	86%	83%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	-	
	EL	67%	65%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	78%	73%	<b>100%</b>	*	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-	
	Female	87%	83%	<b>100%</b>	*	100%	100%	-	*	-	-	100%	100%	-	100%	*	-	100%	-	*	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 7																							
Reading		All	47%	44%	<b>48%</b>	32%	50%	67%	-	*	-	50%	45%	53%	75%	46%	27%	39%	57%	-	*	-	*
		Students																					
	CWD	23%	21%	<b>75%</b>	*	86%	*	-	-	-	-	75%	*	75%	-	*	75%	*	-	-	-	-	
	CWOD	50%	46%	<b>46%</b>	31%	47%	67%	-	*	-	50%	43%	51%	-	46%	22%	35%	57%	-	*	-	*	
	EL	16%	18%	<b>27%</b>	*	31%	*	-	*	-	-	27%	*	*	22%	27%	29%	23%	-	-	-	-	
	Male	42%	39%	<b>39%</b>	9%	40%	65%	-	-	-	*	34%	47%	75%	35%	29%	39%	-	-	*	-	-	
	Female	53%	50%	<b>57%</b>	48%	62%	69%	-	*	-	*	57%	58%	*	57%	23%	-	57%	-	*	-	*	
Mathematics		All	39%	39%	<b>49%</b>	39%	55%	47%	-	43%	-	67%	46%	54%	44%	50%	34%	44%	54%	-	*	-	*
		Students																					
	CWD	20%	16%	<b>44%</b>	*	53%	*	-	*	-	-	43%	*	44%	-	50%	42%	50%	-	-	-	-	
	CWOD	41%	41%	<b>50%</b>	40%	55%	47%	-	50%	-	67%	47%	55%	-	50%	30%	45%	54%	-	*	-	*	
	EL	17%	19%	<b>34%</b>	*	39%	*	-	*	-	-	30%	44%	50%	30%	34%	29%	40%	-	-	-	-	
	Male	38%	38%	<b>44%</b>	31%	52%	41%	-	*	-	*	43%	47%	42%	45%	29%	44%	-	-	*	-	-	
	Female	40%	39%	<b>54%</b>	45%	58%	56%	-	*	-	*	50%	61%	50%	54%	40%	-	54%	-	*	-	*	
Grade 8																							
Reading		All	48%	45%	<b>49%</b>	42%	49%	55%	-	58%	-	*	44%	58%	26%	52%	13%	40%	59%	-	*	*	*
		Students																					
	CWD	23%	17%	<b>26%</b>	33%	*	27%	-	*	-	*	27%	22%	26%	-	*	30%	18%	-	*	-	-	
	CWOD	51%	48%	<b>52%</b>	44%	50%	63%	-	64%	-	*	47%	61%	-	52%	12%	41%	63%	-	*	*	*	
	EL	13%	14%	<b>13%</b>	-	17%	*	-	*	-	-	11%	*	*	12%	13%	18%	0%	-	-	-	*	
	Male	44%	39%	<b>40%</b>	42%	40%	35%	-	44%	-	*	39%	40%	30%	41%	18%	40%	-	-	*	*	*	
	Female	53%	52%	<b>59%</b>	43%	56%	76%	-	*	-	*	49%	74%	18%	63%	0%	-	59%	-	*	-	-	
Mathematics		All	50%	32%	<b>42%</b>	34%	41%	53%	-	63%	-	*	41%	44%	34%	44%	35%	38%	47%	-	*	*	*
		Students																					
	CWD	25%	16%	<b>34%</b>	27%	*	45%	-	*	-	*	35%	33%	34%	-	*	43%	21%	-	*	-	-	
	CWOD	53%	34%	<b>44%</b>	36%	43%	56%	-	57%	-	*	43%	46%	-	44%	35%	37%	52%	-	*	*	*	
	EL	30%	19%	<b>35%</b>	-	30%	*	-	*	-	-	36%	*	*	35%	35%	38%	30%	-	-	-	*	
	Male	48%	30%	<b>38%</b>	36%	34%	43%	-	57%	-	*	40%	36%	43%	37%	38%	38%	-	-	*	*	*	
	Female	53%	34%	<b>47%</b>	31%	48%	69%	-	*	-	*	44%	55%	21%	52%	30%	-	47%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All	50%	45%	<b>43%</b>	26%	40%	65%	-	67%	-	*	40%	47%	38%	43%	30%	42%	43%	-	*	*	*	
	Students																						
	CWD	23%	18%	<b>38%</b>	*	*	55%	-	*	-	-	38%	*	38%	-	*	50%	*	-	*	-	-	
	CWOD	53%	48%	<b>43%</b>	26%	41%	68%	-	64%	-	*	41%	48%	-	43%	29%	41%	45%	-	*	*	*	
	EL	19%	19%	<b>30%</b>	-	31%	*	-	*	-	-	30%	*	*	29%	30%	36%	18%	-	-	-	*	
	Female	50%	46%	<b>43%</b>	19%	42%	71%	-	*	-	*	40%	48%	*	45%	18%	-	43%	-	*	-	-	
End of Course Algebra I	All	53%	49%	<b>98%</b>	86%	100%	100%	-	*	-	*	96%	100%	-	98%	*	100%	97%	-	*	-	*	
	Students																						
	CWD	19%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	53%	<b>98%</b>	86%	100%	100%	-	*	-	*	96%	100%	-	98%	*	100%	97%	-	*	-	*	
	EL	29%	27%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Female	58%	55%	<b>97%</b>	*	100%	100%	-	*	-	-	94%	100%	-	97%	*	-	97%	-	*	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 7																							
Reading	All	28%	26%	<b>29%</b>	19%	28%	44%	-	*	-	33%	25%	36%	33%	29%	17%	16%	42%	-	*	-	*	
	Students																						
	CWD	10%	10%	<b>33%</b>	*	43%	*	-	-	-	-	13%	*	33%	-	*	25%	*	-	-	-	-	
	CWOD	30%	27%	<b>29%</b>	20%	27%	45%	-	*	-	33%	26%	34%	-	29%	19%	15%	41%	-	*	-	*	
	EL	6%	8%	<b>17%</b>	*	19%	*	-	*	-	-	14%	*	*	19%	17%	12%	23%	-	-	-	-	
	Female	33%	31%	<b>42%</b>	29%	50%	44%	-	*	-	*	40%	45%	*	41%	23%	-	42%	-	*	-	*	
Mathematics	All	18%	19%	<b>26%</b>	14%	31%	32%	-	29%	-	0%	23%	31%	19%	27%	16%	22%	30%	-	*	-	*	
	Students																						
	CWD	7%	2%	<b>19%</b>	*	27%	*	-	*	-	-	19%	*	19%	-	25%	26%	0%	-	-	-	-	
	CWOD	19%	21%	<b>27%</b>	16%	32%	32%	-	33%	-	0%	24%	32%	-	27%	13%	21%	32%	-	*	-	*	
	EL	5%	6%	<b>16%</b>	*	19%	*	-	*	-	-	13%	22%	25%	13%	16%	21%	7%	-	-	-	-	
	Female	18%	19%	<b>30%</b>	26%	33%	31%	-	*	-	*	26%	36%	0%	32%	7%	-	30%	-	*	-	*	
Grade 8																							
Reading	All	26%	23%	<b>24%</b>	14%	24%	35%	-	25%	-	*	20%	29%	10%	26%	6%	16%	31%	-	*	*	*	
	Students																						
	CWD	8%	6%	<b>10%</b>	17%	*	9%	-	*	-	*	9%	11%	10%	-	*	10%	9%	-	*	-	-	
	CWOD	28%	25%	<b>26%</b>	13%	26%	43%	-	27%	-	*	22%	31%	-	26%	8%	17%	34%	-	*	*	*	
	EL	4%	4%	<b>6%</b>	-	8%	*	-	*	-	-	4%	*	*	8%	6%	9%	0%	-	-	-	*	
	Female	30%	29%	<b>31%</b>	11%	29%	64%	-	*	-	*	28%	36%	9%	34%	0%	-	31%	-	*	-	-	
Mathematics	All	15%	5%	<b>5%</b>	3%	4%	11%	-	13%	-	*	7%	3%	11%	4%	0%	5%	5%	-	*	*	*	
	Students																						
	CWD	9%	3%	<b>11%</b>	13%	*	18%	-	*	-	*	12%	11%	11%	-	*	14%	7%	-	*	-	-	
	EL	6%	1%	<b>0%</b>	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*	

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	14%	4%	5%	6%	2%	9%	-	14%	-	*	7%	3%	14%	3%	0%	5%	-	-	*	*	*
	Female	16%	6%	5%	0%	7%	15%	-	*	-	*	6%	3%	7%	5%	0%	-	5%	-	*	-	-
Science	All	27%	24%	23%	13%	20%	41%	-	25%	-	*	21%	26%	18%	24%	12%	20%	26%	-	*	*	*
	Students																					
	CWD	8%	5%	18%	*	*	27%	-	*	-	-	19%	*	18%	-	*	20%	*	-	*	-	-
	CWOD	29%	26%	24%	13%	21%	45%	-	27%	-	*	22%	27%	-	24%	11%	20%	27%	-	*	*	*
	EL	6%	5%	12%	-	15%	*	-	*	-	-	10%	*	*	11%	12%	14%	9%	-	-	-	*
	Male	29%	24%	20%	18%	14%	30%	-	22%	-	*	20%	20%	20%	20%	14%	20%	-	-	*	*	*
	Female	25%	24%	26%	6%	25%	54%	-	*	-	*	23%	30%	*	27%	9%	-	26%	-	*	-	-
End of Course	All	31%	29%	83%	71%	88%	88%	-	*	-	*	73%	92%	-	83%	*	88%	81%	-	*	-	*
	Algebra I																					
	Students																					
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	34%	32%	83%	71%	88%	88%	-	*	-	*	73%	92%	-	83%	*	88%	81%	-	*	-	*
	EL	12%	11%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	25%	88%	*	100%	*	-	*	-	*	78%	100%	-	88%	*	88%	-	-	-	-	-
	Female	34%	33%	81%	*	84%	83%	-	*	-	-	71%	89%	-	81%	*	-	81%	-	*	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
All Grades																						
All Subjects	All	77%	72%	81%	70%	82%	89%	-	91%	-	84%	78%	85%	59%	83%	70%	77%	84%	-	77%	*	86%
	Students																					
	CWD	45%	38%	59%	45%	57%	78%	-	*	-	*	57%	64%	59%	-	62%	65%	49%	-	83%	-	-
	CWOD	80%	76%	83%	75%	84%	92%	-	93%	-	87%	81%	87%	-	83%	72%	79%	88%	-	75%	*	86%
	EL	60%	59%	70%	*	71%	71%	-	76%	-	-	72%	63%	62%	72%	70%	67%	78%	-	-	-	*
	Male	74%	69%	77%	71%	75%	84%	-	90%	-	64%	75%	79%	65%	79%	67%	77%	-	-	64%	*	*
	Female	79%	76%	84%	69%	87%	95%	-	94%	-	100%	81%	90%	49%	88%	78%	-	84%	-	100%	-	*
Reading	All	73%	68%	83%	74%	84%	94%	-	94%	-	82%	83%	85%	72%	85%	69%	80%	87%	-	78%	*	*
	Students																					
	CWD	39%	32%	72%	57%	69%	93%	-	*	-	*	70%	77%	72%	-	63%	79%	60%	-	*	-	-
	CWOD	77%	72%	85%	76%	85%	95%	-	93%	-	90%	84%	85%	-	85%	70%	80%	89%	-	71%	*	*
	EL	52%	51%	69%	*	68%	*	-	*	-	-	71%	58%	63%	70%	69%	64%	77%	-	-	-	*
	Male	69%	64%	80%	75%	78%	91%	-	89%	-	*	80%	80%	79%	80%	64%	80%	-	-	*	*	*
	Female	77%	73%	87%	73%	89%	98%	-	100%	-	100%	85%	89%	60%	89%	77%	-	87%	-	*	-	*
Mathematics	All	80%	75%	83%	74%	85%	88%	-	95%	-	82%	81%	87%	56%	87%	79%	79%	88%	-	67%	*	*
	Students																					
	CWD	52%	42%	56%	50%	55%	67%	-	*	-	*	55%	60%	56%	-	62%	58%	55%	-	*	-	-
	CWOD	83%	79%	87%	79%	88%	92%	-	100%	-	80%	85%	90%	-	87%	83%	83%	91%	-	71%	*	*
	EL	70%	69%	79%	*	79%	83%	-	88%	-	-	80%	69%	62%	83%	79%	72%	92%	-	-	-	*
	Male	78%	73%	79%	74%	79%	80%	-	100%	-	*	77%	83%	58%	83%	72%	79%	-	-	*	*	*
	Female	82%	78%	88%	75%	91%	98%	-	88%	-	100%	85%	92%	55%	91%	92%	-	88%	-	*	-	*
Science	All	79%	74%	71%	57%	72%	84%	-	83%	-	*	65%	80%	47%	74%	55%	66%	75%	-	*	*	*
	Students																					
	CWD	48%	40%	47%	*	*	73%	-	*	-	-	46%	*	47%	-	*	60%	*	-	*	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	82%	78%	<b>74%</b>	65%	74%	88%	-	82%	-	*	69%	83%	-	74%	54%	68%	81%	-	*	*	*
EL	58%	57%	<b>55%</b>	-	58%	*	-	*	-	-	57%	*	*	54%	55%	59%	45%	-	-	-	*
Male	78%	72%	<b>66%</b>	61%	61%	81%	-	78%	-	*	64%	70%	60%	68%	59%	66%	-	-	*	*	*
Female	80%	77%	<b>75%</b>	52%	80%	88%	-	*	-	*	67%	89%	*	81%	45%	-	75%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>49%</b>	36%	49%	61%	-	62%	-	64%	45%	54%	39%	50%	30%	42%	55%	-	36%	*	29%
	Students																					
	CWD	23%	19%	<b>39%</b>	29%	43%	45%	-	*	-	*	39%	39%	39%	-	42%	44%	29%	-	17%	-	-
	CWOD	50%	45%	<b>50%</b>	37%	50%	64%	-	63%	-	65%	46%	56%	-	50%	27%	42%	57%	-	44%	*	29%
	EL	26%	25%	<b>30%</b>	*	32%	14%	-	29%	-	-	28%	37%	42%	27%	30%	31%	26%	-	-	-	*
	Male	45%	40%	<b>42%</b>	34%	42%	50%	-	55%	-	57%	41%	45%	44%	42%	31%	42%	-	-	29%	*	*
	Female	50%	45%	<b>55%</b>	38%	56%	73%	-	72%	-	67%	50%	63%	29%	57%	26%	-	55%	-	50%	-	*
Reading	All	46%	41%	<b>49%</b>	38%	49%	60%	-	56%	-	55%	44%	55%	40%	50%	20%	39%	58%	-	44%	*	*
	Students																					
	CWD	22%	18%	<b>40%</b>	36%	54%	36%	-	*	-	*	40%	38%	40%	-	38%	43%	33%	-	*	-	-
	CWOD	48%	44%	<b>50%</b>	38%	49%	64%	-	60%	-	60%	45%	57%	-	50%	17%	39%	60%	-	57%	*	*
	EL	21%	21%	<b>20%</b>	*	24%	*	-	*	-	-	18%	25%	38%	17%	20%	23%	14%	-	-	-	*
	Male	41%	37%	<b>39%</b>	30%	40%	48%	-	44%	-	*	37%	43%	43%	39%	23%	39%	-	-	*	*	*
	Female	50%	47%	<b>58%</b>	46%	58%	73%	-	71%	-	60%	52%	67%	33%	60%	14%	-	58%	-	*	-	*
Mathematics	All	48%	42%	<b>52%</b>	39%	54%	59%	-	63%	-	73%	48%	57%	39%	54%	38%	45%	58%	-	22%	*	*
	Students																					
	CWD	26%	21%	<b>39%</b>	27%	41%	47%	-	*	-	*	38%	40%	39%	-	46%	43%	32%	-	*	-	-
	CWOD	51%	45%	<b>54%</b>	41%	55%	61%	-	65%	-	70%	50%	59%	-	54%	36%	46%	61%	-	29%	*	*
	EL	33%	31%	<b>38%</b>	*	39%	33%	-	38%	-	-	35%	46%	46%	36%	38%	36%	40%	-	-	-	*
	Male	47%	41%	<b>45%</b>	38%	47%	47%	-	55%	-	*	45%	46%	43%	46%	36%	45%	-	-	*	*	*
	Female	49%	44%	<b>58%</b>	40%	61%	73%	-	75%	-	80%	52%	68%	32%	61%	40%	-	58%	-	*	-	*
Science	All	49%	46%	<b>43%</b>	26%	40%	65%	-	67%	-	*	40%	47%	38%	43%	30%	42%	43%	-	*	*	*
	Students																					
	CWD	23%	18%	<b>38%</b>	*	*	55%	-	*	-	-	38%	*	38%	-	*	50%	*	-	*	-	-
	CWOD	52%	49%	<b>43%</b>	26%	41%	68%	-	64%	-	*	41%	48%	-	43%	29%	41%	45%	-	*	*	*
	EL	21%	20%	<b>30%</b>	-	31%	*	-	*	-	-	30%	*	*	29%	30%	36%	18%	-	-	-	*
	Male	50%	45%	<b>42%</b>	32%	37%	59%	-	67%	-	*	41%	45%	50%	41%	36%	42%	-	-	*	*	*
	Female	49%	46%	<b>43%</b>	19%	42%	71%	-	*	-	*	40%	48%	*	45%	18%	-	43%	-	*	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>24%</b>	14%	25%	37%	-	28%	-	20%	21%	30%	16%	25%	12%	18%	31%	-	14%	*	29%
	Students																					
	CWD	8%	5%	<b>16%</b>	12%	19%	20%	-	*	-	*	15%	19%	16%	-	12%	18%	12%	-	0%	-	-
	CWOD	23%	20%	<b>25%</b>	14%	25%	41%	-	30%	-	22%	22%	30%	-	25%	12%	18%	32%	-	19%	*	29%
	EL	9%	8%	<b>12%</b>	*	15%	0%	-	0%	-	-	9%	26%	12%	12%	12%	13%	10%	-	-	-	*
	Male	20%	17%	<b>18%</b>	12%	17%	26%	-	21%	-	29%	16%	22%	18%	18%	13%	18%	-	-	14%	*	*
	Female	22%	20%	<b>31%</b>	16%	32%	50%	-	39%	-	8%	27%	37%	12%	32%	10%	-	31%	-	13%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All	19%	16%	<b>26%</b>	16%	26%	39%	-	31%	-	27%	22%	32%	16%	27%	11%	16%	36%	-	22%	*	*	
	Students																						
	CWD	7%	5%	<b>16%</b>	14%	23%	14%	-	*	-	*	10%	31%	16%	-	0%	14%	20%	-	*	-	-	
	CWOD	20%	18%	<b>27%</b>	16%	26%	44%	-	33%	-	30%	24%	32%	-	27%	13%	16%	37%	-	29%	*	*	
	EL	7%	7%	<b>11%</b>	*	14%	*	-	*	-	-	8%	25%	0%	13%	11%	10%	14%	-	-	-	*	
	Female	22%	20%	<b>36%</b>	20%	37%	56%	-	43%	-	20%	33%	40%	20%	37%	14%	-	36%	-	*	-	*	
Mathematics	All	23%	20%	<b>23%</b>	12%	26%	33%	-	26%	-	9%	20%	29%	15%	25%	13%	19%	28%	-	0%	*	*	
	Students																						
	CWD	10%	5%	<b>15%</b>	9%	18%	20%	-	*	-	*	15%	13%	15%	-	15%	20%	5%	-	*	-	-	
	CWOD	25%	21%	<b>25%</b>	12%	27%	36%	-	29%	-	10%	21%	30%	-	25%	12%	18%	31%	-	0%	*	*	
	EL	13%	11%	<b>13%</b>	*	16%	0%	-	0%	-	-	10%	23%	15%	12%	13%	15%	8%	-	-	-	*	
	Female	24%	20%	<b>28%</b>	16%	31%	41%	-	38%	-	0%	23%	37%	5%	31%	8%	-	28%	-	*	-	*	
Science	All	22%	20%	<b>23%</b>	13%	20%	41%	-	25%	-	*	21%	26%	18%	24%	12%	20%	26%	-	*	*	*	
	Students																						
	CWD	7%	4%	<b>18%</b>	*	*	27%	-	*	-	-	19%	*	18%	-	*	20%	*	-	*	-	-	
	CWOD	24%	22%	<b>24%</b>	13%	21%	45%	-	27%	-	*	22%	27%	-	24%	11%	20%	27%	-	*	*	*	
	EL	5%	5%	<b>12%</b>	-	15%	*	-	*	-	-	10%	*	*	11%	12%	14%	9%	-	-	-	*	
	Female	21%	20%	<b>26%</b>	6%	25%	54%	-	*	-	*	23%	30%	*	27%	9%	-	26%	-	*	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	76	78	91	-	73	-	60	80	84	83
CWD	84	82	88	89	-	*	-	*	88	84	79
CWOD	79	75	78	91	-	71	-	67	79	-	84
EL	83	*	82	100	-	*	-	-	82	79	83
Male	79	81	78	85	-	63	-	*	81	89	89
Female	80	71	79	97	-	86	-	*	79	75	74
<b>Mathematics</b>											
All Students	79	76	78	84	-	91	-	83	79	68	82

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWD	68	61	67	80	-	*	-	*	69	68	92
CWOD	81	79	79	85	-	90	-	88	81	-	80
EL	82	*	78	100	-	92	-	-	82	92	82
Male	75	73	72	80	-	83	-	*	74	66	76
Female	84	78	84	89	-	100	-	100	85	72	92

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
68	16	24%

\*\* 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.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
--------------	------------------	----------	-------	-----------------	-------	------------------	-------------------	-------------	-----	----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	51	40	52	62	-	60	-	56	48	38	37
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	N					Y	Y	Y
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y	N					Y	Y	Y
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	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

Federal Graduation Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	-	100%	-	96%	100%	99%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	-	100%	-	96%	100%	99%	-	100%	99%	100%	100%	-
	EL	99%	*	99%	100%	-	100%	-	-	100%	96%	100%	99%	99%	100%	98%	-
	Male	100%	100%	100%	100%	-	100%	-	93%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	99%	-	100%	-	100%	100%	99%	100%	100%	100%	98%	-	100%
Reading	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	-	100%	-	91%	100%	99%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	-	100%	-	90%	100%	99%	-	100%	98%	99%	100%	-
	EL	99%	*	98%	100%	-	100%	-	-	100%	92%	100%	98%	99%	100%	96%	-
	Male	100%	100%	100%	100%	-	100%	-	83%	100%	99%	100%	99%	100%	100%	-	-
	Female	100%	100%	99%	100%	-	100%	-	100%	100%	99%	100%	100%	96%	-	100%	-
Science	All Students	100%	100%	100%	98%	-	100%	-	*	100%	99%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-



		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	100%	100%	100%	98%	-	100%	-	*	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	96%	-	*	-	*	100%	98%	100%	99%	100%	-	99%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	4%	0%	1%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	-	0%	-	4%	0%	1%	-	0%	1%	0%	0%	-
	EL	1%	*	1%	0%	-	0%	-	-	0%	4%	0%	1%	1%	0%	2%	-
	Male	0%	0%	0%	0%	-	0%	-	7%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	0%	0%	2%	-	0%
Reading	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	9%	0%	1%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	-	0%	-	10%	0%	1%	-	0%	2%	1%	0%	-
	EL	1%	*	2%	0%	-	0%	-	-	0%	8%	0%	2%	1%	0%	4%	-
	Male	0%	0%	0%	0%	-	0%	-	17%	0%	1%	0%	1%	0%	0%	-	-
	Female	0%	0%	1%	0%	-	0%	-	0%	0%	1%	0%	0%	0%	4%	-	0%
Science	All Students	0%	0%	0%	2%	-	0%	-	*	0%	1%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	2%	-	0%	-	*	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	4%	-	*	-	*	0%	2%	0%	1%	0%	-	1%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	
											Students with Disabilities	Students with Disabilities
In-School Suspensions	Male	49	23	14	8	*	*	*	*	8		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities(Section 504)	Students with Disabilities
Out-of-School Suspensions	Female	34	20	8	*	*	*	*	*	5		
	Total	83	43	22	10	*	*	*	*	13		
	Male	6	*	*	*	*	*	*	*	*		
Expulsions	Female	10	*	*	*	*	*	*	*	*		
	Total	16	8	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b> In-School Suspensions	Female											
	Total	15	8	5	*	*	*	*	*	*		5
	Male	6	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Female	21	10	7	*	*	*	*	*	*		7
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Expulsions	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
With Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*

		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)
		*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>	Total											
Chronic Absenteeism	Male	23	*	14	5	*	*	*	*	8	*	5
	Female	28	11	8	5	*	*	*	*	*	5	*
	Total	51	13	22	10	*	*	*	*	10	7	7

											Total
Incidents of Violence											
Incidents of rape or attempted rape											*
Incidents of sexual assault (other than rape)											*
Incidents of robbery with a weapon											*
Incidents of robbery with a firearm or explosive device											*
Incidents of robbery without a weapon											*
Incidents of physical attack or fight with a weapon											*
Incidents of physical attack or fight with a firearm or explosive device											*
Incidents of physical attack or fight without a weapon											*
Incidents of threats of physical attack with a weapon											*
Incidents of threats of physical attack with a firearm or explosive device											*
Incidents of threats of physical attack without a weapon											*
Incidents of possession of a firearm or explosive device											*
Allegations of Harassment or bullying											
On the basis of sex											*
On the basis of race											*
On the basis of disability											*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		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 students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
International Baccalaureate Courses	Total	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.  
Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.7	11.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	2.7%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	4.5	12.0%

- '-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	<b>9</b>	<b>5%</b>
Mathematics	5,294	1%	45	1%	<b>9</b>	<b>4%</b>
Grade 8						
Reading	5,088	1%	42	1%	<b>5</b>	<b>2%</b>
Mathematics	5,087	2%	42	1%	<b>5</b>	<b>2%</b>
Science	5,087	1%	42	1%	<b>5</b>	<b>2%</b>
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>33</b>	<b>3%</b>
Reading	43,730	1%	378	1%	<b>14</b>	<b>3%</b>
Mathematics	39,178	1%	351	1%	<b>14</b>	<b>3%</b>

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	16,112	1%	136	1%	5	2%

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** HALE EL

**Campus ID:** 220901153

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>		Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22														42%
2022-23 through 2026-27														44%
2027-28 through 2031-32														46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African	American	Pacific	Two	More	Econ	Non											Foster
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>65%</b>	57%	69%	*	-	*	-	*	67%	*	*	69%	79%	68%	63%	-	*	-	*
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	79%	72%	<b>69%</b>	60%	79%	*	-	*	-	*	70%	*	-	69%	83%	71%	69%	-	*	-	*
	EL	70%	69%	<b>79%</b>	*	78%	*	-	*	-	-	78%	*	*	83%	79%	*	86%	-	-	-	-
	Male	74%	68%	<b>68%</b>	58%	*	*	-	*	-	*	70%	*	*	71%	*	68%	-	-	-	-	-
	Female	79%	73%	<b>63%</b>	56%	64%	*	-	*	-	*	65%	*	*	69%	86%	-	63%	-	*	-	*
Mathematics	All	77%	71%	<b>78%</b>	76%	69%	*	-	*	-	*	79%	*	*	83%	84%	80%	76%	-	*	-	*
	Students																					
	CWD	52%	43%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	80%	73%	<b>83%</b>	80%	79%	*	-	*	-	*	83%	*	-	83%	89%	83%	83%	-	*	-	*
	EL	74%	73%	<b>84%</b>	*	78%	*	-	*	-	-	83%	*	*	89%	84%	*	80%	-	-	-	-
	Male	77%	70%	<b>80%</b>	74%	*	*	-	*	-	*	83%	*	*	83%	*	80%	-	-	-	-	-
	Female	78%	71%	<b>76%</b>	78%	64%	*	-	*	-	*	76%	*	*	83%	80%	-	76%	-	*	-	*
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>59%</b>	63%	43%	*	-	*	-	*	56%	86%	*	60%	64%	59%	59%	-	*	-	*
	Students																					
	CWD	46%	47%	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	-
	CWOD	75%	69%	<b>60%</b>	63%	45%	*	-	*	-	*	57%	86%	-	60%	64%	61%	59%	-	*	-	*
	EL	60%	56%	<b>64%</b>	*	63%	*	-	-	-	-	64%	-	-	64%	64%	71%	*	-	-	-	-
	Male	70%	64%	<b>59%</b>	61%	*	*	-	-	-	*	57%	*	*	61%	71%	59%	-	-	*	-	-
	Female	75%	70%	<b>59%</b>	64%	45%	-	-	*	-	*	56%	*	-	59%	*	-	59%	-	*	-	*
Mathematics	All	77%	74%	<b>72%</b>	66%	81%	*	-	*	-	*	71%	86%	*	73%	93%	73%	72%	-	*	-	*
	Students																					
	CWD	49%	49%	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	-
	CWOD	81%	76%	<b>73%</b>	66%	85%	*	-	*	-	*	72%	86%	-	73%	93%	75%	72%	-	*	-	*
	EL	72%	72%	<b>93%</b>	*	100%	*	-	-	-	-	93%	-	-	93%	93%	100%	86%	-	-	-	-
	Male	77%	72%	<b>73%</b>	63%	80%	*	-	-	-	*	69%	*	*	75%	100%	73%	-	-	*	-	-
	Female	78%	76%	<b>72%</b>	68%	82%	-	-	*	-	*	72%	*	-	72%	86%	-	72%	-	*	-	*
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>68%</b>	63%	69%	*	*	*	-	*	65%	88%	*	74%	70%	59%	74%	-	-	-	-
	Students																					
	CWD	54%	47%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-

				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ										Foster	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>74%</b>	74%	69%	*	*	*	-	*	73%	86%	-	74%	78%	71%	76%	-	-	-
	EL	73%	70%	<b>70%</b>	*	*	*	*	-	-	-	67%	*	*	78%	70%	*	*	-	-	-
	Male	81%	77%	<b>59%</b>	53%	*	*	-	*	-	*	54%	*	*	71%	*	59%	-	-	-	-
	Female	86%	82%	<b>74%</b>	70%	73%	*	*	-	-	*	73%	*	*	76%	*	-	74%	-	-	-
Mathematics	All	90%	85%	<b>80%</b>	75%	82%	*	*	*	-	*	79%	88%	*	84%	73%	74%	85%	-	-	-
	Students																				
	CWD	70%	56%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	92%	89%	<b>84%</b>	82%	81%	*	*	*	-	*	84%	86%	-	84%	78%	86%	84%	-	-	-
	EL	86%	81%	<b>73%</b>	*	*	*	*	-	-	70%	*	*	*	78%	73%	*	*	-	-	-
	Male	89%	84%	<b>74%</b>	65%	*	*	-	*	-	*	71%	*	*	86%	*	74%	-	-	-	-
	Female	91%	86%	<b>85%</b>	83%	83%	*	*	-	-	*	85%	*	*	84%	*	-	85%	-	-	-
Science	All	75%	69%	<b>70%</b>	63%	71%	*	*	*	-	*	67%	88%	*	76%	64%	67%	72%	-	-	-
	Students																				
	CWD	48%	38%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	72%	<b>76%</b>	74%	69%	*	*	*	-	*	75%	86%	-	76%	67%	81%	73%	-	-	-
	EL	62%	57%	<b>64%</b>	*	*	*	*	-	-	60%	*	*	*	67%	64%	*	*	-	-	-
	Male	76%	69%	<b>67%</b>	53%	*	*	-	*	-	*	63%	*	*	81%	*	67%	-	-	-	-
	Female	75%	69%	<b>72%</b>	70%	67%	*	*	-	-	*	71%	*	*	73%	*	-	72%	-	-	-
Grade 6	All	68%	67%	<b>68%</b>	60%	73%	*	-	*	-	-	65%	85%	*	69%	78%	50%	80%	-	-	-
	Reading																				
	Students																				
	CWD	35%	33%	*	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	71%	70%	<b>69%</b>	61%	73%	*	-	*	-	-	66%	85%	-	69%	78%	50%	81%	-	-	-
	EL	42%	46%	<b>78%</b>	-	71%	*	-	*	-	-	75%	*	-	78%	78%	*	*	-	-	-
	Male	63%	61%	<b>50%</b>	38%	50%	*	-	*	-	-	41%	75%	-	50%	*	50%	-	-	-	-
	Female	72%	73%	<b>80%</b>	73%	85%	*	-	*	-	-	77%	100%	*	81%	*	-	80%	-	-	-
Mathematics	All	76%	76%	<b>70%</b>	69%	70%	*	-	*	-	-	68%	80%	*	74%	60%	73%	69%	-	*	-
	Students																				
	CWD	50%	46%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	79%	80%	<b>74%</b>	76%	68%	*	-	*	-	-	71%	86%	-	74%	67%	77%	71%	-	-	-
	EL	61%	67%	<b>60%</b>	*	71%	*	-	*	-	-	56%	*	*	67%	60%	*	*	-	-	-
	Male	76%	76%	<b>73%</b>	76%	67%	*	-	*	-	-	74%	70%	*	77%	*	73%	-	-	*	-
	Female	77%	77%	<b>69%</b>	63%	71%	*	-	*	-	-	65%	100%	*	71%	*	-	69%	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																					
Grade 3	All	43%	35%	<b>41%</b>	35%	44%	*	-	*	-	*	40%	*	*	44%	37%	44%	39%	-	*	-
	Reading																				
	Students																				
	CWD	28%	21%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	44%	36%	<b>44%</b>	37%	50%	*	-	*	-	*	43%	*	-	44%	39%	46%	43%	-	*	-
	EL	32%	32%	<b>37%</b>	*	44%	*	-	*	-	-	33%	*	*	39%	37%	*	43%	-	-	-
	Male	40%	33%	<b>44%</b>	37%	*	*	-	*	-	*	43%	*	*	46%	*	44%	-	-	-	-
	Female	45%	37%	<b>39%</b>	33%	43%	*	-	*	-	*	38%	*	*	43%	43%	-	39%	-	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>40%</b>	30%	38%	*	-	*	-	*	40%	*	*	42%	53%	44%	37%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>42%</b>	31%	43%	*	-	*	-	*	43%	*	-	42%	56%	46%	40%	-	*	-	*	
	EL	39%	38%	<b>53%</b>	*	56%	*	-	*	-	-	50%	*	*	56%	53%	*	53%	-	-	-	-	-
	Male	47%	38%	<b>44%</b>	37%	*	*	-	*	-	*	43%	*	*	46%	*	44%	-	-	-	-	-	-
Female	45%	35%	<b>37%</b>	22%	43%	*	-	*	-	*	38%	*	*	40%	53%	-	37%	-	*	-	-	*	
Grade 4 Reading	All	45%	40%	<b>30%</b>	28%	29%	*	-	*	-	*	30%	29%	*	30%	43%	28%	31%	-	*	-	*	
	Students																						
	CWD	28%	30%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	-
	CWOD	47%	41%	<b>30%</b>	28%	30%	*	-	*	-	*	30%	29%	-	30%	43%	29%	31%	-	*	-	*	
	EL	29%	28%	<b>43%</b>	*	50%	*	-	-	-	-	43%	-	-	43%	43%	43%	*	-	-	-	-	-
	Male	43%	39%	<b>28%</b>	22%	*	*	-	-	-	*	29%	*	*	29%	43%	28%	-	-	*	-	-	-
Female	47%	42%	<b>31%</b>	32%	27%	-	-	*	-	*	31%	*	-	31%	*	-	31%	-	*	-	-	*	
Mathematics	All	48%	40%	<b>40%</b>	39%	38%	*	-	*	-	*	42%	29%	*	41%	43%	39%	41%	-	*	-	*	
	Students																						
	CWD	29%	30%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	-
	CWOD	50%	42%	<b>41%</b>	39%	40%	*	-	*	-	*	42%	29%	-	41%	43%	41%	41%	-	*	-	*	
	EL	38%	35%	<b>43%</b>	*	50%	*	-	-	-	-	43%	-	-	43%	43%	43%	43%	-	-	-	-	-
	Male	48%	41%	<b>39%</b>	37%	40%	*	-	-	-	*	41%	*	*	41%	43%	39%	-	-	*	-	-	-
Female	47%	40%	<b>41%</b>	40%	36%	-	-	*	-	*	42%	*	-	41%	43%	-	41%	-	*	-	-	*	
Grade 5 Reading	All	53%	49%	<b>48%</b>	40%	44%	*	*	*	-	*	42%	88%	*	52%	50%	37%	55%	-	-	-	-	
	Students																						
	CWD	30%	25%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>52%</b>	47%	44%	*	*	*	-	*	47%	86%	-	52%	56%	43%	57%	-	-	-	-	-
	EL	35%	30%	<b>50%</b>	*	*	*	*	-	-	-	44%	*	*	56%	50%	*	*	-	-	-	-	-
	Male	50%	46%	<b>37%</b>	29%	*	*	-	*	-	*	29%	*	*	43%	*	37%	-	-	-	-	-	-
Female	56%	51%	<b>55%</b>	48%	55%	*	*	-	-	*	52%	*	*	57%	*	-	55%	-	-	-	-	-	
Mathematics	All	57%	50%	<b>41%</b>	38%	24%	*	*	*	-	*	34%	88%	*	45%	45%	33%	46%	-	-	-	-	
	Students																						
	CWD	34%	24%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>45%</b>	44%	25%	*	*	*	-	*	39%	86%	-	45%	56%	38%	49%	-	-	-	-	-
	EL	46%	39%	<b>45%</b>	*	*	*	*	-	-	-	40%	*	*	56%	45%	*	*	-	-	-	-	-
	Male	57%	49%	<b>33%</b>	24%	*	*	-	*	-	*	25%	*	*	38%	*	33%	-	-	-	-	-	-
Female	58%	50%	<b>46%</b>	48%	25%	*	*	-	-	*	41%	*	*	49%	*	-	46%	-	-	-	-	-	
Science	All	40%	34%	<b>35%</b>	25%	29%	*	*	*	-	*	28%	88%	*	38%	27%	26%	41%	-	-	-	-	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>38%</b>	29%	31%	*	*	*	-	*	31%	86%	-	38%	33%	29%	43%	-	-	-	-	-
	EL	24%	18%	<b>27%</b>	*	*	*	*	-	-	-	20%	*	*	33%	27%	*	*	-	-	-	-	-
	Male	42%	35%	<b>26%</b>	12%	*	*	-	*	-	*	17%	*	*	29%	*	26%	-	-	-	-	-	-
Female	38%	32%	<b>41%</b>	35%	33%	*	*	-	-	-	35%	*	*	43%	*	-	41%	-	-	-	-	-	

					African	American	Two or Non												Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Econ	Econ	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	38%	37%	<b>28%</b>	24%	27%	*	-	*	-	-	26%	38%	*	28%	22%	10%	39%	-	-	-	-
		Students																					
		CWD	22%	22%	*	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-	-
		CWOD	40%	38%	<b>28%</b>	24%	27%	*	-	*	-	-	26%	38%	-	28%	22%	10%	40%	-	-	-	-
		EL	14%	15%	<b>22%</b>	-	29%	*	-	*	-	-	25%	*	-	22%	22%	*	*	-	-	-	-
		Male	34%	32%	<b>10%</b>	13%	0%	*	-	*	-	-	5%	25%	-	10%	*	10%	-	-	-	-	-
		Female	42%	42%	<b>39%</b>	31%	40%	*	-	*	-	-	36%	60%	*	40%	*	-	39%	-	-	-	-
	Mathematics	All	43%	46%	<b>33%</b>	29%	33%	*	-	*	-	-	30%	47%	*	35%	20%	24%	39%	-	*	-	-
		Students																					
		CWD	23%	27%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
		CWOD	46%	48%	<b>35%</b>	33%	32%	*	-	*	-	-	32%	50%	-	35%	22%	26%	41%	-	-	-	-
		EL	24%	31%	<b>20%</b>	*	29%	*	-	*	-	-	22%	*	*	22%	20%	*	*	-	-	-	-
		Male	44%	46%	<b>24%</b>	29%	17%	*	-	*	-	-	19%	40%	*	26%	*	24%	-	-	*	-	-
		Female	42%	46%	<b>39%</b>	30%	43%	*	-	*	-	-	37%	60%	*	41%	*	-	39%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>21%</b>	19%	13%	*	-	*	-	*	19%	*	*	22%	21%	16%	24%	-	*	-	*
		Students																					
		CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	26%	20%	<b>22%</b>	20%	14%	*	-	*	-	*	20%	*	-	22%	22%	17%	26%	-	*	-	*
		EL	15%	16%	<b>21%</b>	*	22%	*	-	*	-	-	17%	*	*	22%	21%	*	29%	-	-	-	-
		Male	22%	17%	<b>16%</b>	16%	*	*	-	*	-	*	13%	*	*	17%	*	16%	-	-	-	-	-
		Female	26%	20%	<b>24%</b>	22%	14%	*	-	*	-	*	24%	*	*	26%	29%	-	24%	-	*	-	*
	Mathematics	All	22%	15%	<b>13%</b>	14%	6%	*	-	*	-	*	12%	*	*	14%	16%	12%	13%	-	*	-	*
		Students																					
		CWD	12%	5%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	24%	16%	<b>14%</b>	14%	7%	*	-	*	-	*	13%	*	-	14%	17%	13%	14%	-	*	-	*
		EL	17%	16%	<b>16%</b>	*	11%	*	-	*	-	-	11%	*	*	17%	16%	*	20%	-	-	-	-
		Male	23%	17%	<b>12%</b>	16%	*	*	-	*	-	*	13%	*	*	13%	*	12%	-	-	-	-	-
		Female	21%	14%	<b>13%</b>	11%	7%	*	-	*	-	*	12%	*	*	14%	20%	-	13%	-	*	-	*
Grade 4	Reading	All	23%	19%	<b>15%</b>	14%	10%	*	-	*	-	*	16%	14%	*	16%	14%	22%	10%	-	*	-	*
		Students																					
		CWD	9%	9%	*	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	-
		CWOD	25%	20%	<b>16%</b>	14%	10%	*	-	*	-	*	16%	14%	-	16%	14%	23%	10%	-	*	-	*
		EL	12%	11%	<b>14%</b>	*	13%	*	-	*	-	-	14%	-	-	14%	14%	29%	*	-	-	-	-
		Male	22%	18%	<b>22%</b>	17%	*	*	-	*	-	*	21%	*	*	23%	29%	22%	-	-	*	-	-
		Female	25%	21%	<b>10%</b>	12%	0%	-	-	*	-	*	11%	*	-	10%	*	-	10%	-	*	-	*
	Mathematics	All	26%	20%	<b>8%</b>	7%	5%	*	-	*	-	*	8%	14%	*	8%	7%	15%	3%	-	*	-	*
		Students																					
		CWD	11%	10%	*	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	-
		CWOD	28%	21%	<b>8%</b>	7%	5%	*	-	*	-	*	8%	14%	-	8%	7%	16%	3%	-	*	-	*
		EL	18%	14%	<b>7%</b>	*	0%	*	-	-	-	-	7%	-	-	7%	7%	14%	0%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	27%	21%	<b>15%</b>	11%	10%	*	-	-	-	*	14%	*	*	16%	14%	15%	-	-	*	-	-
	Female	25%	19%	<b>3%</b>	4%	0%	-	-	*	-	*	3%	*	-	3%	0%	-	3%	-	*	-	*
Grade 5	All	26%	23%	<b>25%</b>	13%	38%	*	*	*	-	*	18%	75%	*	28%	20%	19%	29%	-	-	-	-
Reading	Students																					
	CWD	9%	7%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>28%</b>	15%	38%	*	*	*	-	*	20%	86%	-	28%	22%	24%	30%	-	-	-	-
	EL	12%	8%	<b>20%</b>	*	*	*	*	-	-	-	11%	*	*	22%	20%	*	*	-	-	-	-
	Male	24%	21%	<b>19%</b>	6%	*	*	-	*	-	*	13%	*	*	24%	*	19%	-	-	-	-	-
	Female	28%	25%	<b>29%</b>	17%	45%	*	*	-	-	*	21%	*	*	30%	*	-	29%	-	-	-	-
Mathematics	All	30%	24%	<b>20%</b>	15%	18%	*	*	*	-	*	16%	50%	*	22%	27%	15%	23%	-	-	-	-
	Students																					
	CWD	13%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	26%	<b>22%</b>	18%	19%	*	*	*	-	*	18%	57%	-	22%	33%	19%	24%	-	-	-	-
	EL	19%	13%	<b>27%</b>	*	*	*	*	-	-	-	20%	*	*	33%	27%	*	*	-	-	-	-
	Male	29%	24%	<b>15%</b>	0%	*	*	-	*	-	*	8%	*	*	19%	*	15%	-	-	-	-	-
	Female	30%	24%	<b>23%</b>	26%	17%	*	*	-	-	*	21%	*	*	24%	*	-	23%	-	-	-	-
Science	All	16%	13%	<b>11%</b>	3%	12%	*	*	*	-	*	7%	38%	*	10%	18%	22%	3%	-	-	-	-
	Students																					
	CWD	9%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>10%</b>	3%	13%	*	*	*	-	*	8%	29%	-	10%	22%	24%	3%	-	-	-	-
	EL	7%	4%	<b>18%</b>	*	*	*	*	-	-	-	10%	*	*	22%	18%	*	*	-	-	-	-
	Male	18%	14%	<b>22%</b>	6%	*	*	-	*	-	*	13%	*	*	24%	*	22%	-	-	-	-	-
	Female	15%	12%	<b>3%</b>	0%	8%	*	*	-	-	*	3%	*	*	3%	*	-	3%	-	-	-	-
Grade 6	All	18%	17%	<b>13%</b>	7%	20%	*	-	*	-	-	11%	23%	*	13%	11%	3%	18%	-	-	-	-
Reading	Students																					
	CWD	8%	6%	*	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	20%	19%	<b>13%</b>	7%	20%	*	-	*	-	-	11%	23%	-	13%	11%	3%	19%	-	-	-	-
	EL	4%	5%	<b>11%</b>	-	14%	*	-	*	-	-	13%	*	-	11%	11%	*	*	-	-	-	-
	Male	15%	13%	<b>3%</b>	6%	0%	*	-	*	-	-	0%	13%	-	3%	*	3%	-	-	-	-	-
	Female	22%	22%	<b>18%</b>	8%	30%	*	-	*	-	-	16%	40%	*	19%	*	-	18%	-	-	-	-
Mathematics	All	18%	21%	<b>11%</b>	8%	12%	*	-	*	-	-	10%	20%	*	13%	0%	0%	20%	-	*	-	-
	Students																					
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	19%	22%	<b>13%</b>	10%	13%	*	-	*	-	-	11%	21%	-	13%	0%	0%	20%	-	-	-	-
	EL	6%	9%	<b>0%</b>	*	0%	*	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	18%	21%	<b>0%</b>	0%	0%	*	-	*	-	-	0%	0%	*	0%	*	0%	-	-	*	-	-
	Female	17%	21%	<b>20%</b>	15%	19%	*	-	*	-	-	15%	60%	*	20%	*	-	20%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades		All Subjects	All	77%	72%	<b>70%</b>	65%	70%	97%	*	96%	-	79%	68%	81%	24%	73%	75%	67%	72%	-	*	-	*
	Students																							

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	45%	38%	<b>24%</b>	*	*	*	-	-	-	19%	*	24%	-	*	25%	*	-	*	-
	CWOD	80%	76%	<b>73%</b>	70%	71%	97%	*	96%	-	79%	83%	-	73%	79%	72%	74%	-	*	-
	EL	60%	59%	<b>75%</b>	63%	74%	100%	*	88%	-	74%	100%	*	79%	75%	76%	75%	-	-	-
	Male	74%	69%	<b>67%</b>	61%	66%	100%	-	92%	-	86%	65%	79%	25%	72%	76%	67%	-	*	-
	Female	79%	76%	<b>72%</b>	69%	71%	93%	*	100%	-	71%	82%	*	74%	75%	-	72%	-	*	-
Reading	All	73%	68%	<b>65%</b>	60%	64%	93%	*	100%	-	*	63%	79%	*	68%	73%	59%	70%	-	*
	Students																			
	CWD	39%	32%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	77%	72%	<b>68%</b>	64%	66%	93%	*	100%	-	*	66%	81%	-	68%	76%	62%	72%	-	*
	EL	52%	51%	<b>73%</b>	62%	69%	100%	*	*	-	-	71%	*	*	76%	73%	73%	73%	-	-
	Male	69%	64%	<b>59%</b>	53%	52%	100%	-	100%	-	*	56%	76%	*	62%	73%	59%	-	-	-
	Female	77%	73%	<b>70%</b>	66%	70%	83%	*	100%	-	*	68%	82%	*	72%	73%	-	70%	-	*
Mathematics	All	80%	75%	<b>75%</b>	71%	75%	100%	*	91%	-	83%	74%	81%	33%	78%	80%	75%	75%	-	*
	Students																			
	CWD	52%	42%	<b>33%</b>	*	*	*	-	-	-	33%	*	33%	-	*	36%	*	-	*	-
	CWOD	83%	79%	<b>78%</b>	75%	77%	100%	*	91%	-	83%	77%	85%	-	78%	84%	80%	77%	-	*
	EL	70%	69%	<b>80%</b>	67%	80%	100%	*	*	-	-	78%	*	*	84%	80%	82%	78%	-	-
	Male	78%	73%	<b>75%</b>	70%	76%	100%	-	*	-	*	74%	79%	36%	80%	82%	75%	-	-	-
	Female	82%	78%	<b>75%</b>	72%	74%	100%	*	100%	-	*	74%	82%	*	77%	78%	-	75%	-	*
Science	All	79%	74%	<b>70%</b>	63%	71%	*	*	*	-	*	67%	88%	*	76%	64%	67%	72%	-	-
	Students																			
	CWD	48%	40%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	82%	78%	<b>76%</b>	74%	69%	*	*	*	-	*	75%	86%	-	76%	67%	81%	73%	-	-
	EL	58%	57%	<b>64%</b>	*	*	*	*	-	-	-	60%	*	*	67%	64%	*	*	-	-
	Male	78%	72%	<b>67%</b>	53%	*	*	-	*	-	*	63%	*	*	81%	*	67%	-	-	-
	Female	80%	77%	<b>72%</b>	70%	67%	*	*	-	-	*	71%	*	*	73%	*	-	72%	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>37%</b>	32%	33%	76%	*	79%	-	36%	34%	54%	10%	39%	39%	31%	41%	-	*
	Students																			
	CWD	23%	19%	<b>10%</b>	*	*	*	-	-	-	3%	*	10%	-	*	14%	*	-	*	-
	CWOD	50%	45%	<b>39%</b>	35%	34%	74%	*	79%	-	36%	37%	54%	-	39%	42%	33%	42%	-	*
	EL	26%	25%	<b>39%</b>	23%	37%	73%	*	50%	-	-	37%	71%	*	42%	39%	37%	41%	-	-
	Male	45%	40%	<b>31%</b>	27%	21%	65%	-	83%	-	29%	28%	49%	14%	33%	37%	31%	-	-	-
	Female	50%	45%	<b>41%</b>	36%	39%	93%	*	75%	-	43%	39%	59%	*	42%	41%	-	41%	-	*
Reading	All	46%	41%	<b>36%</b>	31%	34%	67%	*	73%	-	*	34%	50%	*	37%	38%	29%	41%	-	*
	Students																			
	CWD	22%	18%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	48%	44%	<b>37%</b>	33%	35%	64%	*	73%	-	*	36%	50%	-	37%	40%	30%	42%	-	*
	EL	21%	21%	<b>38%</b>	23%	38%	60%	*	*	-	-	37%	*	*	40%	38%	32%	43%	-	-
	Male	41%	37%	<b>29%</b>	26%	19%	56%	-	80%	-	*	27%	41%	*	30%	32%	29%	-	-	-
	Female	50%	47%	<b>41%</b>	36%	41%	83%	*	67%	-	*	39%	59%	*	42%	43%	-	41%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
Mathematics	All	48%	42%	<b>38%</b>	34%	33%	80%	*	82%	-	33%	36%	50%	10%	40%	43%	34%	41%	-	*	-	*		
	Students																							
	CWD	26%	21%	<b>10%</b>	*	*	*	-	-	-	-	6%	*	10%	-	*	14%	*	-	*	-	-	-	
	CWOD	51%	45%	<b>40%</b>	37%	35%	79%	*	82%	-	33%	39%	52%	-	40%	46%	37%	43%	-	*	-	-	*	
	EL	33%	31%	<b>43%</b>	27%	40%	80%	*	*	-	-	41%	*	*	46%	43%	41%	44%	-	-	-	-	-	
	Male	47%	41%	<b>34%</b>	32%	24%	67%	-	*	-	*	32%	47%	14%	37%	41%	34%	-	-	*	-	-	-	
	Female	49%	44%	<b>41%</b>	35%	38%	100%	*	83%	-	*	39%	53%	*	43%	44%	-	41%	-	*	-	-	*	
Science	All	49%	46%	<b>35%</b>	25%	29%	*	*	*	-	*	28%	88%	*	38%	27%	26%	41%	-	-	-	-	-	
	Students																							
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	52%	49%	<b>38%</b>	29%	31%	*	*	*	-	*	31%	86%	-	38%	33%	29%	43%	-	-	-	-	-	-
	EL	21%	20%	<b>27%</b>	*	*	*	*	-	-	-	20%	*	*	33%	27%	*	*	-	-	-	-	-	-
	Male	50%	45%	<b>26%</b>	12%	*	*	-	*	-	*	17%	*	*	29%	*	26%	-	-	-	-	-	-	-
	Female	49%	46%	<b>41%</b>	35%	33%	*	*	-	-	35%	*	*	43%	*	-	41%	-	-	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>15%</b>	11%	14%	38%	*	46%	-	21%	13%	31%	2%	16%	15%	13%	16%	-	*	-	*	
	Students																						
	CWD	8%	5%	<b>2%</b>	*	*	*	-	-	-	-	0%	*	2%	-	*	4%	*	-	*	-	-	-
	CWOD	23%	20%	<b>16%</b>	12%	15%	39%	*	46%	-	21%	13%	32%	-	16%	17%	14%	17%	-	*	-	-	*
	EL	9%	8%	<b>15%</b>	3%	12%	64%	*	25%	-	-	12%	71%	*	17%	15%	18%	13%	-	-	-	-	-
	Male	20%	17%	<b>13%</b>	9%	10%	40%	-	50%	-	14%	11%	28%	4%	14%	18%	13%	-	-	*	-	-	-
	Female	22%	20%	<b>16%</b>	13%	17%	36%	*	42%	-	29%	14%	33%	*	17%	13%	-	16%	-	*	-	-	*
Reading	All	19%	16%	<b>18%</b>	13%	19%	47%	*	36%	-	*	16%	35%	*	19%	17%	15%	20%	-	*	-	*	
	Students																						
	CWD	7%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	20%	18%	<b>19%</b>	14%	20%	50%	*	36%	-	*	16%	38%	-	19%	18%	16%	21%	-	*	-	-	*
	EL	7%	7%	<b>17%</b>	0%	17%	60%	*	*	-	-	14%	*	*	18%	17%	18%	17%	-	-	-	-	-
	Male	16%	13%	<b>15%</b>	11%	11%	33%	-	40%	-	*	12%	29%	*	16%	18%	15%	-	-	*	-	-	-
	Female	22%	20%	<b>20%</b>	14%	23%	67%	*	33%	-	*	18%	41%	*	21%	17%	-	20%	-	*	-	-	*
Mathematics	All	23%	20%	<b>13%</b>	11%	10%	27%	*	45%	-	17%	11%	25%	0%	14%	13%	10%	15%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-	-
	CWOD	25%	21%	<b>14%</b>	12%	11%	29%	*	45%	-	17%	12%	27%	-	14%	14%	11%	16%	-	*	-	-	*
	EL	13%	11%	<b>13%</b>	7%	7%	60%	*	*	-	-	10%	*	*	14%	13%	14%	13%	-	-	-	-	-
	Male	23%	19%	<b>10%</b>	7%	7%	33%	-	*	-	*	9%	16%	0%	11%	14%	10%	-	-	*	-	-	-
	Female	24%	20%	<b>15%</b>	14%	12%	17%	*	50%	-	*	13%	35%	*	16%	13%	-	15%	-	*	-	-	*
Science	All	22%	20%	<b>11%</b>	3%	12%	*	*	*	-	*	7%	38%	*	10%	18%	22%	3%	-	-	-	-	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	22%	<b>10%</b>	3%	13%	*	*	*	-	*	8%	29%	-	10%	22%	24%	3%	-	-	-	-	-
	EL	5%	5%	<b>18%</b>	*	*	*	*	-	-	-	10%	*	*	22%	18%	*	*	-	-	-	-	-
	Male	23%	20%	<b>22%</b>	6%	*	*	-	*	-	*	13%	*	*	24%	*	22%	-	-	-	-	-	-
	Female	21%	20%	<b>3%</b>	0%	8%	*	*	-	-	3%	*	*	3%	*	-	3%	-	-	-	-	-	



State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Reading</b>											
All Students	60	62	54	65	*	83	-	*	60	69	67
CWD	69	83	*	*	-	-	-	-	71	69	*
CWOD	59	60	55	67	*	83	-	*	59	-	66
EL	67	88	56	*	*	-	-	-	66	*	67
Male	56	58	48	*	-	*	-	*	58	*	63
Female	62	64	57	*	*	*	-	*	60	*	70
<b>Mathematics</b>											
All Students	63	66	58	60	*	*	-	*	62	72	71
CWD	72	77	*	*	-	-	-	-	75	72	*
CWOD	62	65	58	56	*	*	-	*	61	-	73
EL	71	78	70	*	*	-	-	-	73	*	71
Male	68	69	62	71	-	*	-	*	68	75	83
Female	59	63	56	*	*	*	-	*	57	*	61

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>109</b>	<b>37</b>	<b>34%</b>

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	41	36	39	70	*	74	-	*	38	*	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	American			Indian		Islander	More	Disadv	Econ						
Participation Rate									Races		Disadv						
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	99%	97%	100%	100%	*	100%	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	99%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	98%	100%	99%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	-	100%	100%	100%	-	100%	98%	100%	99%	-
	EL	98%	93%	100%	100%	*	*	-	-	98%	*	*	98%	98%	100%	97%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	100%	100%	*	100%	-	*	99%	100%	100%	99%	97%	-	99%	-
Science	All Students	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	-	-	*	100%	100%	*	100%	100%	100%	-	100%
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	1%	3%	0%	0%	*	0%	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	1%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	2%	0%	1%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	-	0%	0%	0%	-	0%	2%	0%	1%	-
	EL	2%	7%	0%	0%	*	*	-	-	2%	*	*	2%	2%	0%	3%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	1%	0%	0%	*	0%	-	*	1%	0%	0%	1%	3%	-	1%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	*	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	*	*	*	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	0%	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	34	26	*	*	*	*	*	*	*		
	Female	14	8	*	*	*	*	*	*	*		
	Total	48	34	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	27	19	*	*	*	*	*	*	5		
	Female	9	5	*	*	*	*	*	*	*		
	Total	36	24	*	*	*	*	*	*	5		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	10	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	12	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	14	6	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b> Chronic Absenteeism	Male	41	20	14	5	*	*	*	*	8	8	*
	Female	35	20	11	*	*	*	*	*	8	5	*
	Total	76	40	25	7	*	*	*	*	16	13	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or Alaska Native</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>EL</b>	<b>Students with Disabilities</b>
Preschool Programs	Male	40	23	8	*	*	5	*	*	14	*
	Female	44	26	11	*	*	5	*	*	20	*
	Total	84	49	19	*	*	10	*	*	34	*
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	9.0	24.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	3.0	8.7%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.6%

**All School  
Number      Percent**

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-



	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		Grade 8	Reading	Overall	29	24	44	40	26	32
Black	42			40	43	42	14	17	n/a	1
Hispanic	34			33	45	44	20	22	1	1
White	17			16	43	39	37	39	3	6
American Indian	*			37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12
Pacific Islander	*			35	*	42	*	22	*	2
Two or More Races	23			18	42	40	31	36	5	6
Econ Disadv	38			35	45	43	16	20	1	1
Students with Disabilities	65			61	29	29	6	9	n/a	1
English Language Learners	62		68	33	27	5	5	n/a	n/a	
Mathematics	Overall		30	30	37	36	24	24	9	10
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** HILL EL

**Campus ID:** 220901117

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17													
	Rates												41%	
	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17													
	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		Econ Disadv		CWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	CW	OD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military											
<b>STAAR Percent at Approaches Grade Level or Above</b>																																	
<b>Grade 3</b>																																	
Reading	All	77%	70%	<b>79%</b>	*	76%	86%	-	*	*	*	67%	88%	*	82%	80%	72%	85%	-	*	-	*											
	Students																																
	CWD	51%	46%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	*											
	CWOD	79%	72%	<b>82%</b>	*	76%	88%	-	*	*	*	71%	90%	-	82%	80%	77%	86%	-	*	-	-											
	EL	70%	69%	<b>80%</b>	-	75%	*	-	*	-	-	75%	*	-	80%	80%	*	*	-	*	-	-											
	Male	74%	68%	<b>72%</b>	*	80%	77%	-	*	*	*	63%	85%	*	77%	*	72%	-	-	*	-	*											
	Female	79%	73%	<b>85%</b>	*	71%	90%	-	*	-	-	67%	89%	*	86%	*	-	85%	-	*	-	-											
Mathematics	All	77%	71%	<b>79%</b>	*	71%	90%	-	*	*	*	70%	85%	*	82%	50%	78%	79%	-	*	-	*											
	Students																																
	CWD	52%	43%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	*											
	CWOD	80%	73%	<b>82%</b>	*	71%	93%	-	*	*	*	75%	87%	-	82%	50%	83%	81%	-	*	-	-											
	EL	74%	73%	<b>50%</b>	-	*	*	-	*	-	-	63%	*	-	50%	50%	*	*	-	*	-	-											
	Male	77%	70%	<b>78%</b>	*	80%	92%	-	*	*	*	68%	92%	*	83%	*	78%	-	-	*	-	*											
	Female	78%	71%	<b>79%</b>	*	*	90%	-	*	-	-	67%	82%	*	81%	*	-	79%	-	*	-	-											
<b>Grade 4</b>																																	
Reading	All	72%	67%	<b>85%</b>	*	95%	87%	*	*	-	*	74%	93%	*	84%	*	81%	88%	-	*	-	*											
	Students																																
	CWD	46%	47%	*	-	*	*	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-											
	CWOD	75%	69%	<b>84%</b>	*	95%	87%	*	*	-	*	71%	93%	-	84%	*	79%	88%	-	*	-	*											
	EL	60%	56%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-											
	Male	70%	64%	<b>81%</b>	*	100%	82%	-	-	-	*	70%	91%	*	79%	-	81%	-	-	*	-	-											
	Female	75%	70%	<b>88%</b>	*	93%	93%	*	*	-	*	78%	94%	-	88%	*	-	88%	-	*	-	*											
Mathematics	All	77%	74%	<b>87%</b>	*	95%	87%	*	*	-	86%	81%	91%	*	87%	*	81%	92%	-	*	-	*											
	Students																																
	CWD	49%	49%	*	-	*	*	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-											
	CWOD	81%	76%	<b>87%</b>	*	100%	87%	*	*	-	83%	82%	91%	-	87%	*	82%	92%	-	*	-	*											
	EL	72%	72%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-											
	Male	77%	72%	<b>81%</b>	*	83%	86%	-	-	-	*	80%	82%	*	82%	-	81%	-	-	*	-	-											
	Female	78%	76%	<b>92%</b>	*	93%	89%	*	*	-	*	78%	97%	-	92%	*	-	92%	-	*	-	*											
<b>Grade 5</b>																																	
Reading	All	83%	80%	<b>90%</b>	100%	78%	93%	-	-	*	*	75%	94%	60%	94%	*	83%	98%	-	*	-	*											
	Students																																
CWD	54%	47%	<b>60%</b>	-	63%	*	-	-	-	-	*	*	60%	-	-	*	*	-	-	-	-												

				African	American		Two or Non												Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDCW	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>94%</b>	100%	87%	95%	-	-	*	*	80%	97%	-	94%	*	88%	100%	-	*	-	*
	EL	73%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	-	-	-	-	-
	Male	81%	77%	<b>83%</b>	*	71%	86%	-	-	-	*	71%	88%	*	88%	*	83%	-	-	-	-	*
	Female	86%	82%	<b>98%</b>	*	89%	100%	-	-	*	*	83%	100%	*	100%	-	-	98%	-	*	-	*
Mathematics	All	90%	85%	<b>98%</b>	100%	96%	98%	-	-	*	*	90%	100%	100%	98%	*	96%	100%	-	*	-	*
	Students																					
	CWOD	70%	56%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	100%	-	-	100%	*	-	-	-	-
	CWOD	92%	89%	<b>98%</b>	100%	93%	98%	-	-	*	*	87%	100%	-	98%	*	95%	100%	-	*	-	*
	EL	86%	81%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	-	-	-	-	-
	Male	89%	84%	<b>96%</b>	*	93%	97%	-	-	-	*	86%	100%	100%	95%	*	96%	-	-	-	-	*
	Female	91%	86%	<b>100%</b>	*	100%	100%	-	-	*	*	100%	100%	*	100%	-	-	100%	-	*	-	*
Science	All	75%	69%	<b>84%</b>	75%	70%	91%	-	-	*	*	60%	90%	*	89%	*	81%	86%	-	*	-	*
	Students																					
	CWOD	48%	38%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	72%	<b>89%</b>	75%	87%	93%	-	-	*	*	73%	92%	-	89%	*	88%	90%	-	*	-	*
	EL	62%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	-	-	-	-	-
	Male	76%	69%	<b>81%</b>	*	71%	86%	-	-	-	*	71%	85%	*	88%	*	81%	-	-	-	-	*
	Female	75%	69%	<b>86%</b>	*	67%	96%	-	-	*	*	*	95%	*	90%	-	-	86%	-	*	-	*
Grade 6	All	68%	67%	<b>78%</b>	86%	73%	81%	*	*	*	*	72%	82%	56%	81%	*	68%	86%	-	-	-	*
	Students																					
	CWOD	35%	33%	<b>56%</b>	*	*	*	-	-	-	*	*	*	56%	-	-	*	*	-	-	-	-
	CWOD	71%	70%	<b>81%</b>	100%	71%	83%	*	*	*	*	77%	83%	-	81%	*	71%	88%	-	-	-	*
	EL	42%	46%	*	*	-	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	63%	61%	<b>68%</b>	*	70%	70%	*	-	-	*	57%	75%	*	71%	-	68%	-	-	-	-	-
	Female	72%	73%	<b>86%</b>	*	*	90%	-	*	*	*	83%	88%	*	88%	*	-	86%	-	-	-	*
Mathematics	All	76%	76%	<b>83%</b>	86%	80%	85%	-	*	*	*	81%	84%	78%	83%	*	84%	82%	-	-	-	*
	Students																					
	CWOD	50%	46%	<b>78%</b>	*	*	*	-	-	-	*	*	*	78%	-	-	86%	*	-	-	-	-
	CWOD	79%	80%	<b>83%</b>	*	79%	85%	-	*	*	*	84%	83%	-	83%	*	83%	83%	-	-	-	*
	EL	61%	67%	*	*	-	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	76%	76%	<b>84%</b>	*	80%	83%	-	-	-	*	71%	88%	86%	83%	-	84%	-	-	-	-	*
	Female	77%	77%	<b>82%</b>	*	*	87%	-	*	*	*	83%	81%	*	83%	*	-	82%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	All	43%	35%	<b>35%</b>	*	18%	48%	-	*	*	*	17%	49%	*	36%	20%	31%	38%	-	*	-	*
	Students																					
	CWOD	28%	21%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	*
	CWOD	44%	36%	<b>36%</b>	*	18%	48%	-	*	*	*	18%	49%	-	36%	20%	33%	38%	-	*	-	-
	EL	32%	32%	<b>20%</b>	-	13%	*	-	*	-	-	25%	*	-	20%	20%	*	*	-	*	-	-
	Male	40%	33%	<b>31%</b>	*	30%	38%	-	*	*	*	21%	46%	*	33%	*	31%	-	-	-	-	*
	Female	45%	37%	<b>38%</b>	*	0%	52%	-	*	-	-	8%	50%	*	38%	*	-	38%	-	*	-	-

					African	American		Pacific			Two or More	Econ	Non Econ							Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
Mathematics	All	46%	37%	<b>45%</b>	*	35%	52%	-	*	*	*	33%	54%	*	48%	20%	44%	46%	-	*	-	*
	Students																					
	CWD	30%	23%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	*
	CWOD	48%	38%	<b>48%</b>	*	35%	55%	-	*	*	*	36%	56%	-	48%	20%	47%	49%	-	*	-	-
	EL	39%	38%	<b>20%</b>	-	*	*	-	*	-	-	25%	*	-	20%	20%	*	*	-	*	-	-
	Male	47%	38%	<b>44%</b>	*	40%	54%	-	*	*	*	26%	69%	*	47%	*	44%	-	-	*	-	*
	Female	45%	35%	<b>46%</b>	*	*	52%	-	*	-	-	42%	46%	*	49%	*	-	46%	-	*	-	-
Grade 4	All	45%	40%	<b>62%</b>	*	71%	67%	*	*	-	*	39%	78%	*	63%	*	50%	72%	-	*	-	*
	Students																					
	CWD	28%	30%	*	-	*	*	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	47%	41%	<b>63%</b>	*	70%	70%	*	*	-	*	38%	78%	-	63%	*	50%	72%	-	*	-	*
	EL	29%	28%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	43%	39%	<b>50%</b>	*	50%	57%	-	-	-	*	30%	68%	*	50%	-	50%	-	-	*	-	-
	Female	47%	42%	<b>72%</b>	*	80%	78%	*	*	-	*	50%	84%	-	72%	*	-	72%	-	*	-	*
Mathematics	All	48%	40%	<b>54%</b>	*	60%	56%	*	*	-	43%	43%	61%	*	54%	*	50%	57%	-	*	-	*
	Students																					
	CWD	29%	30%	*	-	*	*	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	50%	42%	<b>54%</b>	*	63%	57%	*	*	-	33%	42%	61%	-	54%	*	50%	57%	-	*	-	*
	EL	38%	35%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	48%	41%	<b>50%</b>	*	50%	54%	-	-	-	*	35%	64%	*	50%	-	50%	-	-	*	-	-
	Female	47%	40%	<b>57%</b>	*	60%	59%	*	*	-	*	50%	59%	-	57%	*	-	57%	-	*	-	*
Grade 5	All	53%	49%	<b>69%</b>	50%	43%	82%	-	-	*	*	35%	79%	30%	74%	*	60%	79%	-	*	-	*
	Students																					
	CWD	30%	25%	<b>30%</b>	-	25%	*	-	-	-	*	*	30%	-	-	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>74%</b>	50%	53%	84%	-	-	*	*	40%	82%	-	74%	*	66%	83%	-	*	-	*
	EL	35%	30%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	-	-	-	-	-
	Male	50%	46%	<b>60%</b>	*	36%	72%	-	-	-	*	43%	68%	*	66%	*	60%	-	-	-	-	*
	Female	56%	51%	<b>79%</b>	*	56%	93%	-	-	*	*	17%	89%	*	83%	-	-	79%	-	*	-	*
Mathematics	All	57%	50%	<b>62%</b>	50%	43%	70%	-	-	*	*	30%	70%	10%	68%	*	67%	56%	-	*	-	*
	Students																					
	CWD	34%	24%	<b>10%</b>	-	13%	*	-	-	-	-	20%	0%	10%	-	-	14%	*	-	-	-	-
	CWOD	60%	52%	<b>68%</b>	50%	60%	73%	-	-	*	*	33%	76%	-	68%	*	76%	60%	-	*	-	*
	EL	46%	39%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	57%	49%	<b>67%</b>	*	43%	76%	-	-	-	*	36%	79%	14%	76%	*	67%	-	-	-	-	*
	Female	58%	50%	<b>56%</b>	*	44%	64%	-	-	*	*	17%	62%	*	60%	-	-	56%	-	*	-	*
Science	All	40%	34%	<b>56%</b>	38%	48%	61%	-	-	*	*	45%	59%	*	60%	*	65%	47%	-	*	-	*
	Students																					
	CWD	25%	18%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	42%	35%	<b>60%</b>	38%	67%	62%	-	-	*	*	53%	62%	-	60%	*	73%	48%	-	*	-	*
	EL	24%	18%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	42%	35%	<b>65%</b>	*	50%	72%	-	-	-	*	57%	68%	*	73%	*	65%	-	-	-	-	*
	Female	38%	32%	<b>47%</b>	*	44%	50%	-	-	*	*	*	51%	*	48%	-	-	47%	-	*	-	*



					African	American	Pacific	Two or More	Econ	Non Econ										Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 6 Reading	All	38%	37%	<b>49%</b>	29%	27%	58%	*	*	*	*	34%	58%	44%	49%	*	37%	59%	-	-	-	*		
	Students																							
	CWD	22%	22%	<b>44%</b>	*	*	*	-	-	-	*	*	*	44%	-	-	*	*	-	-	-	-	-	
	CWOD	40%	38%	<b>49%</b>	20%	29%	58%	*	*	*	*	35%	57%	-	49%	*	35%	60%	-	-	-	-	*	
	EL	14%	15%	*	*	-	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-	-
	Female	42%	42%	<b>59%</b>	*	*	67%	-	*	*	*	50%	65%	*	60%	*	-	59%	-	-	-	-	-	*
Mathematics	All	43%	46%	<b>58%</b>	43%	40%	68%	-	*	*	*	45%	66%	67%	57%	*	57%	59%	-	-	-	*		
	Students																							
	CWD	23%	27%	<b>67%</b>	*	*	*	-	-	-	*	*	*	67%	-	-	71%	*	-	-	-	-	-	-
	CWOD	46%	48%	<b>57%</b>	*	36%	69%	-	*	*	*	44%	64%	-	57%	*	53%	60%	-	-	-	-	-	*
	EL	24%	31%	*	*	-	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-	-
	Female	42%	46%	<b>59%</b>	*	*	67%	-	*	*	*	56%	62%	*	60%	*	-	59%	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3 Reading	All	24%	19%	<b>18%</b>	*	6%	26%	-	*	*	*	7%	27%	*	18%	10%	16%	21%	-	*	-	*		
	Students																							
	CWD	9%	7%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	*	-	*	
	CWOD	26%	20%	<b>18%</b>	*	6%	25%	-	*	*	*	7%	26%	-	18%	10%	17%	19%	-	-	*	-	-	-
	EL	15%	16%	<b>10%</b>	-	0%	*	-	*	-	-	13%	*	-	10%	10%	*	*	-	-	*	-	-	-
	Female	26%	20%	<b>21%</b>	*	0%	28%	-	*	-	-	8%	25%	*	19%	*	-	21%	-	-	*	-	-	-
Mathematics	All	22%	15%	<b>18%</b>	*	6%	24%	-	*	*	*	10%	24%	*	19%	0%	19%	18%	-	*	-	*		
	Students																							
	CWD	12%	5%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	*	-	-	*	-	*	
	CWOD	24%	16%	<b>19%</b>	*	6%	25%	-	*	*	*	11%	26%	-	19%	0%	20%	19%	-	-	*	-	-	-
	EL	17%	16%	<b>0%</b>	-	*	*	-	*	-	-	0%	*	-	0%	0%	*	*	-	-	*	-	-	-
	Female	21%	14%	<b>18%</b>	*	*	24%	-	*	-	-	17%	18%	*	19%	*	-	18%	-	-	*	-	-	-
Grade 4 Reading	All	23%	19%	<b>40%</b>	*	52%	45%	*	*	-	*	21%	54%	*	42%	*	24%	54%	-	*	-	*		
	Students																							
	CWD	9%	9%	*	-	*	*	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	-	-
	CWOD	25%	20%	<b>42%</b>	*	55%	47%	*	*	-	*	24%	54%	-	42%	*	26%	54%	-	-	*	-	-	*
	EL	12%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-	-
	Female	25%	21%	<b>54%</b>	*	67%	59%	*	*	-	*	33%	66%	-	54%	*	-	54%	-	-	*	-	-	-
Mathematics	All	26%	20%	<b>30%</b>	*	25%	36%	*	*	-	14%	19%	37%	*	31%	*	29%	31%	-	*	-	*		
	Students																							
	CWD	11%	10%	*	-	*	*	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	-	-
	EL	18%	14%	*	-	*	-	-	-	-	*	*	-	*	*	*	-	*	-	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	Male	27%	21%	<b>29%</b>	*	17%	39%	-	-	-	*	10%	45%	*	32%	-	29%	-	-	*	-	-	
	Female	25%	19%	<b>31%</b>	*	27%	33%	*	*	-	*	28%	31%	-	31%	*	-	31%	-	*	-	*	
Grade 5	All	26%	23%	<b>41%</b>	13%	22%	51%	-	-	*	*	20%	46%	10%	44%	*	35%	47%	-	*	-	*	
	Students																						
	CWD	9%	7%	<b>10%</b>	-	0%	*	-	-	-	-	*	*	10%	-	-	*	*	-	-	-	-	-
	CWOD	27%	24%	<b>44%</b>	13%	33%	51%	-	-	*	*	27%	48%	-	44%	*	41%	48%	-	*	-	*	
	EL	12%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	24%	21%	<b>35%</b>	*	7%	48%	-	-	-	*	21%	41%	*	41%	*	35%	-	-	-	-	*	
	Female	28%	25%	<b>47%</b>	*	44%	54%	-	-	*	*	17%	51%	*	48%	-	-	47%	-	*	-	*	
Mathematics	All	30%	24%	<b>24%</b>	13%	17%	28%	-	-	*	*	5%	30%	0%	27%	*	25%	23%	-	*	-	*	
	Students																						
	CWD	13%	7%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-	-
	CWOD	31%	26%	<b>27%</b>	13%	27%	29%	-	-	*	*	7%	32%	-	27%	*	29%	25%	-	*	-	*	
	EL	19%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	29%	24%	<b>25%</b>	*	14%	31%	-	-	-	*	7%	32%	0%	29%	*	25%	-	-	-	-	*	
	Female	30%	24%	<b>23%</b>	*	22%	25%	-	-	*	*	0%	27%	*	25%	-	-	23%	-	*	-	*	
Science	All	16%	13%	<b>25%</b>	25%	13%	28%	-	-	*	*	15%	28%	*	27%	*	27%	23%	-	*	-	*	
	Students																						
	CWD	9%	5%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	17%	14%	<b>27%</b>	25%	20%	27%	-	-	*	*	20%	29%	-	27%	*	32%	23%	-	*	-	*	
	EL	7%	4%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	18%	14%	<b>27%</b>	*	7%	31%	-	-	-	*	21%	29%	*	32%	*	27%	-	-	-	-	*	
	Female	15%	12%	<b>23%</b>	*	22%	25%	-	-	*	*	*	27%	*	23%	-	-	23%	-	*	-	*	
Grade 6	All	18%	17%	<b>24%</b>	0%	7%	36%	*	*	*	*	13%	32%	11%	26%	*	16%	32%	-	-	-	*	
	Students																						
	CWD	8%	6%	<b>11%</b>	*	*	*	-	-	-	*	*	*	11%	-	-	*	*	-	-	-	-	-
	CWOD	20%	19%	<b>26%</b>	0%	7%	38%	*	*	*	*	15%	32%	-	26%	*	16%	33%	-	-	-	*	
	EL	4%	5%	*	*	-	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	15%	13%	<b>16%</b>	*	0%	26%	*	-	-	*	0%	25%	*	16%	-	16%	-	-	-	-	-	
	Female	22%	22%	<b>32%</b>	*	*	43%	-	*	*	*	22%	38%	*	33%	*	-	32%	-	-	-	*	
Mathematics	All	18%	21%	<b>27%</b>	0%	0%	40%	-	*	*	*	6%	40%	11%	29%	*	24%	30%	-	-	-	*	
	Students																						
	CWD	9%	7%	<b>11%</b>	*	*	*	-	-	-	*	*	*	11%	-	-	14%	*	-	-	-	-	
	CWOD	19%	22%	<b>29%</b>	*	0%	42%	-	*	*	*	8%	40%	-	29%	*	27%	31%	-	-	-	*	
	EL	6%	9%	*	*	-	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	18%	21%	<b>24%</b>	*	0%	39%	-	-	-	*	0%	38%	14%	27%	-	24%	-	-	-	-	*	
	Female	17%	21%	<b>30%</b>	*	*	40%	-	*	*	*	11%	42%	*	31%	*	-	30%	-	-	-	*	

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>85%</b>	75%	82%	89%	*	70%	*	73%	74%	90%	64%	87%	69%	81%	89%	-	79%	-	81%
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				African	American	Two or Non	Econ	Non											Foster				
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWD	45%	38%	<b>64%</b>	*	68%	71%	-	-	*	59%	72%	64%	-	-	66%	53%	-	*	-	*		
	CWOD	80%	76%	<b>87%</b>	78%	85%	90%	*	70%	*	83%	77%	91%	-	87%	69%	83%	90%	-	92%	-	89%	
	EL	60%	59%	<b>69%</b>	*	67%	*	-	*	-	73%	*	-	69%	69%	63%	75%	-	*	-	-		
	Male	74%	69%	<b>81%</b>	74%	80%	85%	*	*	*	71%	71%	88%	66%	83%	63%	81%	-	*	-	*		
	Female	79%	76%	<b>89%</b>	74%	85%	93%	*	83%	*	77%	78%	93%	53%	90%	75%	-	89%	-	80%	-	88%	
Reading	All	73%	68%	<b>83%</b>	75%	82%	87%	*	*	*	64%	72%	90%	59%	85%	72%	77%	89%	-	83%	-	78%	
	Students																						
	CWD	39%	32%	<b>59%</b>	*	70%	64%	-	-	-	*	56%	60%	59%	-	-	60%	*	-	*	-	*	
	CWOD	77%	72%	<b>85%</b>	80%	83%	88%	*	*	*	73%	74%	91%	-	85%	72%	79%	91%	-	100%	-	88%	
	EL	52%	51%	<b>72%</b>	*	67%	*	-	*	-	73%	*	-	72%	72%	63%	80%	-	*	-	-		
	Male	69%	64%	<b>77%</b>	73%	78%	80%	*	*	*	63%	66%	85%	60%	79%	63%	77%	-	*	-	*		
	Female	77%	73%	<b>89%</b>	71%	86%	93%	*	*	*	79%	79%	93%	*	91%	80%	-	89%	-	*	-	86%	
Mathematics	All	80%	75%	<b>87%</b>	75%	87%	90%	*	*	*	79%	80%	91%	78%	88%	67%	86%	89%	-	*	-	78%	
	Students																						
	CWD	52%	42%	<b>78%</b>	*	90%	82%	-	-	-	*	67%	90%	78%	-	-	80%	63%	-	*	-	*	
	CWOD	83%	79%	<b>88%</b>	76%	86%	91%	*	*	*	91%	81%	91%	-	88%	67%	86%	89%	-	*	-	88%	
	EL	70%	69%	<b>67%</b>	*	67%	*	-	*	-	73%	*	-	67%	67%	63%	70%	-	*	-	-		
	Male	78%	73%	<b>86%</b>	73%	85%	89%	-	*	*	75%	77%	91%	80%	86%	63%	86%	-	*	-	*		
	Female	82%	78%	<b>89%</b>	71%	89%	91%	*	*	*	83%	83%	91%	63%	89%	70%	-	89%	-	*	-	86%	
Science	All	79%	74%	<b>84%</b>	75%	70%	91%	-	-	*	*	60%	90%	*	89%	*	81%	86%	-	*	-	*	
	Students																						
	CWD	48%	40%	*	-	*	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
	CWOD	82%	78%	<b>89%</b>	75%	87%	93%	-	-	*	*	73%	92%	-	89%	*	88%	90%	-	*	-	*	
	EL	58%	57%	*	-	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-	
	Male	78%	72%	<b>81%</b>	*	71%	86%	-	-	-	*	71%	85%	*	88%	*	81%	-	-	-	-	*	
	Female	80%	77%	<b>86%</b>	*	67%	96%	-	-	*	*	*	95%	*	90%	-	-	86%	-	*	-	*	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>55%</b>	34%	44%	63%	*	60%	*	50%	36%	65%	33%	57%	28%	53%	58%	-	57%	-	33%	
	Students																						
	CWD	23%	19%	<b>33%</b>	*	21%	42%	-	-	-	*	31%	36%	33%	-	-	34%	26%	-	*	-	*	
	CWOD	50%	45%	<b>57%</b>	33%	49%	65%	*	60%	*	54%	37%	67%	-	57%	28%	55%	59%	-	67%	-	37%	
	EL	26%	25%	<b>28%</b>	*	24%	*	-	*	-	33%	*	-	28%	28%	32%	25%	-	*	-	-		
	Male	45%	40%	<b>53%</b>	35%	39%	62%	*	*	*	47%	32%	66%	34%	55%	32%	53%	-	*	-	*		
	Female	50%	45%	<b>58%</b>	32%	50%	64%	*	67%	*	54%	41%	64%	26%	59%	25%	-	58%	-	60%	-	31%	
Reading	All	46%	41%	<b>55%</b>	29%	42%	65%	*	*	*	43%	32%	68%	37%	57%	22%	46%	63%	-	50%	-	33%	
	Students																						
	CWD	22%	18%	<b>37%</b>	*	30%	45%	-	-	-	*	28%	50%	37%	-	-	35%	*	-	*	-	*	
	CWOD	48%	44%	<b>57%</b>	28%	44%	66%	*	*	*	45%	32%	69%	-	57%	22%	48%	64%	-	60%	-	38%	
	EL	21%	21%	<b>22%</b>	*	20%	*	-	*	-	27%	*	-	22%	22%	25%	20%	-	*	-	-		
	Male	41%	37%	<b>46%</b>	27%	33%	57%	*	*	*	38%	27%	60%	35%	48%	25%	46%	-	*	-	*		
	Female	50%	47%	<b>63%</b>	29%	53%	72%	*	*	*	38%	38%	74%	*	64%	20%	-	63%	-	*	-	43%	

					African	American		American	Pacific	Two	More	Econ	Non							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Mathematics	All	48%	42%	<b>55%</b>	39%	45%	62%	*	*	*	50%	39%	64%	33%	57%	33%	55%	55%	-	*	-	33%	
	Students																						
	CWD	26%	21%	<b>33%</b>	*	20%	36%	-	-	-	*	33%	30%	33%	-	-	40%	13%	-	*	-	*	
	CWOD	51%	45%	<b>57%</b>	36%	49%	64%	*	*	*	55%	40%	66%	-	57%	33%	58%	57%	-	*	-	38%	
	EL	33%	31%	<b>33%</b>	*	27%	*	-	*	-	-	40%	*	-	33%	33%	38%	30%	-	*	-	-	
	Female	49%	44%	<b>55%</b>	36%	49%	61%	*	*	*	50%	48%	58%	13%	57%	30%	-	55%	-	*	-	29%	
Science	All	49%	46%	<b>56%</b>	38%	48%	61%	-	-	*	*	45%	59%	*	60%	*	65%	47%	-	*	-	*	
	Students																						
	CWD	23%	18%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>60%</b>	38%	67%	62%	-	-	*	*	53%	62%	-	60%	*	73%	48%	-	*	-	*	
	EL	21%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Female	49%	46%	<b>47%</b>	*	44%	50%	-	-	*	*	*	51%	*	48%	-	-	47%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>28%</b>	8%	18%	35%	*	30%	*	27%	13%	36%	8%	30%	8%	25%	31%	-	43%	-	24%	
	Students																						
	CWD	8%	5%	<b>8%</b>	*	0%	21%	-	-	-	*	0%	20%	8%	-	-	4%	16%	-	*	-	*	
	CWOD	23%	20%	<b>30%</b>	9%	21%	36%	*	30%	*	33%	16%	37%	-	30%	8%	28%	32%	-	50%	-	26%	
	EL	9%	8%	<b>8%</b>	*	6%	*	-	*	-	-	9%	*	-	8%	8%	11%	5%	-	*	-	-	
	Female	22%	20%	<b>31%</b>	3%	29%	37%	*	17%	*	38%	19%	36%	16%	32%	5%	-	31%	-	40%	-	25%	
Reading	All	19%	16%	<b>32%</b>	4%	24%	41%	*	*	*	21%	15%	41%	11%	34%	11%	24%	39%	-	50%	-	22%	
	Students																						
	CWD	7%	5%	<b>11%</b>	*	0%	27%	-	-	-	*	0%	30%	11%	-	-	5%	*	-	*	-	*	
	CWOD	20%	18%	<b>34%</b>	4%	27%	41%	*	*	*	27%	17%	42%	-	34%	11%	26%	40%	-	60%	-	25%	
	EL	7%	7%	<b>11%</b>	*	7%	*	-	*	-	-	13%	*	-	11%	11%	13%	10%	-	*	-	-	
	Female	22%	20%	<b>39%</b>	0%	42%	46%	*	*	*	*	23%	46%	*	40%	10%	-	39%	-	*	-	29%	
Mathematics	All	23%	20%	<b>25%</b>	7%	13%	32%	*	*	*	21%	11%	33%	4%	27%	0%	25%	26%	-	*	-	33%	
	Students																						
	CWD	10%	5%	<b>4%</b>	*	0%	9%	-	-	-	*	0%	10%	4%	-	-	5%	0%	-	*	-	*	
	CWOD	25%	21%	<b>27%</b>	8%	15%	34%	*	*	*	27%	13%	34%	-	27%	0%	27%	27%	-	*	-	38%	
	EL	13%	11%	<b>0%</b>	*	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-	
	Female	24%	20%	<b>26%</b>	7%	17%	31%	*	*	*	33%	17%	29%	0%	27%	0%	-	26%	-	*	-	29%	
Science	All	22%	20%	<b>25%</b>	25%	13%	28%	-	-	*	*	15%	28%	*	27%	*	27%	23%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	24%	22%	<b>27%</b>	25%	20%	27%	-	-	*	*	20%	29%	-	27%	*	32%	23%	-	*	-	*	
	EL	5%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Female	21%	20%	<b>23%</b>	*	22%	25%	-	-	*	*	*	27%	*	23%	-	-	23%	-	*	-	*	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	71	69	73	72	*	*	*	71	68	71	69
CWD	71	*	78	63	-	-	-	*	81	71	-
CWOD	71	71	72	73	*	*	*	65	66	-	69
EL	69	*	71	-	-	-	-	-	79	-	69
Male	64	64	66	64	*	-	-	*	62	63	*
Female	78	75	81	80	*	*	*	*	76	100	*
<b>Mathematics</b>											
All Students	73	68	74	71	*	*	*	83	64	68	69
CWD	68	*	89	*	-	-	-	*	64	68	-
CWOD	73	70	71	73	*	*	*	80	64	-	69
EL	69	*	*	-	-	-	-	-	71	-	69
Male	73	68	71	74	-	-	-	*	57	68	*
Female	72	68	77	68	*	*	*	92	72	*	*

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
34	7	21%

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	39	48	62	*	*	*	50	41	35	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	Y					N	Y	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	N	N					N	Y	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	N	N					N	Y	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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	N	

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	American			Indian		Islander	More	Disadv	Econ						
Participation Rate									Races		Disadv						
All Subjects	All Students	99%	97%	99%	100%	*	100%	100%	100%	98%	100%	97%	100%	100%	100%	99%	-
	CWD	97%	75%	100%	100%	-	-	-	100%	95%	100%	97%	-	-	100%	89%	-
	CWOD	100%	100%	99%	100%	*	100%	100%	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	*	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	99%	94%	99%	100%	*	100%	100%	100%	97%	100%	89%	100%	100%	-	99%	-
Reading	All Students	100%	97%	100%	100%	*	100%	*	100%	99%	100%	96%	100%	100%	100%	99%	-
	CWD	96%	*	100%	100%	-	-	-	*	94%	100%	96%	-	-	100%	88%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	93%	100%	100%	*	*	*	100%	98%	100%	88%	100%	100%	-	99%	-
Mathematics	All Students	99%	97%	99%	100%	*	100%	*	100%	98%	100%	96%	99%	100%	99%	99%	-
	CWD	96%	*	100%	100%	-	-	-	*	94%	100%	96%	-	-	100%	88%	-
	CWOD	99%	100%	98%	100%	*	100%	*	100%	98%	100%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	*	-	*	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	*	*	*	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	93%	97%	100%	*	*	*	100%	96%	100%	88%	99%	100%	-	99%	-
Science	All Students	100%	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	-	100%	*	-
	CWOD	100%	100%	100%	100%	-	-	*	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	-	*	*	100%	100%	*	100%	-	-	100%	-
Non-Participation Rate																	
All Subjects	All Students	1%	3%	1%	0%	*	0%	0%	0%	2%	0%	3%	0%	0%	0%	1%	-
	CWD	3%	25%	0%	0%	-	-	-	0%	5%	0%	3%	-	-	0%	11%	-
	CWOD	0%	0%	1%	0%	*	0%	0%	0%	1%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	1%	0%	0%	0%	0%	0%	-	-
	Female	1%	6%	1%	0%	*	0%	0%	0%	3%	0%	11%	0%	0%	-	1%	-
Reading	All Students	0%	3%	0%	0%	*	0%	*	0%	1%	0%	4%	0%	0%	0%	1%	-
	CWD	4%	*	0%	0%	-	-	-	*	6%	0%	4%	-	-	0%	13%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	7%	0%	0%	*	*	*	0%	2%	0%	13%	0%	0%	-	1%	-
Mathematics	All Students	1%	3%	1%	0%	*	0%	*	0%	2%	0%	4%	1%	0%	1%	1%	-
	CWD	4%	*	0%	0%	-	-	-	*	6%	0%	4%	-	-	0%	13%	-
	CWOD	1%	0%	2%	0%	*	0%	*	0%	2%	0%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	*	*	*	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	7%	3%	0%	*	*	*	0%	4%	0%	13%	1%	0%	-	1%	-



		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	*	-	-	*	*	*	-	-	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	*	*	0%	0%	*	0%	-	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	16	*	5	11	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	18	*	7	11	*	*	*	*	*		
Out-of-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	21	*	5	14	*	*	*	*	*	*	5
	Female	29	*	8	17	*	*	*	*	*	5	*
	Total	50	*	13	31	*	*	*	*	*	7	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*

	<b>Total</b>
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	3.4	8.3%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	1.6%

**All School  
Number      Percent**

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>13</b>	<b>2%</b>
Reading	43,730	1%	378	1%	<b>6</b>	<b>2%</b>
Mathematics	39,178	1%	351	1%	<b>6</b>	<b>2%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
	Mathematics	Two or More Races	33	27	29	31	29	30	8	11	
		Econ Disadv	50	46	32	32	16	18	2	3	
		Students with Disabilities	70	68	20	20	9	10	1	2	
		English Language Learners	63	68	25	23	11	8	1	1	
		Overall	18	20	40	39	33	32	8	8	
		Black	30	37	46	44	22	17	3	2	
		Hispanic	21	29	45	44	29	23	5	3	
		White	9	12	32	37	46	40	13	11	
		American Indian	*	31	*	44	*	21	*	3	
		Asian	8	8	18	25	40	42	34	25	
	Pacific Islander	*	29	*	42	*	25	*	4		
	Two or More Races	13	15	30	39	41	35	17	11		
	Econ Disadv	23	31	46	44	25	22	4	3		
	Students with Disabilities	43	51	38	32	16	14	2	3		
	English Language Learners	29	47	44	39	23	13	4	2		
	Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
			Black	42	40	43	42	14	17	n/a	1
			Hispanic	34	33	45	44	20	22	1	1
			White	17	16	43	39	37	39	3	6
			American Indian	*	37	*	41	*	20	*	1
Asian			8	13	29	30	53	45	10	12	
Pacific Islander			*	35	*	42	*	22	*	2	
Two or More Races			23	18	42	40	31	36	5	6	
Econ Disadv			38	35	45	43	16	20	1	1	
Students with Disabilities			65	61	29	29	6	9	n/a	1	
English Language Learners		62	68	33	27	5	5	n/a	n/a		
Mathematics		Overall	30	30	37	36	24	24	9	10	
		Black	44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4	
		White	16	20	33	37	35	31	16	13	
		American Indian	*	44	*	38	*	14	*	4	
		Asian	3	12	19	24	37	32	40	32	
		Pacific Islander	*	36	*	39	*	18	*	6	
		Two or More Races	24	27	43	36	24	25	8	13	
		Econ Disadv	40	45	40	37	17	15	3	3	
	Students with Disabilities	67	69	23	22	8	7	2	2		
English Language Learners	61	71	32	23	7	5	1	1			

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94

Grade	Subject	Student Group	%
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** JOHNS EL  
**Campus ID:** 220901121  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>														44%
														46%
														46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American		Hispanic	White	American Indian		Pacific	Two	More	Econ	Non	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					Islander	Races			Disadv	Disadv	Econ	Econ													
<b>STAAR Percent at Approaches Grade Level or Above</b>																									
<b>Grade 3</b>																									
Reading	All	77%	70%	<b>63%</b>	48%	68%	*	-	*	-	*	64%	*	*	67%	75%	48%	76%	-	*	-	-			
	Students																								
	CWD	51%	46%	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-			
	CWOD	79%	72%	<b>67%</b>	52%	71%	*	-	-	-	*	67%	*	-	67%	78%	54%	78%	-	*	-	-			
	EL	70%	69%	<b>75%</b>	*	76%	*	-	*	-	-	76%	*	*	78%	75%	56%	89%	-	*	-	-			
	Male	74%	68%	<b>48%</b>	*	55%	*	-	*	-	-	48%	*	*	54%	56%	48%	-	-	*	-	-			
	Female	79%	73%	<b>76%</b>	62%	80%	*	-	-	-	*	79%	*	*	78%	89%	-	76%	-	*	-	-			
	Mathematics	All	77%	71%	<b>71%</b>	54%	77%	*	-	*	-	*	74%	*	*	75%	82%	61%	81%	-	*	-	-		
Students																									
CWD	52%	43%	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-			
CWOD	80%	73%	<b>75%</b>	61%	79%	*	-	-	-	*	76%	*	-	75%	83%	66%	82%	-	*	-	-				
EL	74%	73%	<b>82%</b>	*	82%	*	-	*	-	-	81%	*	*	83%	82%	72%	89%	-	*	-	-				
Male	77%	70%	<b>61%</b>	50%	65%	*	-	*	-	-	64%	*	*	66%	72%	61%	-	-	*	-	-				
Female	78%	71%	<b>81%</b>	57%	89%	*	-	-	-	*	83%	*	*	82%	89%	-	81%	-	*	-	-				
<b>Grade 4</b>																									
Reading	All	72%	67%	<b>72%</b>	72%	74%	*	-	*	-	-	73%	*	60%	73%	73%	63%	83%	-	*	-	-			
	Students																								
	CWD	46%	47%	<b>60%</b>	*	63%	-	-	-	-	-	67%	*	60%	-	*	*	*	-	-	-	-			
	CWOD	75%	69%	<b>73%</b>	75%	74%	*	-	*	-	-	73%	*	-	73%	73%	62%	85%	-	*	-	-			
	EL	60%	56%	<b>73%</b>	*	73%	-	-	*	-	-	76%	*	*	73%	73%	67%	82%	-	-	-	-			
	Male	70%	64%	<b>63%</b>	56%	65%	-	-	-	-	-	65%	*	*	62%	67%	63%	-	-	-	-	-			
	Female	75%	70%	<b>83%</b>	89%	87%	*	-	*	-	-	83%	*	*	85%	82%	-	83%	-	*	-	-			
	Mathematics	All	77%	74%	<b>71%</b>	71%	72%	*	-	*	-	-	71%	*	60%	72%	76%	63%	81%	-	*	-	-		
Students																									
CWD	49%	49%	<b>60%</b>	*	*	-	-	-	-	-	67%	*	60%	-	*	*	*	-	-	-	-				
CWOD	81%	76%	<b>72%</b>	67%	76%	*	-	*	-	-	72%	*	-	72%	77%	67%	79%	-	*	-	-				
EL	72%	72%	<b>76%</b>	*	76%	-	-	*	-	-	76%	*	*	77%	76%	74%	77%	-	-	-	-				
Male	77%	72%	<b>63%</b>	*	66%	-	-	-	-	-	63%	*	*	67%	74%	63%	-	-	-	-	-				
Female	78%	76%	<b>81%</b>	89%	83%	*	-	*	-	-	80%	*	*	79%	77%	-	81%	-	*	-	-				
<b>Grade 5</b>																									
Reading	All	83%	80%	<b>86%</b>	91%	84%	*	-	-	-	*	87%	78%	*	88%	85%	90%	82%	-	-	-	-			
	Students																								
CWD	54%	47%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-			

						African		American		Pacific		Two or Non Econ		Econ		Non Econ				Foster	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	87%	83%	<b>88%</b>	91%	87%	*	-	-	-	*	89%	78%	-	88%	84%	92%	85%	-	-	-
	EL	73%	70%	<b>85%</b>	*	84%	*	-	-	-	-	88%	71%	*	84%	85%	91%	81%	-	-	-
	Male	81%	77%	<b>90%</b>	90%	90%	-	-	-	-	-	94%	*	*	92%	91%	90%	-	-	-	-
	Female	86%	82%	<b>82%</b>	92%	78%	*	-	-	-	*	81%	*	*	85%	81%	-	82%	-	-	-
Mathematics	All	90%	85%	<b>86%</b>	79%	88%	*	-	-	-	*	86%	89%	71%	87%	92%	83%	88%	-	-	-
	Students																				
	CWD	70%	56%	<b>71%</b>	*	83%	-	-	-	-	*	71%	-	71%	-	*	*	*	-	-	-
	CWOD	92%	89%	<b>87%</b>	83%	88%	*	-	-	-	*	87%	89%	-	87%	91%	86%	88%	-	-	-
	EL	86%	81%	<b>92%</b>	*	91%	*	-	-	-	-	93%	86%	*	91%	92%	91%	92%	-	-	-
	Male	89%	84%	<b>83%</b>	67%	90%	-	-	-	-	-	83%	83%	*	86%	91%	83%	-	-	-	-
	Female	91%	86%	<b>88%</b>	92%	86%	*	-	-	-	*	88%	*	*	88%	92%	-	88%	-	-	-
Science	All	75%	69%	<b>74%</b>	83%	70%	*	-	-	-	*	75%	67%	*	78%	73%	76%	73%	-	-	-
	Students																				
	CWD	48%	38%	*	*	*	-	-	-	-	*	*	-	*	-	*	*	*	-	-	-
	CWOD	78%	72%	<b>78%</b>	87%	74%	*	-	-	-	*	79%	67%	-	78%	73%	82%	75%	-	-	-
	EL	62%	57%	<b>73%</b>	*	70%	*	-	-	-	-	76%	*	*	73%	73%	77%	69%	-	-	-
	Male	76%	69%	<b>76%</b>	75%	77%	-	-	-	-	-	78%	*	*	82%	77%	76%	-	-	-	-
	Female	75%	69%	<b>73%</b>	92%	65%	*	-	-	-	*	73%	*	*	75%	69%	-	73%	-	-	-
Grade 6	All	68%	67%	<b>63%</b>	59%	66%	*	*	*	-	-	65%	45%	*	64%	71%	52%	75%	-	*	-
	Reading																				
	Students																				
	CWD	35%	33%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-
	CWOD	71%	70%	<b>64%</b>	59%	69%	*	*	*	-	-	67%	45%	-	64%	75%	53%	77%	-	*	-
	EL	42%	46%	<b>71%</b>	*	69%	*	-	*	-	-	70%	*	*	75%	71%	65%	79%	-	-	-
	Male	63%	61%	<b>52%</b>	*	61%	*	*	*	-	-	55%	*	*	53%	65%	52%	-	-	*	-
	Female	72%	73%	<b>75%</b>	82%	73%	*	-	*	-	-	77%	*	*	77%	79%	-	75%	-	-	*
Mathematics	All	76%	76%	<b>68%</b>	70%	74%	*	*	*	-	-	71%	50%	*	71%	74%	61%	78%	-	*	-
	Students																				
	CWD	50%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	79%	80%	<b>71%</b>	73%	75%	*	*	*	-	-	73%	55%	-	71%	75%	63%	80%	-	*	-
	EL	61%	67%	<b>74%</b>	*	77%	*	-	*	-	-	73%	*	*	75%	74%	70%	79%	-	-	-
	Male	76%	76%	<b>61%</b>	58%	71%	*	*	*	-	-	64%	*	*	63%	70%	61%	-	-	*	-
	Female	77%	77%	<b>78%</b>	82%	77%	*	-	*	-	-	81%	*	*	80%	79%	-	78%	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																					
Grade 3																					
Reading	All	43%	35%	<b>27%</b>	24%	29%	*	-	*	-	*	28%	*	*	29%	33%	13%	39%	-	*	-
	Students																				
	CWD	28%	21%	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	44%	36%	<b>29%</b>	26%	30%	*	-	-	-	*	29%	*	-	29%	34%	15%	40%	-	*	-
	EL	32%	32%	<b>33%</b>	*	33%	*	-	*	-	-	34%	*	*	34%	33%	16%	46%	-	*	-
	Male	40%	33%	<b>13%</b>	*	16%	*	-	*	-	-	14%	*	*	15%	16%	13%	-	-	*	-
	Female	45%	37%	<b>39%</b>	38%	40%	*	-	-	-	*	40%	*	*	40%	46%	-	39%	-	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>24%</b>	15%	26%	*	-	*	-	*	26%	*	*	25%	33%	17%	31%	-	*	-	-
	Students																					
	CWD	30%	23%	*	*	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	*	-
	CWOD	48%	38%	<b>25%</b>	17%	27%	*	-	-	-	*	26%	*	-	25%	33%	17%	32%	-	*	-	-
	EL	39%	38%	<b>33%</b>	*	29%	*	-	*	-	-	34%	*	*	33%	33%	20%	43%	-	*	-	-
	Male	47%	38%	<b>17%</b>	8%	16%	*	-	*	-	-	19%	*	*	17%	20%	17%	-	-	*	-	-
	Female	45%	35%	<b>31%</b>	21%	34%	*	-	-	-	*	31%	*	*	32%	43%	-	31%	-	*	-	-
Grade 4	All	45%	40%	<b>42%</b>	50%	39%	*	-	*	-	-	41%	*	20%	44%	33%	35%	50%	-	*	-	-
	Students																					
	CWD	28%	30%	<b>20%</b>	*	13%	-	-	-	-	-	22%	*	20%	-	*	*	*	-	-	-	-
	CWOD	47%	41%	<b>44%</b>	50%	42%	*	-	*	-	-	43%	*	-	44%	36%	38%	52%	-	*	-	-
	EL	29%	28%	<b>33%</b>	*	33%	-	-	*	-	-	33%	*	*	36%	33%	33%	32%	-	-	-	-
	Male	43%	39%	<b>35%</b>	33%	35%	-	-	-	-	-	35%	*	*	38%	33%	35%	-	-	-	-	-
	Female	47%	42%	<b>50%</b>	67%	43%	*	-	*	-	-	49%	*	*	52%	32%	-	50%	-	*	-	-
Mathematics	All	48%	40%	<b>38%</b>	29%	43%	*	-	*	-	-	39%	*	20%	41%	45%	35%	42%	-	*	-	-
	Students																					
	CWD	29%	30%	<b>20%</b>	*	*	-	-	-	-	-	22%	*	20%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>41%</b>	20%	50%	*	-	*	-	-	42%	*	-	41%	50%	39%	42%	-	*	-	-
	EL	38%	35%	<b>45%</b>	*	47%	-	-	*	-	-	48%	*	*	50%	45%	44%	45%	-	-	-	-
	Male	48%	41%	<b>35%</b>	*	37%	-	-	-	-	-	37%	*	*	39%	44%	35%	-	-	-	-	-
	Female	47%	40%	<b>42%</b>	33%	52%	*	-	*	-	-	43%	*	*	42%	45%	-	42%	-	*	-	-
Grade 5	All	53%	49%	<b>53%</b>	59%	51%	*	-	-	-	*	51%	67%	*	54%	44%	50%	55%	-	-	-	-
	Students																					
	CWD	30%	25%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	56%	51%	<b>54%</b>	59%	52%	*	-	-	-	*	53%	67%	-	54%	42%	51%	56%	-	-	-	-
	EL	35%	30%	<b>44%</b>	*	45%	*	-	-	-	-	41%	57%	*	42%	44%	45%	42%	-	-	-	-
	Male	50%	46%	<b>50%</b>	40%	53%	-	-	-	-	-	50%	*	*	51%	45%	50%	-	-	-	-	-
	Female	56%	51%	<b>55%</b>	75%	49%	*	-	-	-	*	52%	*	*	56%	42%	-	55%	-	-	-	-
Mathematics	All	57%	50%	<b>57%</b>	46%	61%	*	-	-	-	*	55%	67%	29%	59%	60%	49%	63%	-	-	-	-
	Students																					
	CWD	34%	24%	<b>29%</b>	*	33%	-	-	-	-	-	29%	-	29%	-	*	*	*	-	-	-	-
	CWOD	60%	52%	<b>59%</b>	48%	63%	*	-	-	-	*	58%	67%	-	59%	60%	51%	65%	-	-	-	-
	EL	46%	39%	<b>60%</b>	*	64%	*	-	-	-	-	61%	57%	*	60%	60%	50%	69%	-	-	-	-
	Male	57%	49%	<b>49%</b>	33%	55%	-	-	-	-	-	49%	50%	*	51%	50%	49%	-	-	-	-	-
	Female	58%	50%	<b>63%</b>	58%	65%	*	-	-	-	*	60%	*	*	65%	69%	-	63%	-	-	-	-
Science	All	40%	34%	<b>29%</b>	21%	33%	*	-	-	-	*	30%	22%	*	31%	29%	29%	29%	-	-	-	-
	Students																					
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	42%	35%	<b>31%</b>	22%	36%	*	-	-	-	*	32%	22%	-	31%	31%	32%	31%	-	-	-	-
	EL	24%	18%	<b>29%</b>	*	30%	*	-	-	-	-	32%	*	*	31%	29%	32%	27%	-	-	-	-
	Male	42%	35%	<b>29%</b>	17%	33%	-	-	-	-	-	31%	*	*	32%	32%	29%	-	-	-	-	-
	Female	38%	32%	<b>29%</b>	25%	32%	*	-	-	-	*	29%	*	*	31%	27%	-	29%	-	-	-	-

					African	American	Two or Non		Econ		Non										Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	38%	37%	<b>29%</b>	23%	34%	*	*	*	-	-	29%	27%	*	29%	33%	23%	36%	-	*	-	*
		Students																					
		CWD	22%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
		CWOD	40%	38%	<b>29%</b>	23%	35%	*	*	*	-	-	30%	27%	-	29%	35%	23%	37%	-	*	-	*
		EL	14%	15%	<b>33%</b>	*	34%	*	-	*	-	-	33%	*	*	35%	33%	26%	42%	-	-	-	-
		Male	34%	32%	<b>23%</b>	*	32%	*	*	*	-	-	24%	*	*	23%	26%	23%	-	-	*	-	-
		Female	42%	42%	<b>36%</b>	36%	36%	*	-	*	-	-	35%	*	*	37%	42%	-	36%	-	-	-	*
	Mathematics	All	43%	46%	<b>41%</b>	39%	48%	*	*	*	-	-	43%	33%	*	42%	43%	37%	47%	-	*	-	*
		Students																					
		CWD	23%	27%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	46%	48%	<b>42%</b>	41%	48%	*	*	*	-	-	43%	36%	-	42%	43%	37%	49%	-	*	-	*
		EL	24%	31%	<b>43%</b>	*	46%	*	-	*	-	-	40%	*	*	43%	43%	48%	37%	-	-	-	-
		Male	44%	46%	<b>37%</b>	25%	50%	*	*	*	-	-	38%	*	*	37%	48%	37%	-	-	*	-	-
		Female	42%	46%	<b>47%</b>	55%	45%	*	-	*	-	-	48%	*	*	49%	37%	-	47%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>16%</b>	12%	18%	*	-	*	-	*	17%	*	*	18%	20%	9%	24%	-	*	-	-
		Students																					
		CWD	9%	7%	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	26%	20%	<b>18%</b>	13%	19%	*	-	-	-	*	18%	*	-	18%	21%	10%	24%	-	*	-	-
		EL	15%	16%	<b>20%</b>	*	20%	*	-	*	-	-	20%	*	*	21%	20%	8%	29%	-	*	-	-
		Male	22%	17%	<b>9%</b>	*	10%	*	-	*	-	-	10%	*	*	10%	8%	9%	-	-	*	-	-
		Female	26%	20%	<b>24%</b>	15%	26%	*	-	-	-	*	23%	*	*	24%	29%	-	24%	-	*	-	-
	Mathematics	All	22%	15%	<b>8%</b>	0%	12%	*	-	*	-	*	9%	*	*	9%	12%	4%	12%	-	*	-	-
		Students																					
		CWD	12%	5%	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	24%	16%	<b>9%</b>	0%	13%	*	-	-	-	*	9%	*	-	9%	12%	5%	12%	-	*	-	-
		EL	17%	16%	<b>12%</b>	*	14%	*	-	*	-	-	12%	*	*	12%	12%	4%	17%	-	*	-	-
		Male	23%	17%	<b>4%</b>	0%	6%	*	-	*	-	-	5%	*	*	5%	4%	4%	-	-	*	-	-
		Female	21%	14%	<b>12%</b>	0%	17%	*	-	-	-	*	13%	*	*	12%	17%	-	12%	-	*	-	-
Grade 4	Reading	All	23%	19%	<b>20%</b>	17%	23%	*	-	*	-	-	21%	*	20%	20%	18%	16%	25%	-	*	-	-
		Students																					
		CWD	9%	9%	<b>20%</b>	*	13%	-	-	-	-	-	22%	*	20%	-	*	*	*	-	-	-	-
		CWOD	25%	20%	<b>20%</b>	13%	24%	*	-	*	-	-	21%	*	-	20%	20%	16%	24%	-	*	-	-
		EL	12%	11%	<b>18%</b>	*	20%	-	-	*	-	-	20%	*	*	20%	18%	19%	18%	-	-	-	-
		Male	22%	18%	<b>16%</b>	11%	18%	-	-	-	-	-	18%	*	*	16%	19%	16%	-	-	-	-	-
		Female	25%	21%	<b>25%</b>	22%	30%	*	-	*	-	-	26%	*	*	24%	18%	-	25%	-	*	-	-
	Mathematics	All	26%	20%	<b>14%</b>	6%	17%	*	-	*	-	-	14%	*	10%	14%	14%	12%	17%	-	*	-	-
		Students																					
		CWD	11%	10%	<b>10%</b>	*	*	-	-	-	-	-	11%	*	10%	-	*	*	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	28%	21%	<b>14%</b>	0%	20%	*	-	*	-	-	15%	*	-	14%	16%	11%	18%	-	*	-	-
	EL	18%	14%	<b>14%</b>	*	16%	-	-	*	-	-	15%	*	*	16%	14%	11%	18%	-	-	-	-
	Male	27%	21%	<b>12%</b>	*	11%	-	-	-	-	-	12%	*	*	11%	11%	12%	-	-	-	-	-
	Female	25%	19%	<b>17%</b>	0%	26%	*	-	*	-	-	17%	*	*	18%	18%	-	17%	-	*	-	-
Grade 5																						
Reading	All	26%	23%	<b>24%</b>	23%	24%	*	-	-	-	*	23%	33%	*	26%	15%	18%	29%	-	-	-	-
	Students																					
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>26%</b>	23%	26%	*	-	-	-	*	25%	33%	-	26%	16%	19%	31%	-	-	-	-
	EL	12%	8%	<b>15%</b>	*	14%	*	-	-	-	-	15%	14%	*	16%	15%	9%	19%	-	-	-	-
	Male	24%	21%	<b>18%</b>	10%	20%	-	-	-	-	-	18%	*	*	19%	9%	18%	-	-	-	-	-
	Female	28%	25%	<b>29%</b>	33%	27%	*	-	-	-	*	27%	*	*	31%	19%	-	29%	-	-	-	-
Mathematics	All	30%	24%	<b>20%</b>	13%	23%	*	-	-	-	*	19%	22%	0%	21%	13%	17%	22%	-	-	-	-
	Students																					
	CWD	13%	7%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	31%	26%	<b>21%</b>	13%	25%	*	-	-	-	*	21%	22%	-	21%	13%	19%	23%	-	-	-	-
	EL	19%	13%	<b>13%</b>	*	14%	*	-	-	-	-	12%	14%	*	13%	13%	9%	15%	-	-	-	-
	Male	29%	24%	<b>17%</b>	8%	21%	-	-	-	-	-	17%	17%	*	19%	9%	17%	-	-	-	-	-
	Female	30%	24%	<b>22%</b>	17%	24%	*	-	-	-	*	21%	*	*	23%	15%	-	22%	-	-	-	-
Science	All	16%	13%	<b>8%</b>	4%	9%	*	-	-	-	*	6%	22%	*	8%	4%	7%	8%	-	-	-	-
	Students																					
	CWD	9%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>8%</b>	4%	10%	*	-	-	-	*	6%	22%	-	8%	4%	8%	8%	-	-	-	-
	EL	7%	4%	<b>4%</b>	*	5%	*	-	-	-	-	2%	*	*	4%	4%	9%	0%	-	-	-	-
	Male	18%	14%	<b>7%</b>	0%	10%	-	-	-	-	-	6%	*	*	8%	9%	7%	-	-	-	-	-
	Female	15%	12%	<b>8%</b>	8%	8%	*	-	-	-	*	6%	*	*	8%	0%	-	8%	-	-	-	-
Grade 6																						
Reading	All	18%	17%	<b>14%</b>	18%	14%	*	*	*	-	-	14%	9%	*	14%	19%	5%	25%	-	*	-	*
	Students																					
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	20%	19%	<b>14%</b>	18%	15%	*	*	*	-	-	15%	9%	-	14%	20%	5%	26%	-	*	-	*
	EL	4%	5%	<b>19%</b>	*	17%	*	-	*	-	-	18%	*	*	20%	19%	9%	32%	-	-	-	-
	Male	15%	13%	<b>5%</b>	*	7%	*	*	*	-	-	5%	*	*	5%	9%	5%	-	-	*	-	-
	Female	22%	22%	<b>25%</b>	36%	23%	*	-	*	-	-	26%	*	*	26%	32%	-	25%	-	-	-	*
Mathematics	All	18%	21%	<b>12%</b>	13%	12%	*	*	*	-	-	13%	8%	*	13%	14%	7%	19%	-	*	-	*
	Students																					
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	19%	22%	<b>13%</b>	14%	13%	*	*	*	-	-	13%	9%	-	13%	15%	7%	20%	-	*	-	*
	EL	6%	9%	<b>14%</b>	*	14%	*	-	*	-	-	13%	*	*	15%	14%	13%	16%	-	-	-	-
	Male	18%	21%	<b>7%</b>	0%	11%	*	*	*	-	-	5%	*	*	7%	13%	7%	-	-	*	-	-
	Female	17%	21%	<b>19%</b>	27%	14%	*	-	*	-	-	23%	*	*	20%	16%	-	19%	-	-	-	*

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>73%</b>	69%	75%	58%	*	50%	-	100%	74%	59%	43%	75%	78%	66%	80%	-	67%	-	*
		Students																					
		CWD	45%	38%	<b>43%</b>	*	49%	*	-	*	-	49%	*	43%	-	63%	37%	55%	-	-	-	-	-
		CWOD	80%	76%	<b>75%</b>	72%	77%	60%	*	*	-	100%	76%	65%	-	75%	79%	69%	81%	-	67%	-	*
		EL	60%	59%	<b>78%</b>	93%	78%	73%	-	*	-	-	79%	70%	63%	79%	78%	73%	83%	-	*	-	-
		Male	74%	69%	<b>66%</b>	57%	71%	*	*	*	-	-	67%	52%	37%	69%	73%	66%	-	-	*	-	-
		Female	79%	76%	<b>80%</b>	81%	80%	73%	-	*	-	100%	81%	69%	55%	81%	83%	-	80%	-	*	-	*
Reading	All	All	73%	68%	<b>71%</b>	67%	73%	67%	*	*	-	*	72%	56%	39%	73%	76%	62%	79%	-	*	-	*
		Students																					
		CWD	39%	32%	<b>39%</b>	*	44%	-	-	*	-	45%	*	39%	-	58%	38%	*	-	-	-	-	-
		CWOD	77%	72%	<b>73%</b>	69%	76%	67%	*	*	-	*	74%	62%	-	73%	78%	65%	81%	-	*	-	*
		EL	52%	51%	<b>76%</b>	92%	76%	86%	-	*	-	-	77%	62%	58%	78%	76%	69%	83%	-	*	-	-
		Male	69%	64%	<b>62%</b>	52%	67%	*	*	*	-	-	64%	47%	38%	65%	69%	62%	-	-	*	-	-
		Female	77%	73%	<b>79%</b>	80%	79%	71%	-	*	-	*	80%	69%	*	81%	83%	-	79%	-	*	-	*
Mathematics	All	All	80%	75%	<b>74%</b>	68%	78%	46%	*	*	-	*	76%	59%	50%	76%	81%	66%	82%	-	*	-	*
		Students																					
		CWD	52%	42%	<b>50%</b>	*	58%	*	-	*	-	58%	*	50%	-	67%	37%	78%	-	-	-	-	-
		CWOD	83%	79%	<b>76%</b>	71%	80%	50%	*	*	-	*	77%	68%	-	76%	82%	70%	83%	-	*	-	*
		EL	70%	69%	<b>81%</b>	92%	82%	*	-	*	-	-	81%	85%	67%	82%	81%	76%	85%	-	*	-	-
		Male	78%	73%	<b>66%</b>	57%	72%	*	*	*	-	-	68%	53%	37%	70%	76%	66%	-	-	*	-	-
		Female	82%	78%	<b>82%</b>	78%	85%	71%	-	*	-	*	83%	69%	78%	83%	85%	-	82%	-	*	-	*
Science	All	All	79%	74%	<b>74%</b>	83%	70%	*	-	-	-	*	75%	67%	*	78%	73%	76%	73%	-	-	-	-
		Students																					
		CWD	48%	40%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	82%	78%	<b>78%</b>	87%	74%	*	-	-	-	*	79%	67%	-	78%	73%	82%	75%	-	-	-	-
		EL	58%	57%	<b>73%</b>	*	70%	*	-	-	-	-	76%	*	*	73%	73%	77%	69%	-	-	-	-
		Male	78%	72%	<b>76%</b>	75%	77%	-	-	-	-	-	78%	*	*	82%	77%	76%	-	-	-	-	-
		Female	80%	77%	<b>73%</b>	92%	65%	*	-	-	-	*	73%	*	*	75%	69%	-	73%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>38%</b>	33%	40%	27%	*	30%	-	0%	38%	34%	17%	39%	39%	31%	44%	-	25%	-	*
		Students																					
		CWD	23%	19%	<b>17%</b>	*	14%	*	-	*	-	20%	*	17%	-	22%	16%	20%	-	-	-	-	-
		CWOD	50%	45%	<b>39%</b>	34%	42%	28%	*	*	-	0%	39%	38%	-	39%	40%	33%	45%	-	25%	-	*
		EL	26%	25%	<b>39%</b>	38%	40%	33%	-	*	-	-	39%	39%	22%	40%	39%	35%	43%	-	*	-	-
		Male	45%	40%	<b>31%</b>	21%	36%	*	*	*	-	-	32%	25%	16%	33%	35%	31%	-	-	*	-	-
		Female	50%	45%	<b>44%</b>	45%	44%	40%	-	*	-	0%	43%	48%	20%	45%	43%	-	44%	-	*	-	*
Reading	All	All	46%	41%	<b>37%</b>	38%	38%	33%	*	*	-	*	37%	38%	17%	39%	36%	29%	45%	-	*	-	*
		Students																					
		CWD	22%	18%	<b>17%</b>	*	17%	-	-	*	-	20%	*	17%	-	17%	13%	*	-	-	-	-	-
		CWOD	48%	44%	<b>39%</b>	39%	40%	33%	*	*	-	*	39%	41%	-	39%	37%	31%	46%	-	*	-	*
		EL	21%	21%	<b>36%</b>	38%	37%	29%	-	*	-	-	35%	46%	17%	37%	36%	30%	41%	-	*	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>29%</b>	21%	34%	*	*	*	-	-	30%	26%	13%	31%	30%	29%	-	-	*	-	-
	Female	50%	47%	<b>45%</b>	53%	43%	57%	-	*	-	*	45%	54%	*	46%	41%	-	45%	-	*	-	*
Mathematics	All	48%	42%	<b>40%</b>	32%	44%	23%	*	*	-	*	40%	34%	21%	41%	45%	34%	46%	-	*	-	*
	Students																					
	CWD	26%	21%	<b>21%</b>	*	16%	*	-	*	-	-	25%	*	21%	-	33%	21%	22%	-	-	-	-
	CWOD	51%	45%	<b>41%</b>	33%	47%	25%	*	*	-	*	42%	39%	-	41%	45%	36%	47%	-	*	-	*
	EL	33%	31%	<b>45%</b>	38%	46%	*	-	*	-	-	45%	46%	33%	45%	45%	40%	49%	-	*	-	-
	Male	47%	41%	<b>34%</b>	23%	39%	*	*	*	-	-	35%	26%	21%	36%	40%	34%	-	-	*	-	-
	Female	49%	44%	<b>46%</b>	41%	50%	29%	-	*	-	*	46%	46%	22%	47%	49%	-	46%	-	*	-	*
Science	All	49%	46%	<b>29%</b>	21%	33%	*	-	-	-	*	30%	22%	*	31%	29%	29%	29%	-	-	-	-
	Students																					
	CWD	23%	18%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>31%</b>	22%	36%	*	-	-	-	*	32%	22%	-	31%	31%	32%	31%	-	-	-	-
	EL	21%	20%	<b>29%</b>	*	30%	*	-	-	-	-	32%	*	*	31%	29%	32%	27%	-	-	-	-
	Male	50%	45%	<b>29%</b>	17%	33%	-	-	-	-	-	31%	*	*	32%	32%	29%	-	-	-	-	-
	Female	49%	46%	<b>29%</b>	25%	32%	*	-	-	-	*	29%	*	*	31%	27%	-	29%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>15%</b>	11%	17%	8%	*	10%	-	0%	15%	14%	5%	16%	14%	10%	20%	-	0%	-	*
	Students																					
	CWD	8%	5%	<b>5%</b>	*	2%	*	-	*	-	-	6%	*	5%	-	0%	5%	5%	-	-	-	-
	CWOD	23%	20%	<b>16%</b>	11%	18%	8%	*	*	-	0%	16%	15%	-	16%	15%	11%	21%	-	0%	-	*
	EL	9%	8%	<b>14%</b>	14%	15%	13%	-	*	-	-	14%	15%	0%	15%	14%	10%	18%	-	*	-	-
	Male	20%	17%	<b>10%</b>	5%	13%	*	*	*	-	-	10%	9%	5%	11%	10%	10%	-	-	*	-	-
	Female	22%	20%	<b>20%</b>	17%	21%	13%	-	*	-	0%	20%	21%	5%	21%	18%	-	20%	-	*	-	*
Reading	All	19%	16%	<b>19%</b>	17%	20%	17%	*	*	-	*	19%	16%	9%	19%	18%	12%	26%	-	*	-	*
	Students																					
	CWD	7%	5%	<b>9%</b>	*	6%	-	-	*	-	-	10%	*	9%	-	0%	6%	*	-	-	-	-
	CWOD	20%	18%	<b>19%</b>	17%	21%	17%	*	*	-	*	20%	17%	-	19%	19%	12%	27%	-	*	-	*
	EL	7%	7%	<b>18%</b>	23%	18%	29%	-	*	-	-	18%	15%	0%	19%	18%	11%	25%	-	*	-	-
	Male	16%	13%	<b>12%</b>	7%	14%	*	*	*	-	-	12%	5%	6%	12%	11%	12%	-	-	*	-	-
	Female	22%	20%	<b>26%</b>	27%	26%	29%	-	*	-	*	25%	31%	*	27%	25%	-	26%	-	*	-	*
Mathematics	All	23%	20%	<b>13%</b>	8%	16%	0%	*	*	-	*	14%	9%	4%	14%	13%	10%	17%	-	*	-	*
	Students																					
	CWD	10%	5%	<b>4%</b>	*	0%	*	-	*	-	-	4%	*	4%	-	0%	5%	0%	-	-	-	-
	CWOD	25%	21%	<b>14%</b>	7%	18%	0%	*	*	-	*	15%	11%	-	14%	14%	10%	18%	-	*	-	*
	EL	13%	11%	<b>13%</b>	8%	14%	*	-	*	-	-	13%	15%	0%	14%	13%	9%	17%	-	*	-	-
	Male	23%	19%	<b>10%</b>	5%	12%	*	*	*	-	-	10%	11%	5%	10%	9%	10%	-	-	*	-	-
	Female	24%	20%	<b>17%</b>	11%	21%	0%	-	*	-	*	18%	8%	0%	18%	17%	-	17%	-	*	-	*
Science	All	22%	20%	<b>8%</b>	4%	9%	*	-	-	-	*	6%	22%	*	8%	4%	7%	8%	-	-	-	-
	Students																					
	CWD	7%	4%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-



	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	8%	4%	10%	*	-	-	-	*	6%	22%	-	8%	4%	8%	8%	-	-	-	-
EL	5%	5%	4%	*	5%	*	-	-	-	-	2%	*	*	4%	4%	9%	0%	-	-	-	-
Male	23%	20%	7%	0%	10%	-	-	-	-	-	6%	*	*	8%	9%	7%	-	-	-	-	-
Female	21%	20%	8%	8%	8%	*	-	-	-	*	6%	*	*	8%	0%	-	8%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	63	67	*	*	*	-	*	66	53	68
CWD	53	*	46	-	-	-	-	-	57	53	*
CWOD	66	61	69	*	*	*	-	*	67	-	69
EL	68	*	68	*	-	*	-	-	68	*	68
Male	56	63	56	*	*	*	-	-	58	*	58
Female	74	63	81	*	-	*	-	*	74	*	79
<b>Mathematics</b>											
All Students	64	54	67	*	*	*	-	*	65	67	65
CWD	67	*	63	*	-	-	-	-	74	67	60
CWOD	63	52	67	*	*	*	-	*	64	-	65
EL	65	*	66	*	-	*	-	-	65	60	65
Male	61	50	64	*	*	*	-	-	61	64	66
Female	67	57	70	*	-	*	-	*	68	71	63

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
368	71	19%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	42	38	44	*	*	*	-	*	42	*	44
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	100%	98%	*	-	*	-	-	98%	100%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	*	*	-	-	99%	100%	97%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	96%	100%	100%	99%	100%	-
	CWD	96%	*	95%	-	-	*	-	-	95%	*	96%	-	100%	94%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	*	*	-	-	99%	100%	94%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	99%	99%	100%	-
	EL	100%	100%	99%	100%	-	*	-	-	99%	100%	100%	99%	100%	99%	100%	-
	Male	99%	100%	99%	100%	*	*	-	-	99%	100%	100%	99%	99%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	*	*	*	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	*	100%	*	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	0%	2%	*	-	*	-	-	2%	0%	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	0%	*	*	-	-	1%	0%	3%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	*	0%	0%	4%	0%	0%	1%	0%	-
	CWD	4%	*	5%	-	-	*	-	-	5%	*	4%	-	0%	6%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-

		African	American	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	Indian	Islander	More	Disadv	Econ						
		American	White	Asian	Races	Disadv	Disadv						
EL		0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	-
Male		1%	0%	1%	0%	*	*	1%	0%	6%	0%	0%	-
Female		0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	-
Mathematics	All	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%
	Students												
	CWD	0%	0%	0%	*	-	*	0%	*	0%	-	0%	0%
	CWOD	0%	0%	0%	0%	*	*	0%	0%	-	0%	1%	0%
	EL	1%	0%	1%	0%	-	*	1%	0%	0%	1%	1%	0%
	Male	1%	0%	1%	0%	*	*	1%	0%	0%	1%	1%	-
	Female	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%
Science	All	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%
	Students												
	CWD	0%	*	0%	-	-	-	0%	-	0%	-	*	*
	CWOD	0%	0%	0%	*	-	-	0%	0%	-	0%	0%	0%
	EL	0%	*	0%	*	-	-	0%	0%	*	0%	0%	0%
	Male	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	-
	Female	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students	Students
		students	American			Alaska		Islander	More		with	with	with
						Native			Races		Disabilities	Disabilities	Disabilities
													(Section
													504)
<b>Students Without Disabilities</b>													
<b>In-School Suspensions</b>													
	Male	38	17	17	*	*	*	*	*	14			
	Female	9	5	*	*	*	*	*	*	*			
	Total	47	22	19	*	*	*	*	*	14			
<b>Out-of-School Suspensions</b>													
	Male	6	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	6	*	*	*	*	*	*	*	*			
<b>Expulsions</b>													
<b>With Educational Services</b>													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
<b>Without Educational Services</b>													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	5	5	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	14	5	5	*	*	*	*	*	*		5
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	38	8	26	*	*	*	*	*	14	5	*
	Female	35	5	23	5	*	*	*	*	14	*	*
	Total	73	13	49	7	*	*	*	*	28	7	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	59	14	41	*	*	*	*	*	38	*
	Female	48	5	41	*	*	*	*	*	41	*
	Total	107	19	82	*	*	*	*	*	79	*
Accelerated Coursework											
	Advanced Placement Courses										
	Male	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	-	-	-	-	
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	10.0	21.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.3	0.7%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 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
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name: JONES FINE ARTS / DUAL LANGUAGE ACADEMY**  
**Campus ID: 220901163**  
**District Name: ARLINGTON ISD**

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17											
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
	Baseline 2016-17												
	Rates												41%
2017-18 through 2021-22												42%	
2022-23 through 2026-27												44%	
2027-28 through 2031-32												46%	
<b>EL Progress</b>	Baseline 2016-17												
	Rates												
	2017-18 through 2021-22												
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17												
	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All	77%	70%	<b>56%</b>	62%	47%	100%	-	-	-	*	49%	79%	*	57%	44%	50%	65%	-	*	-	*	
	Students																						
	CWD	51%	46%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	79%	72%	<b>57%</b>	58%	50%	100%	-	-	-	*	50%	79%	-	57%	48%	52%	67%	-	*	-	*	
	EL	70%	69%	<b>44%</b>	-	39%	*	-	-	-	-	40%	*	*	48%	44%	39%	*	-	-	-	-	
	Male	74%	68%	<b>50%</b>	*	45%	100%	-	-	-	*	38%	88%	*	52%	39%	50%	-	-	*	-	*	
	Female	79%	73%	<b>65%</b>	100%	50%	*	-	-	-	*	65%	*	*	67%	*	-	65%	-	-	-	-	
	Mathematics	All	77%	71%	<b>47%</b>	54%	42%	*	-	-	-	*	40%	71%	*	48%	32%	44%	52%	-	*	-	*
	Students																						
	CWD	52%	43%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
CWOD	80%	73%	<b>48%</b>	50%	44%	*	-	-	-	*	40%	71%	-	48%	35%	45%	52%	-	*	-	*		
EL	74%	73%	<b>32%</b>	-	30%	*	-	-	-	-	30%	*	*	35%	32%	33%	*	-	-	-	-		
Male	77%	70%	<b>44%</b>	*	40%	*	-	-	-	*	35%	75%	*	45%	33%	44%	-	-	*	-	*		
Female	78%	71%	<b>52%</b>	*	44%	*	-	-	-	*	47%	*	*	52%	*	-	52%	-	-	-	-		
<b>Grade 4</b>																							
Reading	All	72%	67%	<b>57%</b>	59%	40%	80%	-	*	-	*	50%	68%	*	59%	43%	59%	54%	-	-	-	-	
	Students																						
	CWD	46%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	75%	69%	<b>59%</b>	63%	39%	89%	-	*	-	*	52%	72%	-	59%	42%	64%	54%	-	-	-	-	
	EL	60%	56%	<b>43%</b>	*	42%	-	-	*	-	-	46%	*	*	42%	43%	*	*	-	-	-	-	
	Male	70%	64%	<b>59%</b>	*	45%	75%	-	*	-	*	43%	77%	*	64%	*	59%	-	-	-	-	-	
	Female	75%	70%	<b>54%</b>	64%	*	*	-	*	-	*	55%	*	*	54%	*	-	54%	-	-	-	-	
	Mathematics	All	77%	74%	<b>66%</b>	65%	55%	90%	-	*	-	*	62%	74%	*	71%	43%	70%	62%	-	-	-	-
	Students																						
	CWD	49%	49%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
CWOD	81%	76%	<b>71%</b>	69%	61%	100%	-	*	-	*	68%	78%	-	71%	50%	76%	67%	-	-	-	-		
EL	72%	72%	<b>43%</b>	*	42%	-	-	*	-	-	46%	*	*	50%	43%	*	*	-	-	-	-		
Male	77%	72%	<b>70%</b>	*	64%	88%	-	*	-	*	57%	85%	*	76%	*	70%	-	-	-	-	-		
Female	78%	76%	<b>62%</b>	73%	*	*	-	*	-	*	65%	*	*	67%	*	-	62%	-	-	-	-		
<b>Grade 5</b>																							
Reading	All	83%	80%	<b>92%</b>	100%	85%	*	-	-	-	*	86%	100%	*	92%	89%	81%	100%	-	-	-	-	
	Students																						
CWD	54%	47%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>92%</b>	100%	83%	*	-	-	-	*	85%	100%	-	92%	88%	81%	100%	-	-	-	-	
	EL	73%	70%	<b>89%</b>	-	89%	-	-	-	-	-	83%	*	*	88%	89%	86%	*	-	-	-	-	
	Male	81%	77%	<b>81%</b>	100%	73%	-	-	-	-	-	70%	100%	-	81%	86%	81%	-	-	-	-	-	
	Female	86%	82%	<b>100%</b>	100%	100%	*	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-	
Mathematics	All	90%	85%	<b>97%</b>	100%	95%	*	-	-	-	*	95%	100%	*	100%	89%	100%	95%	-	-	-	-	
	Students																						
	CWD	70%	56%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-
	CWOD	92%	89%	<b>100%</b>	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	86%	81%	<b>89%</b>	-	89%	-	-	-	-	-	83%	*	*	100%	89%	100%	*	-	-	-	-	
	Male	89%	84%	<b>100%</b>	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	-	-	-	-	-	
	Female	91%	86%	<b>95%</b>	100%	89%	*	-	-	-	*	91%	100%	*	100%	*	-	95%	-	-	-	-	
Science	All	75%	69%	<b>86%</b>	86%	85%	*	-	-	-	*	81%	94%	*	89%	89%	88%	86%	-	-	-	-	
	Students																						
	CWD	48%	38%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-
	CWOD	78%	72%	<b>89%</b>	86%	89%	*	-	-	-	*	85%	93%	-	89%	100%	88%	89%	-	-	-	-	
	EL	62%	57%	<b>89%</b>	-	89%	-	-	-	-	-	83%	*	*	100%	89%	100%	*	-	-	-	-	
	Male	76%	69%	<b>88%</b>	*	91%	-	-	-	-	-	80%	100%	-	88%	100%	88%	-	-	-	-	-	
	Female	75%	69%	<b>86%</b>	89%	78%	*	-	-	-	*	82%	90%	*	89%	*	-	86%	-	-	-	-	
Grade 6	All	68%	67%	<b>73%</b>	78%	68%	*	-	-	-	*	66%	92%	*	76%	50%	67%	78%	-	-	-	-	
	Students																						
	CWD	35%	33%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>76%</b>	75%	74%	*	-	-	-	*	69%	91%	-	76%	56%	75%	76%	-	-	-	-	
	EL	42%	46%	<b>50%</b>	*	*	*	-	-	-	-	50%	-	*	56%	50%	*	*	-	-	-	-	
	Male	63%	61%	<b>67%</b>	*	64%	*	-	-	-	*	*	100%	*	75%	*	67%	-	-	-	-	-	
	Female	72%	73%	<b>78%</b>	86%	71%	*	-	-	-	*	79%	*	*	76%	*	-	78%	-	-	-	-	
Mathematics	All	76%	76%	<b>85%</b>	56%	92%	100%	-	-	-	*	79%	100%	*	89%	80%	83%	87%	-	-	-	-	
	Students																						
	CWD	50%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>89%</b>	63%	96%	*	-	-	-	*	85%	100%	-	89%	89%	88%	90%	-	-	-	-	
	EL	61%	67%	<b>80%</b>	*	75%	*	-	-	-	-	80%	-	*	89%	80%	*	100%	-	-	-	-	
	Male	76%	76%	<b>83%</b>	*	82%	*	-	-	-	*	70%	100%	*	88%	*	83%	-	-	-	-	-	
	Female	77%	77%	<b>87%</b>	*	100%	*	-	-	-	*	84%	*	*	90%	100%	-	87%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>18%</b>	31%	17%	0%	-	-	-	*	12%	36%	*	17%	8%	15%	22%	-	*	-	*	
	Students																						
	CWD	28%	21%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>17%</b>	25%	18%	0%	-	-	-	*	10%	36%	-	17%	9%	15%	19%	-	*	-	*	
	EL	32%	32%	<b>8%</b>	-	9%	*	-	-	-	-	10%	*	*	9%	8%	6%	*	-	-	-	-	
	Male	40%	33%	<b>15%</b>	*	15%	0%	-	-	-	*	8%	38%	*	15%	6%	15%	-	-	*	-	*	
	Female	45%	37%	<b>22%</b>	40%	19%	*	-	-	-	*	18%	*	*	19%	*	-	22%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>16%</b>	31%	8%	*	-	-	-	*	12%	29%	*	17%	8%	18%	13%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>17%</b>	33%	9%	*	-	-	-	*	13%	29%	-	17%	9%	18%	14%	-	*	-	*	
	EL	39%	38%	<b>8%</b>	-	4%	*	-	-	-	-	10%	*	*	9%	8%	6%	*	-	-	-	-	-
	Male	47%	38%	<b>18%</b>	*	5%	*	-	-	-	-	8%	50%	*	18%	6%	18%	-	-	*	-	-	*
Female	45%	35%	<b>13%</b>	*	13%	*	-	-	-	-	18%	*	*	14%	*	-	13%	-	-	-	-	-	
Grade 4 Reading	All	45%	40%	<b>38%</b>	29%	20%	80%	-	*	-	*	24%	63%	*	41%	14%	48%	27%	-	-	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>41%</b>	31%	22%	89%	-	*	-	*	26%	67%	-	41%	17%	52%	29%	-	-	-	-	
	EL	29%	28%	<b>14%</b>	*	17%	-	-	*	-	-	15%	*	*	17%	14%	*	*	-	-	-	-	-
	Male	43%	39%	<b>48%</b>	*	27%	75%	-	*	-	-	21%	77%	*	52%	*	48%	-	-	-	-	-	-
Female	47%	42%	<b>27%</b>	27%	*	*	-	*	-	-	25%	*	*	29%	*	-	27%	-	-	-	-	-	
Mathematics	All	48%	40%	<b>32%</b>	6%	25%	70%	-	*	-	*	18%	58%	*	35%	21%	48%	15%	-	-	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>35%</b>	6%	28%	78%	-	*	-	*	19%	61%	-	35%	25%	52%	17%	-	-	-	-	
	EL	38%	35%	<b>21%</b>	*	25%	-	-	*	-	-	23%	*	*	25%	21%	*	*	-	-	-	-	-
	Male	48%	41%	<b>48%</b>	*	36%	75%	-	*	-	-	21%	77%	*	52%	*	48%	-	-	-	-	-	-
Female	47%	40%	<b>15%</b>	0%	*	*	-	*	-	-	15%	*	*	17%	*	-	15%	-	-	-	-	-	
Grade 5 Reading	All	53%	49%	<b>55%</b>	53%	55%	*	-	-	-	*	48%	65%	*	58%	56%	56%	55%	-	-	-	-	
	Students																						
	CWD	30%	25%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-
	CWOD	56%	51%	<b>58%</b>	53%	61%	*	-	-	-	*	50%	69%	-	58%	63%	56%	60%	-	-	-	-	-
	EL	35%	30%	<b>56%</b>	-	56%	-	-	-	-	-	33%	*	*	63%	56%	57%	*	-	-	-	-	-
	Male	50%	46%	<b>56%</b>	60%	55%	-	-	-	-	-	30%	100%	-	56%	57%	56%	-	-	-	-	-	-
Female	56%	51%	<b>55%</b>	50%	56%	*	-	-	-	-	64%	45%	*	60%	*	-	55%	-	-	-	-	-	
Mathematics	All	57%	50%	<b>37%</b>	40%	30%	*	-	-	-	*	43%	29%	*	39%	11%	31%	41%	-	-	-	-	
	Students																						
	CWD	34%	24%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-
	CWOD	60%	52%	<b>39%</b>	40%	33%	*	-	-	-	*	45%	31%	-	39%	13%	31%	45%	-	-	-	-	
	EL	46%	39%	<b>11%</b>	-	11%	-	-	-	-	-	17%	*	*	13%	11%	14%	*	-	-	-	-	-
	Male	57%	49%	<b>31%</b>	40%	27%	-	-	-	-	-	20%	50%	-	31%	14%	31%	-	-	-	-	-	-
Female	58%	50%	<b>41%</b>	40%	33%	*	-	-	-	-	64%	18%	*	45%	*	-	41%	-	-	-	-	-	
Science	All	40%	34%	<b>24%</b>	36%	20%	*	-	-	-	*	19%	31%	*	26%	11%	31%	19%	-	-	-	-	
	Students																						
	CWD	25%	18%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-
	CWOD	42%	35%	<b>26%</b>	36%	22%	*	-	-	-	*	20%	33%	-	26%	13%	31%	21%	-	-	-	-	-
	EL	24%	18%	<b>11%</b>	-	11%	-	-	-	-	-	17%	*	*	13%	11%	14%	*	-	-	-	-	-
	Male	42%	35%	<b>31%</b>	*	27%	-	-	-	-	-	10%	67%	-	31%	14%	31%	-	-	-	-	-	-
Female	38%	32%	<b>19%</b>	33%	11%	*	-	-	-	-	27%	10%	*	21%	*	-	19%	-	-	-	-	-	



					African	American	Pacific	Two	More	Econ	Non										Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 6	Reading	All	38%	37%	<b>27%</b>	11%	20%	*	-	-	-	*	24%	33%	*	27%	10%	22%	30%	-	-	-	-	
		Students																						
		CWD	22%	22%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	40%	38%	<b>27%</b>	13%	22%	*	-	-	-	*	27%	27%	-	27%	11%	25%	29%	-	-	-	-	-
		EL	14%	15%	<b>10%</b>	*	*	*	-	-	-	-	10%	-	*	11%	10%	*	*	-	-	-	-	-
		Male	34%	32%	<b>22%</b>	*	9%	*	-	-	-	*	*	38%	*	25%	*	22%	-	-	-	-	-	-
	Female	42%	42%	<b>30%</b>	14%	29%	*	-	-	-	*	32%	*	*	29%	*	-	30%	-	-	-	-	-	
	Mathematics	All	43%	46%	<b>51%</b>	44%	52%	80%	-	-	-	*	45%	67%	*	54%	30%	50%	52%	-	-	-	-	
		Students																						
		CWD	23%	27%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
CWOD		46%	48%	<b>54%</b>	50%	57%	*	-	-	-	*	50%	64%	-	54%	33%	56%	52%	-	-	-	-	-	
EL		24%	31%	<b>30%</b>	*	13%	*	-	-	-	-	30%	-	*	33%	30%	*	40%	-	-	-	-	-	
Male		44%	46%	<b>50%</b>	*	45%	*	-	-	-	*	40%	63%	*	56%	*	50%	-	-	-	-	-	-	
Female	42%	46%	<b>52%</b>	*	57%	*	-	-	-	*	47%	*	*	52%	40%	-	52%	-	-	-	-	-		
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3	Reading	All	24%	19%	<b>11%</b>	23%	8%	0%	-	-	-	*	9%	14%	*	9%	4%	6%	17%	-	*	-	*	
		Students																						
		CWD	9%	7%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-
		CWOD	26%	20%	<b>9%</b>	17%	9%	0%	-	-	-	*	8%	14%	-	9%	4%	6%	14%	-	*	-	*	
		EL	15%	16%	<b>4%</b>	-	4%	*	-	-	-	-	5%	*	*	4%	4%	0%	*	-	-	-	-	-
		Male	22%	17%	<b>6%</b>	*	5%	0%	-	-	-	*	4%	13%	*	6%	0%	6%	-	-	*	-	*	
	Female	26%	20%	<b>17%</b>	40%	13%	*	-	-	-	*	18%	*	*	14%	*	-	17%	-	-	-	-	-	
	Mathematics	All	22%	15%	<b>11%</b>	23%	6%	*	-	-	-	*	7%	21%	*	11%	4%	12%	9%	-	*	-	*	
		Students																						
		CWD	12%	5%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-
CWOD		24%	16%	<b>11%</b>	25%	6%	*	-	-	-	*	8%	21%	-	11%	4%	12%	10%	-	*	-	*		
EL		17%	16%	<b>4%</b>	-	4%	*	-	-	-	-	5%	*	*	4%	4%	0%	*	-	-	-	-	-	
Male		23%	17%	<b>12%</b>	*	5%	*	-	-	-	*	4%	38%	*	12%	0%	12%	-	-	*	-	*		
Female	21%	14%	<b>9%</b>	*	6%	*	-	-	-	*	12%	*	*	10%	*	-	9%	-	-	-	-	-		
Grade 4	Reading	All	23%	19%	<b>19%</b>	12%	0%	60%	-	*	-	*	9%	37%	*	20%	0%	26%	12%	-	-	-	-	
		Students																						
		CWD	9%	9%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	25%	20%	<b>20%</b>	13%	0%	67%	-	*	-	*	10%	39%	-	20%	0%	28%	13%	-	-	-	-	-
		EL	12%	11%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-	-
		Male	22%	18%	<b>26%</b>	*	0%	63%	-	*	-	*	7%	46%	*	28%	*	26%	-	-	-	-	-	-
	Female	25%	21%	<b>12%</b>	9%	*	*	-	*	-	*	10%	*	*	13%	*	-	12%	-	-	-	-	-	
	Mathematics	All	26%	20%	<b>15%</b>	6%	10%	40%	-	*	-	*	9%	26%	*	16%	7%	26%	4%	-	-	-	-	
		Students																						
		CWD	11%	10%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
CWOD		28%	21%	<b>16%</b>	6%	11%	44%	-	*	-	*	10%	28%	-	16%	8%	28%	4%	-	-	-	-	-	
EL	18%	14%	<b>7%</b>	*	8%	-	-	-	-	-	8%	*	*	8%	7%	*	*	-	-	-	-	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>26%</b>	*	18%	50%	-	*	-	*	14%	38%	*	28%	*	26%	-	-	-	-
	Female	25%	19%	<b>4%</b>	0%	*	*	-	*	-	*	5%	*	*	4%	*	-	4%	-	-	-
Grade 5	All	26%	23%	<b>21%</b>	13%	25%	*	-	-	-	*	19%	24%	*	22%	11%	25%	18%	-	-	-
Reading	Students																				
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-
	CWOD	27%	24%	<b>22%</b>	13%	28%	*	-	-	-	*	20%	25%	-	22%	13%	25%	20%	-	-	-
	EL	12%	8%	<b>11%</b>	-	11%	-	-	-	-	-	17%	*	*	13%	11%	14%	*	-	-	-
	Male	24%	21%	<b>25%</b>	20%	27%	-	-	-	-	-	10%	50%	-	25%	14%	25%	-	-	-	-
	Female	28%	25%	<b>18%</b>	10%	22%	*	-	-	-	*	27%	9%	*	20%	*	-	18%	-	-	-
Mathematics	All	30%	24%	<b>8%</b>	7%	10%	*	-	-	-	*	10%	6%	*	8%	0%	6%	9%	-	-	-
	Students																				
	CWD	13%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-
	CWOD	31%	26%	<b>8%</b>	7%	11%	*	-	-	-	*	10%	6%	-	8%	0%	6%	10%	-	-	-
	EL	19%	13%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-
	Male	29%	24%	<b>6%</b>	0%	9%	-	-	-	-	-	0%	17%	-	6%	0%	6%	-	-	-	-
	Female	30%	24%	<b>9%</b>	10%	11%	*	-	-	-	*	18%	0%	*	10%	*	-	9%	-	-	-
Science	All	16%	13%	<b>8%</b>	14%	5%	*	-	-	-	*	10%	6%	*	9%	0%	6%	10%	-	-	-
	Students																				
	CWD	9%	5%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-
	CWOD	17%	14%	<b>9%</b>	14%	6%	*	-	-	-	*	10%	7%	-	9%	0%	6%	11%	-	-	-
	EL	7%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-
	Male	18%	14%	<b>6%</b>	*	0%	-	-	-	-	-	0%	17%	-	6%	0%	6%	-	-	-	-
	Female	15%	12%	<b>10%</b>	11%	11%	*	-	-	-	*	18%	0%	*	11%	*	-	10%	-	-	-
Grade 6	All	18%	17%	<b>10%</b>	0%	4%	*	-	-	-	*	3%	25%	*	8%	0%	17%	4%	-	-	-
Reading	Students																				
	CWD	8%	6%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	20%	19%	<b>8%</b>	0%	4%	*	-	-	-	*	4%	18%	-	8%	0%	19%	0%	-	-	-
	EL	4%	5%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-
	Male	15%	13%	<b>17%</b>	*	9%	*	-	-	-	-	*	25%	*	19%	*	17%	-	-	-	-
	Female	22%	22%	<b>4%</b>	0%	0%	*	-	-	-	*	0%	*	*	0%	*	-	4%	-	-	-
Mathematics	All	18%	21%	<b>22%</b>	22%	16%	60%	-	-	-	*	14%	42%	*	22%	0%	22%	22%	-	-	-
	Students																				
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	19%	22%	<b>22%</b>	25%	17%	*	-	-	-	*	15%	36%	-	22%	0%	25%	19%	-	-	-
	EL	6%	9%	<b>0%</b>	*	0%	*	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-
	Male	18%	21%	<b>22%</b>	*	9%	*	-	-	-	*	10%	38%	*	25%	*	22%	-	-	-	-
	Female	17%	21%	<b>22%</b>	*	21%	*	-	-	-	*	16%	*	*	19%	0%	-	22%	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>71%</b>	74%	65%	88%	-	*	-	79%	63%	86%	39%	73%	54%	67%	75%	-	*	-	*
	Students																					

				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	CWD	45%	38%	<b>39%</b>	*	33%	*	-	-	-	29%	71%	39%	-	*	*	56%	-	-	-	-		
	CWOD	80%	76%	<b>73%</b>	75%	68%	91%	-	*	-	79%	66%	86%	-	73%	59%	69%	76%	-	*	-	-	
	EL	60%	59%	<b>54%</b>	*	53%	*	-	*	-	52%	67%	*	59%	54%	54%	55%	-	-	-	-	-	
	Male	74%	69%	<b>67%</b>	62%	63%	82%	-	*	-	53%	89%	*	69%	54%	67%	-	-	*	-	-	*	
	Female	79%	76%	<b>75%</b>	81%	67%	100%	-	*	-	85%	72%	81%	56%	76%	55%	-	75%	-	-	-	-	
Reading	All	73%	68%	<b>67%</b>	74%	58%	87%	-	*	-	78%	59%	84%	46%	69%	52%	61%	73%	-	*	-	*	
	Students																						
	CWD	39%	32%	<b>46%</b>	*	*	*	-	-	-	*	*	46%	-	*	*	75%	-	-	-	-	-	
	CWOD	77%	72%	<b>69%</b>	75%	60%	90%	-	*	-	78%	61%	85%	-	69%	54%	64%	73%	-	*	-	*	
	EL	52%	51%	<b>52%</b>	*	50%	*	-	*	-	49%	67%	*	54%	52%	49%	57%	-	-	-	-	-	
	Male	69%	64%	<b>61%</b>	57%	55%	82%	-	*	-	45%	89%	*	64%	49%	61%	-	-	*	-	-	*	
	Female	77%	73%	<b>73%</b>	85%	63%	100%	-	*	-	83%	72%	78%	75%	73%	57%	-	73%	-	-	-	-	
Mathematics	All	80%	75%	<b>71%</b>	70%	67%	87%	-	*	-	78%	64%	85%	*	74%	52%	68%	73%	-	*	-	*	
	Students																						
	CWD	52%	42%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	83%	79%	<b>74%</b>	73%	71%	90%	-	*	-	78%	68%	86%	-	74%	58%	71%	77%	-	*	-	*	
	EL	70%	69%	<b>52%</b>	*	50%	*	-	*	-	51%	56%	*	58%	52%	51%	52%	-	-	-	-	-	
	Male	78%	73%	<b>68%</b>	62%	66%	82%	-	*	-	57%	89%	*	71%	51%	68%	-	-	*	-	-	*	
	Female	82%	78%	<b>73%</b>	76%	69%	100%	-	*	-	83%	70%	81%	*	77%	52%	-	73%	-	-	-	-	
Science	All	79%	74%	<b>86%</b>	86%	85%	*	-	-	-	81%	94%	*	89%	89%	88%	86%	-	-	-	-	-	
	Students																						
	CWD	48%	40%	*	-	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-	-
	CWOD	82%	78%	<b>89%</b>	86%	89%	*	-	-	-	85%	93%	-	89%	100%	88%	89%	-	-	-	-	-	
	EL	58%	57%	<b>89%</b>	-	89%	-	-	-	-	83%	*	*	100%	89%	100%	*	-	-	-	-	-	
	Male	78%	72%	<b>88%</b>	*	91%	-	-	-	-	80%	100%	-	88%	100%	88%	-	-	-	-	-	-	
	Female	80%	77%	<b>86%</b>	89%	78%	*	-	-	-	82%	90%	*	89%	*	-	86%	-	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All	47%	42%	<b>32%</b>	31%	26%	56%	-	*	-	42%	24%	46%	11%	33%	16%	33%	30%	-	*	-	*	
	Students																						
	CWD	23%	19%	<b>11%</b>	*	0%	*	-	-	-	5%	29%	11%	-	*	*	17%	-	-	-	-	-	
	CWOD	50%	45%	<b>33%</b>	32%	28%	57%	-	*	-	42%	26%	47%	-	33%	18%	35%	31%	-	*	-	*	
	EL	26%	25%	<b>16%</b>	*	14%	*	-	*	-	16%	14%	*	18%	16%	15%	18%	-	-	-	-	-	
	Male	45%	40%	<b>33%</b>	34%	25%	59%	-	*	-	16%	63%	*	35%	15%	33%	-	-	*	-	-	*	
	Female	50%	45%	<b>30%</b>	29%	27%	50%	-	*	-	46%	32%	27%	17%	31%	18%	-	30%	-	-	-	-	
Reading	All	46%	41%	<b>33%</b>	33%	26%	57%	-	*	-	44%	24%	52%	15%	34%	17%	33%	33%	-	*	-	*	
	Students																						
	CWD	22%	18%	<b>15%</b>	*	*	*	-	-	-	*	*	15%	-	*	*	25%	-	-	-	-	-	
	CWOD	48%	44%	<b>34%</b>	33%	28%	57%	-	*	-	44%	25%	53%	-	34%	19%	34%	34%	-	*	-	*	
	EL	21%	21%	<b>17%</b>	*	17%	*	-	*	-	14%	33%	*	19%	17%	16%	19%	-	-	-	-	-	
	Male	41%	37%	<b>33%</b>	33%	25%	53%	-	*	-	15%	63%	*	34%	16%	33%	-	-	*	-	-	*	
	Female	50%	47%	<b>33%</b>	33%	27%	67%	-	*	-	50%	31%	37%	25%	34%	19%	-	33%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	48%	42%	<b>32%</b>	28%	27%	61%	-	*	-	44%	26%	45%	*	34%	16%	35%	30%	-	*	-	*	
	Students																						
	CWD	26%	21%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	51%	45%	<b>34%</b>	29%	29%	62%	-	*	-	44%	28%	46%	-	34%	17%	37%	31%	-	*	-	*	
	EL	33%	31%	<b>16%</b>	*	12%	*	-	*	-	-	18%	0%	*	17%	16%	14%	19%	-	-	-	-	-
	Male	47%	41%	<b>35%</b>	33%	25%	65%	-	*	-	*	18%	63%	*	37%	14%	35%	-	-	*	-	*	
Female	49%	44%	<b>30%</b>	24%	29%	50%	-	*	-	50%	33%	22%	*	31%	19%	-	30%	-	-	-	-	-	
Science	All	49%	46%	<b>24%</b>	36%	20%	*	-	-	-	*	19%	31%	*	26%	11%	31%	19%	-	-	-	-	
	Students																						
	CWD	23%	18%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-
	CWOD	52%	49%	<b>26%</b>	36%	22%	*	-	-	-	*	20%	33%	-	26%	13%	31%	21%	-	-	-	-	-
	EL	21%	20%	<b>11%</b>	-	11%	-	-	-	-	-	17%	*	*	13%	11%	14%	*	-	-	-	-	-
	Male	50%	45%	<b>31%</b>	*	27%	-	-	-	-	-	10%	67%	-	31%	14%	31%	-	-	-	-	-	-
Female	49%	46%	<b>19%</b>	33%	11%	*	-	-	-	*	27%	10%	*	21%	*	-	19%	-	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	18%	<b>14%</b>	13%	9%	38%	-	*	-	16%	9%	22%	11%	14%	3%	16%	11%	-	*	-	*	
	Students																						
	CWD	8%	5%	<b>11%</b>	*	0%	*	-	-	-	-	5%	29%	11%	-	*	*	17%	-	-	-	-	-
	CWOD	23%	20%	<b>14%</b>	13%	10%	36%	-	*	-	16%	10%	22%	-	14%	4%	17%	11%	-	*	-	*	
	EL	9%	8%	<b>3%</b>	*	4%	*	-	*	-	-	4%	0%	*	4%	3%	2%	5%	-	-	-	-	-
	Male	20%	17%	<b>16%</b>	17%	9%	41%	-	*	-	*	6%	33%	*	17%	2%	16%	-	-	*	-	*	
Female	22%	20%	<b>11%</b>	11%	10%	29%	-	*	-	15%	12%	9%	17%	11%	5%	-	11%	-	-	-	-	-	
Reading	All	19%	16%	<b>15%</b>	13%	9%	43%	-	*	-	22%	9%	26%	15%	15%	3%	17%	13%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>15%</b>	*	*	*	-	-	-	-	*	*	15%	-	*	*	25%	-	-	-	-	-
	CWOD	20%	18%	<b>15%</b>	12%	10%	43%	-	*	-	22%	9%	25%	-	15%	4%	18%	12%	-	*	-	*	
	EL	7%	7%	<b>3%</b>	*	4%	*	-	*	-	-	4%	0%	*	4%	3%	3%	5%	-	-	-	-	-
	Male	16%	13%	<b>17%</b>	14%	9%	41%	-	*	-	*	7%	34%	*	18%	3%	17%	-	-	*	-	*	
Female	22%	20%	<b>13%</b>	12%	8%	50%	-	*	-	17%	12%	15%	25%	12%	5%	-	13%	-	-	-	-	-	
Mathematics	All	23%	20%	<b>14%</b>	13%	10%	35%	-	*	-	11%	9%	23%	*	14%	3%	17%	11%	-	*	-	*	
	Students																						
	CWD	10%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	21%	<b>14%</b>	14%	11%	33%	-	*	-	11%	10%	22%	-	14%	4%	18%	10%	-	*	-	*	
	EL	13%	11%	<b>3%</b>	*	4%	*	-	*	-	-	4%	0%	*	4%	3%	3%	5%	-	-	-	-	-
	Male	23%	19%	<b>17%</b>	19%	9%	41%	-	*	-	*	7%	34%	*	18%	3%	17%	-	-	*	-	*	
Female	24%	20%	<b>11%</b>	9%	10%	17%	-	*	-	17%	12%	7%	*	10%	5%	-	11%	-	-	-	-	-	
Science	All	22%	20%	<b>8%</b>	14%	5%	*	-	-	-	*	10%	6%	*	9%	0%	6%	10%	-	-	-	-	
	Students																						
	CWD	7%	4%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	-
	CWOD	24%	22%	<b>9%</b>	14%	6%	*	-	-	-	*	10%	7%	-	9%	0%	6%	11%	-	-	-	-	-
	EL	5%	5%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	-
	Male	23%	20%	<b>6%</b>	*	0%	-	-	-	-	-	0%	17%	-	6%	0%	6%	-	-	-	-	-	-
Female	21%	20%	<b>10%</b>	11%	11%	*	-	-	-	*	18%	0%	*	11%	*	-	10%	-	-	-	-	-	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	54	78	75	-	*	-	*	67	80	75
CWD	80	*	83	*	-	-	-	-	100	80	*
CWOD	67	51	77	79	-	*	-	*	64	-	71
EL	75	*	83	*	-	*	-	-	71	*	75
Male	72	62	83	67	-	*	-	*	74	*	82
Female	64	50	73	*	-	*	-	*	63	83	65
<b>Mathematics</b>											
All Students	68	56	75	75	-	*	-	79	66	70	64
CWD	70	*	*	*	-	-	-	-	*	70	*
CWOD	68	57	75	71	-	*	-	79	67	-	66
EL	64	*	64	*	-	*	-	-	62	*	64
Male	68	50	69	83	-	*	-	*	62	*	61
Female	69	59	80	*	-	*	-	*	69	*	68

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>146</b>	<b>26</b>	<b>18%</b>

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	39	33	61	-	*	-	*	32	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N						N		N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate		Campus	American			Indian		Islander	More	Disadv	Econ						
All Subjects	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%



		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	*	*	*	-	*	-	*	-
	CWOD	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	0%	0%	*	0%	0%	*	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b> Chronic Absenteeism	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	10	*	8	*	*	*	*	*	*	*	*
	Total	14	*	10	*	*	*	*	*	*	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or Alaska Native</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>EL</b>	<b>Students with Disabilities</b>
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.0	13.5%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	2.9%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	1.7%

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		Mathematics	Overall	30	30	37	36	24	24	9
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities		67	69	23	22	8	7	2	2
	English Language Learners		61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** KEY EL  
**Campus ID:** 220901128  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>		Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22													42%	
2022-23 through 2026-27													44%	
2027-28 through 2031-32													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African	American	Pacific	Two	Non														Foster	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Econ	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
<b>Grade 3</b>																								
Reading	All	77%	70%	<b>88%</b>	79%	90%	95%	-	*	-	83%	85%	91%	83%	88%	91%	88%	87%	-	*	-	*		
	Students																							
	CWD	51%	46%	<b>83%</b>	*	*	*	-	-	-	-	83%	-	83%	-	-	*	*	-	*	-	-		
	CWOD	79%	72%	<b>88%</b>	81%	89%	95%	-	*	-	83%	85%	91%	-	88%	91%	90%	86%	-	*	-	*		
	EL	70%	69%	<b>91%</b>	-	100%	*	-	*	-	-	86%	*	-	91%	91%	100%	83%	-	*	-	-		
	Male	74%	68%	<b>88%</b>	79%	100%	100%	-	*	-	*	83%	94%	*	90%	100%	88%	-	-	*	-	*		
	Female	79%	73%	<b>87%</b>	80%	80%	93%	-	-	-	*	86%	88%	*	86%	83%	-	87%	-	*	-	-		
	Mathematics	All	77%	71%	<b>81%</b>	75%	71%	90%	-	*	-	100%	78%	84%	*	82%	82%	76%	84%	-	*	-	*	
	Students																							
	CWD	52%	43%	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-		
CWOD	80%	73%	<b>82%</b>	76%	74%	89%	-	*	-	100%	79%	84%	-	82%	82%	79%	84%	-	*	-	*			
EL	74%	73%	<b>82%</b>	-	86%	*	-	*	-	-	71%	*	-	82%	82%	*	83%	-	*	-	-			
Male	77%	70%	<b>76%</b>	71%	64%	100%	-	*	-	*	67%	88%	*	79%	*	76%	-	-	*	-	*			
Female	78%	71%	<b>84%</b>	80%	80%	86%	-	-	-	*	86%	81%	*	84%	83%	-	84%	-	*	-	-			
<b>Grade 4</b>																								
Reading	All	72%	67%	<b>80%</b>	78%	78%	77%	*	100%	-	83%	74%	88%	*	84%	64%	78%	82%	-	*	-	*		
	Students																							
	CWD	46%	47%	*	*	*	*	*	-	-	-	*	*	*	-	-	-	*	-	*	-	-		
	CWOD	75%	69%	<b>84%</b>	82%	86%	81%	-	100%	-	83%	79%	91%	-	84%	64%	78%	90%	-	*	-	*		
	EL	60%	56%	<b>64%</b>	*	71%	*	-	*	-	-	60%	*	-	64%	64%	*	75%	-	-	-	-		
	Male	70%	64%	<b>78%</b>	73%	75%	83%	-	*	-	*	71%	87%	-	78%	*	78%	-	-	*	-	*		
	Female	75%	70%	<b>82%</b>	83%	80%	70%	*	*	-	*	76%	89%	*	90%	75%	-	82%	-	*	-	-		
	Mathematics	All	77%	74%	<b>78%</b>	70%	83%	82%	*	100%	-	*	76%	79%	*	81%	82%	75%	80%	-	*	-	*	
	Students																							
	CWD	49%	49%	*	*	*	*	*	-	-	-	*	*	*	-	-	-	*	-	*	-	-		
CWOD	81%	76%	<b>81%</b>	73%	90%	86%	-	100%	-	*	81%	82%	-	81%	82%	75%	87%	-	*	-	*			
EL	72%	72%	<b>82%</b>	*	86%	*	-	*	-	-	90%	*	-	82%	82%	*	88%	-	-	-	-			
Male	77%	72%	<b>75%</b>	64%	88%	83%	-	*	-	*	67%	87%	-	75%	*	75%	-	-	*	-	*			
Female	78%	76%	<b>80%</b>	75%	80%	80%	*	*	-	*	84%	74%	*	87%	88%	-	80%	-	*	-	-			
<b>Grade 5</b>																								
Reading	All	83%	80%	<b>80%</b>	67%	93%	83%	-	*	*	*	81%	79%	*	85%	85%	78%	82%	-	*	-	-		
	Students																							
CWD	54%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-			

				African	American	Pacific	Two or More Econ	Non Econ												Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWOD	87%	83%	<b>85%</b>	76%	96%	88%	-	*	*	*	85%	85%	-	85%	83%	81%	89%	-	*	-	-	
	EL	73%	70%	<b>85%</b>	-	100%	-	-	*	*	-	100%	*	*	83%	85%	*	89%	-	-	-	-	
	Male	81%	77%	<b>78%</b>	*	100%	81%	-	*	-	*	86%	73%	*	81%	*	78%	-	-	-	-	-	
	Female	86%	82%	<b>82%</b>	76%	88%	*	-	*	*	*	78%	88%	*	89%	89%	-	82%	-	*	-	-	
Mathematics	All	90%	85%	<b>91%</b>	87%	96%	89%	-	*	*	*	92%	89%	*	97%	92%	89%	92%	-	*	-	-	
	Students																						
	CWD	70%	56%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	92%	89%	<b>97%</b>	100%	100%	94%	-	*	*	*	97%	97%	-	97%	92%	94%	100%	-	*	-	-	
	EL	86%	81%	<b>92%</b>	-	100%	-	-	*	*	-	100%	*	*	92%	92%	*	100%	-	-	-	-	
	Male	89%	84%	<b>89%</b>	86%	100%	88%	-	*	-	*	93%	86%	*	94%	*	89%	-	-	-	-	-	
	Female	91%	86%	<b>92%</b>	88%	94%	*	-	*	*	*	91%	94%	*	100%	100%	-	92%	-	*	-	-	
Science	All	75%	69%	<b>75%</b>	58%	78%	89%	-	*	*	*	68%	82%	*	81%	69%	72%	77%	-	*	-	-	
	Students																						
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	78%	72%	<b>81%</b>	67%	84%	94%	-	*	*	*	74%	88%	-	81%	75%	78%	83%	-	*	-	-	
	EL	62%	57%	<b>69%</b>	-	67%	-	-	*	*	-	67%	*	*	75%	69%	*	89%	-	-	-	-	
	Male	76%	69%	<b>72%</b>	*	73%	88%	-	*	-	*	71%	73%	*	78%	*	72%	-	-	-	-	-	
	Female	75%	69%	<b>77%</b>	65%	81%	*	-	*	*	*	65%	94%	*	83%	89%	-	77%	-	*	-	-	
Grade 6	All	68%	67%	<b>67%</b>	56%	65%	76%	*	*	-	*	57%	80%	*	73%	56%	59%	79%	-	*	-	*	
	Students																						
	CWD	35%	33%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	71%	70%	<b>73%</b>	67%	75%	76%	*	*	-	*	65%	83%	-	73%	63%	65%	85%	-	*	-	*	
	EL	42%	46%	<b>56%</b>	-	*	*	-	*	-	-	*	*	*	63%	56%	*	*	-	*	-	-	
	Male	63%	61%	<b>59%</b>	*	58%	67%	*	*	-	*	48%	75%	*	65%	*	59%	-	-	*	-	*	
	Female	72%	73%	<b>79%</b>	75%	73%	88%	-	*	-	-	71%	86%	*	85%	*	-	79%	-	-	-	-	
Mathematics	All	76%	76%	<b>73%</b>	61%	65%	94%	*	*	-	*	65%	83%	*	80%	67%	67%	82%	-	*	-	*	
	Students																						
	CWD	50%	46%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	79%	80%	<b>80%</b>	67%	75%	94%	*	*	-	*	77%	83%	-	80%	75%	74%	88%	-	*	-	*	
	EL	61%	67%	<b>67%</b>	-	*	*	-	*	-	-	63%	*	*	75%	67%	*	*	-	*	-	-	
	Male	76%	76%	<b>67%</b>	50%	58%	89%	*	*	-	*	61%	75%	*	74%	*	67%	-	-	*	-	*	
	Female	77%	77%	<b>82%</b>	75%	73%	100%	-	*	-	-	71%	93%	*	88%	*	-	82%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>56%</b>	42%	38%	80%	-	*	-	83%	48%	66%	17%	59%	55%	56%	55%	-	*	-	*	
	Students																						
	CWD	28%	21%	<b>17%</b>	*	*	*	-	-	-	-	17%	-	17%	-	-	*	*	-	*	-	-	
	CWOD	44%	36%	<b>59%</b>	43%	42%	84%	-	*	-	83%	53%	66%	-	59%	55%	62%	57%	-	*	-	*	
	EL	32%	32%	<b>55%</b>	-	43%	*	-	*	-	-	43%	*	-	55%	55%	60%	50%	-	*	-	-	
	Male	40%	33%	<b>56%</b>	50%	36%	100%	-	*	-	*	44%	69%	*	62%	60%	56%	-	-	*	-	*	
	Female	45%	37%	<b>55%</b>	30%	40%	71%	-	-	-	*	50%	63%	*	57%	50%	-	55%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>50%</b>	42%	38%	70%	-	*	-	50%	43%	59%	*	53%	64%	50%	50%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-	-
	CWOD	48%	38%	<b>53%</b>	43%	42%	74%	-	*	-	50%	47%	59%	-	53%	64%	55%	51%	-	*	-	*	
	EL	39%	38%	<b>64%</b>	-	57%	*	-	*	-	-	43%	*	-	64%	64%	*	50%	-	*	-	-	-
	Female	45%	35%	<b>50%</b>	40%	40%	64%	-	-	-	*	45%	56%	*	51%	50%	-	50%	-	*	-	-	-
Grade 4 Reading	All	45%	40%	<b>48%</b>	35%	39%	64%	*	100%	-	33%	33%	68%	*	51%	36%	47%	48%	-	*	-	*	
	Students																						
	CWD	28%	30%	*	*	*	*	*	-	-	-	*	*	*	-	-	-	*	-	*	-	-	-
	CWOD	47%	41%	<b>51%</b>	36%	43%	67%	-	100%	-	33%	36%	70%	-	51%	36%	47%	54%	-	*	-	*	
	EL	29%	28%	<b>36%</b>	*	29%	*	-	*	-	-	30%	*	-	36%	36%	*	50%	-	-	-	-	-
	Female	47%	42%	<b>48%</b>	33%	40%	60%	*	*	-	*	32%	68%	*	54%	50%	-	48%	-	*	-	-	-
Mathematics	All	48%	40%	<b>50%</b>	43%	43%	64%	*	100%	-	*	39%	65%	*	53%	27%	53%	48%	-	*	-	*	
	Students																						
	CWD	29%	30%	*	*	*	*	*	-	-	-	*	*	*	-	-	-	*	-	*	-	-	-
	CWOD	50%	42%	<b>53%</b>	45%	48%	67%	-	100%	-	*	43%	67%	-	53%	27%	53%	54%	-	*	-	*	
	EL	38%	35%	<b>27%</b>	*	14%	*	-	*	-	-	30%	*	-	27%	27%	*	25%	-	-	-	-	-
	Female	47%	40%	<b>48%</b>	50%	33%	60%	*	*	-	*	36%	63%	*	54%	25%	-	48%	-	*	-	-	-
Grade 5 Reading	All	53%	49%	<b>49%</b>	50%	48%	56%	-	*	*	*	43%	55%	*	53%	23%	42%	56%	-	*	-	-	
	Students																						
	CWD	30%	25%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	56%	51%	<b>53%</b>	57%	52%	56%	-	*	*	*	47%	59%	-	53%	25%	44%	61%	-	*	-	-	-
	EL	35%	30%	<b>23%</b>	-	33%	-	-	*	*	-	33%	*	*	25%	23%	*	22%	-	-	-	-	-
	Female	56%	51%	<b>56%</b>	65%	50%	*	-	*	*	*	52%	63%	*	61%	22%	-	56%	-	*	-	-	-
Mathematics	All	57%	50%	<b>65%</b>	61%	63%	78%	-	*	*	*	53%	76%	*	70%	54%	61%	68%	-	*	-	-	
	Students																						
	CWD	34%	24%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	60%	52%	<b>70%</b>	70%	68%	81%	-	*	*	*	58%	82%	-	70%	58%	66%	74%	-	*	-	-	-
	EL	46%	39%	<b>54%</b>	-	56%	-	-	*	*	-	56%	*	*	58%	54%	*	56%	-	-	-	-	-
	Female	58%	50%	<b>68%</b>	69%	63%	*	-	*	*	*	55%	88%	*	74%	56%	-	68%	-	*	-	-	-
Science	All	40%	34%	<b>32%</b>	21%	33%	50%	-	*	*	*	24%	39%	*	34%	23%	36%	28%	-	*	-	-	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	42%	35%	<b>34%</b>	24%	36%	50%	-	*	*	*	26%	41%	-	34%	25%	38%	31%	-	*	-	-	-
	EL	24%	18%	<b>23%</b>	-	33%	-	-	*	*	-	33%	*	*	25%	23%	*	22%	-	-	-	-	-
	Female	38%	32%	<b>28%</b>	29%	31%	*	-	*	*	*	22%	38%	*	31%	22%	-	28%	-	*	-	-	-

					African	American	Pacific	Two	More	Econ	Non										Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6 Reading	All	38%	37%	<b>46%</b>	39%	48%	53%	*	*	-	*	32%	63%	*	52%	33%	38%	57%	-	*	-	*	
	Students																						
	CWD	22%	22%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	40%	38%	<b>52%</b>	47%	55%	53%	*	*	-	*	39%	66%	-	52%	38%	44%	62%	-	*	-	*	
	EL	14%	15%	<b>33%</b>	-	*	*	-	*	-	-	*	*	*	38%	33%	*	*	-	*	-	-	-
	Male	34%	32%	<b>38%</b>	*	50%	44%	*	*	-	*	30%	50%	*	44%	*	38%	-	-	*	-	*	
	Female	42%	42%	<b>57%</b>	75%	45%	63%	-	*	-	-	36%	79%	*	62%	*	-	57%	-	-	-	-	-
Mathematics	All	43%	46%	<b>52%</b>	50%	39%	65%	*	*	-	*	41%	67%	*	58%	56%	46%	61%	-	*	-	*	
	Students																						
	CWD	23%	27%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	46%	48%	<b>58%</b>	60%	45%	65%	*	*	-	*	48%	69%	-	58%	63%	53%	65%	-	*	-	*	
	EL	24%	31%	<b>56%</b>	-	*	*	-	*	-	-	50%	*	*	63%	56%	*	*	-	*	-	-	-
	Male	44%	46%	<b>46%</b>	30%	42%	56%	*	*	-	*	43%	50%	*	53%	*	46%	-	-	*	-	*	
	Female	42%	46%	<b>61%</b>	75%	36%	75%	-	*	-	-	36%	86%	*	65%	*	-	61%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3 Reading	All	24%	19%	<b>38%</b>	25%	14%	70%	-	*	-	50%	33%	44%	17%	39%	45%	41%	34%	-	*	-	*	
	Students																						
	CWD	9%	7%	<b>17%</b>	*	*	*	-	-	-	-	17%	-	17%	-	-	*	*	-	*	-	-	-
	CWOD	26%	20%	<b>39%</b>	24%	16%	74%	-	*	-	50%	35%	44%	-	39%	45%	45%	35%	-	*	-	*	
	EL	15%	16%	<b>45%</b>	-	29%	*	-	*	-	-	43%	*	-	45%	45%	40%	50%	-	*	-	-	-
	Male	22%	17%	<b>41%</b>	36%	9%	100%	-	*	-	*	39%	44%	*	45%	40%	41%	-	-	*	-	*	
	Female	26%	20%	<b>34%</b>	10%	20%	57%	-	-	-	*	27%	44%	*	35%	50%	-	34%	-	*	-	-	-
Mathematics	All	22%	15%	<b>18%</b>	4%	5%	45%	-	*	-	17%	15%	22%	*	18%	36%	24%	13%	-	*	-	*	
	Students																						
	CWD	12%	5%	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-	-
	CWOD	24%	16%	<b>18%</b>	0%	5%	47%	-	*	-	17%	15%	22%	-	18%	36%	24%	14%	-	*	-	*	
	EL	17%	16%	<b>36%</b>	-	14%	*	-	*	-	-	43%	*	-	36%	36%	*	33%	-	*	-	-	-
	Male	23%	17%	<b>24%</b>	7%	0%	83%	-	*	-	*	17%	31%	*	24%	*	24%	-	-	*	-	*	
	Female	21%	14%	<b>13%</b>	0%	10%	29%	-	-	-	*	14%	13%	*	14%	33%	-	13%	-	*	-	-	-
Grade 4 Reading	All	23%	19%	<b>33%</b>	30%	22%	41%	*	80%	-	17%	22%	47%	*	35%	18%	33%	32%	-	*	-	*	
	Students																						
	CWD	9%	9%	*	*	*	*	*	-	-	-	*	*	*	-	-	-	*	-	*	-	-	-
	CWOD	25%	20%	<b>35%</b>	32%	24%	43%	-	80%	-	17%	24%	48%	-	35%	18%	33%	36%	-	*	-	*	
	EL	12%	11%	<b>18%</b>	*	14%	*	-	*	-	-	20%	*	-	18%	18%	*	25%	-	-	-	-	-
	Male	22%	18%	<b>33%</b>	27%	25%	42%	-	*	-	*	24%	47%	-	33%	*	33%	-	-	*	-	*	
	Female	25%	21%	<b>32%</b>	33%	20%	40%	*	*	-	*	20%	47%	*	36%	25%	-	32%	-	*	-	-	-
Mathematics	All	26%	20%	<b>29%</b>	22%	17%	45%	*	80%	-	*	22%	38%	*	31%	9%	31%	27%	-	*	-	*	
	Students																						
	CWD	11%	10%	*	*	*	*	*	-	-	-	*	*	*	-	-	-	*	-	*	-	-	-
	CWOD	28%	21%	<b>31%</b>	23%	19%	48%	-	80%	-	*	24%	39%	-	31%	9%	31%	31%	-	*	-	*	
EL	18%	14%	<b>9%</b>	*	0%	*	-	*	-	-	10%	*	-	9%	9%	*	13%	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	27%	21%	<b>31%</b>	18%	38%	33%	-	*	-	*	29%	33%	-	31%	*	31%	-	-	*	-	*
	Female	25%	19%	<b>27%</b>	25%	7%	60%	*	*	-	*	16%	42%	*	31%	13%	-	27%	-	*	-	-
Grade 5	All	26%	23%	<b>24%</b>	25%	22%	33%	-	*	*	*	16%	32%	*	26%	23%	14%	33%	-	*	-	-
Reading	Students																					
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	27%	24%	<b>26%</b>	29%	24%	38%	-	*	*	*	18%	35%	-	26%	25%	16%	36%	-	*	-	-
	EL	12%	8%	<b>23%</b>	-	33%	-	-	*	*	*	33%	*	*	25%	23%	*	22%	-	-	-	-
	Male	24%	21%	<b>14%</b>	*	9%	25%	-	*	-	*	7%	18%	*	16%	*	14%	-	-	-	-	-
	Female	28%	25%	<b>33%</b>	35%	31%	*	-	*	*	*	22%	50%	*	36%	22%	-	33%	-	*	-	-
Mathematics	All	30%	24%	<b>35%</b>	30%	33%	39%	-	*	*	*	28%	42%	*	37%	31%	33%	37%	-	*	-	-
	Students																					
	CWD	13%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	31%	26%	<b>37%</b>	35%	36%	38%	-	*	*	*	30%	44%	-	37%	33%	34%	40%	-	*	-	-
	EL	19%	13%	<b>31%</b>	-	22%	-	-	*	*	*	33%	*	*	33%	31%	*	33%	-	-	-	-
	Male	29%	24%	<b>33%</b>	14%	36%	44%	-	*	-	*	29%	36%	*	34%	*	33%	-	-	-	-	-
	Female	30%	24%	<b>37%</b>	38%	31%	*	-	*	*	*	27%	50%	*	40%	33%	-	37%	-	*	-	-
Science	All	16%	13%	<b>15%</b>	8%	7%	33%	-	*	*	*	5%	24%	*	15%	8%	19%	10%	-	*	-	-
	Students																					
	CWD	9%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	17%	14%	<b>15%</b>	10%	8%	31%	-	*	*	*	6%	24%	-	15%	8%	19%	11%	-	*	-	-
	EL	7%	4%	<b>8%</b>	-	11%	-	-	*	*	*	11%	*	*	8%	8%	*	0%	-	-	-	-
	Male	18%	14%	<b>19%</b>	*	9%	38%	-	*	-	*	7%	27%	*	19%	*	19%	-	-	-	-	-
	Female	15%	12%	<b>10%</b>	12%	6%	*	-	*	*	*	4%	19%	*	11%	0%	-	10%	-	*	-	-
Grade 6	All	18%	17%	<b>28%</b>	22%	26%	41%	*	*	-	*	14%	47%	*	32%	22%	15%	46%	-	*	-	*
Reading	Students																					
	CWD	8%	6%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	20%	19%	<b>32%</b>	27%	30%	41%	*	*	-	*	16%	48%	-	32%	25%	18%	50%	-	*	-	*
	EL	4%	5%	<b>22%</b>	-	*	*	-	*	-	-	*	*	*	25%	22%	*	*	-	*	-	-
	Male	15%	13%	<b>15%</b>	*	17%	22%	*	*	-	*	9%	25%	*	18%	*	15%	-	-	*	-	*
	Female	22%	22%	<b>46%</b>	50%	36%	63%	-	*	-	-	21%	71%	*	50%	*	-	46%	-	-	-	-
Mathematics	All	18%	21%	<b>22%</b>	11%	22%	29%	*	*	-	*	11%	37%	*	25%	22%	26%	18%	-	*	-	*
	Students																					
	CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	19%	22%	<b>25%</b>	13%	25%	29%	*	*	-	*	13%	38%	-	25%	25%	29%	19%	-	*	-	*
	EL	6%	9%	<b>22%</b>	-	*	*	-	*	-	*	13%	*	*	25%	22%	*	*	-	*	-	-
	Male	18%	21%	<b>26%</b>	10%	25%	33%	*	*	-	*	13%	44%	*	29%	*	26%	-	-	*	-	*
	Female	17%	21%	<b>18%</b>	13%	18%	25%	-	*	-	-	7%	29%	*	19%	*	-	18%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>79%</b>	71%	80%	86%	*	90%	*	76%	75%	84%	32%	84%	77%	75%	83%	-	46%	-	*
	Students																					

				African	American	Pacific	Two or Non	More	Econ	Econ	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	CWD	45%	38%	<b>32%</b>	22%	25%	50%	*	-	-	*	34%	*	32%	-	*	44%	*	-	*	-	-	
	CWOD	80%	76%	<b>84%</b>	77%	86%	88%	*	90%	*	78%	80%	87%	-	84%	79%	79%	88%	-	71%	-	*	
	EL	60%	59%	<b>77%</b>	*	81%	50%	-	82%	*	-	77%	79%	*	79%	77%	66%	84%	-	*	-	-	
	Male	74%	69%	<b>75%</b>	63%	79%	85%	*	80%	-	62%	70%	81%	44%	79%	66%	75%	-	-	44%	-	*	
	Female	79%	76%	<b>83%</b>	77%	82%	87%	*	100%	*	94%	79%	87%	*	88%	84%	-	83%	-	50%	-	-	
Reading	All	73%	68%	<b>79%</b>	71%	82%	83%	*	92%	*	78%	74%	84%	36%	83%	75%	75%	83%	-	42%	-	*	
	Students																						
	CWD	39%	32%	<b>36%</b>	*	*	*	*	-	-	*	42%	*	36%	-	*	50%	*	-	*	-	-	
	CWOD	77%	72%	<b>83%</b>	77%	87%	85%	*	92%	*	76%	79%	88%	-	83%	76%	78%	88%	-	63%	-	*	
	EL	52%	51%	<b>75%</b>	*	83%	*	-	86%	*	-	74%	80%	*	76%	75%	65%	81%	-	*	-	-	
	Male	69%	64%	<b>75%</b>	62%	83%	81%	*	86%	-	60%	70%	81%	50%	78%	65%	75%	-	-	*	-	*	
	Female	77%	73%	<b>83%</b>	79%	81%	85%	*	100%	*	100%	79%	88%	*	88%	81%	-	83%	-	*	-	-	
Mathematics	All	80%	75%	<b>81%</b>	74%	80%	88%	*	92%	*	72%	77%	84%	32%	85%	82%	77%	84%	-	50%	-	*	
	Students																						
	CWD	52%	42%	<b>32%</b>	*	*	*	*	-	-	*	32%	*	32%	-	*	43%	*	-	*	-	-	
	CWOD	83%	79%	<b>85%</b>	79%	86%	90%	*	92%	*	76%	84%	87%	-	85%	83%	80%	90%	-	75%	-	*	
	EL	70%	69%	<b>82%</b>	*	83%	*	-	86%	*	-	82%	80%	*	83%	82%	76%	85%	-	*	-	-	
	Male	78%	73%	<b>77%</b>	67%	76%	88%	*	86%	-	60%	70%	84%	43%	80%	76%	77%	-	-	*	-	*	
	Female	82%	78%	<b>84%</b>	80%	83%	88%	*	100%	*	88%	84%	85%	*	90%	85%	-	84%	-	*	-	-	
Science	All	79%	74%	<b>75%</b>	58%	78%	89%	-	*	*	*	68%	82%	*	81%	69%	72%	77%	-	*	-	-	
	Students																						
	CWD	48%	40%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	82%	78%	<b>81%</b>	67%	84%	94%	-	*	*	*	74%	88%	-	81%	75%	78%	83%	-	*	-	-	
	EL	58%	57%	<b>69%</b>	-	67%	-	-	*	*	-	67%	*	*	75%	69%	*	89%	-	-	-	-	
	Male	78%	72%	<b>72%</b>	*	73%	88%	-	*	-	*	71%	73%	*	78%	*	72%	-	-	-	-	-	
	Female	80%	77%	<b>77%</b>	65%	81%	*	-	*	*	*	65%	94%	*	83%	89%	-	77%	-	*	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>50%</b>	42%	44%	65%	*	72%	*	42%	39%	62%	9%	54%	41%	48%	52%	-	27%	-	*	
	Students																						
	CWD	23%	19%	<b>9%</b>	9%	0%	30%	*	-	-	*	5%	*	9%	-	*	16%	*	-	*	-	-	
	CWOD	50%	45%	<b>54%</b>	47%	48%	67%	*	72%	*	44%	44%	64%	-	54%	43%	51%	56%	-	41%	-	*	
	EL	26%	25%	<b>41%</b>	*	37%	42%	-	53%	*	-	38%	50%	*	43%	41%	45%	38%	-	*	-	-	
	Male	45%	40%	<b>48%</b>	32%	45%	64%	*	80%	-	19%	38%	58%	16%	51%	45%	48%	-	-	25%	-	*	
	Female	50%	45%	<b>52%</b>	51%	43%	66%	*	64%	*	71%	41%	66%	*	56%	38%	-	52%	-	30%	-	-	
Reading	All	46%	41%	<b>50%</b>	42%	44%	64%	*	69%	*	50%	39%	63%	8%	54%	36%	46%	54%	-	33%	-	*	
	Students																						
	CWD	22%	18%	<b>8%</b>	*	*	*	*	-	-	*	5%	*	8%	-	*	14%	*	-	*	-	-	
	CWOD	48%	44%	<b>54%</b>	46%	48%	66%	*	69%	*	53%	43%	65%	-	54%	38%	49%	58%	-	50%	-	*	
	EL	21%	21%	<b>36%</b>	*	34%	*	-	43%	*	-	32%	50%	*	38%	36%	35%	37%	-	*	-	-	
	Male	41%	37%	<b>46%</b>	31%	43%	60%	*	86%	-	20%	34%	58%	14%	49%	35%	46%	-	-	*	-	*	
	Female	50%	47%	<b>54%</b>	51%	44%	68%	*	50%	*	88%	43%	68%	*	58%	37%	-	54%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	48%	42%	<b>54%</b>	49%	47%	69%	*	92%	*	33%	43%	67%	8%	59%	50%	52%	56%	-	25%	-	*	
	Students																						
	CWD	26%	21%	<b>8%</b>	*	*	*	*	-	-	*	5%	*	8%	-	*	14%	*	-	*	-	-	-
	CWOD	51%	45%	<b>59%</b>	54%	52%	71%	*	92%	*	35%	49%	70%	-	59%	52%	56%	61%	-	38%	-	-	*
	EL	33%	31%	<b>50%</b>	*	41%	*	-	86%	*	-	44%	70%	*	52%	50%	59%	44%	-	*	-	-	-
	Male	47%	41%	<b>52%</b>	38%	50%	70%	*	86%	-	20%	43%	62%	14%	56%	59%	52%	-	-	*	-	-	*
Female	49%	44%	<b>56%</b>	59%	44%	68%	*	100%	*	50%	43%	72%	*	61%	44%	-	56%	-	*	-	-	-	
Science	All	49%	46%	<b>32%</b>	21%	33%	50%	-	*	*	*	24%	39%	*	34%	23%	36%	28%	-	*	-	-	
	Students																						
	CWD	23%	18%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	52%	49%	<b>34%</b>	24%	36%	50%	-	*	*	*	26%	41%	-	34%	25%	38%	31%	-	*	-	-	-
	EL	21%	20%	<b>23%</b>	-	33%	-	-	*	*	-	33%	*	*	25%	23%	*	22%	-	-	-	-	-
	Male	50%	45%	<b>36%</b>	*	36%	56%	-	*	-	*	29%	41%	*	38%	*	36%	-	-	-	-	-	-
Female	49%	46%	<b>28%</b>	29%	31%	*	-	*	*	*	22%	38%	*	31%	22%	-	28%	-	*	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	18%	<b>27%</b>	20%	19%	42%	*	59%	*	18%	19%	37%	7%	29%	24%	26%	28%	-	15%	-	*	
	Students																						
	CWD	8%	5%	<b>7%</b>	9%	0%	20%	*	-	-	*	5%	*	7%	-	*	13%	*	-	*	-	-	-
	CWOD	23%	20%	<b>29%</b>	21%	21%	44%	*	59%	*	19%	20%	38%	-	29%	25%	28%	30%	-	24%	-	-	*
	EL	9%	8%	<b>24%</b>	*	18%	33%	-	41%	*	-	23%	25%	*	25%	24%	26%	22%	-	*	-	-	-
	Male	20%	17%	<b>26%</b>	14%	18%	41%	*	73%	-	10%	19%	33%	13%	28%	26%	26%	-	-	19%	-	-	*
Female	22%	20%	<b>28%</b>	25%	20%	44%	*	43%	*	29%	18%	40%	*	30%	22%	-	28%	-	10%	-	-	-	
Reading	All	19%	16%	<b>31%</b>	26%	21%	47%	*	54%	*	22%	21%	42%	4%	33%	27%	26%	36%	-	17%	-	*	
	Students																						
	CWD	7%	5%	<b>4%</b>	*	*	*	*	-	-	*	5%	*	4%	-	*	7%	*	-	*	-	-	-
	CWOD	20%	18%	<b>33%</b>	28%	24%	49%	*	54%	*	24%	23%	44%	-	33%	29%	27%	38%	-	25%	-	-	*
	EL	7%	7%	<b>27%</b>	*	24%	*	-	29%	*	-	26%	30%	*	29%	27%	24%	30%	-	*	-	-	-
	Male	16%	13%	<b>26%</b>	19%	14%	40%	*	71%	-	10%	20%	32%	7%	27%	24%	26%	-	-	*	-	-	*
Female	22%	20%	<b>36%</b>	32%	27%	56%	*	33%	*	38%	23%	52%	*	38%	30%	-	36%	-	*	-	-	-	
Mathematics	All	23%	20%	<b>26%</b>	17%	20%	40%	*	77%	*	11%	19%	35%	8%	28%	25%	28%	24%	-	17%	-	*	
	Students																						
	CWD	10%	5%	<b>8%</b>	*	*	*	*	-	-	*	5%	*	8%	-	*	14%	*	-	*	-	-	-
	CWOD	25%	21%	<b>28%</b>	18%	22%	41%	*	77%	*	12%	21%	36%	-	28%	26%	30%	26%	-	25%	-	-	*
	EL	13%	11%	<b>25%</b>	*	14%	*	-	71%	*	-	24%	30%	*	26%	25%	29%	22%	-	*	-	-	-
	Male	23%	19%	<b>28%</b>	12%	24%	44%	*	86%	-	10%	21%	36%	14%	30%	29%	28%	-	-	*	-	-	*
Female	24%	20%	<b>24%</b>	22%	17%	35%	*	67%	*	13%	17%	34%	*	26%	22%	-	24%	-	*	-	-	-	
Science	All	22%	20%	<b>15%</b>	8%	7%	33%	-	*	*	*	5%	24%	*	15%	8%	19%	10%	-	*	-	-	
	Students																						
	CWD	7%	4%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	24%	22%	<b>15%</b>	10%	8%	31%	-	*	*	*	6%	24%	-	15%	8%	19%	11%	-	*	-	-	-
	EL	5%	5%	<b>8%</b>	-	11%	-	-	*	*	-	11%	*	*	8%	8%	*	0%	-	-	-	-	-
	Male	23%	20%	<b>19%</b>	*	9%	38%	-	*	-	*	7%	27%	*	19%	*	19%	-	-	-	-	-	-
Female	21%	20%	<b>10%</b>	12%	6%	*	-	*	*	*	4%	19%	*	11%	0%	-	10%	-	*	-	-	-	



State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Reading</b>											
All Students	59	63	52	63	*	88	-	*	50	*	55
CWD	*	*	*	*	*	-	-	*	*	*	*
CWOD	62	68	55	65	*	88	-	*	53	-	56
EL	55	*	57	*	-	*	-	-	48	*	55
Male	54	54	40	65	*	*	-	*	43	*	*
Female	64	69	62	60	*	*	-	*	56	*	74
<b>Mathematics</b>											
All Students	70	68	70	73	*	94	-	*	65	59	71
CWD	59	79	*	*	*	-	-	*	54	59	*
CWOD	70	66	72	74	*	94	-	*	67	-	72
EL	71	*	73	*	-	*	-	-	65	*	71
Male	68	66	68	72	*	100	-	*	61	*	75
Female	72	69	71	75	*	*	-	*	69	63	68

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students   African American   Hispanic   White   American Indian   Asian   Pacific Islander   Two or More Races   Econ Disadv   CWD   EL   Homeless   Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>73</b>	<b>23</b>	<b>32%</b>

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	52	44	48	64	*	74	*	45	44	*	47
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N					N		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	N	Y					N		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
All Subjects	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	*	100%	100%	100%	-	*	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	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%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	*	100%	100%	100%	-	*	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	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%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	*	-
	CWOD	100%	100%	100%	100%	-	*	*	*	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	*	-	100%	*	*	100%	100%	100%	*	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	*	*	100%	100%	*	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	*	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	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%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	*	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	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%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	*	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	-	-
	Female	0%	0%	0%	*	-	*	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	8	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	19	*	5	8	*	*	*	*	*	5	5
	Female	21	5	5	11	*	*	*	*	*	*	*
	Total	40	7	10	19	*	*	*	*	*	7	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex	<b>Total</b>
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or Alaska Native</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>EL</b>	<b>Students with Disabilities</b>
Preschool Programs	Male	19	*	8	5	*	*	*	*	5	*
	Female	9	*	5	*	*	*	*	*	*	*
	Total	28	*	13	7	*	*	*	*	7	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\*\* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.  
Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	6.3	19.3%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.8	2.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	2.0%

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-



	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		Mathematics	Overall	30	30	37	36	24	24	9
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities		67	69	23	22	8	7	2	2
	English Language Learners		61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** KNOX EL  
**Campus ID:** 220901157  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or More Econ		Non Econ						Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>67%</b>	*	65%	*	-	*	-	-	66%	*	*	69%	64%	61%	74%	-	*	-	-
	Students																					
	CWD	51%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	79%	72%	<b>69%</b>	*	68%	*	-	*	-	-	69%	*	-	69%	67%	65%	74%	-	*	-	-
	EL	70%	69%	<b>64%</b>	-	63%	-	-	*	-	-	64%	*	*	67%	64%	56%	73%	-	*	-	-
	Male	74%	68%	<b>61%</b>	-	59%	*	-	-	-	-	59%	*	*	65%	56%	61%	-	-	*	-	-
	Female	79%	73%	<b>74%</b>	*	72%	-	-	*	-	-	75%	*	-	74%	73%	-	74%	-	-	-	-
	Mathematics	All	77%	71%	<b>65%</b>	*	64%	*	-	*	-	-	66%	*	*	66%	69%	63%	68%	-	*	-
Students																						
CWD	52%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
CWOD	80%	73%	<b>66%</b>	*	65%	*	-	*	-	-	67%	*	-	66%	70%	65%	68%	-	*	-	-	
EL	74%	73%	<b>69%</b>	-	68%	-	-	*	-	-	71%	*	*	70%	69%	66%	73%	-	*	-	-	
Male	77%	70%	<b>63%</b>	-	62%	*	-	-	-	-	62%	*	*	65%	66%	63%	-	-	*	-	-	
Female	78%	71%	<b>68%</b>	*	66%	-	-	*	-	-	71%	*	-	68%	73%	-	68%	-	-	-	-	
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>52%</b>	*	53%	*	*	-	-	-	50%	67%	*	52%	51%	54%	50%	-	-	*	-
	Students																					
	CWD	46%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	75%	69%	<b>52%</b>	*	53%	-	*	-	-	-	49%	75%	-	52%	52%	53%	52%	-	-	-	-
	EL	60%	56%	<b>51%</b>	-	51%	-	-	-	-	-	50%	*	*	52%	51%	48%	55%	-	-	-	-
	Male	70%	64%	<b>54%</b>	*	55%	*	-	-	-	-	52%	63%	*	53%	48%	54%	-	-	-	*	-
Female	75%	70%	<b>50%</b>	*	52%	-	*	-	-	-	48%	*	*	52%	55%	-	50%	-	-	-	-	
Mathematics	All	77%	74%	<b>78%</b>	*	82%	*	*	-	-	-	76%	89%	*	83%	91%	86%	68%	-	-	*	-
	Students																					
	CWD	49%	49%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	81%	76%	<b>83%</b>	*	86%	-	*	-	-	-	80%	100%	-	83%	95%	91%	72%	-	-	-	-
	EL	72%	72%	<b>91%</b>	-	91%	-	-	-	-	-	90%	*	*	95%	91%	96%	86%	-	-	-	-
	Male	77%	72%	<b>86%</b>	*	91%	*	-	-	-	-	86%	88%	*	91%	96%	86%	-	-	-	*	-
Female	78%	76%	<b>68%</b>	*	71%	-	*	-	-	-	67%	*	*	72%	86%	-	68%	-	-	-	-	
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>60%</b>	*	60%	63%	-	-	-	*	60%	60%	*	62%	46%	54%	67%	-	-	-	-
	Students																					
CWD	54%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-

						African		American		Pacific		Two or Non Econ		Econ		Non Econ				Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>62%</b>	-	60%	*	-	-	-	*	62%	64%	-	62%	47%	56%	69%	-	-	-	-	
	EL	73%	70%	<b>46%</b>	-	46%	-	-	-	-	-	45%	*	*	47%	46%	36%	59%	-	-	-	-	
	Male	81%	77%	<b>54%</b>	*	53%	*	-	-	-	*	50%	71%	*	56%	36%	54%	-	-	-	-	-	
	Female	86%	82%	<b>67%</b>	-	68%	*	-	-	-	-	72%	*	*	69%	59%	-	67%	-	-	-	-	
Mathematics	All	90%	85%	<b>75%</b>	*	74%	100%	-	-	-	*	78%	67%	*	77%	67%	73%	79%	-	-	-	-	
	Students																						
	CWD	70%	56%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	92%	89%	<b>77%</b>	-	75%	100%	-	-	-	*	81%	64%	-	77%	68%	76%	78%	-	-	-	-	
	EL	86%	81%	<b>67%</b>	-	67%	-	-	-	-	-	73%	*	*	68%	67%	64%	71%	-	-	-	-	
	Male	89%	84%	<b>73%</b>	*	74%	*	-	-	-	*	73%	71%	*	76%	64%	73%	-	-	-	-	-	
	Female	91%	86%	<b>79%</b>	-	75%	100%	-	-	-	-	84%	63%	*	78%	71%	-	79%	-	-	-	-	
Science	All	75%	69%	<b>64%</b>	*	65%	75%	-	-	-	*	66%	60%	*	67%	51%	63%	67%	-	-	-	-	
	Students																						
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	78%	72%	<b>67%</b>	-	65%	*	-	-	-	*	67%	64%	-	67%	53%	68%	66%	-	-	-	-	
	EL	62%	57%	<b>51%</b>	-	51%	-	-	-	-	-	55%	*	*	53%	51%	50%	53%	-	-	-	-	
	Male	76%	69%	<b>63%</b>	*	65%	*	-	-	-	*	64%	*	*	68%	50%	63%	-	-	-	-	-	
	Female	75%	69%	<b>67%</b>	-	64%	*	-	-	-	-	68%	63%	*	66%	53%	-	67%	-	-	-	-	
Grade 6	All	68%	67%	<b>60%</b>	*	63%	*	*	-	-	-	62%	*	*	65%	42%	53%	67%	-	-	-	-	
	Reading																						
	Students																						
	CWD	35%	33%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	71%	70%	<b>65%</b>	*	66%	-	*	-	-	-	68%	*	-	65%	41%	63%	67%	-	-	-	-	
	EL	42%	46%	<b>42%</b>	-	42%	-	-	-	-	-	46%	*	*	41%	42%	53%	*	-	-	-	-	
	Male	63%	61%	<b>53%</b>	*	60%	*	-	-	-	-	53%	*	*	63%	53%	53%	-	-	-	-	-	
	Female	72%	73%	<b>67%</b>	*	67%	-	*	-	-	-	71%	*	-	67%	*	-	67%	-	-	-	-	
Mathematics	All	76%	76%	<b>66%</b>	*	71%	*	*	-	-	-	68%	*	*	77%	66%	60%	71%	-	-	-	-	
	Students																						
	CWD	50%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>77%</b>	*	79%	-	*	-	-	-	79%	*	-	77%	72%	78%	76%	-	-	-	-	
	EL	61%	67%	<b>66%</b>	-	66%	-	-	-	-	-	71%	*	*	72%	66%	68%	62%	-	-	-	-	
	Male	76%	76%	<b>60%</b>	*	65%	*	-	-	-	-	61%	*	*	78%	68%	60%	-	-	-	-	-	
	Female	77%	77%	<b>71%</b>	*	77%	-	*	-	-	-	76%	*	*	76%	62%	-	71%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3																							
	All	43%	35%	<b>22%</b>	*	21%	*	-	*	-	-	22%	*	*	23%	26%	26%	16%	-	*	-	-	
	Reading																						
	Students																						
	CWD	28%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	44%	36%	<b>23%</b>	*	23%	*	-	*	-	-	23%	*	-	23%	28%	29%	16%	-	*	-	-	
	EL	32%	32%	<b>26%</b>	-	25%	-	-	*	-	-	25%	*	*	28%	26%	31%	19%	-	*	-	-	
	Male	40%	33%	<b>26%</b>	-	27%	*	-	-	-	-	24%	*	*	29%	31%	26%	-	-	*	-	-	
	Female	45%	37%	<b>16%</b>	*	14%	-	-	*	-	-	18%	*	-	16%	19%	-	16%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>30%</b>	*	30%	*	-	*	-	-	31%	*	*	32%	36%	32%	29%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	48%	38%	<b>32%</b>	*	32%	*	-	*	-	-	33%	*	-	32%	39%	35%	29%	-	*	-	-	
	EL	39%	38%	<b>36%</b>	-	35%	-	-	*	-	-	36%	*	*	39%	36%	38%	35%	-	*	-	-	
	Female	45%	35%	<b>29%</b>	*	28%	-	-	*	-	-	32%	*	-	29%	35%	-	29%	-	-	-	-	-
Grade 4 Reading	All	45%	40%	<b>28%</b>	*	28%	*	*	-	-	-	24%	56%	*	30%	23%	35%	20%	-	-	*	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	*	-
	CWOD	47%	41%	<b>30%</b>	*	29%	-	*	-	-	-	25%	63%	-	30%	24%	38%	21%	-	-	-	-	
	EL	29%	28%	<b>23%</b>	-	23%	-	-	-	-	-	23%	*	*	24%	23%	26%	20%	-	-	-	-	
	Female	47%	42%	<b>20%</b>	*	19%	-	*	-	-	-	17%	*	*	21%	20%	-	20%	-	-	-	-	
Mathematics	All	48%	40%	<b>51%</b>	*	54%	*	*	-	-	-	47%	78%	*	54%	57%	62%	39%	-	-	*	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	*	-
	CWOD	50%	42%	<b>54%</b>	*	57%	-	*	-	-	-	49%	88%	-	54%	60%	65%	41%	-	-	-	-	
	EL	38%	35%	<b>57%</b>	-	57%	-	-	-	-	-	56%	*	*	60%	57%	61%	52%	-	-	-	-	
	Female	47%	40%	<b>39%</b>	*	43%	-	*	-	-	-	40%	*	*	41%	52%	-	39%	-	-	-	-	
Grade 5 Reading	All	53%	49%	<b>35%</b>	*	34%	38%	-	-	-	*	37%	27%	*	36%	21%	28%	42%	-	-	-	-	
	Students																						
	CWD	30%	25%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	56%	51%	<b>36%</b>	-	35%	*	-	-	-	*	38%	29%	-	36%	21%	29%	44%	-	-	-	-	
	EL	35%	30%	<b>21%</b>	-	21%	-	-	-	-	-	21%	*	*	21%	21%	14%	29%	-	-	-	-	
	Female	56%	51%	<b>42%</b>	-	46%	*	-	-	-	-	52%	*	*	44%	29%	-	42%	-	-	-	-	
Mathematics	All	57%	50%	<b>36%</b>	*	35%	38%	-	-	-	*	34%	40%	*	39%	31%	35%	36%	-	-	-	-	
	Students																						
	CWD	34%	24%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	60%	52%	<b>39%</b>	-	37%	60%	-	-	-	*	38%	43%	-	39%	32%	41%	38%	-	-	-	-	
	EL	46%	39%	<b>31%</b>	-	31%	-	-	-	-	-	33%	*	*	32%	31%	36%	24%	-	-	-	-	
	Female	58%	50%	<b>36%</b>	-	36%	40%	-	-	-	-	36%	38%	*	38%	24%	-	36%	-	-	-	-	
Science	All	40%	34%	<b>21%</b>	*	18%	38%	-	-	-	*	19%	27%	*	23%	8%	20%	21%	-	-	-	-	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	42%	35%	<b>23%</b>	-	18%	*	-	-	-	*	21%	29%	-	23%	8%	24%	22%	-	-	-	-	
	EL	24%	18%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	*	8%	8%	9%	6%	-	-	-	-	
	Female	38%	32%	<b>21%</b>	-	18%	*	-	-	-	-	20%	25%	*	22%	6%	-	21%	-	-	-	-	



					African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Races	Two or More	Econ	Disadv	Non Econ	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Grade 6																													
Reading	All	38%	37%	<b>16%</b>	*	18%	*	*	-	-	-	-	-	-	18%	*	*	18%	0%	12%	21%	-	-	-	-	-	-		
	Students																												
	CWD	22%	22%	*	*	*	*	-	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-		
	CWOD	40%	38%	<b>18%</b>	*	20%	-	*	-	-	-	-	-	-	21%	*	-	18%	0%	15%	21%	-	-	-	-	-	-		
	EL	14%	15%	<b>0%</b>	-	0%	-	-	-	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	-	-		
	Male	34%	32%	<b>12%</b>	*	13%	*	-	-	-	-	-	-	-	13%	*	*	15%	0%	12%	-	-	-	-	-	-	-		
	Female	42%	42%	<b>21%</b>	*	23%	-	*	-	-	-	-	-	-	25%	*	-	21%	*	-	21%	-	-	-	-	-	-		
Mathematics	All	43%	46%	<b>20%</b>	*	23%	*	*	-	-	-	-	-	21%	*	*	23%	13%	23%	17%	-	-	-	-	-	-			
	Students																												
	CWD	23%	27%	*	*	*	*	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-		
	CWOD	46%	48%	<b>23%</b>	*	25%	-	*	-	-	-	-	-	-	25%	*	-	23%	14%	30%	18%	-	-	-	-	-	-		
	EL	24%	31%	<b>13%</b>	-	13%	-	-	-	-	-	-	-	-	14%	*	*	14%	13%	16%	8%	-	-	-	-	-	-		
	Male	44%	46%	<b>23%</b>	*	26%	*	-	-	-	-	-	-	-	21%	*	*	30%	16%	23%	-	-	-	-	-	-	-		
	Female	42%	46%	<b>17%</b>	*	19%	-	*	-	-	-	-	-	-	21%	*	*	18%	8%	-	17%	-	-	-	-	-	-		
<b>STAAR Percent at Masters Grade Level</b>																													
Grade 3																													
Reading	All	24%	19%	<b>9%</b>	*	8%	*	-	*	-	-	-	-	8%	*	*	9%	10%	13%	3%	-	*	-	-	-	-			
	Students																												
	CWD	9%	7%	*	-	*	-	-	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-		
	CWOD	26%	20%	<b>9%</b>	*	8%	*	-	*	-	-	-	-	-	8%	*	-	9%	11%	15%	3%	-	*	-	-	-	-		
	EL	15%	16%	<b>10%</b>	-	9%	-	-	*	-	-	-	-	-	9%	*	*	11%	10%	16%	4%	-	*	-	-	-	-		
	Male	22%	17%	<b>13%</b>	-	14%	*	-	-	-	-	-	-	-	11%	*	*	15%	16%	13%	-	-	-	-	-	-	-		
	Female	26%	20%	<b>3%</b>	*	0%	-	-	*	-	-	-	-	-	4%	*	-	3%	4%	-	3%	-	-	-	-	-	-		
Mathematics	All	22%	15%	<b>9%</b>	*	9%	*	-	*	-	-	-	-	8%	*	*	9%	10%	11%	6%	-	*	-	-	-	-			
	Students																												
	CWD	12%	5%	*	-	*	-	-	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-		
	CWOD	24%	16%	<b>9%</b>	*	10%	*	-	*	-	-	-	-	-	8%	*	-	9%	11%	12%	6%	-	*	-	-	-	-		
	EL	17%	16%	<b>10%</b>	-	11%	-	-	*	-	-	-	-	-	9%	*	*	11%	10%	13%	8%	-	*	-	-	-	-		
	Male	23%	17%	<b>11%</b>	-	11%	*	-	-	-	-	-	-	-	8%	*	*	12%	13%	11%	-	-	-	-	-	-	-		
	Female	21%	14%	<b>6%</b>	*	7%	-	-	*	-	-	-	-	-	7%	*	-	6%	8%	-	6%	-	-	-	-	-	-		
Grade 4																													
Reading	All	23%	19%	<b>18%</b>	*	18%	*	*	-	-	-	-	-	14%	44%	*	19%	16%	24%	10%	-	-	-	-	*	-			
	Students																												
	CWD	9%	9%	*	*	*	*	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-		
	CWOD	25%	20%	<b>19%</b>	*	19%	-	*	-	-	-	-	-	-	15%	50%	-	19%	17%	26%	10%	-	-	-	-	-	-		
	EL	12%	11%	<b>16%</b>	-	16%	-	-	-	-	-	-	-	-	15%	*	*	17%	16%	17%	15%	-	-	-	-	-	-		
	Male	22%	18%	<b>24%</b>	*	24%	*	-	-	-	-	-	-	-	21%	38%	*	26%	17%	24%	-	-	-	-	-	*	-		
	Female	25%	21%	<b>10%</b>	*	11%	-	*	-	-	-	-	-	-	7%	*	*	10%	15%	-	10%	-	-	-	-	-	-		
Mathematics	All	26%	20%	<b>19%</b>	*	20%	*	*	-	-	-	-	-	15%	44%	*	21%	18%	30%	6%	-	-	-	-	*	-			
	Students																												
	CWD	11%	10%	*	*	*	*	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	*	-		

					African	American			Two or Pacific		More Econ	Non Econ							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	28%	21%	<b>21%</b>	*	21%	-	*	-	-	-	16%	50%	-	21%	19%	32%	7%	-	-	-	-
	EL	18%	14%	<b>18%</b>	-	18%	-	-	-	-	-	17%	*	*	19%	18%	26%	10%	-	-	-	-
	Male	27%	21%	<b>30%</b>	*	30%	*	-	-	-	-	24%	50%	*	32%	26%	30%	-	-	-	*	-
	Female	25%	19%	<b>6%</b>	*	7%	-	*	-	-	-	7%	*	*	7%	10%	-	6%	-	-	-	-
Grade 5																						
Reading	All	26%	23%	<b>10%</b>	*	8%	13%	-	-	-	*	9%	13%	*	11%	0%	8%	12%	-	-	-	-
	Students																					
	CWOD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>11%</b>	-	8%	*	-	-	-	*	10%	14%	-	11%	0%	9%	13%	-	-	-	-
	EL	12%	8%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	24%	21%	<b>8%</b>	*	3%	*	-	-	-	*	3%	29%	*	9%	0%	8%	-	-	-	-	-
	Female	28%	25%	<b>12%</b>	-	14%	*	-	-	-	-	16%	*	*	13%	0%	-	12%	-	-	-	-
Mathematics	All	30%	24%	<b>7%</b>	*	6%	13%	-	-	-	*	5%	13%	*	8%	3%	10%	3%	-	-	-	-
	Students																					
	CWOD	13%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	26%	<b>8%</b>	-	7%	20%	-	-	-	*	6%	14%	-	8%	3%	12%	3%	-	-	-	-
	EL	19%	13%	<b>3%</b>	-	3%	-	-	-	-	-	3%	*	*	3%	3%	5%	0%	-	-	-	-
	Male	29%	24%	<b>10%</b>	*	9%	*	-	-	-	*	6%	29%	*	12%	5%	10%	-	-	-	-	-
	Female	30%	24%	<b>3%</b>	-	4%	0%	-	-	-	-	4%	0%	*	3%	0%	-	3%	-	-	-	-
Science	All	16%	13%	<b>11%</b>	*	10%	13%	-	-	-	*	10%	13%	*	12%	3%	8%	15%	-	-	-	-
	Students																					
	CWOD	9%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>12%</b>	-	10%	*	-	-	-	*	12%	14%	-	12%	3%	9%	16%	-	-	-	-
	EL	7%	4%	<b>3%</b>	-	3%	-	-	-	-	-	3%	*	*	3%	3%	5%	0%	-	-	-	-
	Male	18%	14%	<b>8%</b>	*	6%	*	-	-	-	*	6%	*	*	9%	5%	8%	-	-	-	-	-
	Female	15%	12%	<b>15%</b>	-	14%	*	-	-	-	-	16%	13%	*	16%	0%	-	15%	-	-	-	-
Grade 6																						
Reading	All	18%	17%	<b>7%</b>	*	8%	*	*	-	-	-	8%	*	*	8%	0%	9%	6%	-	-	-	-
	Students																					
	CWOD	8%	6%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	20%	19%	<b>8%</b>	*	9%	-	*	-	-	-	9%	*	-	8%	0%	11%	6%	-	-	-	-
	EL	4%	5%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	15%	13%	<b>9%</b>	*	10%	*	-	-	-	-	9%	*	*	11%	0%	9%	-	-	-	-	-
	Female	22%	22%	<b>6%</b>	*	7%	-	*	-	-	-	7%	*	-	6%	*	-	6%	-	-	-	-
Mathematics	All	18%	21%	<b>6%</b>	*	6%	*	*	-	-	-	6%	*	*	7%	3%	9%	3%	-	-	-	-
	Students																					
	CWOD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	19%	22%	<b>7%</b>	*	7%	-	*	-	-	-	8%	*	-	7%	3%	11%	3%	-	-	-	-
	EL	6%	9%	<b>3%</b>	-	3%	-	-	-	-	-	4%	*	*	3%	3%	5%	0%	-	-	-	-
	Male	18%	21%	<b>9%</b>	*	10%	*	-	-	-	-	9%	*	*	11%	5%	9%	-	-	-	-	-
	Female	17%	21%	<b>3%</b>	*	3%	-	*	-	-	-	3%	*	*	3%	0%	-	3%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>65%</b>	31%	66%	72%	*	*	-	*	66%	63%	30%	69%	62%	63%	68%	-	*	*	-
	Students	CWD	45%	38%	<b>30%</b>	*	28%	53%	-	-	-	-	31%	*	30%	-	*	30%	*	-	-	*	-
		CWOD	80%	76%	<b>69%</b>	50%	68%	88%	*	*	-	*	69%	66%	-	69%	64%	68%	69%	-	*	-	-
		EL	60%	59%	<b>62%</b>	-	62%	-	-	*	-	-	64%	43%	*	64%	62%	60%	64%	-	*	-	-
		Male	74%	69%	<b>63%</b>	*	65%	65%	-	-	-	*	62%	70%	30%	68%	60%	63%	-	-	*	*	-
		Female	79%	76%	<b>68%</b>	45%	68%	80%	*	*	-	-	70%	56%	*	69%	64%	-	68%	-	-	-	-
Reading	All	All	73%	68%	<b>60%</b>	*	60%	58%	*	*	-	*	60%	60%	29%	62%	53%	55%	65%	-	*	*	-
	Students	CWD	39%	32%	<b>29%</b>	*	*	*	-	-	-	-	32%	*	29%	-	*	32%	*	-	-	*	-
		CWOD	77%	72%	<b>62%</b>	*	62%	83%	*	*	-	*	62%	64%	-	62%	54%	59%	66%	-	*	-	-
		EL	52%	51%	<b>53%</b>	-	52%	-	-	*	-	-	53%	47%	*	54%	53%	49%	57%	-	*	-	-
		Male	69%	64%	<b>55%</b>	*	57%	*	-	-	-	*	54%	67%	32%	59%	49%	55%	-	-	*	*	-
		Female	77%	73%	<b>65%</b>	*	65%	*	*	*	-	-	66%	53%	*	66%	57%	-	65%	-	-	-	-
Mathematics	All	All	80%	75%	<b>71%</b>	*	73%	83%	*	*	-	*	72%	67%	27%	76%	73%	71%	72%	-	*	*	-
	Students	CWD	52%	42%	<b>27%</b>	*	*	*	-	-	-	-	26%	*	27%	-	*	29%	*	-	-	*	-
		CWOD	83%	79%	<b>76%</b>	*	76%	100%	*	*	-	*	76%	70%	-	76%	77%	78%	74%	-	*	-	-
		EL	70%	69%	<b>73%</b>	-	73%	-	-	*	-	-	76%	44%	*	77%	73%	73%	74%	-	*	-	-
		Male	78%	73%	<b>71%</b>	*	73%	71%	-	-	-	*	70%	78%	29%	78%	73%	71%	-	-	*	*	-
		Female	82%	78%	<b>72%</b>	*	72%	100%	*	*	-	-	74%	56%	*	74%	74%	-	72%	-	-	-	-
Science	All	All	79%	74%	<b>64%</b>	*	65%	75%	-	-	-	*	66%	60%	*	67%	51%	63%	67%	-	-	-	-
	Students	CWD	48%	40%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>67%</b>	-	65%	*	-	-	-	*	67%	64%	-	67%	53%	68%	66%	-	-	-	-
		EL	58%	57%	<b>51%</b>	-	51%	-	-	-	-	-	55%	*	*	53%	51%	50%	53%	-	-	-	-
		Male	78%	72%	<b>63%</b>	*	65%	*	-	-	-	*	64%	*	*	68%	50%	63%	-	-	-	-	-
		Female	80%	77%	<b>67%</b>	-	64%	*	-	-	-	-	68%	63%	*	66%	53%	-	67%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>29%</b>	12%	29%	31%	*	*	-	*	28%	34%	4%	31%	26%	30%	27%	-	*	*	-
	Students	CWD	23%	19%	<b>4%</b>	*	0%	13%	-	-	-	-	4%	*	4%	-	*	4%	*	-	-	*	-
		CWOD	50%	45%	<b>31%</b>	19%	31%	47%	*	*	-	*	30%	36%	-	31%	27%	35%	28%	-	*	-	-
		EL	26%	25%	<b>26%</b>	-	25%	-	-	*	-	-	26%	19%	*	27%	26%	27%	24%	-	*	-	-
		Male	45%	40%	<b>30%</b>	*	31%	29%	-	-	-	*	27%	51%	4%	35%	27%	30%	-	-	*	*	-
		Female	50%	45%	<b>27%</b>	9%	27%	33%	*	*	-	-	29%	16%	*	28%	24%	-	27%	-	-	-	-
Reading	All	All	46%	41%	<b>25%</b>	*	25%	25%	*	*	-	*	25%	29%	5%	27%	19%	26%	25%	-	*	*	-
	Students	CWD	22%	18%	<b>5%</b>	*	*	*	-	-	-	-	5%	*	5%	-	*	5%	*	-	-	*	-
		CWOD	48%	44%	<b>27%</b>	*	27%	33%	*	*	-	*	27%	30%	-	27%	20%	29%	26%	-	*	-	-
		EL	21%	21%	<b>19%</b>	-	19%	-	-	*	-	-	19%	20%	*	20%	19%	20%	19%	-	*	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>26%</b>	*	25%	*	-	-	-	*	23%	44%	5%	29%	20%	26%	-	-	*	*	-	
	Female	50%	47%	<b>25%</b>	*	25%	*	*	*	-	-	27%	12%	*	26%	19%	-	25%	-	-	-	-	
Mathematics	All	48%	42%	<b>34%</b>	*	35%	33%	*	*	-	*	33%	42%	4%	37%	36%	38%	30%	-	*	*	-	
	Students																						
	CWD	26%	21%	<b>4%</b>	*	*	*	-	-	-	-	4%	*	4%	-	*	5%	*	-	-	*	-	
	CWOD	51%	45%	<b>37%</b>	*	38%	50%	*	*	-	*	36%	45%	-	37%	38%	43%	31%	-	*	-	-	
	EL	33%	31%	<b>36%</b>	-	35%	-	-	*	-	-	37%	25%	*	38%	36%	39%	32%	-	*	-	-	
	Male	47%	41%	<b>38%</b>	*	39%	29%	-	-	-	*	34%	67%	5%	43%	39%	38%	-	-	*	*	-	
	Female	49%	44%	<b>30%</b>	*	31%	40%	*	*	-	-	32%	17%	*	31%	32%	-	30%	-	-	-	-	
Science	All	49%	46%	<b>21%</b>	*	18%	38%	-	-	-	*	19%	27%	*	23%	8%	20%	21%	-	-	-	-	
	Students																						
	CWD	23%	18%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	52%	49%	<b>23%</b>	-	18%	*	-	-	-	*	21%	29%	-	23%	8%	24%	22%	-	-	-	-	
	EL	21%	20%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	*	8%	8%	9%	6%	-	-	-	-	
	Male	50%	45%	<b>20%</b>	*	18%	*	-	-	-	*	18%	*	*	24%	9%	20%	-	-	-	-	-	
	Female	49%	46%	<b>21%</b>	-	18%	*	-	-	-	-	20%	25%	*	22%	6%	-	21%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>11%</b>	8%	10%	9%	*	*	-	*	9%	19%	0%	11%	8%	13%	7%	-	*	*	-	
	Students																						
	CWD	8%	5%	<b>0%</b>	*	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-	
	CWOD	23%	20%	<b>11%</b>	13%	11%	18%	*	*	-	*	10%	20%	-	11%	8%	15%	7%	-	*	-	-	
	EL	9%	8%	<b>8%</b>	-	8%	-	-	*	-	-	8%	11%	*	8%	8%	10%	5%	-	*	-	-	
	Male	20%	17%	<b>13%</b>	*	13%	12%	-	-	-	*	11%	33%	0%	15%	10%	13%	-	-	*	*	-	
	Female	22%	20%	<b>7%</b>	0%	7%	7%	*	*	-	-	8%	5%	*	7%	5%	-	7%	-	-	-	-	
Reading	All	19%	16%	<b>11%</b>	*	10%	8%	*	*	-	*	10%	20%	0%	12%	8%	14%	8%	-	*	*	-	
	Students																						
	CWD	7%	5%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-	
	CWOD	20%	18%	<b>12%</b>	*	11%	17%	*	*	-	*	10%	21%	-	12%	8%	16%	8%	-	*	-	-	
	EL	7%	7%	<b>8%</b>	-	7%	-	-	*	-	-	7%	13%	*	8%	8%	9%	5%	-	*	-	-	
	Male	16%	13%	<b>14%</b>	*	13%	*	-	-	-	*	11%	33%	0%	16%	9%	14%	-	-	*	*	-	
	Female	22%	20%	<b>8%</b>	*	8%	*	*	*	-	-	8%	6%	*	8%	5%	-	8%	-	-	-	-	
Mathematics	All	23%	20%	<b>10%</b>	*	10%	8%	*	*	-	*	9%	19%	0%	11%	9%	15%	5%	-	*	*	-	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-	
	CWOD	25%	21%	<b>11%</b>	*	11%	17%	*	*	-	*	10%	21%	-	11%	10%	17%	5%	-	*	-	-	
	EL	13%	11%	<b>9%</b>	-	9%	-	-	*	-	-	9%	13%	*	10%	9%	13%	5%	-	*	-	-	
	Male	23%	19%	<b>15%</b>	*	15%	14%	-	-	-	*	11%	39%	0%	17%	13%	15%	-	-	*	*	-	
	Female	24%	20%	<b>5%</b>	*	5%	0%	*	*	-	-	5%	0%	*	5%	5%	-	5%	-	-	-	-	
Science	All	22%	20%	<b>11%</b>	*	10%	13%	-	-	-	*	10%	13%	*	12%	3%	8%	15%	-	-	-	-	
	Students																						
	CWD	7%	4%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	12%	-	10%	*	-	-	-	*	12%	14%	-	12%	3%	9%	16%	-	-	-	-
EL	5%	5%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	3%	5%	0%	-	-	-	-
Male	23%	20%	8%	*	6%	*	-	-	-	*	6%	*	*	9%	5%	8%	-	-	-	-	-
Female	21%	20%	15%	-	14%	*	-	-	-	-	16%	13%	*	16%	0%	-	15%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	*	65	80	*	-	-	*	63	56	64
CWD	56	*	*	*	-	-	-	-	57	56	*
CWOD	65	*	66	*	*	-	-	*	63	-	65
EL	64	-	64	-	-	-	-	-	63	*	64
Male	64	*	64	*	-	-	-	*	63	50	59
Female	64	*	67	*	*	-	-	-	62	*	71
<b>Mathematics</b>											
All Students	67	63	67	85	*	-	-	*	66	62	69
CWD	62	*	59	*	-	-	-	-	61	62	100
CWOD	68	*	68	100	*	-	-	*	66	-	67
EL	69	-	69	-	-	-	-	-	70	100	69
Male	67	71	68	*	-	-	-	*	66	50	70
Female	67	*	67	100	*	-	-	-	66	100	68

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
281	28	10%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	35	*	35	*	*	*	-	*	34	*	32	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African	American		American	Pacific	Two or	Econ	Non								
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	*	*	-	-	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	*	*	-	-	99%	100%	*	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	*	*	-	-	99%	100%	100%	99%	100%	-	99%	-
Science	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	0%	*	*	-	-	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	1%	-



		African		American		Pacific		Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv						
EL		0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	-	
Male		0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	-	
Female		1%	0%	0%	0%	*	*	-	-	1%	0%	*	1%	0%	1%	-	
Mathematics	All	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	1%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	0%	*	*	-	-	1%	0%	0%	1%	0%	-	1%	-
Science	All	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions	Male	24	5	17	*	*	*	*	*	8		
	Female	*	*	*	*	*	*	*	*	*		
	Total	28	7	19	*	*	*	*	*	10		
Out-of-School Suspensions	Male	13	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	15	6	5	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	10	*	8	*	*	*	*	*	5		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	8	*	*	*	*	*	5		*
Out-of-School Suspensions	Male	7	*	5	*	*	*	*	*	5		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	7	*	5	*	*	*	*	*	5		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	39	*	32	5	*	*	*	*	14	*	*
	Female	45	8	32	5	*	*	*	*	17	*	*
	Total	84	10	64	10	*	*	*	*	31	*	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>			<b>Indian or</b>		<b>Pacific</b>	<b>Two or More</b>		<b>Students</b>
		<b>students</b>	<b>American</b>	<b>Hispanic</b>	<b>White</b>	<b>Alaska</b>	<b>Asian</b>	<b>Islander</b>	<b>Races</b>	<b>EL</b>	<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	13	*	11	*	*	*	*	*	11	*
	Female	24	5	17	*	*	*	*	*	20	*
	Total	37	7	28	*	*	*	*	*	31	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	3.0	8.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.6%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** KOOKEN ED CTR  
**Campus ID:** 220901107  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

- (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

There is no data for this campus.

#### Part (iii): Academic Growth and Graduation Rate

##### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

There is no data for this campus.

##### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

There is no data for this campus.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

There is no data for this campus.

#### 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.

There is no data for this campus.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

**All African American Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv CWD EL +**

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

There is no data for this campus.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
In-School Suspensions											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Out-of-School Suspensions											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Expulsions											
With Educational Services											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Without Educational Services											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Under Zero Tolerance Policies											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
School-Related Arrests											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-

		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)
Referrals to Law Enforcement	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
<b>Students With Disabilities</b> In-School Suspensions	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
Out-of-School Suspensions	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
Expulsions	Total	-	-	-	-	-	-	-	-	-		
	With Educational Services											
	Male	-	-	-	-	-	-	-	-	-		-
Without Educational Services	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
	Male	-	-	-	-	-	-	-	-	-		-
Under Zero Tolerance Policies	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
	Male	-	-	-	-	-	-	-	-	-		-
School-Related Arrests	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
	Male	-	-	-	-	-	-	-	-	-		-
Referrals to Law Enforcement	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
	Male	-	-	-	-	-	-	-	-	-		-
<b>All Students</b> Chronic Absenteeism	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
	Male	-	-	-	-	-	-	-	-	-		-

		Total
Incidents of Violence		
Incidents of rape or attempted rape		*
Incidents of sexual assault (other than rape)		*
Incidents of robbery with a weapon		*

	<b>Total</b>
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	-
On the basis of race	-
On the basis of disability	-

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs	Male	178	23	125	20	*	8	*	*	104	11
	Female	148	29	104	8	*	5	*	*	89	5
	Total	326	52	229	28	*	13	*	*	193	16
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	1.0	6.3%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

'-' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

There is no data for this campus.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
		White	21	22	34	32	35	34	10	13	
		American Indian	*	52	*	28	*	17	*	3	
		Asian	16	16	23	25	42	37	19	22	
		Pacific Islander	*	42	*	31	*	23	*	4	
		Two or More Races	33	27	29	31	29	30	8	11	
		Econ Disadv	50	46	32	32	16	18	2	3	
		Students with Disabilities	70	68	20	20	9	10	1	2	
		English Language Learners	63	68	25	23	11	8	1	1	
		Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2	
		Hispanic	21	29	45	44	29	23	5	3	
	White	9	12	32	37	46	40	13	11		
	American Indian	*	31	*	44	*	21	*	3		
	Asian	8	8	18	25	40	42	34	25		
	Pacific Islander	*	29	*	42	*	25	*	4		
	Two or More Races	13	15	30	39	41	35	17	11		
	Econ Disadv	23	31	46	44	25	22	4	3		
	Students with Disabilities	43	51	38	32	16	14	2	3		
	English Language Learners	29	47	44	39	23	13	4	2		
	Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
			Black	42	40	43	42	14	17	n/a	1
			Hispanic	34	33	45	44	20	22	1	1
White			17	16	43	39	37	39	3	6	
American Indian			*	37	*	41	*	20	*	1	
Asian			8	13	29	30	53	45	10	12	
Pacific Islander			*	35	*	42	*	22	*	2	
Two or More Races			23	18	42	40	31	36	5	6	
Econ Disadv			38	35	45	43	16	20	1	1	
Students with Disabilities			65	61	29	29	6	9	n/a	1	
English Language Learners			62	68	33	27	5	5	n/a	n/a	
Mathematics		Overall	30	30	37	36	24	24	9	10	
Black		44	53	41	34	13	11	1	2		
Hispanic		38	43	39	37	19	16	4	4		
White		16	20	33	37	35	31	16	13		
American Indian		*	44	*	38	*	14	*	4		
Asian		3	12	19	24	37	32	40	32		
Pacific Islander		*	36	*	39	*	18	*	6		
Two or More Races		24	27	43	36	24	25	8	13		
Econ Disadv		40	45	40	37	17	15	3	3		
Students with Disabilities		67	69	23	22	8	7	2	2		
English Language Learners		61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade Subject Student Group %



Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** LAMAR H S

**Campus ID:** 220901003

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		Two or Non Econ																			Foster Care	Military
		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Races	More Econ	Disadv	Non Econ	Disadv	CWDCW	WOD	EL	Male	Female		
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
End of Course																						
English I	All	64%	58%	<b>53%</b>	45%	47%	80%	*	92%	*	60%	47%	63%	21%	57%	33%	45%	62%	*	49%	*	67%
	Students																					
	CWD	25%	17%	<b>21%</b>	*	22%	47%	-	*	*	*	21%	20%	21%	-	21%	16%	30%	-	*	*	-
	CWOD	68%	63%	<b>57%</b>	50%	50%	84%	*	92%	*	64%	50%	67%	-	57%	35%	49%	65%	*	52%	-	67%
	EL	30%	31%	<b>33%</b>	*	30%	71%	-	*	-	*	31%	41%	21%	35%	33%	27%	40%	*	*	-	*
	Male	57%	51%	<b>45%</b>	36%	38%	77%	*	83%	*	42%	36%	59%	16%	49%	27%	45%	-	*	39%	*	*
	Female	71%	66%	<b>62%</b>	55%	57%	86%	*	100%	*	81%	59%	68%	30%	65%	40%	-	62%	-	63%	-	*
English II	All	66%	61%	<b>56%</b>	48%	52%	80%	*	75%	*	53%	47%	67%	10%	60%	27%	50%	63%	-	39%	*	75%
	Students																					
	CWD	25%	18%	<b>10%</b>	*	*	*	-	-	*	*	8%	*	10%	-	*	*	24%	-	*	-	-
	CWOD	71%	66%	<b>60%</b>	53%	56%	84%	*	75%	-	56%	52%	71%	-	60%	29%	55%	66%	-	48%	*	75%
	EL	27%	27%	<b>27%</b>	*	25%	*	-	*	-	-	26%	29%	*	29%	27%	26%	28%	-	*	-	*
	Male	61%	57%	<b>50%</b>	37%	50%	75%	*	67%	*	42%	42%	61%	*	55%	26%	50%	-	-	*	-	*
	Female	72%	66%	<b>63%</b>	58%	55%	86%	-	89%	-	63%	54%	74%	24%	66%	28%	-	63%	-	43%	*	71%
Algebra I	All	82%	78%	<b>53%</b>	51%	52%	68%	*	*	*	61%	51%	57%	26%	58%	46%	48%	60%	*	46%	*	78%
	Students																					
	CWD	47%	35%	<b>26%</b>	19%	26%	44%	-	*	*	*	25%	29%	26%	-	33%	25%	28%	-	*	*	-
	CWOD	86%	83%	<b>58%</b>	55%	56%	74%	*	*	*	64%	56%	61%	-	58%	48%	53%	64%	*	48%	-	78%
	EL	67%	65%	<b>46%</b>	*	46%	71%	-	-	-	*	46%	45%	33%	48%	46%	45%	48%	*	*	-	*
	Male	78%	73%	<b>48%</b>	44%	48%	70%	*	*	*	*	45%	53%	25%	53%	45%	48%	-	*	48%	*	83%
	Female	87%	83%	<b>60%</b>	58%	58%	63%	*	*	*	92%	59%	60%	28%	64%	48%	-	60%	-	36%	-	*
Biology	All	86%	82%	<b>74%</b>	68%	70%	98%	*	94%	*	81%	71%	79%	48%	78%	58%	71%	78%	*	63%	*	*
	Students																					
	CWD	56%	49%	<b>48%</b>	33%	51%	85%	-	*	*	-	49%	47%	48%	-	46%	44%	58%	-	*	*	-
	CWOD	89%	87%	<b>78%</b>	73%	72%	98%	*	100%	*	81%	75%	82%	-	78%	60%	75%	80%	*	69%	-	*
	EL	64%	64%	<b>58%</b>	*	55%	100%	-	*	-	*	59%	54%	46%	60%	58%	60%	56%	*	*	-	-
	Male	83%	79%	<b>71%</b>	59%	68%	97%	*	100%	*	73%	67%	75%	44%	75%	60%	71%	-	*	55%	*	*
	Female	88%	86%	<b>78%</b>	78%	71%	98%	*	90%	*	87%	75%	84%	58%	80%	56%	-	78%	-	70%	-	*

**STAAR Percent at Meets Grade Level or Above**

End of Course																						
English I	All	43%	39%	<b>34%</b>	22%	29%	66%	*	85%	*	49%	29%	43%	13%	37%	12%	27%	43%	*	23%	*	33%
	Students																					

					African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	14%	10%	<b>13%</b>	*	12%	29%	-	*	*	*	13%	14%	13%	-	11%	8%	23%	-	*	*	*	-	
	CWOD	47%	43%	<b>37%</b>	24%	31%	70%	*	84%	*	52%	31%	46%	-	37%	12%	29%	45%	*	24%	-	33%		
	EL	10%	11%	<b>12%</b>	*	10%	21%	-	*	-	*	12%	13%	11%	12%	12%	9%	15%	*	*	-	*		
	Male	37%	32%	<b>27%</b>	14%	20%	62%	*	67%	*	32%	19%	38%	8%	29%	9%	27%	-	*	11%	*	*		
	Female	51%	47%	<b>43%</b>	31%	40%	71%	*	100%	*	69%	40%	51%	23%	45%	15%	-	43%	-	42%	-	*		
English II	All	47%	43%	<b>39%</b>	29%	34%	69%	*	67%	*	37%	29%	53%	7%	42%	8%	33%	46%	-	24%	*	38%		
	Students																							
	CWD	14%	9%	<b>7%</b>	*	*	*	-	-	*	*	5%	*	7%	-	*	*	16%	-	*	-	-		
	CWOD	51%	47%	<b>42%</b>	32%	36%	72%	*	67%	-	39%	32%	56%	-	42%	8%	36%	48%	-	30%	*	38%		
	EL	9%	10%	<b>8%</b>	*	6%	*	-	*	-	-	7%	10%	*	8%	8%	9%	7%	-	*	-	*		
	Male	41%	37%	<b>33%</b>	20%	32%	61%	*	60%	*	25%	25%	44%	*	36%	9%	33%	-	-	*	-	*		
	Female	54%	50%	<b>46%</b>	38%	38%	76%	-	78%	-	50%	33%	62%	16%	48%	7%	-	46%	-	24%	*	43%		
Algebra I	All	53%	49%	<b>23%</b>	20%	20%	36%	*	*	*	39%	21%	26%	17%	24%	16%	19%	27%	*	29%	*	33%		
	Students																							
	CWD	19%	13%	<b>17%</b>	7%	17%	38%	-	*	*	*	16%	18%	17%	-	20%	14%	21%	-	*	*	-		
	CWOD	58%	53%	<b>24%</b>	22%	21%	36%	*	*	*	41%	22%	27%	-	24%	15%	20%	28%	*	29%	-	33%		
	EL	29%	27%	<b>16%</b>	*	16%	14%	-	-	-	*	16%	17%	20%	15%	16%	12%	22%	*	*	-	*		
	Male	49%	43%	<b>19%</b>	15%	16%	43%	*	*	*	*	17%	22%	14%	20%	12%	19%	-	*	26%	*	17%		
	Female	58%	55%	<b>27%</b>	25%	26%	27%	*	*	*	50%	25%	31%	21%	28%	22%	-	27%	-	29%	-	*		
Biology	All	57%	56%	<b>42%</b>	29%	35%	77%	*	94%	*	58%	36%	52%	21%	45%	19%	37%	47%	*	39%	*	*		
	Students																							
	CWD	22%	18%	<b>21%</b>	8%	24%	46%	-	*	*	-	19%	23%	21%	-	25%	17%	29%	-	*	*	-		
	CWOD	61%	61%	<b>45%</b>	32%	37%	80%	*	100%	*	58%	38%	55%	-	45%	18%	41%	49%	*	42%	-	*		
	EL	20%	24%	<b>19%</b>	*	17%	67%	-	*	-	*	20%	17%	25%	18%	19%	18%	21%	*	*	-	-		
	Male	55%	53%	<b>37%</b>	21%	30%	78%	*	100%	*	55%	28%	49%	17%	41%	18%	37%	-	*	36%	*	*		
	Female	59%	59%	<b>47%</b>	39%	41%	76%	*	90%	*	60%	43%	55%	29%	49%	21%	-	47%	-	40%	-	*		

**STAAR Percent at Masters Grade Level**

End of Course

English I	All	7%	6%	<b>5%</b>	2%	4%	13%	*	38%	*	9%	4%	7%	2%	6%	1%	3%	8%	*	2%	*	0%	
	Students																						
	CWD	3%	1%	<b>2%</b>	*	2%	6%	-	*	*	*	3%	0%	2%	-	4%	0%	5%	-	*	*	-	
	CWOD	7%	7%	<b>6%</b>	2%	4%	14%	*	40%	*	9%	4%	8%	-	6%	1%	4%	8%	*	2%	-	0%	
	EL	0%	1%	<b>1%</b>	*	1%	0%	-	*	-	*	1%	2%	4%	1%	1%	2%	2%	*	*	-	*	
	Male	5%	4%	<b>3%</b>	2%	2%	7%	*	25%	*	0%	2%	5%	0%	4%	1%	3%	-	*	0%	*	*	
	Female	9%	9%	<b>8%</b>	1%	6%	22%	*	50%	*	19%	7%	11%	5%	8%	2%	-	8%	-	5%	-	*	
English II	All	8%	7%	<b>6%</b>	2%	4%	17%	*	17%	*	11%	2%	11%	0%	7%	1%	5%	8%	-	0%	*	13%	
	Students																						
	CWD	4%	1%	<b>0%</b>	*	*	*	-	-	*	*	0%	*	0%	-	*	*	0%	-	*	-	-	
	CWOD	8%	7%	<b>7%</b>	2%	5%	18%	*	17%	-	11%	2%	12%	-	7%	1%	5%	8%	-	0%	*	13%	
	EL	0%	0%	<b>1%</b>	*	1%	*	-	*	-	-	1%	0%	*	1%	1%	0%	1%	-	*	-	*	
	Male	5%	5%	<b>5%</b>	2%	3%	14%	*	13%	*	8%	2%	8%	*	5%	0%	5%	-	-	*	-	*	
	Female	10%	9%	<b>8%</b>	2%	6%	20%	-	22%	-	13%	2%	15%	0%	8%	1%	-	8%	-	0%	*	14%	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All	31%	29%	8%	6%	8%	13%	*	*	*	13%	8%	8%	4%	9%	7%	7%	10%	*	14%	*	22%	
	Students																						
	CWD	7%	3%	4%	2%	4%	13%	-	*	*	*	4%	6%	4%	-	3%	4%	5%	-	*	*	-	
	CWOD	34%	32%	9%	7%	9%	13%	*	*	*	14%	9%	9%	-	9%	7%	8%	11%	*	16%	-	22%	
	EL	12%	11%	7%	*	7%	0%	-	-	-	*	7%	5%	3%	7%	7%	5%	9%	*	*	-	*	
	Male	28%	25%	7%	6%	6%	17%	*	*	*	*	6%	9%	4%	8%	5%	7%	-	*	9%	*	17%	
Female	34%	33%	10%	8%	11%	7%	*	*	*	25%	11%	7%	5%	11%	9%	-	10%	-	21%	-	*		
Biology	All	23%	23%	14%	4%	11%	35%	*	76%	*	19%	10%	22%	2%	16%	3%	12%	17%	*	15%	*	*	
	Students																						
	CWD	5%	3%	2%	0%	4%	0%	-	*	*	-	1%	3%	2%	-	4%	3%	0%	-	*	*	-	
	CWOD	25%	25%	16%	5%	13%	38%	*	81%	*	19%	11%	24%	-	16%	3%	14%	18%	*	17%	-	*	
	EL	3%	5%	3%	*	3%	0%	-	*	-	*	3%	6%	4%	3%	3%	5%	1%	*	*	-	-	
	Male	22%	22%	12%	4%	9%	32%	*	57%	*	9%	8%	18%	3%	14%	5%	12%	-	*	5%	*	*	
Female	23%	24%	17%	4%	14%	40%	*	90%	*	27%	11%	27%	0%	18%	1%	-	17%	-	25%	-	*		
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	72%	59%	52%	55%	83%	50%	87%	36%	66%	53%	67%	27%	63%	40%	53%	66%	*	50%	*	71%	
	Students																						
	CWD	45%	38%	27%	16%	30%	52%	-	*	*	*	26%	28%	27%	-	29%	23%	34%	-	*	*	-	
	CWOD	80%	76%	63%	57%	58%	86%	50%	88%	100%	69%	57%	71%	-	63%	42%	57%	69%	*	56%	*	71%	
	EL	60%	59%	40%	36%	39%	73%	-	57%	-	*	40%	42%	29%	42%	40%	39%	43%	*	35%	-	*	
	Male	74%	69%	53%	44%	50%	81%	57%	80%	*	46%	46%	62%	23%	57%	39%	53%	-	*	45%	*	71%	
Female	79%	76%	66%	62%	60%	86%	*	94%	*	86%	62%	73%	34%	69%	43%	-	66%	-	55%	*	67%		
Reading	All	73%	68%	54%	46%	49%	80%	*	84%	*	57%	47%	65%	16%	58%	31%	47%	62%	*	45%	*	71%	
	Students																						
	CWD	39%	32%	16%	8%	19%	38%	-	*	*	*	16%	18%	16%	-	14%	10%	27%	-	*	*	-	
	CWOD	77%	72%	58%	51%	53%	84%	*	84%	*	62%	51%	69%	-	58%	32%	52%	65%	*	51%	*	71%	
	EL	52%	51%	31%	33%	28%	62%	-	54%	-	*	29%	36%	14%	32%	31%	27%	35%	*	*	-	*	
	Male	69%	64%	47%	37%	43%	76%	*	74%	*	42%	38%	60%	10%	52%	27%	47%	-	*	38%	*	71%	
Female	77%	73%	62%	57%	56%	86%	*	96%	*	78%	57%	71%	27%	65%	35%	-	62%	-	53%	*	70%		
Mathematics	All	80%	75%	53%	51%	52%	68%	*	*	*	61%	51%	57%	26%	58%	46%	48%	60%	*	46%	*	78%	
	Students																						
	CWD	52%	42%	26%	19%	26%	44%	-	*	*	*	25%	29%	26%	-	33%	25%	28%	-	*	*	-	
	CWOD	83%	79%	58%	55%	56%	74%	*	*	*	64%	56%	61%	-	58%	48%	53%	64%	*	48%	-	78%	
	EL	70%	69%	46%	*	46%	71%	-	-	-	*	46%	45%	33%	48%	46%	45%	48%	*	*	-	*	
	Male	78%	73%	48%	44%	48%	70%	*	*	*	*	45%	53%	25%	53%	45%	48%	-	*	48%	*	83%	
Female	82%	78%	60%	58%	58%	63%	*	*	*	92%	59%	60%	28%	64%	48%	-	60%	-	36%	-	*		
Science	All	79%	74%	74%	68%	70%	98%	*	94%	*	81%	71%	79%	48%	78%	58%	71%	78%	*	63%	*	*	
	Students																						
	CWD	48%	40%	48%	33%	51%	85%	-	*	*	-	49%	47%	48%	-	46%	44%	58%	-	*	*	-	
	CWOD	82%	78%	78%	73%	72%	98%	*	100%	*	81%	75%	82%	-	78%	60%	75%	80%	*	69%	-	*	
	EL	58%	57%	58%	*	55%	100%	-	*	-	*	59%	54%	46%	60%	58%	60%	56%	*	*	-	-	
Male	78%	72%	71%	59%	68%	97%	*	100%	*	73%	67%	75%	44%	75%	60%	71%	-	*	55%	*	*		

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	80%	77%	<b>78%</b>	78%	71%	98%	*	90%	*	87%	75%	84%	58%	80%	56%	-	78%	-	70%	-	*	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>35%</b>	25%	30%	65%	44%	81%	36%	48%	29%	45%	15%	37%	14%	29%	42%	*	29%	*	35%
	Students																					
	CWD	23%	19%	<b>15%</b>	6%	17%	33%	-	*	*	*	14%	17%	15%	-	16%	11%	22%	-	*	*	-
	CWOD	50%	45%	<b>37%</b>	27%	32%	69%	44%	82%	100%	51%	31%	48%	-	37%	13%	32%	44%	*	31%	*	35%
	EL	26%	25%	<b>14%</b>	12%	12%	32%	-	43%	-	*	14%	14%	16%	13%	14%	12%	16%	*	12%	-	*
	Male	45%	40%	<b>29%</b>	18%	24%	63%	50%	71%	*	35%	22%	39%	11%	32%	12%	29%	-	*	24%	*	18%
	Female	50%	45%	<b>42%</b>	33%	37%	68%	*	91%	*	61%	36%	52%	22%	44%	16%	-	42%	-	34%	*	53%
Reading	All	46%	41%	<b>36%</b>	25%	32%	67%	*	76%	*	44%	29%	48%	10%	39%	10%	29%	45%	*	24%	*	35%
	Students																					
	CWD	22%	18%	<b>10%</b>	6%	11%	23%	-	*	*	*	9%	13%	10%	-	7%	5%	19%	-	*	*	-
	CWOD	48%	44%	<b>39%</b>	28%	34%	71%	*	76%	*	48%	31%	51%	-	39%	11%	33%	47%	*	26%	*	35%
	EL	21%	21%	<b>10%</b>	11%	9%	24%	-	38%	-	*	10%	11%	7%	11%	10%	9%	12%	*	*	-	*
	Male	41%	37%	<b>29%</b>	17%	25%	62%	*	63%	*	29%	22%	41%	5%	33%	9%	29%	-	*	15%	*	14%
	Female	50%	47%	<b>45%</b>	35%	39%	74%	*	91%	*	65%	37%	57%	19%	47%	12%	-	45%	-	33%	*	50%
Mathematics	All	48%	42%	<b>23%</b>	20%	20%	36%	*	*	*	39%	21%	26%	17%	24%	16%	19%	27%	*	29%	*	33%
	Students																					
	CWD	26%	21%	<b>17%</b>	7%	17%	38%	-	*	*	*	16%	18%	17%	-	20%	14%	21%	-	*	*	-
	CWOD	51%	45%	<b>24%</b>	22%	21%	36%	*	*	*	41%	22%	27%	-	24%	15%	20%	28%	*	29%	-	33%
	EL	33%	31%	<b>16%</b>	*	16%	14%	-	-	-	*	16%	17%	20%	15%	16%	12%	22%	*	*	-	*
	Male	47%	41%	<b>19%</b>	15%	16%	43%	*	*	*	*	17%	22%	14%	20%	12%	19%	-	*	26%	*	17%
	Female	49%	44%	<b>27%</b>	25%	26%	27%	*	*	*	50%	25%	31%	21%	28%	22%	-	27%	-	29%	-	*
Science	All	49%	46%	<b>42%</b>	29%	35%	77%	*	94%	*	58%	36%	52%	21%	45%	19%	37%	47%	*	39%	*	*
	Students																					
	CWD	23%	18%	<b>21%</b>	8%	24%	46%	-	*	*	-	19%	23%	21%	-	25%	17%	29%	-	*	*	-
	CWOD	52%	49%	<b>45%</b>	32%	37%	80%	*	100%	*	58%	38%	55%	-	45%	18%	41%	49%	*	42%	-	*
	EL	21%	20%	<b>19%</b>	*	17%	67%	-	*	-	*	20%	17%	25%	18%	19%	18%	21%	*	*	-	-
	Male	50%	45%	<b>37%</b>	21%	30%	78%	*	100%	*	55%	28%	49%	17%	41%	18%	37%	-	*	36%	*	*
	Female	49%	46%	<b>47%</b>	39%	41%	76%	*	90%	*	60%	43%	55%	29%	49%	21%	-	47%	-	40%	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>8%</b>	3%	7%	20%	22%	41%	7%	13%	6%	12%	2%	9%	3%	6%	10%	*	8%	*	10%
	Students																					
	CWD	8%	5%	<b>2%</b>	1%	3%	6%	-	*	*	*	2%	2%	2%	-	3%	2%	3%	-	*	*	-
	CWOD	23%	20%	<b>9%</b>	4%	7%	21%	22%	43%	20%	14%	6%	13%	-	9%	3%	7%	11%	*	9%	*	10%
	EL	9%	8%	<b>3%</b>	0%	3%	0%	-	14%	-	*	3%	3%	3%	3%	3%	3%	3%	*	6%	-	*
	Male	20%	17%	<b>6%</b>	3%	5%	17%	29%	29%	*	4%	4%	10%	2%	7%	3%	6%	-	*	4%	*	6%
	Female	22%	20%	<b>10%</b>	4%	9%	24%	*	54%	*	22%	8%	15%	3%	11%	3%	-	10%	-	12%	*	13%

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Reading	All	19%	16%	6%	2%	4%	15%	*	28%	*	9%	3%	9%	1%	6%	1%	4%	8%	*	1%	*	*	6%
	Students																						
	CWD	7%	5%	1%	0%	1%	4%	-	*	*	*	1%	0%	1%	-	2%	0%	3%	-	*	*	*	-
	CWOD	20%	18%	6%	2%	5%	16%	*	29%	*	10%	4%	10%	-	6%	1%	4%	8%	*	1%	*	*	6%
	EL	7%	7%	1%	0%	1%	0%	-	8%	-	*	1%	1%	2%	1%	1%	0%	1%	*	*	-	*	*
	Female	22%	20%	8%	2%	6%	21%	*	39%	*	17%	5%	13%	3%	8%	1%	-	8%	-	3%	*	*	10%
Mathematics	All	23%	20%	8%	6%	8%	13%	*	*	*	13%	8%	8%	4%	9%	7%	7%	10%	*	14%	*	22%	
	Students																						
	CWD	10%	5%	4%	2%	4%	13%	-	*	*	*	4%	6%	4%	-	3%	4%	5%	-	*	*	*	-
	CWOD	25%	21%	9%	7%	9%	13%	*	*	*	14%	9%	9%	-	9%	7%	8%	11%	*	16%	-	22%	
	EL	13%	11%	7%	*	7%	0%	-	-	-	*	7%	5%	3%	7%	7%	5%	9%	*	*	-	*	*
	Female	24%	20%	10%	8%	11%	7%	*	*	*	25%	11%	7%	5%	11%	9%	-	10%	-	21%	-	*	*
Science	All	22%	20%	14%	4%	11%	35%	*	76%	*	19%	10%	22%	2%	16%	3%	12%	17%	*	15%	*	*	
	Students																						
	CWD	7%	4%	2%	0%	4%	0%	-	*	*	-	1%	3%	2%	-	4%	3%	0%	-	*	*	*	-
	CWOD	24%	22%	16%	5%	13%	38%	*	81%	*	19%	11%	24%	-	16%	3%	14%	18%	*	17%	-	*	*
	EL	5%	5%	3%	*	3%	0%	-	*	-	*	3%	6%	4%	3%	3%	5%	1%	*	*	-	-	-
	Female	21%	20%	17%	4%	14%	40%	*	90%	*	27%	11%	27%	0%	18%	1%	-	17%	-	25%	-	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	60	63	71	*	76	-	58	60	36	52
CWD	36	35	35	*	-	-	-	*	40	36	*
CWOD	66	63	65	72	*	76	-	64	63	-	58
EL	52	*	47	*	-	*	-	-	48	*	52
Male	62	56	59	73	*	94	-	*	57	28	53
Female	66	63	68	69	-	*	-	*	64	48	52
<b>Mathematics</b>											
All Students	52	54	49	58	*	*	*	65	50	29	45
CWD	29	*	32	*	-	*	*	-	29	29	34



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWOD	56	57	53	62	*	*	*	65	54	-	48
EL	45	*	44	*	-	-	-	*	45	34	45
Male	48	47	45	63	*	*	*	*	46	28	43
Female	58	60	54	50	*	*	*	77	55	30	48

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	77.6%	71.2%	77.0%	85.8%	*	89.7%	*	80.0%	74.1%	49.3%	70.7%	56.5%	*
CWD	49.3%	44.7%	72.2%	27.3%	-	*	-	*	54.3%	49.3%	60.0%	62.5%	*
CWOD	80.4%	75.4%	77.4%	89.5%	*	92.9%	*	77.8%	76.6%	-	71.3%	55.3%	*
EL	70.7%	66.7%	70.2%	*	-	100.0%	-	-	75.3%	60.0%	70.7%	33.3%	-
Male	72.7%	60.0%	75.2%	84.4%	*	86.7%	*	*	69.4%	42.9%	64.7%	53.1%	*
Female	82.4%	81.3%	79.0%	87.1%	*	92.9%	*	87.5%	78.4%	59.3%	77.1%	58.3%	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
359	44	12%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	34	27	31	56	*	70	*	43	29	15	19

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	42%	22%	39%	69%	*	60%	*	*	30%	18%	20%
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	Y	Y	Y	N	N	N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y	Y	Y	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	97%	96%	98%	98%	100%	99%	86%	94%	97%	96%	97%	97%	98%	96%	98%	*
	CWD	97%	98%	97%	97%	-	*	78%	*	97%	96%	97%	-	96%	97%	97%	-
	CWOD	97%	95%	98%	98%	100%	99%	100%	95%	97%	96%	-	97%	99%	96%	98%	*
	EL	98%	96%	98%	100%	-	100%	-	100%	99%	98%	96%	99%	98%	98%	99%	*
	Male	96%	95%	97%	98%	100%	100%	82%	93%	96%	96%	97%	96%	98%	96%	-	*
	Female	98%	97%	99%	98%	*	97%	*	96%	99%	96%	97%	98%	99%	-	98%	-
Reading	All Students	97%	95%	97%	99%	100%	100%	100%	89%	97%	96%	97%	97%	99%	95%	98%	*
	CWD	97%	99%	97%	97%	-	*	*	*	98%	96%	97%	-	98%	98%	96%	-
	CWOD	97%	95%	97%	99%	100%	100%	*	90%	97%	96%	-	97%	99%	95%	98%	*
	EL	99%	100%	98%	100%	-	100%	-	*	99%	97%	98%	99%	99%	97%	100%	*
	Male	95%	94%	96%	98%	100%	100%	100%	88%	95%	96%	98%	95%	97%	95%	-	*
	Female	98%	97%	99%	99%	*	100%	*	92%	99%	97%	96%	98%	100%	-	98%	-
Mathematics	All Students	96%	95%	97%	96%	*	*	*	100%	97%	95%	97%	96%	99%	96%	97%	*
	CWD	97%	98%	96%	100%	-	*	*	*	98%	95%	97%	-	94%	96%	98%	-
	CWOD	96%	95%	98%	95%	*	*	*	100%	97%	95%	-	96%	99%	96%	97%	*
	EL	99%	100%	98%	100%	-	-	-	*	98%	100%	94%	99%	99%	98%	99%	*
	Male	96%	94%	98%	96%	*	*	*	100%	96%	96%	96%	96%	98%	96%	-	*
	Female	97%	97%	97%	97%	*	*	*	100%	99%	93%	98%	97%	99%	-	97%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All	97%	97%	98%	97%	100%	100%	*	100%	97%	98%	95%	98%	98%	97%	98%	*
	Students																
	CWD	95%	98%	96%	93%	-	*	*	-	95%	97%	95%	-	93%	95%	97%	-
	CWOD	98%	96%	98%	98%	100%	100%	*	100%	97%	98%	-	98%	99%	97%	98%	*
	EL	98%	*	98%	100%	-	*	-	*	98%	97%	93%	99%	98%	97%	99%	*
	Male	97%	97%	97%	98%	100%	100%	*	100%	96%	99%	95%	97%	97%	97%	-	*
	Female	98%	96%	99%	97%	*	100%	*	100%	98%	97%	97%	98%	99%	-	98%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	3%	4%	2%	2%	0%	1%	14%	6%	3%	4%	3%	3%	2%	4%	2%	*
	Students																
	CWD	3%	2%	3%	3%	-	*	22%	*	3%	4%	3%	-	4%	3%	3%	-
	CWOD	3%	5%	2%	2%	0%	1%	0%	5%	3%	4%	-	3%	1%	4%	2%	*
	EL	2%	4%	2%	0%	-	0%	-	0%	1%	2%	4%	1%	2%	2%	1%	*
	Male	4%	5%	3%	2%	0%	0%	18%	7%	4%	4%	3%	4%	2%	4%	-	*
	Female	2%	3%	1%	2%	*	3%	*	4%	1%	4%	3%	2%	1%	-	2%	-
Reading	All	3%	5%	3%	1%	0%	0%	0%	11%	3%	4%	3%	3%	1%	5%	2%	*
	Students																
	CWD	3%	1%	3%	3%	-	*	*	*	2%	4%	3%	-	2%	2%	4%	-
	CWOD	3%	5%	3%	1%	0%	0%	*	10%	3%	4%	-	3%	1%	5%	2%	*
	EL	1%	0%	2%	0%	-	0%	-	*	1%	3%	2%	1%	1%	3%	0%	*
	Male	5%	6%	4%	2%	0%	0%	0%	13%	5%	4%	2%	5%	3%	5%	-	*
	Female	2%	3%	1%	1%	*	0%	*	8%	1%	3%	4%	2%	0%	-	2%	-
Mathematics	All	4%	5%	3%	4%	*	*	*	0%	3%	5%	3%	4%	1%	4%	3%	*
	Students																
	CWD	3%	2%	4%	0%	-	*	*	*	2%	5%	3%	-	6%	4%	2%	-
	CWOD	4%	5%	2%	5%	*	*	*	0%	3%	5%	-	4%	1%	4%	3%	*
	EL	1%	0%	2%	0%	-	-	-	*	2%	0%	6%	1%	1%	2%	1%	*
	Male	4%	6%	2%	4%	*	*	*	0%	4%	4%	4%	4%	2%	4%	-	*
	Female	3%	3%	3%	3%	*	*	*	0%	1%	7%	2%	3%	1%	-	3%	-
Science	All	3%	3%	2%	3%	0%	0%	*	0%	3%	2%	5%	2%	2%	3%	2%	*
	Students																
	CWD	5%	2%	4%	7%	-	*	*	-	5%	3%	5%	-	7%	5%	3%	-
	CWOD	2%	4%	2%	2%	0%	0%	*	0%	3%	2%	-	2%	1%	3%	2%	*
	EL	2%	*	2%	0%	-	*	-	*	2%	3%	7%	1%	2%	3%	1%	*
	Male	3%	3%	3%	2%	0%	0%	*	0%	4%	1%	5%	3%	3%	3%	-	*
	Female	2%	4%	1%	3%	*	0%	*	0%	2%	3%	3%	2%	1%	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	225	104	89	23	*	*	*	5	50		
	Female	137	71	47	17	*	*	*	*	20		
	Total	362	175	136	40	*	*	*	7	70		
Out-of-School Suspensions												
	Male	103	61	28	10	*	*	*	*	10		
	Female	72	43	25	*	*	*	*	*	13		
	Total	175	104	53	12	*	*	*	*	23		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	51	38	8	5	*	*	*	*	8		11
	Female	21	14	5	*	*	*	*	*	*		*
	Total	72	52	13	7	*	*	*	*	10		13
Out-of-School Suspensions												
	Male	38	34	*	*	*	*	*	*	*		7
	Female	11	7	*	*	*	*	*	*	*		*
	Total	49	41	6	*	*	*	*	*	6		9
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>											
Chronic Absenteeism											
Male	374	158	143	53	**	5	*	8	71	68	17
Female	335	146	128	44	*	5	*	8	53	23	8
Total	709	304	271	97	**	10	*	16	124	91	25

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	17
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	10
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	6

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Advanced Placement Courses	Male	308	50	107	107	*	32	*	8	8	*
	Female	394	77	116	158	*	35	*	8	29	*
	Total	702	127	223	265	*	67	*	16	37	*
International Baccalaureate Courses	Male	16	*	5	5	*	*	*	*	*	*
	Female	42	11	11	11	*	5	*	*	*	*
	Total	58	13	16	16	*	7	*	*	*	*

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*\*' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 '-' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	35.6	19.1%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	11.0	6.2%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	27.0	15.2%

'-' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-

personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	<b>15</b>	<b>1%</b>
English II	4,556	1%	26	0%	<b>6</b>	<b>1%</b>
Algebra I	4,884	1%	46	1%	<b>15</b>	<b>2%</b>
Biology	4,861	1%	47	1%	<b>15</b>	<b>2%</b>
All Grades						



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	99,020	1%	865	1%	51	1%
Reading	43,730	1%	378	1%	21	1%
Mathematics	39,178	1%	351	1%	15	2%
Science	16,112	1%	136	1%	15	2%

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

#### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** LARSON EL

**Campus ID:** 220901151

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17													
	Rates												41%	
	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17													
	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African		American		Pacific		Two or More		Non Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military											
<b>STAAR Percent at Approaches Grade Level or Above</b>																															
<b>Grade 3</b>																															
Reading	All	77%	70%	<b>76%</b>	74%	73%	71%	-	*	-	100%	70%	86%	*	88%	100%	74%	79%	-	69%	-	*									
	Students																														
	CWD	51%	46%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	*	-	*	-	-								
	CWOD	79%	72%	<b>88%</b>	86%	80%	91%	-	*	-	100%	85%	92%	-	88%	100%	93%	84%	-	82%	-	*									
	EL	70%	69%	<b>100%</b>	*	*	-	-	*	-	*	*	*	-	100%	100%	*	*	-	*	-	-									
	Male	74%	68%	<b>74%</b>	73%	75%	63%	-	*	-	*	69%	79%	*	93%	*	74%	-	-	*	-	*									
	Female	79%	73%	<b>79%</b>	74%	*	83%	-	*	-	*	71%	100%	*	84%	*	-	79%	-	71%	-	*									
	Mathematics	All	77%	71%	<b>72%</b>	67%	73%	71%	-	*	-	83%	64%	82%	*	81%	86%	74%	70%	-	62%	-	*								
Students																															
CWD	52%	43%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	*	-	*	-	-									
CWOD	80%	73%	<b>81%</b>	76%	80%	91%	-	*	-	83%	76%	88%	-	81%	86%	89%	74%	-	73%	-	*										
EL	74%	73%	<b>86%</b>	*	*	-	-	*	-	*	*	*	-	86%	86%	*	*	-	*	-	-										
Male	77%	70%	<b>74%</b>	67%	75%	63%	-	*	-	*	63%	79%	*	89%	*	74%	-	-	*	-	*										
Female	78%	71%	<b>70%</b>	63%	*	83%	-	*	-	*	63%	89%	*	74%	*	-	70%	-	*	-	*										
<b>Grade 4</b>																															
Reading	All	72%	67%	<b>59%</b>	54%	64%	50%	-	83%	-	*	59%	59%	42%	61%	*	57%	60%	-	43%	-	*									
	Students																														
	CWD	46%	47%	<b>42%</b>	*	*	*	-	*	-	*	*	42%	-	-	*	*	-	-	-	-	-									
	CWOD	75%	69%	<b>61%</b>	56%	68%	*	-	100%	-	*	63%	60%	-	61%	*	66%	59%	-	43%	-	*									
	EL	60%	56%	*	-	*	-	-	*	-	*	*	*	-	*	*	*	*	-	-	-	-									
	Male	70%	64%	<b>57%</b>	62%	55%	*	-	*	-	*	55%	59%	*	66%	*	57%	-	-	*	-	-									
Female	75%	70%	<b>60%</b>	48%	71%	55%	-	*	-	*	61%	59%	*	59%	*	-	60%	-	*	-	*										
Mathematics	All	77%	74%	<b>61%</b>	53%	64%	71%	-	83%	-	*	59%	65%	50%	63%	86%	51%	68%	-	43%	-	*									
	Students																														
	CWD	49%	49%	<b>50%</b>	*	*	*	-	*	-	*	*	50%	-	-	*	*	-	-	-	-	-									
	CWOD	81%	76%	<b>63%</b>	52%	68%	78%	-	100%	-	*	60%	67%	-	63%	86%	55%	67%	-	43%	-	*									
	EL	72%	72%	<b>86%</b>	-	83%	-	-	*	-	*	*	*	-	86%	86%	*	*	-	-	-	-									
	Male	77%	72%	<b>51%</b>	57%	45%	*	-	*	-	*	50%	53%	*	55%	*	51%	-	-	*	-	-									
Female	78%	76%	<b>68%</b>	50%	76%	82%	-	*	-	*	64%	74%	*	67%	*	-	68%	-	*	-	*										
<b>Grade 5</b>																															
Reading	All	83%	80%	<b>78%</b>	77%	76%	83%	-	*	-	71%	69%	87%	*	83%	80%	76%	79%	-	73%	-	-									
	Students																														
CWD	54%	47%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-										

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>83%</b>	82%	84%	*	-	*	-	83%	72%	96%	-	83%	80%	85%	82%	-	89%	-	-	
	EL	73%	70%	<b>80%</b>	*	75%	-	-	*	-	-	*	83%	-	80%	80%	*	*	-	*	-	-	
	Male	81%	77%	<b>76%</b>	67%	82%	*	-	*	-	*	71%	81%	*	85%	*	76%	-	-	78%	-	-	
	Female	86%	82%	<b>79%</b>	88%	70%	*	-	*	-	*	68%	93%	*	82%	*	-	79%	-	*	-	-	
Mathematics	All	90%	85%	<b>78%</b>	80%	85%	*	-	*	-	71%	79%	77%	*	82%	78%	79%	78%	-	91%	-	-	
	Students																						
	CWOD	70%	56%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	92%	89%	<b>82%</b>	81%	89%	*	-	*	-	83%	80%	85%	-	82%	78%	85%	81%	-	100%	-	-	
	EL	86%	81%	<b>78%</b>	*	71%	-	-	*	-	-	*	*	-	78%	78%	*	*	-	*	-	-	
	Male	89%	84%	<b>79%</b>	80%	91%	*	-	*	-	*	82%	75%	*	85%	*	79%	-	-	100%	-	-	
	Female	91%	86%	<b>78%</b>	80%	78%	*	-	*	-	*	76%	80%	*	81%	*	-	78%	-	*	-	-	
Science	All	75%	69%	<b>71%</b>	70%	71%	100%	-	*	-	*	68%	75%	*	75%	70%	74%	69%	-	64%	-	-	
	Students																						
	CWOD	48%	38%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	78%	72%	<b>75%</b>	73%	79%	*	-	*	-	*	70%	82%	-	75%	70%	81%	71%	-	78%	-	-	
	EL	62%	57%	<b>70%</b>	*	63%	-	-	*	-	-	*	*	-	70%	70%	*	*	-	*	-	-	
	Male	76%	69%	<b>74%</b>	63%	73%	100%	-	*	-	*	67%	81%	*	81%	*	74%	-	-	67%	-	-	
	Female	75%	69%	<b>69%</b>	76%	70%	*	-	*	-	*	68%	69%	*	71%	*	-	69%	-	*	-	-	
Grade 6	All	68%	67%	<b>68%</b>	62%	60%	75%	*	100%	-	-	58%	76%	*	75%	71%	50%	86%	-	50%	-	-	
	Students																						
	CWOD	35%	33%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>75%</b>	69%	69%	82%	*	100%	-	-	64%	85%	-	75%	83%	61%	88%	-	50%	-	-	
	EL	42%	46%	<b>71%</b>	-	*	*	-	*	-	-	*	*	*	83%	71%	*	*	-	*	-	-	
	Male	63%	61%	<b>50%</b>	41%	50%	*	-	*	-	-	42%	60%	*	61%	*	50%	-	-	*	-	-	
	Female	72%	73%	<b>86%</b>	78%	*	86%	*	100%	-	-	83%	87%	*	88%	*	-	86%	-	*	-	-	
Mathematics	All	76%	76%	<b>62%</b>	50%	60%	75%	*	100%	-	-	53%	69%	*	71%	*	51%	72%	-	60%	-	-	
	Students																						
	CWOD	50%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>71%</b>	60%	69%	82%	*	100%	-	-	61%	79%	-	71%	*	64%	76%	-	60%	-	-	
	EL	61%	67%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	*	-	-	
	Male	76%	76%	<b>51%</b>	44%	50%	*	-	*	-	-	50%	53%	*	64%	*	51%	-	-	*	-	-	
	Female	77%	77%	<b>72%</b>	56%	*	86%	*	100%	-	-	58%	79%	*	76%	*	-	72%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>40%</b>	35%	36%	50%	-	*	-	33%	38%	43%	*	46%	57%	46%	33%	-	46%	-	*	
	Students																						
	CWOD	28%	21%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	44%	36%	<b>46%</b>	41%	40%	64%	-	*	-	33%	45%	46%	-	46%	57%	57%	35%	-	55%	-	*	
	EL	32%	32%	<b>57%</b>	*	*	-	-	*	-	*	*	*	-	57%	57%	*	*	-	*	-	-	
	Male	40%	33%	<b>46%</b>	40%	38%	50%	-	*	-	*	44%	47%	*	57%	*	46%	-	-	*	-	*	
	Female	45%	37%	<b>33%</b>	32%	*	50%	-	*	-	*	33%	33%	*	35%	*	-	33%	-	43%	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>39%</b>	36%	45%	21%	-	*	-	67%	36%	43%	*	44%	57%	47%	30%	-	31%	-	*	
	Students																						
	CWD	30%	23%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	*	-
	CWOD	48%	38%	<b>44%</b>	41%	50%	27%	-	*	-	67%	42%	46%	-	44%	57%	57%	32%	-	36%	-	*	
	EL	39%	38%	<b>57%</b>	*	*	-	-	*	-	*	*	*	-	57%	57%	*	*	-	*	-	-	-
	Male	47%	38%	<b>47%</b>	47%	50%	13%	-	*	-	*	44%	47%	*	57%	*	47%	-	-	*	-	*	
	Female	45%	35%	<b>30%</b>	26%	*	33%	-	*	-	*	29%	33%	*	32%	*	-	30%	-	*	-	*	
Grade 4	All	45%	40%	<b>28%</b>	24%	29%	36%	-	33%	-	*	23%	36%	17%	30%	*	24%	31%	-	29%	-	*	
	Students																						
	CWD	28%	30%	<b>17%</b>	*	*	*	-	*	-	-	*	*	17%	-	-	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>30%</b>	23%	32%	*	-	40%	-	*	25%	37%	-	30%	*	28%	31%	-	29%	-	*	
	EL	29%	28%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	43%	39%	<b>24%</b>	29%	18%	*	-	*	-	-	15%	35%	*	28%	*	24%	-	-	*	-	-	
	Female	47%	42%	<b>31%</b>	20%	35%	36%	-	*	-	*	28%	36%	*	31%	*	-	31%	-	*	-	*	
Mathematics	All	48%	40%	<b>31%</b>	23%	29%	43%	-	67%	-	*	27%	38%	33%	31%	29%	24%	36%	-	21%	-	*	
	Students																						
	CWD	29%	30%	<b>33%</b>	*	*	*	-	*	-	-	*	*	33%	-	-	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>31%</b>	20%	32%	44%	-	80%	-	*	27%	36%	-	31%	29%	24%	35%	-	21%	-	*	
	EL	38%	35%	<b>29%</b>	-	17%	-	-	*	-	-	*	*	-	29%	29%	*	*	-	-	-	-	
	Male	48%	41%	<b>24%</b>	29%	9%	*	-	*	-	-	20%	29%	*	24%	*	24%	-	-	*	-	-	
	Female	47%	40%	<b>36%</b>	19%	41%	45%	-	*	-	*	31%	43%	*	35%	*	-	36%	-	*	-	*	
Grade 5	All	53%	49%	<b>51%</b>	48%	52%	50%	-	*	-	43%	42%	61%	*	56%	60%	52%	50%	-	55%	-	-	
	Students																						
	CWD	30%	25%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	56%	51%	<b>56%</b>	54%	58%	*	-	*	-	50%	44%	70%	-	56%	60%	62%	52%	-	67%	-	-	
	EL	35%	30%	<b>60%</b>	*	50%	-	-	*	-	-	*	67%	-	60%	60%	*	*	-	*	-	-	
	Male	50%	46%	<b>52%</b>	40%	64%	*	-	*	-	*	35%	69%	*	62%	*	52%	-	-	56%	-	-	
	Female	56%	51%	<b>50%</b>	56%	40%	*	-	*	-	*	47%	53%	*	52%	*	-	50%	-	*	-	-	
Mathematics	All	57%	50%	<b>38%</b>	47%	30%	*	-	*	-	0%	32%	45%	*	42%	33%	33%	44%	-	18%	-	-	
	Students																						
	CWD	34%	24%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	60%	52%	<b>42%</b>	52%	33%	*	-	*	-	0%	33%	52%	-	42%	33%	38%	45%	-	22%	-	-	
	EL	46%	39%	<b>33%</b>	*	14%	-	-	*	-	-	*	*	-	33%	33%	*	*	-	*	-	-	
	Male	57%	49%	<b>33%</b>	33%	27%	*	-	*	-	*	24%	44%	*	38%	*	33%	-	-	22%	-	-	
	Female	58%	50%	<b>44%</b>	60%	33%	*	-	*	-	*	41%	47%	*	45%	*	-	44%	-	*	-	-	
Science	All	40%	34%	<b>29%</b>	21%	29%	33%	-	*	-	*	30%	28%	*	31%	40%	29%	29%	-	45%	-	-	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	42%	35%	<b>31%</b>	23%	32%	*	-	*	-	*	30%	32%	-	31%	40%	33%	29%	-	56%	-	-	
	EL	24%	18%	<b>40%</b>	*	25%	-	-	*	-	-	*	*	-	40%	40%	*	*	-	*	-	-	
	Male	42%	35%	<b>29%</b>	13%	36%	40%	-	*	-	*	28%	31%	*	33%	*	29%	-	-	44%	-	-	
	Female	38%	32%	<b>29%</b>	29%	20%	*	-	*	-	*	32%	25%	*	29%	*	-	29%	-	*	-	-	



					African	American	Two or Non		Econ		Non		Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military		
Grade 6 Reading	All	38%	37%	<b>33%</b>	24%	20%	58%	*	57%	-	-	16%	47%	*	36%	14%	18%	49%	-	10%	-	-		
	Students																							
	CWD	22%	22%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	40%	38%	<b>36%</b>	24%	23%	64%	*	57%	-	-	18%	52%	-	36%	17%	21%	48%	-	10%	-	-		
	EL	14%	15%	<b>14%</b>	-	*	*	-	*	-	-	*	*	*	17%	14%	*	*	-	*	-	-	-	
	Female	42%	42%	<b>49%</b>	39%	*	57%	*	60%	-	-	25%	61%	*	48%	*	-	49%	-	*	-	-	-	
Mathematics	All	43%	46%	<b>32%</b>	17%	33%	50%	*	71%	-	-	25%	38%	*	37%	*	20%	44%	-	10%	-	-		
	Students																							
	CWD	23%	27%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	46%	48%	<b>37%</b>	20%	38%	55%	*	71%	-	-	29%	44%	-	37%	*	25%	47%	-	10%	-	-		
	EL	24%	31%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	*	-	-	-	
	Female	42%	46%	<b>44%</b>	22%	*	57%	*	80%	-	-	42%	46%	*	47%	*	-	44%	-	*	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3 Reading	All	24%	19%	<b>24%</b>	24%	18%	29%	-	*	-	33%	23%	25%	*	27%	14%	26%	21%	-	23%	-	*		
	Students																							
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-	-	
	CWOD	26%	20%	<b>27%</b>	28%	20%	36%	-	*	-	33%	27%	27%	-	27%	14%	32%	23%	-	27%	-	*		
	EL	15%	16%	<b>14%</b>	*	*	-	-	*	-	*	*	*	-	14%	14%	*	*	-	*	-	-	-	
	Female	26%	20%	<b>21%</b>	21%	*	17%	-	*	-	*	25%	11%	*	23%	*	-	21%	-	29%	-	*		
Mathematics	All	22%	15%	<b>19%</b>	21%	9%	7%	-	*	-	33%	18%	21%	*	22%	43%	26%	12%	-	23%	-	*		
	Students																							
	CWD	12%	5%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-	-	
	CWOD	24%	16%	<b>22%</b>	24%	10%	9%	-	*	-	33%	21%	23%	-	22%	43%	32%	13%	-	27%	-	*		
	EL	17%	16%	<b>43%</b>	*	*	-	-	*	-	*	*	*	-	43%	43%	*	*	-	*	-	-	-	
	Female	21%	14%	<b>12%</b>	16%	*	17%	-	*	-	*	13%	11%	*	13%	*	-	12%	-	*	-	*		
Grade 4 Reading	All	23%	19%	<b>18%</b>	13%	18%	29%	-	33%	-	*	16%	21%	17%	18%	*	16%	19%	-	7%	-	*		
	Students																							
	CWD	9%	9%	<b>17%</b>	*	*	*	-	*	-	-	*	*	17%	-	-	*	*	-	-	-	-	-	
	CWOD	25%	20%	<b>18%</b>	12%	20%	*	-	40%	-	*	17%	20%	-	18%	*	17%	19%	-	7%	-	*		
	EL	12%	11%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-	
	Female	25%	21%	<b>19%</b>	8%	24%	27%	-	*	-	*	19%	18%	*	19%	*	-	19%	-	*	-	*		
Mathematics	All	26%	20%	<b>21%</b>	9%	25%	36%	-	67%	-	*	16%	28%	25%	20%	14%	14%	25%	-	0%	-	*		
	Students																							
	CWD	11%	10%	<b>25%</b>	*	*	*	-	*	-	-	*	*	25%	-	-	*	*	-	-	-	-	-	
	EL	18%	14%	<b>14%</b>	-	0%	-	-	*	-	-	*	*	-	14%	14%	*	*	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>14%</b>	10%	9%	*	-	*	-	-	5%	24%	*	14%	*	14%	-	-	*	-	-
	Female	25%	19%	<b>25%</b>	8%	35%	36%	-	*	-	*	22%	30%	*	24%	*	-	25%	-	*	-	*
Grade 5	All	26%	23%	<b>36%</b>	35%	33%	33%	-	*	-	29%	22%	52%	*	41%	50%	30%	41%	-	18%	-	-
	Students																					
	CWD	9%	7%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	27%	24%	<b>41%</b>	39%	37%	*	-	*	-	33%	25%	59%	-	41%	50%	38%	42%	-	22%	-	-
	EL	12%	8%	<b>50%</b>	*	38%	-	-	*	-	-	*	50%	-	50%	50%	*	*	-	*	-	-
	Male	24%	21%	<b>30%</b>	27%	36%	*	-	*	-	*	6%	56%	*	38%	*	30%	-	-	11%	-	-
	Female	28%	25%	<b>41%</b>	44%	30%	*	-	*	-	*	37%	47%	*	42%	*	-	41%	-	*	-	-
Mathematics	All	30%	24%	<b>14%</b>	17%	10%	*	-	*	-	0%	15%	13%	*	14%	22%	9%	19%	-	9%	-	-
	Students																					
	CWD	13%	7%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	31%	26%	<b>14%</b>	19%	11%	*	-	*	-	0%	13%	15%	-	14%	22%	8%	19%	-	11%	-	-
	EL	19%	13%	<b>22%</b>	*	0%	-	-	*	-	-	*	*	-	22%	22%	*	*	-	*	-	-
	Male	29%	24%	<b>9%</b>	13%	0%	*	-	*	-	*	12%	6%	*	8%	*	9%	-	-	11%	-	-
	Female	30%	24%	<b>19%</b>	20%	22%	*	-	*	-	*	18%	20%	*	19%	*	-	19%	-	*	-	-
Science	All	16%	13%	<b>9%</b>	9%	5%	0%	-	*	-	*	8%	9%	*	10%	10%	6%	11%	-	18%	-	-
	Students																					
	CWD	9%	5%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	17%	14%	<b>10%</b>	10%	5%	*	-	*	-	*	9%	11%	-	10%	10%	7%	12%	-	22%	-	-
	EL	7%	4%	<b>10%</b>	*	0%	-	-	*	-	-	*	*	-	10%	10%	*	*	-	*	-	-
	Male	18%	14%	<b>6%</b>	6%	9%	0%	-	*	-	*	6%	6%	*	7%	*	6%	-	-	11%	-	-
	Female	15%	12%	<b>11%</b>	12%	0%	*	-	*	-	*	11%	13%	*	12%	*	-	11%	-	*	-	-
Grade 6	All	18%	17%	<b>14%</b>	9%	7%	25%	*	29%	-	-	3%	24%	*	16%	14%	0%	29%	-	0%	-	-
	Students																					
	CWD	8%	6%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	20%	19%	<b>16%</b>	10%	8%	27%	*	29%	-	-	4%	27%	-	16%	17%	0%	30%	-	0%	-	-
	EL	4%	5%	<b>14%</b>	-	*	*	-	*	-	-	*	*	*	17%	14%	*	*	-	*	-	-
	Male	15%	13%	<b>0%</b>	0%	0%	*	-	*	-	-	0%	0%	*	0%	*	0%	-	-	*	-	-
	Female	22%	22%	<b>29%</b>	17%	*	43%	*	40%	-	-	8%	39%	*	30%	*	-	29%	-	*	-	-
Mathematics	All	18%	21%	<b>15%</b>	6%	7%	25%	*	57%	-	-	6%	23%	*	18%	*	0%	31%	-	0%	-	-
	Students																					
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	19%	22%	<b>18%</b>	7%	8%	27%	*	57%	-	-	7%	26%	-	18%	*	0%	32%	-	0%	-	-
	EL	6%	9%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	*	-	-
	Male	18%	21%	<b>0%</b>	0%	0%	*	-	*	-	-	0%	0%	*	0%	*	0%	-	-	*	-	-
	Female	17%	21%	<b>31%</b>	11%	*	43%	*	80%	-	-	17%	38%	*	32%	*	-	31%	-	*	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>69%</b>	64%	69%	70%	*	95%	-	74%	64%	74%	27%	75%	73%	65%	72%	-	62%	-	100%
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Students

				African	Hispanic	White	American	Indian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	45%	38%	<b>27%</b>	23%	*	46%	-	*	-	*	29%	24%	27%	-	*	24%	37%	-	*	-	-	
	CWOD	80%	76%	<b>75%</b>	69%	76%	78%	*	100%	-	81%	69%	81%	-	75%	75%	75%	74%	-	67%	-	100%	
	EL	60%	59%	<b>73%</b>	100%	60%	*	-	100%	-	*	71%	75%	*	75%	73%	71%	76%	-	78%	-	-	
	Male	74%	69%	<b>65%</b>	61%	66%	62%	-	87%	-	100%	60%	69%	24%	75%	71%	65%	-	-	73%	-	*	
	Female	79%	76%	<b>72%</b>	66%	73%	78%	*	100%	-	68%	67%	79%	37%	74%	76%	-	72%	-	48%	-	*	
Reading	All	73%	68%	<b>69%</b>	66%	68%	67%	*	94%	-	86%	64%	76%	24%	76%	74%	64%	74%	-	61%	-	*	
	Students																						
	CWD	39%	32%	<b>24%</b>	*	*	45%	-	*	-	*	23%	*	24%	-	*	18%	*	-	*	-	-	
	CWOD	77%	72%	<b>76%</b>	71%	75%	74%	*	100%	-	92%	70%	82%	-	76%	77%	76%	75%	-	67%	-	*	
	EL	52%	51%	<b>74%</b>	*	60%	*	-	100%	-	*	69%	80%	*	77%	74%	73%	75%	-	*	-	-	
	Male	69%	64%	<b>64%</b>	60%	65%	62%	-	86%	-	*	58%	70%	18%	76%	73%	64%	-	-	72%	-	*	
	Female	77%	73%	<b>74%</b>	70%	71%	72%	*	100%	-	82%	68%	81%	*	75%	75%	-	74%	-	45%	-	*	
Mathematics	All	80%	75%	<b>68%</b>	61%	70%	70%	*	94%	-	79%	63%	72%	27%	73%	73%	63%	71%	-	63%	-	*	
	Students																						
	CWD	52%	42%	<b>27%</b>	*	*	*	-	*	-	*	32%	*	27%	-	*	25%	*	-	*	-	-	
	CWOD	83%	79%	<b>73%</b>	65%	76%	80%	*	100%	-	85%	68%	79%	-	73%	76%	73%	74%	-	66%	-	*	
	EL	70%	69%	<b>73%</b>	*	58%	*	-	100%	-	*	73%	73%	*	76%	73%	67%	80%	-	*	-	-	
	Male	78%	73%	<b>63%</b>	62%	65%	52%	-	86%	-	*	61%	66%	25%	73%	67%	63%	-	-	76%	-	*	
	Female	82%	78%	<b>71%</b>	60%	76%	84%	*	100%	-	73%	65%	79%	*	74%	80%	-	71%	-	48%	-	*	
Science	All	79%	74%	<b>71%</b>	70%	71%	100%	-	*	-	*	68%	75%	*	75%	70%	74%	69%	-	64%	-	-	
	Students																						
	CWD	48%	40%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	82%	78%	<b>75%</b>	73%	79%	*	-	*	-	*	70%	82%	-	75%	70%	81%	71%	-	78%	-	-	
	EL	58%	57%	<b>70%</b>	*	63%	-	-	*	-	-	*	*	-	70%	70%	*	*	-	*	-	-	
	Male	78%	72%	<b>74%</b>	63%	73%	100%	-	*	-	*	67%	81%	*	81%	*	74%	-	-	67%	-	-	
	Female	80%	77%	<b>69%</b>	76%	70%	*	-	*	-	*	68%	69%	*	71%	*	-	69%	-	*	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades																							
All Subjects	All	47%	42%	<b>35%</b>	30%	33%	43%	*	66%	-	40%	30%	42%	12%	38%	38%	32%	38%	-	30%	-	17%	
	Students																						
	CWD	23%	19%	<b>12%</b>	11%	*	25%	-	*	-	*	13%	12%	12%	-	*	10%	21%	-	*	-	-	
	CWOD	50%	45%	<b>38%</b>	32%	37%	49%	*	69%	-	44%	32%	46%	-	38%	39%	38%	39%	-	34%	-	17%	
	EL	26%	25%	<b>38%</b>	100%	19%	*	-	73%	-	*	31%	44%	*	39%	38%	38%	38%	-	33%	-	-	
	Male	45%	40%	<b>32%</b>	27%	30%	38%	-	67%	-	71%	25%	40%	10%	38%	38%	32%	-	-	37%	-	*	
	Female	50%	45%	<b>38%</b>	32%	37%	47%	*	65%	-	32%	33%	44%	21%	39%	38%	-	38%	-	22%	-	*	
Reading	All	46%	41%	<b>37%</b>	32%	35%	48%	*	56%	-	43%	29%	46%	11%	41%	39%	35%	39%	-	37%	-	*	
	Students																						
	CWD	22%	18%	<b>11%</b>	*	*	18%	-	*	-	*	9%	*	11%	-	*	7%	*	-	*	-	-	
	CWOD	48%	44%	<b>41%</b>	34%	39%	57%	*	59%	-	46%	33%	50%	-	41%	40%	41%	40%	-	40%	-	*	
	EL	21%	21%	<b>39%</b>	*	25%	*	-	57%	-	*	31%	47%	*	40%	39%	40%	38%	-	*	-	-	
	Male	41%	37%	<b>35%</b>	28%	33%	48%	-	57%	-	*	25%	45%	7%	41%	40%	35%	-	-	44%	-	*	
	Female	50%	47%	<b>39%</b>	35%	37%	48%	*	55%	-	36%	33%	48%	*	40%	38%	-	39%	-	27%	-	*	

					African	Hispanic		American	Pacific		Two or More	Econ	Non Econ				EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	DC	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
Mathematics	All	48%	42%	<b>35%</b>	29%	32%	39%	*	72%	-	36%	30%	41%	14%	38%	37%	31%	38%	-	21%	-	-	*	
	Students																							
	CWD	26%	21%	<b>14%</b>	*	*	*	-	*	-	*	14%	*	14%	-	*	11%	*	-	*	-	-	-	-
	CWOD	51%	45%	<b>38%</b>	32%	36%	43%	*	76%	-	38%	32%	44%	-	38%	38%	36%	39%	-	23%	-	-	-	*
	EL	33%	31%	<b>37%</b>	*	11%	*	-	86%	-	*	33%	40%	*	38%	37%	33%	40%	-	*	-	-	-	-
	Male	47%	41%	<b>31%</b>	29%	25%	29%	-	71%	-	*	25%	37%	11%	36%	33%	31%	-	-	28%	-	-	-	*
	Female	49%	44%	<b>38%</b>	29%	41%	48%	*	73%	-	27%	34%	44%	*	39%	40%	-	38%	-	13%	-	-	-	*
Science	All	49%	46%	<b>29%</b>	21%	29%	33%	-	*	-	*	30%	28%	*	31%	40%	29%	29%	-	45%	-	-	-	
	Students																							
	CWD	23%	18%	<b>*</b>	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	-	-
	CWOD	52%	49%	<b>31%</b>	23%	32%	*	-	*	-	*	30%	32%	-	31%	40%	33%	29%	-	56%	-	-	-	-
	EL	21%	20%	<b>40%</b>	*	25%	-	-	*	-	-	*	*	-	40%	40%	*	*	-	*	-	-	-	-
	Male	50%	45%	<b>29%</b>	13%	36%	40%	-	*	-	*	28%	31%	*	33%	*	29%	-	-	44%	-	-	-	-
	Female	49%	46%	<b>29%</b>	29%	20%	*	-	*	-	*	32%	25%	*	29%	*	-	29%	-	*	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades																								
All Subjects	All	21%	18%	<b>19%</b>	15%	16%	23%	*	47%	-	20%	15%	24%	7%	21%	23%	14%	23%	-	11%	-	-	0%	
	Students																							
	CWD	8%	5%	<b>7%</b>	6%	*	17%	-	*	-	*	6%	9%	7%	-	*	5%	16%	-	*	-	-	-	-
	CWOD	23%	20%	<b>21%</b>	16%	18%	26%	*	50%	-	22%	16%	26%	-	21%	23%	16%	24%	-	13%	-	-	0%	
	EL	9%	8%	<b>23%</b>	60%	9%	*	-	53%	-	*	17%	28%	*	23%	23%	15%	30%	-	11%	-	-	-	-
	Male	20%	17%	<b>14%</b>	14%	10%	15%	-	27%	-	43%	9%	20%	5%	16%	15%	14%	-	-	12%	-	-	*	
	Female	22%	20%	<b>23%</b>	16%	23%	31%	*	61%	-	14%	20%	28%	16%	24%	30%	-	23%	-	11%	-	-	*	
Reading	All	19%	16%	<b>22%</b>	19%	20%	28%	*	33%	-	29%	17%	29%	5%	25%	26%	18%	26%	-	13%	-	-	*	
	Students																							
	CWD	7%	5%	<b>5%</b>	*	*	9%	-	*	-	*	5%	*	5%	-	*	4%	*	-	*	-	-	-	-
	CWOD	20%	18%	<b>25%</b>	21%	22%	34%	*	35%	-	31%	18%	32%	-	25%	27%	22%	27%	-	14%	-	-	*	
	EL	7%	7%	<b>26%</b>	*	20%	*	-	29%	-	*	19%	33%	*	27%	26%	13%	38%	-	*	-	-	-	
	Male	16%	13%	<b>18%</b>	18%	15%	24%	-	14%	-	*	8%	28%	4%	22%	13%	18%	-	-	12%	-	-	*	
	Female	22%	20%	<b>26%</b>	21%	26%	32%	*	45%	-	27%	23%	30%	*	27%	38%	-	26%	-	14%	-	-	*	
Mathematics	All	23%	20%	<b>18%</b>	12%	15%	22%	*	61%	-	14%	14%	22%	11%	19%	23%	12%	23%	-	8%	-	-	*	
	Students																							
	CWD	10%	5%	<b>11%</b>	*	*	*	-	*	-	*	9%	*	11%	-	*	7%	*	-	*	-	-	-	-
	CWOD	25%	21%	<b>19%</b>	13%	17%	20%	*	65%	-	15%	15%	23%	-	19%	24%	14%	23%	-	9%	-	-	*	
	EL	13%	11%	<b>23%</b>	*	0%	*	-	71%	-	*	20%	27%	*	24%	23%	20%	27%	-	*	-	-	-	
	Male	23%	19%	<b>12%</b>	12%	5%	10%	-	43%	-	*	10%	15%	7%	14%	20%	12%	-	-	12%	-	-	*	
	Female	24%	20%	<b>23%</b>	13%	26%	32%	*	73%	-	0%	18%	28%	*	23%	27%	-	23%	-	4%	-	-	*	
Science	All	22%	20%	<b>9%</b>	9%	5%	0%	-	*	-	*	8%	9%	*	10%	10%	6%	11%	-	18%	-	-	-	
	Students																							
	CWD	7%	4%	<b>*</b>	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	-	-
	CWOD	24%	22%	<b>10%</b>	10%	5%	*	-	*	-	*	9%	11%	-	10%	10%	7%	12%	-	22%	-	-	-	
	EL	5%	5%	<b>10%</b>	*	0%	-	-	*	-	-	*	*	-	10%	10%	*	*	-	*	-	-	-	
	Male	23%	20%	<b>6%</b>	6%	9%	0%	-	*	-	*	6%	6%	*	7%	*	6%	-	-	11%	-	-	-	
	Female	21%	20%	<b>11%</b>	12%	0%	*	-	*	-	*	11%	13%	*	12%	*	-	11%	-	*	-	-	-	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	59	70	69	*	92	-	83	64	43	78
CWD	43	*	*	*	-	-	-	*	42	43	*
CWOD	69	62	73	67	*	92	-	100	67	-	82
EL	78	*	71	*	-	*	-	-	75	*	78
Male	62	58	60	73	-	*	-	*	61	41	73
Female	70	61	80	66	*	90	-	*	66	*	83
<b>Mathematics</b>											
All Students	67	69	58	76	*	85	-	*	65	64	55
CWD	64	67	*	83	-	-	-	*	64	64	*
CWOD	67	69	60	74	*	85	-	*	65	-	57
EL	55	*	41	*	-	*	-	-	55	*	55
Male	63	72	52	59	-	*	-	*	61	61	*
Female	71	66	64	88	*	90	-	*	68	*	68

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
55	18	33%

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	41	36	39	45	*	69	-	45	36	15	45
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	N					N	N	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Y
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N	N					N	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	99%	100%	100%	*	100%	-	100%	100%	99%	99%	100%	100%	100%	99%	-
	CWD	99%	97%	100%	100%	-	*	-	*	98%	100%	99%	-	*	98%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	-	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	-	100%	-	100%	99%	100%	98%	100%	100%	100%	-	-
	Female	99%	99%	100%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	100%	-	99%
Reading	All Students	99%	99%	100%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	98%	100%	100%	*	100%	-	100%	100%	98%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	97%	100%	100%	*	100%	-	100%	100%	97%	100%	99%	100%	100%	-	99%
Mathematics	All Students	100%	99%	100%	100%	*	100%	-	100%	99%	100%	97%	100%	100%	99%	100%	-
	CWD	97%	94%	100%	100%	-	*	-	*	96%	100%	97%	-	*	97%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	99%	100%	100%	-	100%	-	*	99%	100%	97%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	-	-	-	*	*	*	100%	-	-	100%	*	-
	CWOD	100%	100%	100%	*	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	-	*	100%	-	100%	100%	*	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	100%	-
	Female	100%	100%	100%	*	-	*	-	100%	100%	100%	*	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	1%	0%	0%	*	0%	-	0%	0%	1%	1%	0%	0%	0%	1%	-
	CWD	1%	3%	0%	0%	-	*	-	*	2%	0%	1%	-	*	2%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	-	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	-	0%	-	0%	1%	0%	2%	0%	0%	0%	-	-
	Female	1%	1%	0%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	0%	-	1%
Reading	All Students	1%	1%	0%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	2%	0%	0%	*	0%	-	0%	0%	2%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	3%	0%	0%	*	0%	-	0%	0%	3%	0%	1%	0%	-	1%	
Mathematics	All Students	0%	1%	0%	0%	*	0%	-	0%	1%	0%	3%	0%	0%	1%	0%	-
	CWD	3%	6%	0%	0%	-	*	-	*	4%	0%	3%	-	*	3%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	1%	0%	0%	-	0%	-	*	1%	0%	3%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%



		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	-	-	-	*	*	*	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	*	-	-	*	0%	-	0%	0%	*	0%	-
	Male	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	0%	0%	*	*	-	0%	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	28	20	*	*	*	*	*	*	*		
	Female	12	8	*	*	*	*	*	*	*		
	Total	40	28	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	25	19	*	*	*	*	*	*	*		
	Female	8	*	*	*	*	*	*	*	*		
	Total	33	23	6	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
Out-of-School Suspensions	Male	8	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	12	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	18	10	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	22	14	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	47	23	11	11	*	*	*	*	5	8	*
	Female	55	26	17	8	*	*	*	*	*	5	*
	Total	102	49	28	19	*	*	*	*	7	13	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*

	<b>Total</b>
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs											
	Male	18	11	5	*	*	*	*	*	5	*
	Female	14	5	5	*	*	*	*	*	*	*
	Total	32	16	10	*	*	*	*	*	7	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	6.0	15.7%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	2.0	5.5%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8 Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
	Mathematics	Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Overall	18	20	40	39	33	32	8	8		
		Black	30	37	46	44	22	17	3	2		
		Hispanic	21	29	45	44	29	23	5	3		
		White	9	12	32	37	46	40	13	11		
		American Indian	*	31	*	44	*	21	*	3		
		Asian	8	8	18	25	40	42	34	25		
		Pacific Islander	*	29	*	42	*	25	*	4		
		Two or More Races	13	15	30	39	41	35	17	11		
		Econ Disadv	23	31	46	44	25	22	4	3		
		Students with Disabilities	43	51	38	32	16	14	2	3		
		English Language Learners	29	47	44	39	23	13	4	2		
		Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
				Hispanic	34	33	45	44	20	22	1	1
				White	17	16	43	39	37	39	3	6
				American Indian	*	37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12		
Pacific Islander	*			35	*	42	*	22	*	2		
Two or More Races	23			18	42	40	31	36	5	6		
Econ Disadv	38			35	45	43	16	20	1	1		
Students with Disabilities	65			61	29	29	6	9	n/a	1		
English Language Learners	62			68	33	27	5	5	n/a	n/a		
Grade 8	Mathematics			Overall	30	30	37	36	24	24	9	10
				Black	44	53	41	34	13	11	1	2
				Hispanic	38	43	39	37	19	16	4	4
				White	16	20	33	37	35	31	16	13
				American Indian	*	44	*	38	*	14	*	4
				Asian	3	12	19	24	37	32	40	32
				Pacific Islander	*	36	*	39	*	18	*	6
				Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
		Mathematics	79
Grade 8	Reading	Limited English Proficient	94
		Students with Disabilities	81

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** LITTLE EL  
**Campus ID:** 220901146  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17													
	Rates												41%	
	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17													
	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military															
<b>STAAR Percent at Approaches Grade Level or Above</b>																																		
<b>Grade 3</b>																																		
Reading	All	77%	70%	<b>80%</b>	57%	82%	80%	-	100%	-	100%	74%	83%	46%	85%	92%	79%	81%	-	-	*	*												
	Students																																	
	CWD	51%	46%	<b>46%</b>	*	*	*	-	-	-	-	*	*	46%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	79%	72%	<b>85%</b>	67%	86%	84%	-	100%	-	100%	83%	86%	-	85%	92%	82%	89%	-	-	*	*	-	-	-	-	-	-	-	-	-	-		
	EL	70%	69%	<b>92%</b>	-	*	*	-	100%	-	-	100%	86%	-	92%	92%	83%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	74%	68%	<b>79%</b>	67%	81%	77%	-	*	-	*	73%	83%	*	82%	83%	79%	-	-	-	-	*	*	-	-	-	-	-	-	-	-	-		
	Female	79%	73%	<b>81%</b>	*	83%	85%	-	*	-	*	77%	83%	*	89%	100%	-	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics	All	77%	71%	<b>85%</b>	57%	82%	91%	-	100%	-	100%	79%	88%	54%	88%	92%	88%	81%	-	-	*	*												
	Students																																	
	CWD	52%	43%	<b>54%</b>	*	*	*	-	-	-	*	71%	54%	-	-	71%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	80%	73%	<b>88%</b>	56%	86%	93%	-	100%	-	100%	86%	89%	-	88%	92%	88%	89%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-	
	EL	74%	73%	<b>92%</b>	-	*	*	-	100%	-	-	100%	86%	-	92%	92%	83%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	77%	70%	<b>88%</b>	78%	81%	92%	-	*	-	*	86%	89%	71%	88%	83%	88%	-	-	-	-	*	*	-	-	-	-	-	-	-	-	-	-	
	Female	78%	71%	<b>81%</b>	*	83%	90%	-	*	-	*	69%	86%	*	89%	100%	-	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Grade 4</b>																																		
Reading	All	72%	67%	<b>78%</b>	71%	67%	85%	*	*	-	*	63%	85%	61%	81%	*	73%	83%	-	*	-	*												
	Students																																	
	CWD	46%	47%	<b>61%</b>	*	*	78%	*	-	-	*	70%	61%	-	-	55%	71%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	75%	69%	<b>81%</b>	80%	69%	86%	*	*	-	*	67%	86%	-	81%	*	77%	85%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	60%	56%	<b>*</b>	-	*	-	-	*	-	-	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	64%	<b>73%</b>	63%	56%	87%	-	*	-	*	53%	81%	55%	77%	*	73%	-	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	75%	70%	<b>83%</b>	100%	78%	83%	*	-	-	*	72%	88%	71%	85%	*	-	83%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All	77%	74%	<b>91%</b>	90%	89%	90%	*	*	-	*	86%	93%	78%	93%	100%	90%	92%	-	*	-	*												
	Students																																	
	CWD	49%	49%	<b>78%</b>	83%	*	78%	*	-	-	88%	70%	78%	-	-	73%	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	76%	<b>93%</b>	93%	94%	92%	*	*	-	*	85%	96%	-	93%	100%	94%	92%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	72%	72%	<b>100%</b>	-	100%	-	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	72%	<b>90%</b>	88%	89%	90%	-	*	-	*	88%	90%	73%	94%	*	90%	-	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	78%	76%	<b>92%</b>	100%	89%	90%	*	-	-	*	83%	95%	86%	92%	*	-	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 5</b>																																		
Reading	All	83%	80%	<b>86%</b>	70%	78%	93%	-	*	-	*	68%	94%	64%	89%	*	86%	86%	-	*	*	*												
	Students																																	
CWD	54%	47%	<b>64%</b>	*	*	86%	-	-	-	-	*	83%	64%	-	*	78%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	87%	83%	<b>89%</b>	72%	89%	94%	-	*	-	*	74%	94%	-	89%	*	88%	91%	-	-	*	*	
	EL	73%	70%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	81%	77%	<b>86%</b>	67%	75%	94%	-	*	-	*	65%	97%	78%	88%	-	86%	-	-	*	*	*	
	Female	86%	82%	<b>86%</b>	75%	75%	93%	-	*	-	-	73%	90%	*	91%	*	-	86%	-	-	-	*	
Mathematics	All	90%	85%	<b>91%</b>	95%	78%	93%	-	*	-	*	74%	97%	43%	98%	*	91%	90%	-	*	*	*	
	Students																						
	CWOD	70%	56%	<b>43%</b>	*	*	*	-	-	-	-	*	*	43%	-	*	56%	*	-	*	-	-	
	CWOD	92%	89%	<b>98%</b>	100%	94%	98%	-	*	-	*	91%	100%	-	98%	*	98%	98%	-	-	*	*	
	EL	86%	81%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	89%	84%	<b>91%</b>	92%	83%	90%	-	*	-	*	80%	97%	56%	98%	-	91%	-	-	*	*	*	
	Female	91%	86%	<b>90%</b>	100%	67%	97%	-	*	-	-	64%	97%	*	98%	*	-	90%	-	-	-	*	
Science	All	75%	69%	<b>75%</b>	55%	65%	87%	-	*	-	*	58%	82%	50%	79%	*	69%	82%	-	*	*	*	
	Students																						
	CWOD	48%	38%	<b>50%</b>	*	*	71%	-	-	-	-	*	83%	50%	-	*	67%	*	-	*	-	-	
	CWOD	78%	72%	<b>79%</b>	56%	78%	89%	-	*	-	*	70%	82%	-	79%	*	69%	89%	-	-	*	*	
	EL	62%	57%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	76%	69%	<b>69%</b>	42%	64%	84%	-	*	-	*	55%	76%	67%	69%	-	69%	-	-	*	*	*	
	Female	75%	69%	<b>82%</b>	75%	67%	90%	-	*	-	-	64%	87%	*	89%	*	-	82%	-	-	-	*	
Grade 6	All	68%	67%	<b>82%</b>	76%	76%	84%	*	100%	-	*	79%	83%	*	87%	*	74%	90%	-	*	-	-	
	Students																						
	CWOD	35%	33%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	71%	70%	<b>87%</b>	87%	83%	87%	*	100%	-	*	83%	88%	-	87%	*	80%	94%	-	*	-	-	
	EL	42%	46%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	63%	61%	<b>74%</b>	60%	79%	76%	-	*	-	-	71%	76%	*	80%	*	74%	-	-	*	-	-	
	Female	72%	73%	<b>90%</b>	100%	71%	93%	*	100%	-	*	92%	90%	*	94%	*	-	90%	-	-	-	-	
Mathematics	All	76%	76%	<b>94%</b>	82%	95%	97%	*	100%	-	*	91%	96%	91%	95%	*	93%	96%	-	*	-	-	
	Students																						
	CWOD	50%	46%	<b>91%</b>	*	*	83%	-	-	-	-	*	88%	91%	-	*	88%	*	-	*	-	-	
	CWOD	79%	80%	<b>95%</b>	80%	94%	98%	*	100%	-	*	90%	97%	-	95%	*	94%	96%	-	*	-	-	
	EL	61%	67%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	76%	76%	<b>93%</b>	80%	93%	97%	-	*	-	-	90%	95%	88%	94%	*	93%	-	-	*	-	-	
	Female	77%	77%	<b>96%</b>	86%	100%	96%	*	100%	-	*	92%	97%	*	96%	*	-	96%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>49%</b>	14%	57%	48%	-	80%	-	83%	31%	59%	15%	55%	58%	40%	62%	-	-	*	*	
	Students																						
	CWOD	28%	21%	<b>15%</b>	*	*	*	-	-	-	-	*	*	15%	-	-	*	*	-	-	-	-	
	CWOD	44%	36%	<b>55%</b>	22%	64%	50%	-	80%	-	83%	38%	63%	-	55%	58%	44%	69%	-	-	*	*	
	EL	32%	32%	<b>58%</b>	-	*	*	-	80%	-	-	40%	71%	-	58%	58%	33%	83%	-	-	-	-	
	Male	40%	33%	<b>40%</b>	22%	50%	35%	-	*	-	*	27%	49%	*	44%	33%	40%	-	-	-	*	-	
	Female	45%	37%	<b>62%</b>	*	67%	65%	-	*	-	*	38%	72%	*	69%	83%	-	62%	-	-	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>52%</b>	29%	54%	51%	-	100%	-	67%	50%	53%	38%	53%	67%	46%	60%	-	-	*	*
	Students																					
	CWD	30%	23%	<b>38%</b>	*	*	*	-	-	-	-	*	43%	38%	-	-	57%	*	-	-	-	-
	CWOD	48%	38%	<b>53%</b>	33%	50%	52%	-	100%	-	67%	52%	54%	-	53%	67%	44%	67%	-	-	*	*
	EL	39%	38%	<b>67%</b>	-	*	*	-	100%	-	-	80%	57%	-	67%	67%	67%	67%	-	-	-	-
	Male	47%	38%	<b>46%</b>	44%	38%	44%	-	*	-	*	52%	43%	57%	44%	67%	46%	-	-	-	*	-
	Female	45%	35%	<b>60%</b>	*	75%	60%	-	*	-	*	46%	66%	*	67%	67%	-	60%	-	-	-	*
Grade 4	All	45%	40%	<b>57%</b>	48%	33%	68%	*	*	-	*	40%	64%	33%	61%	*	53%	62%	-	*	-	*
	Students																					
	CWD	28%	30%	<b>33%</b>	*	*	56%	*	-	-	-	*	30%	33%	-	-	9%	71%	-	-	-	-
	CWOD	47%	41%	<b>61%</b>	60%	38%	70%	*	*	-	*	41%	69%	-	61%	*	63%	60%	-	*	-	*
	EL	29%	28%	<b>*</b>	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	43%	39%	<b>53%</b>	44%	33%	67%	-	*	-	*	35%	60%	9%	63%	*	53%	-	-	*	-	*
	Female	47%	42%	<b>62%</b>	60%	33%	69%	*	-	-	*	44%	69%	71%	60%	*	-	62%	-	-	-	-
Mathematics	All	48%	40%	<b>63%</b>	48%	44%	74%	*	*	-	*	60%	64%	44%	66%	29%	59%	67%	-	*	-	*
	Students																					
	CWD	29%	30%	<b>44%</b>	33%	*	67%	*	-	-	-	50%	40%	44%	-	-	36%	57%	-	-	-	-
	CWOD	50%	42%	<b>66%</b>	53%	50%	75%	*	*	-	*	63%	68%	-	66%	29%	65%	68%	-	*	-	*
	EL	38%	35%	<b>29%</b>	-	33%	-	-	*	-	-	*	*	-	29%	29%	*	*	-	-	-	-
	Male	48%	41%	<b>59%</b>	44%	44%	73%	-	*	-	*	47%	64%	36%	65%	*	59%	-	-	*	-	*
	Female	47%	40%	<b>67%</b>	60%	44%	74%	*	-	-	*	72%	64%	57%	68%	*	-	67%	-	-	-	-
Grade 5	All	53%	49%	<b>64%</b>	45%	57%	72%	-	*	-	*	45%	71%	36%	68%	*	59%	70%	-	*	*	*
	Students																					
	CWD	30%	25%	<b>36%</b>	*	*	57%	-	-	-	-	*	67%	36%	-	*	44%	*	-	*	-	-
	CWOD	56%	51%	<b>68%</b>	50%	67%	74%	-	*	-	*	57%	72%	-	68%	*	61%	76%	-	-	*	*
	EL	35%	30%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	50%	46%	<b>59%</b>	33%	58%	65%	-	*	-	*	40%	68%	44%	61%	-	59%	-	-	*	*	*
	Female	56%	51%	<b>70%</b>	63%	50%	79%	-	*	-	-	55%	74%	*	76%	*	-	70%	-	-	-	*
Mathematics	All	57%	50%	<b>56%</b>	40%	48%	67%	-	*	-	*	29%	66%	29%	60%	*	52%	60%	-	*	*	*
	Students																					
	CWD	34%	24%	<b>29%</b>	*	*	*	-	-	-	-	*	*	29%	-	*	33%	*	-	*	-	-
	CWOD	60%	52%	<b>60%</b>	44%	56%	70%	-	*	-	*	39%	66%	-	60%	*	55%	64%	-	-	*	*
	EL	46%	39%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	57%	49%	<b>52%</b>	33%	58%	58%	-	*	-	*	40%	58%	33%	55%	-	52%	-	-	*	*	*
	Female	58%	50%	<b>60%</b>	50%	33%	76%	-	*	-	-	9%	74%	*	64%	*	-	60%	-	-	-	*
Science	All	40%	34%	<b>35%</b>	10%	39%	43%	-	*	-	*	16%	43%	29%	36%	*	31%	40%	-	*	*	*
	Students																					
	CWD	25%	18%	<b>29%</b>	*	*	43%	-	-	-	-	*	50%	29%	-	*	44%	*	-	*	-	-
	CWOD	42%	35%	<b>36%</b>	11%	44%	43%	-	*	-	*	17%	42%	-	36%	*	29%	44%	-	-	*	*
	EL	24%	18%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	42%	35%	<b>31%</b>	8%	45%	35%	-	*	-	*	20%	37%	44%	29%	-	31%	-	-	*	*	*
	Female	38%	32%	<b>40%</b>	13%	33%	52%	-	*	-	-	9%	49%	*	44%	*	-	40%	-	-	-	*

					African	American	Two or Non		Econ		Non		Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military		
Grade 6 Reading	All	38%	37%	<b>58%</b>	41%	57%	57%	*	100%	-	*	48%	62%	*	60%	*	48%	69%	-	*	-	-		
	Students																							
	CWD	22%	22%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-	
	CWOD	40%	38%	<b>60%</b>	47%	61%	58%	*	100%	-	*	50%	65%	-	60%	*	50%	71%	-	*	-	-	-	
	EL	14%	15%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-	-
	Female	42%	42%	<b>69%</b>	43%	57%	71%	*	100%	-	*	67%	69%	*	71%	*	-	69%	-	-	-	-	-	-
Mathematics	All	43%	46%	<b>69%</b>	41%	62%	75%	*	100%	-	*	48%	78%	45%	71%	*	64%	75%	-	*	-	-		
	Students																							
	CWD	23%	27%	<b>45%</b>	*	*	67%	-	-	-	-	*	50%	45%	-	*	50%	*	-	*	-	-	-	
	CWOD	46%	48%	<b>71%</b>	47%	67%	76%	*	100%	-	*	50%	81%	-	71%	*	66%	77%	-	*	-	-	-	
	EL	24%	31%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-	-
	Female	42%	46%	<b>75%</b>	43%	57%	82%	*	100%	-	*	58%	79%	*	77%	*	-	75%	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3 Reading	All	24%	19%	<b>27%</b>	7%	36%	22%	-	60%	-	50%	23%	30%	0%	31%	33%	19%	38%	-	-	*	*		
	Students																							
	CWD	9%	7%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-	-	
	CWOD	26%	20%	<b>31%</b>	11%	45%	23%	-	60%	-	50%	28%	33%	-	31%	33%	22%	44%	-	-	*	*		
	EL	15%	16%	<b>33%</b>	-	*	*	-	60%	-	-	20%	43%	-	33%	33%	33%	33%	-	-	-	-	-	
	Female	26%	20%	<b>38%</b>	*	42%	40%	-	*	-	*	31%	41%	*	44%	33%	-	38%	-	-	-	-	*	
Mathematics	All	22%	15%	<b>20%</b>	0%	7%	29%	-	80%	-	17%	12%	25%	0%	23%	42%	14%	29%	-	-	*	*		
	Students																							
	CWD	12%	5%	<b>0%</b>	*	*	*	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-	-	
	CWOD	24%	16%	<b>23%</b>	0%	9%	30%	-	80%	-	17%	14%	28%	-	23%	42%	16%	33%	-	-	*	*		
	EL	17%	16%	<b>42%</b>	-	*	*	-	80%	-	-	20%	57%	-	42%	42%	33%	50%	-	-	-	-	-	
	Female	21%	14%	<b>29%</b>	*	17%	35%	-	*	-	*	15%	34%	*	33%	50%	-	29%	-	-	-	-	*	
Grade 4 Reading	All	23%	19%	<b>28%</b>	14%	22%	36%	*	*	-	*	9%	36%	11%	31%	*	22%	33%	-	*	-	*		
	Students																							
	CWD	9%	9%	<b>11%</b>	*	*	22%	*	-	-	-	*	20%	11%	-	-	0%	29%	-	-	-	-	-	
	CWOD	25%	20%	<b>31%</b>	20%	25%	38%	*	*	-	*	11%	38%	-	31%	*	27%	34%	-	*	-	-	*	
	EL	12%	11%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-	-
	Female	25%	21%	<b>33%</b>	40%	22%	38%	*	-	-	*	11%	43%	29%	34%	*	-	33%	-	-	-	-	-	-
Mathematics	All	26%	20%	<b>33%</b>	14%	28%	42%	*	*	-	*	23%	37%	6%	38%	0%	29%	37%	-	*	-	*		
	Students																							
	CWD	11%	10%	<b>6%</b>	0%	*	11%	*	-	-	-	0%	10%	6%	-	-	0%	14%	-	-	-	-	-	
	EL	18%	14%	<b>0%</b>	-	0%	-	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	<b>29%</b>	6%	44%	37%	-	*	-	*	24%	31%	0%	35%	*	29%	-	-	*	-	*	
	Female	25%	19%	<b>37%</b>	40%	11%	45%	*	-	-	*	22%	43%	14%	40%	*	-	37%	-	-	-	-	
Grade 5	All	26%	23%	<b>31%</b>	25%	39%	33%	-	*	-	*	29%	32%	21%	33%	*	28%	36%	-	*	*	*	
Reading	Students																						
	CWD	9%	7%	<b>21%</b>	*	*	29%	-	-	-	-	*	33%	21%	-	*	33%	*	-	*	-	-	
	CWOD	27%	24%	<b>33%</b>	28%	44%	34%	-	*	-	*	35%	32%	-	33%	*	27%	40%	-	-	*	*	
	EL	12%	8%	*	-	-	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	24%	21%	<b>28%</b>	17%	42%	29%	-	*	-	*	20%	32%	33%	27%	-	28%	-	-	*	*	*	
	Female	28%	25%	<b>36%</b>	38%	33%	38%	-	*	-	-	45%	33%	*	40%	*	-	36%	-	-	-	*	
Mathematics	All	30%	24%	<b>25%</b>	25%	13%	30%	-	*	-	*	13%	30%	14%	27%	*	19%	32%	-	*	*	*	
	Students																						
	CWD	13%	7%	<b>14%</b>	*	*	*	-	-	-	-	*	*	14%	-	*	22%	*	-	*	-	-	
	CWOD	31%	26%	<b>27%</b>	28%	11%	32%	-	*	-	*	17%	30%	-	27%	*	18%	36%	-	-	*	*	
	EL	19%	13%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	29%	24%	<b>19%</b>	17%	17%	19%	-	*	-	*	15%	21%	22%	18%	-	19%	-	-	*	*	*	
	Female	30%	24%	<b>32%</b>	38%	8%	41%	-	*	-	-	9%	38%	*	36%	*	-	32%	-	-	-	*	
Science	All	16%	13%	<b>10%</b>	5%	9%	13%	-	*	-	*	3%	13%	21%	9%	*	10%	10%	-	*	*	*	
	Students																						
	CWD	9%	5%	<b>21%</b>	*	*	29%	-	-	-	-	*	50%	21%	-	*	33%	*	-	*	-	-	
	CWOD	17%	14%	<b>9%</b>	6%	6%	11%	-	*	-	*	4%	10%	-	9%	*	6%	11%	-	-	*	*	
	EL	7%	4%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	18%	14%	<b>10%</b>	0%	18%	13%	-	*	-	*	0%	16%	33%	6%	-	10%	-	-	*	*	*	
	Female	15%	12%	<b>10%</b>	13%	0%	14%	-	*	-	-	9%	10%	*	11%	*	-	10%	-	-	-	*	
Grade 6	All	18%	17%	<b>34%</b>	18%	29%	33%	*	100%	-	*	18%	41%	*	37%	*	22%	47%	-	*	-	-	
Reading	Students																						
	CWD	8%	6%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	20%	19%	<b>37%</b>	20%	33%	35%	*	100%	-	*	20%	44%	-	37%	*	26%	48%	-	*	-	-	
	EL	4%	5%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	15%	13%	<b>22%</b>	20%	29%	18%	-	*	-	-	14%	27%	*	26%	*	22%	-	-	*	-	-	
	Female	22%	22%	<b>47%</b>	14%	29%	50%	*	100%	-	*	25%	54%	*	48%	*	-	47%	-	-	-	-	
Mathematics	All	18%	21%	<b>36%</b>	29%	33%	33%	*	100%	-	*	30%	38%	9%	39%	*	33%	39%	-	*	-	-	
	Students																						
	CWD	9%	7%	<b>9%</b>	*	*	17%	-	-	-	-	*	13%	9%	-	*	13%	*	-	*	-	-	
	CWOD	19%	22%	<b>39%</b>	33%	39%	35%	*	100%	-	*	33%	41%	-	39%	*	36%	42%	-	*	-	-	
	EL	6%	9%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	18%	21%	<b>33%</b>	30%	29%	33%	-	*	-	-	29%	35%	13%	36%	*	33%	-	-	*	-	-	
	Female	17%	21%	<b>39%</b>	29%	43%	32%	*	100%	-	*	33%	41%	*	42%	*	-	39%	-	-	-	-	

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>85%</b>	74%	80%	89%	83%	97%	-	82%	75%	89%	59%	88%	79%	83%	87%	-	100%	71%	75%	
	Students																						

				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	45%	38%	<b>59%</b>	56%	49%	69%	*	-	-	-	47%	69%	59%	-	*	65%	49%	-	100%	-	-	
	CWOD	80%	76%	<b>88%</b>	78%	87%	91%	*	97%	-	82%	81%	91%	-	88%	85%	86%	91%	-	*	71%	75%	
	EL	60%	59%	<b>79%</b>	-	76%	*	-	93%	-	-	74%	85%	*	85%	79%	82%	78%	-	-	-	-	
	Male	74%	69%	<b>83%</b>	71%	80%	87%	-	94%	-	81%	74%	87%	65%	86%	82%	83%	-	-	100%	100%	86%	
	Female	79%	76%	<b>87%</b>	79%	80%	91%	83%	100%	-	83%	76%	91%	49%	91%	78%	-	87%	-	-	-	*	
Reading	All	73%	68%	<b>81%</b>	69%	78%	86%	*	94%	-	81%	71%	86%	54%	85%	74%	78%	85%	-	*	*	*	
	Students																						
	CWD	39%	32%	<b>54%</b>	40%	50%	67%	*	-	-	-	44%	61%	54%	-	*	57%	48%	-	*	-	-	
	CWOD	77%	72%	<b>85%</b>	77%	84%	88%	*	94%	-	81%	77%	89%	-	85%	80%	82%	90%	-	*	*	*	
	EL	52%	51%	<b>74%</b>	-	71%	*	-	86%	-	-	71%	77%	*	80%	74%	73%	75%	-	-	-	-	
	Male	69%	64%	<b>78%</b>	64%	76%	83%	-	88%	-	86%	66%	84%	57%	82%	73%	78%	-	-	*	*	*	
Female	77%	73%	<b>85%</b>	80%	79%	88%	*	100%	-	78%	78%	88%	48%	90%	75%	-	85%	-	-	-	-	*	
Mathematics	All	80%	75%	<b>90%</b>	83%	87%	93%	*	100%	-	94%	83%	94%	67%	94%	89%	90%	90%	-	*	*	*	
	Students																						
	CWD	52%	42%	<b>67%</b>	73%	56%	70%	*	-	-	-	58%	74%	67%	-	*	74%	57%	-	*	-	-	
	CWOD	83%	79%	<b>94%</b>	86%	93%	95%	*	100%	-	94%	88%	96%	-	94%	92%	93%	94%	-	*	*	*	
	EL	70%	69%	<b>89%</b>	-	88%	*	-	100%	-	-	86%	92%	*	92%	89%	91%	88%	-	-	-	-	
	Male	78%	73%	<b>90%</b>	85%	88%	92%	-	100%	-	100%	86%	93%	74%	93%	91%	90%	-	-	*	*	*	
Female	82%	78%	<b>90%</b>	80%	85%	93%	*	100%	-	89%	78%	95%	57%	94%	88%	-	90%	-	-	-	-	*	
Science	All	79%	74%	<b>75%</b>	55%	65%	87%	-	*	-	*	58%	82%	50%	79%	*	69%	82%	-	*	*	*	
	Students																						
	CWD	48%	40%	<b>50%</b>	*	*	71%	-	-	-	-	*	83%	50%	-	*	67%	*	-	*	-	-	
	CWOD	82%	78%	<b>79%</b>	56%	78%	89%	-	*	-	*	70%	82%	-	79%	*	69%	89%	-	-	-	*	*
	EL	58%	57%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	78%	72%	<b>69%</b>	42%	64%	84%	-	*	-	*	55%	76%	67%	69%	-	69%	-	-	*	*	*	
Female	80%	77%	<b>82%</b>	75%	67%	90%	-	*	-	-	64%	87%	*	89%	*	-	82%	-	-	-	-	*	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>56%</b>	36%	51%	63%	67%	80%	-	50%	41%	63%	34%	59%	43%	50%	63%	-	44%	57%	58%	
	Students																						
	CWD	23%	19%	<b>34%</b>	13%	30%	52%	*	-	-	-	23%	44%	34%	-	*	36%	32%	-	40%	-	-	
	CWOD	50%	45%	<b>59%</b>	42%	56%	64%	*	80%	-	50%	46%	65%	-	59%	47%	53%	66%	-	*	57%	58%	
	EL	26%	25%	<b>43%</b>	-	34%	*	-	79%	-	-	35%	52%	*	47%	43%	36%	47%	-	-	-	-	
	Male	45%	40%	<b>50%</b>	35%	51%	55%	-	72%	-	38%	38%	57%	36%	53%	36%	50%	-	-	44%	80%	71%	
Female	50%	45%	<b>63%</b>	38%	51%	70%	67%	88%	-	61%	46%	69%	32%	66%	47%	-	63%	-	-	-	-	*	
Reading	All	46%	41%	<b>57%</b>	39%	53%	62%	*	88%	-	56%	41%	64%	30%	61%	44%	50%	66%	-	*	*	*	
	Students																						
	CWD	22%	18%	<b>30%</b>	7%	25%	50%	*	-	-	-	20%	39%	30%	-	*	26%	38%	-	*	-	-	
	CWOD	48%	44%	<b>61%</b>	47%	59%	64%	*	88%	-	56%	46%	67%	-	61%	48%	54%	69%	-	*	*	*	
	EL	21%	21%	<b>44%</b>	-	41%	*	-	71%	-	-	29%	62%	*	48%	44%	27%	56%	-	-	-	-	
	Male	41%	37%	<b>50%</b>	36%	52%	53%	-	75%	-	43%	35%	58%	26%	54%	27%	50%	-	-	*	*	*	
Female	50%	47%	<b>66%</b>	44%	54%	71%	*	100%	-	67%	50%	71%	38%	69%	56%	-	66%	-	-	-	-	*	

					African	American			Pacific	Two or More	Econ	Non Econ							Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	DC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
Mathematics	All	48%	42%	<b>60%</b>	40%	53%	68%	*	81%	-	50%	47%	66%	40%	63%	48%	55%	66%	-	*	*	*	
	Students																						
	CWD	26%	21%	<b>40%</b>	20%	38%	57%	*	-	-	-	29%	48%	40%	-	*	44%	33%	-	*	-	-	
	CWOD	51%	45%	<b>63%</b>	46%	56%	69%	*	81%	-	50%	51%	68%	-	63%	52%	57%	69%	-	*	*	*	
	EL	33%	31%	<b>48%</b>	-	35%	*	-	86%	-	-	50%	46%	*	52%	48%	45%	50%	-	-	-	-	
	Male	47%	41%	<b>55%</b>	40%	52%	62%	-	75%	-	43%	46%	61%	44%	57%	45%	55%	-	-	*	*	*	
Female	49%	44%	<b>66%</b>	40%	54%	74%	*	88%	-	56%	50%	71%	33%	69%	50%	-	66%	-	-	-	*		
Science	All	49%	46%	<b>35%</b>	10%	39%	43%	-	*	-	*	16%	43%	29%	36%	*	31%	40%	-	*	*	*	
	Students																						
	CWD	23%	18%	<b>29%</b>	*	*	43%	-	-	-	*	50%	29%	-	*	44%	*	-	*	-	*	-	
	CWOD	52%	49%	<b>36%</b>	11%	44%	43%	-	*	-	*	17%	42%	-	36%	*	29%	44%	-	-	*	*	
	EL	21%	20%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	50%	45%	<b>31%</b>	8%	45%	35%	-	*	-	*	20%	37%	44%	29%	-	31%	-	-	*	*	*	
Female	49%	46%	<b>40%</b>	13%	33%	52%	-	*	-	-	9%	49%	*	44%	*	-	40%	-	-	-	-		

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>27%</b>	16%	24%	31%	17%	60%	-	18%	18%	32%	10%	30%	22%	22%	34%	-	22%	43%	8%	
	Students																						
	CWD	8%	5%	<b>10%</b>	0%	8%	19%	*	-	-	-	2%	18%	10%	-	*	12%	9%	-	0%	-	-	
	CWOD	23%	20%	<b>30%</b>	20%	27%	32%	*	60%	-	18%	22%	33%	-	30%	25%	24%	36%	-	*	43%	8%	
	EL	9%	8%	<b>22%</b>	-	11%	*	-	64%	-	-	13%	33%	*	25%	22%	23%	22%	-	-	-	-	
	Male	20%	17%	<b>22%</b>	11%	25%	24%	-	44%	-	6%	15%	25%	12%	24%	23%	22%	-	-	22%	60%	0%	
Female	22%	20%	<b>34%</b>	24%	22%	37%	17%	76%	-	28%	22%	38%	9%	36%	22%	-	34%	-	-	-	*		
Reading	All	19%	16%	<b>30%</b>	17%	33%	32%	*	56%	-	25%	19%	35%	11%	33%	26%	23%	38%	-	*	*	*	
	Students																						
	CWD	7%	5%	<b>11%</b>	0%	6%	21%	*	-	-	-	4%	16%	11%	-	*	9%	14%	-	*	-	-	
	CWOD	20%	18%	<b>33%</b>	21%	38%	33%	*	56%	-	25%	23%	37%	-	33%	28%	25%	41%	-	*	*	*	
	EL	7%	7%	<b>26%</b>	-	18%	*	-	57%	-	-	21%	31%	*	28%	26%	27%	25%	-	-	-	-	
	Male	16%	13%	<b>23%</b>	13%	32%	23%	-	38%	-	14%	15%	27%	9%	25%	27%	23%	-	-	*	*	*	
Female	22%	20%	<b>38%</b>	24%	33%	41%	*	75%	-	33%	26%	43%	14%	41%	25%	-	38%	-	-	-	*		
Mathematics	All	23%	20%	<b>29%</b>	18%	19%	34%	*	75%	-	13%	20%	33%	7%	32%	22%	24%	34%	-	*	*	*	
	Students																						
	CWD	10%	5%	<b>7%</b>	0%	6%	13%	*	-	-	-	0%	13%	7%	-	*	9%	5%	-	*	-	-	
	CWOD	25%	21%	<b>32%</b>	23%	22%	36%	*	75%	-	13%	24%	35%	-	32%	24%	26%	38%	-	*	*	*	
	EL	13%	11%	<b>22%</b>	-	6%	*	-	71%	-	-	7%	38%	*	24%	22%	18%	25%	-	-	-	-	
	Male	23%	19%	<b>24%</b>	13%	20%	29%	-	63%	-	0%	19%	26%	9%	26%	18%	24%	-	-	*	*	*	
Female	24%	20%	<b>34%</b>	28%	18%	39%	*	88%	-	22%	20%	40%	5%	38%	25%	-	34%	-	-	-	*		
Science	All	22%	20%	<b>10%</b>	5%	9%	13%	-	*	-	*	3%	13%	21%	9%	*	10%	10%	-	*	*	*	
	Students																						
	CWD	7%	4%	<b>21%</b>	*	*	29%	-	-	-	*	50%	21%	-	*	33%	*	-	*	-	*	-	
	CWOD	24%	22%	<b>9%</b>	6%	6%	11%	-	*	-	*	4%	10%	-	9%	*	6%	11%	-	-	*	*	
	EL	5%	5%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	23%	20%	<b>10%</b>	0%	18%	13%	-	*	-	*	0%	16%	33%	6%	-	10%	-	-	*	*	*	
Female	21%	20%	<b>10%</b>	13%	0%	14%	-	*	-	-	9%	10%	*	11%	*	-	10%	-	-	-	*		



State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	79	60	68	*	82	-	56	62	69	46
CWD	69	70	55	77	*	-	-	-	68	69	*
CWOD	69	80	61	67	*	82	-	56	61	-	55
EL	46	-	45	-	-	*	-	-	56	*	46
Male	68	76	64	68	-	*	-	*	61	73	*
Female	69	83	56	69	*	100	-	*	63	60	*
<b>Mathematics</b>											
All Students	75	86	70	73	*	82	-	67	80	74	57
CWD	74	90	60	73	*	-	-	-	84	74	*
CWOD	75	85	72	73	*	82	-	67	79	-	58
EL	57	-	54	-	-	*	-	-	67	*	57
Male	74	82	79	70	-	*	-	*	83	77	*
Female	76	93	60	76	*	92	-	*	76	70	60

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
56	13	23%

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	42	52	61	*	79	-	50	45	34	48
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	Y
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	100%	98%	100%	100%	100%	-	100%	98%	100%	99%	100%	100%	99%	100%	-
	CWD	99%	100%	100%	98%	*	-	-	-	98%	100%	99%	-	100%	99%	100%	-
	CWOD	100%	100%	98%	100%	*	100%	-	100%	98%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	-	100%	-	100%	98%	100%	99%	100%	100%	100%	99%	-
	Female	100%	100%	98%	100%	100%	100%	-	100%	98%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	98%	100%	*	100%	-	100%	99%	100%	100%	99%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	97%	100%	*	100%	-	100%	98%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	98%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	100%	100%	-
	Female	100%	100%	98%	100%	*	100%	-	100%	98%	100%	100%	99%	100%	100%	-	100%
Mathematics	All Students	99%	100%	98%	100%	*	100%	-	100%	98%	100%	98%	99%	100%	99%	100%	-
	CWD	98%	100%	100%	96%	*	-	-	-	96%	100%	98%	-	*	97%	100%	-
	CWOD	99%	100%	97%	100%	*	100%	-	100%	98%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	98%	99%	-	100%	-	100%	98%	100%	97%	99%	100%	100%	99%	-
	Female	100%	100%	98%	100%	*	100%	-	100%	98%	100%	100%	99%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	-	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	0%	2%	0%	0%	0%	-	0%	2%	0%	1%	0%	0%	1%	0%	-
	CWD	1%	0%	0%	2%	*	-	-	-	2%	0%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	2%	0%	*	0%	-	0%	2%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	-	0%	-	0%	2%	0%	1%	0%	0%	1%	-	-
	Female	0%	0%	2%	0%	0%	0%	-	0%	2%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	2%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	3%	0%	*	0%	-	0%	2%	0%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	2%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%	-	-
	Female	0%	0%	3%	0%	*	0%	-	0%	2%	0%	0%	1%	0%	-	0%	-
Mathematics	All Students	1%	0%	2%	0%	*	0%	-	0%	2%	0%	2%	1%	0%	1%	0%	-
	CWD	2%	0%	0%	4%	*	-	-	-	4%	0%	2%	-	*	3%	0%	-
	CWOD	1%	0%	3%	0%	*	0%	-	0%	2%	0%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	2%	1%	-	0%	-	0%	2%	0%	3%	1%	0%	1%	-	-
	Female	0%	0%	3%	0%	*	0%	-	0%	2%	0%	0%	1%	0%	-	0%	-

		African	American	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	Indian			Indian		Islander	More	Disadv	Econ						
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	-	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students	Students
		students	American			Alaska		Islander	Races		with	with
						Native					Disabilities	Disabilities
											(Section 504)	(Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	38	8	8	20	*	*	*	*	*		
	Female	10	*	*	8	*	*	*	*	*		
	Total	48	10	8	28	*	*	*	*	*		
Out-of-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
Out-of-School Suspensions	Male	12	*	*	8	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	14	*	*	10	*	*	*	*	*		7
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	38	*	8	26	*	*	*	*	*	14	*
	Female	26	*	5	17	*	*	*	*	*	*	*
	Total	64	*	13	43	*	*	*	*	*	16	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*

Allegations of Harassment or bullying	<b>Total</b>
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs											
	Male	17	*	8	5	*	*	*	*	5	*
	Female	12	*	8	*	*	*	*	*	*	*
	Total	29	*	16	7	*	*	*	*	7	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ! Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	3.8	7.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>14</b>	<b>1%</b>
Reading	43,730	1%	378	1%	<b>7</b>	<b>2%</b>
Mathematics	39,178	1%	351	1%	<b>7</b>	<b>2%</b>
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
	Mathematics	Two or More Races	33	27	29	31	29	30	8	11	
		Econ Disadv	50	46	32	32	16	18	2	3	
		Students with Disabilities	70	68	20	20	9	10	1	2	
		English Language Learners	63	68	25	23	11	8	1	1	
		Overall	18	20	40	39	33	32	8	8	
		Black	30	37	46	44	22	17	3	2	
		Hispanic	21	29	45	44	29	23	5	3	
		White	9	12	32	37	46	40	13	11	
		American Indian	*	31	*	44	*	21	*	3	
		Asian	8	8	18	25	40	42	34	25	
	Pacific Islander	*	29	*	42	*	25	*	4		
	Two or More Races	13	15	30	39	41	35	17	11		
	Econ Disadv	23	31	46	44	25	22	4	3		
	Students with Disabilities	43	51	38	32	16	14	2	3		
	English Language Learners	29	47	44	39	23	13	4	2		
	Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
			Black	42	40	43	42	14	17	n/a	1
			Hispanic	34	33	45	44	20	22	1	1
			White	17	16	43	39	37	39	3	6
			American Indian	*	37	*	41	*	20	*	1
Asian			8	13	29	30	53	45	10	12	
Pacific Islander			*	35	*	42	*	22	*	2	
Two or More Races			23	18	42	40	31	36	5	6	
Econ Disadv			38	35	45	43	16	20	1	1	
Students with Disabilities			65	61	29	29	6	9	n/a	1	
English Language Learners		62	68	33	27	5	5	n/a	n/a		
Mathematics		Overall	30	30	37	36	24	24	9	10	
		Black	44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4	
		White	16	20	33	37	35	31	16	13	
		American Indian	*	44	*	38	*	14	*	4	
		Asian	3	12	19	24	37	32	40	32	
		Pacific Islander	*	36	*	39	*	18	*	6	
		Two or More Races	24	27	43	36	24	25	8	13	
		Econ Disadv	40	45	40	37	17	15	3	3	
	Students with Disabilities	67	69	23	22	8	7	2	2		
English Language Learners	61	71	32	23	7	5	1	1			

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** MARTIN H S

**Campus ID:** 220901005

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
End of Course																						
English I	All	64%	58%	<b>74%</b>	58%	69%	78%	*	95%	*	82%	62%	79%	23%	80%	45%	68%	80%	-	*	73%	
	Students																					
	CWD	25%	17%	<b>23%</b>	17%	19%	28%	*	*	-	*	11%	32%	23%	-	*	20%	31%	-	-	*	*
	CWOD	68%	63%	<b>80%</b>	65%	77%	84%	*	96%	*	87%	72%	84%	-	80%	55%	77%	84%	-	*	*	79%
	EL	30%	31%	<b>45%</b>	-	39%	*	-	82%	-	-	43%	48%	*	55%	45%	33%	75%	-	*	-	-
	Male	57%	51%	<b>68%</b>	56%	62%	72%	*	93%	*	80%	54%	75%	20%	77%	33%	68%	-	-	*	*	*
	Female	71%	66%	<b>80%</b>	60%	78%	85%	*	97%	-	83%	72%	83%	31%	84%	75%	-	80%	-	*	*	78%
English II	All	66%	61%	<b>79%</b>	69%	75%	81%	75%	95%	*	86%	70%	82%	30%	85%	35%	74%	84%	-	*	100%	
	Students																					
	CWD	25%	18%	<b>30%</b>	*	33%	31%	*	-	-	*	22%	34%	30%	-	*	31%	27%	-	-	*	-
	CWOD	71%	66%	<b>85%</b>	73%	81%	89%	86%	95%	*	89%	78%	87%	-	85%	37%	82%	88%	-	*	*	100%
	EL	27%	27%	<b>35%</b>	*	39%	*	*	63%	-	-	35%	35%	*	37%	35%	31%	41%	-	*	-	-
	Male	61%	57%	<b>74%</b>	62%	73%	76%	*	93%	-	79%	67%	77%	31%	82%	31%	74%	-	-	*	*	100%
	Female	72%	66%	<b>84%</b>	76%	77%	87%	*	97%	*	93%	73%	87%	27%	88%	41%	-	84%	-	*	*	*
Algebra I	All	82%	78%	<b>72%</b>	64%	71%	76%	*	87%	*	63%	63%	77%	23%	84%	54%	66%	80%	-	63%	89%	
	Students																					
	CWD	47%	35%	<b>23%</b>	*	15%	34%	*	*	-	*	11%	34%	23%	-	*	23%	24%	-	*	*	*
	CWOD	86%	83%	<b>84%</b>	77%	85%	85%	*	90%	*	73%	80%	85%	-	84%	71%	79%	88%	-	71%	-	100%
	EL	67%	65%	<b>54%</b>	-	44%	*	-	100%	-	-	52%	56%	*	71%	54%	52%	58%	-	*	-	-
	Male	78%	73%	<b>66%</b>	61%	62%	69%	*	79%	*	60%	56%	71%	23%	79%	52%	66%	-	-	*	*	*
	Female	87%	83%	<b>80%</b>	67%	81%	83%	*	100%	-	67%	72%	85%	24%	88%	58%	-	80%	-	*	-	*
Biology	All	86%	82%	<b>90%</b>	85%	87%	91%	83%	97%	-	97%	83%	93%	48%	96%	56%	87%	93%	-	*	69%	
	Students																					
	CWD	56%	49%	<b>48%</b>	50%	38%	52%	*	*	-	*	36%	56%	48%	-	*	48%	47%	-	-	*	*
	CWOD	89%	87%	<b>96%</b>	91%	97%	96%	100%	99%	-	100%	93%	97%	-	96%	75%	95%	96%	-	*	*	75%
	EL	64%	64%	<b>56%</b>	-	55%	*	-	88%	-	-	53%	56%	*	75%	56%	45%	75%	-	*	-	-
	Male	83%	79%	<b>87%</b>	88%	83%	88%	*	95%	-	100%	80%	90%	48%	95%	45%	87%	-	-	*	*	*
	Female	88%	86%	<b>93%</b>	82%	92%	95%	*	100%	-	95%	86%	95%	47%	96%	75%	-	93%	-	*	*	75%
<b>STAAR Percent at Meets Grade Level or Above</b>																						
End of Course																						
English I	All	43%	39%	<b>57%</b>	35%	48%	66%	*	83%	*	67%	41%	65%	12%	64%	18%	52%	64%	-	*	60%	
	Students																					

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	14%	10%	<b>12%</b>	3%	11%	17%	*	*	-	*	2%	20%	12%	-	*	11%	15%	-	-	*	*	
	CWOD	47%	43%	<b>64%</b>	41%	55%	72%	*	85%	*	70%	49%	70%	-	64%	24%	59%	69%	-	*	*	64%	
	EL	10%	11%	<b>18%</b>	-	6%	*	-	73%	-	-	3%	36%	*	24%	18%	18%	19%	-	*	-	-	
	Male	37%	32%	<b>52%</b>	33%	41%	59%	*	78%	*	67%	36%	59%	11%	59%	18%	52%	-	-	*	*	*	
	Female	51%	47%	<b>64%</b>	38%	58%	73%	*	89%	-	67%	47%	72%	15%	69%	19%	-	64%	-	*	*	*	78%
	English II	All	47%	43%	<b>63%</b>	47%	54%	70%	63%	88%	*	72%	50%	68%	10%	70%	13%	56%	71%	-	*	*	73%
	Students																						
	CWD	14%	9%	<b>10%</b>	*	6%	15%	*	-	-	*	2%	15%	10%	-	*	10%	11%	-	-	*	-	
	CWOD	51%	47%	<b>70%</b>	52%	62%	78%	71%	88%	*	75%	59%	74%	-	70%	16%	64%	76%	-	*	*	73%	
	EL	9%	10%	<b>13%</b>	*	7%	*	*	50%	-	-	13%	13%	*	16%	13%	14%	12%	-	*	-	-	
	Male	41%	37%	<b>56%</b>	39%	47%	63%	*	84%	-	50%	44%	61%	10%	64%	14%	56%	-	-	*	*	*	63%
	Female	54%	50%	<b>71%</b>	55%	63%	78%	*	92%	*	93%	59%	76%	11%	76%	12%	-	71%	-	*	*	*	
	Algebra I	All	53%	49%	<b>40%</b>	28%	35%	47%	*	61%	*	47%	34%	44%	7%	48%	30%	36%	45%	-	25%	*	44%
	Students																						
	CWD	19%	13%	<b>7%</b>	*	3%	9%	*	*	-	*	5%	8%	7%	-	*	6%	8%	-	*	*	*	
	CWOD	58%	53%	<b>48%</b>	34%	43%	56%	*	67%	*	53%	43%	51%	-	48%	39%	46%	51%	-	29%	-	50%	
	EL	29%	27%	<b>30%</b>	-	20%	*	-	86%	-	-	24%	38%	*	39%	30%	24%	42%	-	*	-	-	
	Male	49%	43%	<b>36%</b>	26%	36%	40%	*	50%	*	40%	31%	39%	6%	46%	24%	36%	-	-	*	*	*	
Female	58%	55%	<b>45%</b>	31%	34%	55%	*	78%	-	56%	37%	51%	8%	51%	42%	-	45%	-	*	-	*		
	Biology	All	57%	56%	<b>70%</b>	53%	60%	76%	33%	93%	-	76%	56%	76%	17%	77%	29%	69%	71%	-	*	*	54%
	Students																						
	CWD	22%	18%	<b>17%</b>	9%	9%	23%	*	*	-	*	2%	27%	17%	-	*	19%	12%	-	-	*	*	
	CWOD	61%	61%	<b>77%</b>	61%	70%	83%	40%	94%	-	83%	67%	81%	-	77%	42%	78%	76%	-	*	*	58%	
	EL	20%	24%	<b>29%</b>	-	15%	*	-	88%	-	-	18%	39%	*	42%	29%	27%	33%	-	*	-	-	
	Male	55%	53%	<b>69%</b>	54%	60%	74%	*	90%	-	71%	54%	75%	19%	78%	27%	69%	-	-	*	*	*	
Female	59%	59%	<b>71%</b>	51%	61%	79%	*	97%	-	80%	58%	77%	12%	76%	33%	-	71%	-	*	*	*	50%	

**STAAR Percent at Masters Grade Level**

End of Course

	English I	All	7%	6%	<b>13%</b>	6%	8%	15%	*	33%	*	12%	9%	15%	1%	15%	2%	8%	19%	-	*	*	27%
	Students																						
	CWD	3%	1%	<b>1%</b>	0%	0%	2%	*	*	-	*	0%	1%	1%	-	*	1%	0%	-	-	*	*	
	CWOD	7%	7%	<b>15%</b>	7%	9%	17%	*	33%	*	13%	10%	16%	-	15%	2%	9%	21%	-	*	*	29%	
	EL	0%	1%	<b>2%</b>	-	0%	*	-	9%	-	-	0%	4%	*	2%	2%	3%	0%	-	*	-	-	
	Male	5%	4%	<b>8%</b>	5%	2%	10%	*	24%	*	0%	6%	9%	1%	9%	3%	8%	-	-	*	*	*	
Female	9%	9%	<b>19%</b>	7%	15%	22%	*	42%	-	22%	11%	23%	0%	21%	0%	-	19%	-	*	*	*	33%	
	English II	All	8%	7%	<b>16%</b>	5%	14%	16%	0%	42%	*	34%	7%	19%	1%	18%	4%	13%	19%	-	*	*	0%
	Students																						
	CWD	4%	1%	<b>1%</b>	*	0%	2%	*	-	-	*	0%	1%	1%	-	*	1%	0%	-	-	*	-	
	CWOD	8%	7%	<b>18%</b>	5%	16%	18%	0%	42%	*	36%	9%	21%	-	18%	5%	15%	20%	-	*	*	0%	
	EL	0%	0%	<b>4%</b>	*	0%	*	*	25%	-	-	9%	0%	*	5%	4%	3%	6%	-	*	-	-	
	Male	5%	5%	<b>13%</b>	5%	11%	12%	*	42%	-	21%	8%	15%	1%	15%	3%	13%	-	-	*	*	*	0%
Female	10%	9%	<b>19%</b>	5%	17%	20%	*	42%	*	47%	7%	23%	0%	20%	6%	-	19%	-	*	*	*	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All	31%	29%	15%	9%	12%	17%	*	39%	*	21%	11%	17%	3%	17%	16%	12%	18%	-	25%	*	11%	
	Students																						
	CWD	7%	3%	3%	*	0%	4%	*	*	-	*	0%	5%	3%	-	*	4%	0%	-	*	*	*	
	CWOD	34%	32%	17%	11%	15%	19%	*	43%	*	20%	15%	19%	-	17%	21%	15%	20%	-	29%	-	13%	
	EL	12%	11%	16%	-	4%	*	-	71%	-	-	10%	25%	*	21%	16%	12%	25%	-	*	-	-	
	Male	28%	25%	12%	5%	13%	13%	*	21%	*	30%	7%	15%	4%	15%	12%	12%	-	-	*	*	*	
Female	34%	33%	18%	14%	11%	20%	*	67%	-	11%	16%	19%	0%	20%	25%	-	18%	-	*	-	*		
Biology	All	23%	23%	35%	17%	25%	42%	0%	63%	-	35%	23%	40%	6%	39%	12%	35%	35%	-	*	*	31%	
	Students																						
	CWD	5%	3%	6%	5%	0%	8%	*	*	-	*	0%	9%	6%	-	*	7%	3%	-	-	*	*	
	CWOD	25%	25%	39%	19%	29%	46%	0%	65%	-	37%	27%	44%	-	39%	17%	41%	38%	-	*	*	33%	
	EL	3%	5%	12%	-	0%	*	-	50%	-	-	0%	22%	*	17%	12%	14%	8%	-	*	-	-	
	Male	22%	22%	35%	16%	26%	42%	*	64%	-	43%	24%	40%	7%	41%	14%	35%	-	-	*	*	*	
Female	23%	24%	35%	18%	24%	42%	*	62%	-	30%	21%	41%	3%	38%	8%	-	35%	-	*	*	25%		
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	72%	79%	68%	75%	82%	79%	95%	*	84%	69%	83%	30%	86%	47%	74%	84%	-	46%	*	81%	
	Students																						
	CWD	45%	38%	30%	24%	26%	35%	*	*	-	42%	19%	39%	30%	-	13%	30%	32%	-	*	*	*	
	CWOD	80%	76%	86%	76%	84%	89%	95%	96%	*	89%	80%	88%	-	86%	57%	83%	89%	-	48%	*	87%	
	EL	60%	59%	47%	*	43%	20%	*	82%	-	-	46%	48%	13%	57%	47%	39%	61%	-	*	-	-	
	Male	74%	69%	74%	66%	70%	77%	71%	92%	*	81%	64%	79%	30%	83%	39%	74%	-	-	38%	*	83%	
Female	79%	76%	84%	71%	82%	88%	90%	98%	*	87%	76%	88%	32%	89%	61%	-	84%	-	54%	*	80%		
Reading	All	73%	68%	76%	63%	72%	80%	77%	95%	*	84%	66%	80%	26%	83%	41%	71%	82%	-	38%	*	85%	
	Students																						
	CWD	39%	32%	26%	18%	26%	29%	*	*	-	*	16%	33%	26%	-	*	25%	29%	-	-	*	*	
	CWOD	77%	72%	83%	70%	79%	86%	91%	96%	*	88%	75%	85%	-	83%	46%	79%	86%	-	38%	*	88%	
	EL	52%	51%	41%	*	39%	*	*	74%	-	-	40%	42%	*	46%	41%	32%	58%	-	*	-	-	
	Male	69%	64%	71%	59%	67%	74%	75%	93%	*	79%	60%	76%	25%	79%	32%	71%	-	-	*	*	86%	
Female	77%	73%	82%	68%	77%	86%	*	97%	*	88%	73%	85%	29%	86%	58%	-	82%	-	*	*	83%		
Mathematics	All	80%	75%	72%	64%	71%	76%	*	87%	*	63%	63%	77%	23%	84%	54%	66%	80%	-	63%	*	89%	
	Students																						
	CWD	52%	42%	23%	*	15%	34%	*	*	-	*	11%	34%	23%	-	*	23%	24%	-	*	*	*	
	CWOD	83%	79%	84%	77%	85%	85%	*	90%	*	73%	80%	85%	-	84%	71%	79%	88%	-	71%	-	100%	
	EL	70%	69%	54%	-	44%	*	-	100%	-	-	52%	56%	*	71%	54%	52%	58%	-	*	-	-	
	Male	78%	73%	66%	61%	62%	69%	*	79%	*	60%	56%	71%	23%	79%	52%	66%	-	-	*	*	*	
Female	82%	78%	80%	67%	81%	83%	*	100%	-	67%	72%	85%	24%	88%	58%	-	80%	-	*	-	*		
Science	All	79%	74%	90%	85%	87%	91%	83%	97%	-	97%	83%	93%	48%	96%	56%	87%	93%	-	*	*	69%	
	Students																						
	CWD	48%	40%	48%	50%	38%	52%	*	*	-	*	36%	56%	48%	-	*	48%	47%	-	-	*	*	
	CWOD	82%	78%	96%	91%	97%	96%	100%	99%	-	100%	93%	97%	-	96%	75%	95%	96%	-	*	*	75%	
	EL	58%	57%	56%	-	55%	*	-	88%	-	-	53%	56%	*	75%	56%	45%	75%	-	*	-	-	
	Male	78%	72%	87%	88%	83%	88%	*	95%	-	100%	80%	90%	48%	95%	45%	87%	-	-	*	*	*	



				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	80%	77%	<b>93%</b>	82%	92%	95%	*	100%	-	95%	86%	95%	47%	96%	75%	-	93%	-	*	*	75%	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>60%</b>	41%	50%	67%	50%	85%	*	68%	45%	66%	11%	67%	22%	55%	65%	-	23%	*	58%
	Students																					
	CWD	23%	19%	<b>11%</b>	5%	7%	16%	*	*	-	25%	3%	18%	11%	-	0%	11%	12%	-	*	*	*
	CWOD	50%	45%	<b>67%</b>	47%	58%	74%	60%	87%	*	73%	55%	71%	-	67%	28%	63%	70%	-	24%	*	62%
	EL	26%	25%	<b>22%</b>	*	11%	0%	*	74%	-	-	13%	30%	0%	28%	22%	20%	25%	-	*	-	-
	Male	45%	40%	<b>55%</b>	38%	46%	61%	57%	80%	*	58%	41%	61%	11%	63%	20%	55%	-	-	0%	*	52%
	Female	50%	45%	<b>65%</b>	45%	55%	73%	40%	91%	*	76%	51%	71%	12%	70%	25%	-	65%	-	46%	*	64%
Reading	All	46%	41%	<b>60%</b>	41%	51%	68%	62%	85%	*	69%	45%	67%	11%	67%	16%	54%	68%	-	23%	*	65%
	Students																					
	CWD	22%	18%	<b>11%</b>	2%	9%	16%	*	*	-	*	2%	17%	11%	-	*	10%	13%	-	-	*	*
	CWOD	48%	44%	<b>67%</b>	46%	58%	75%	73%	86%	*	72%	53%	72%	-	67%	20%	61%	72%	-	23%	*	68%
	EL	21%	21%	<b>16%</b>	*	7%	*	*	63%	-	-	8%	25%	*	20%	16%	16%	15%	-	*	-	-
	Male	41%	37%	<b>54%</b>	36%	44%	61%	63%	81%	*	59%	39%	60%	10%	61%	16%	54%	-	-	*	*	50%
	Female	50%	47%	<b>68%</b>	47%	60%	75%	*	91%	*	79%	53%	74%	13%	72%	15%	-	68%	-	*	*	83%
Mathematics	All	48%	42%	<b>40%</b>	28%	35%	47%	*	61%	*	47%	34%	44%	7%	48%	30%	36%	45%	-	25%	*	44%
	Students																					
	CWD	26%	21%	<b>7%</b>	*	3%	9%	*	*	-	*	5%	8%	7%	-	*	6%	8%	-	*	*	*
	CWOD	51%	45%	<b>48%</b>	34%	43%	56%	*	67%	*	53%	43%	51%	-	48%	39%	46%	51%	-	29%	-	50%
	EL	33%	31%	<b>30%</b>	-	20%	*	-	86%	-	-	24%	38%	*	39%	30%	24%	42%	-	*	-	-
	Male	47%	41%	<b>36%</b>	26%	36%	40%	*	50%	*	40%	31%	39%	6%	46%	24%	36%	-	-	*	*	*
	Female	49%	44%	<b>45%</b>	31%	34%	55%	*	78%	-	56%	37%	51%	8%	51%	42%	-	45%	-	*	-	*
Science	All	49%	46%	<b>70%</b>	53%	60%	76%	33%	93%	-	76%	56%	76%	17%	77%	29%	69%	71%	-	*	*	54%
	Students																					
	CWD	23%	18%	<b>17%</b>	9%	9%	23%	*	*	-	*	2%	27%	17%	-	*	19%	12%	-	-	*	*
	CWOD	52%	49%	<b>77%</b>	61%	70%	83%	40%	94%	-	83%	67%	81%	-	77%	42%	78%	76%	-	*	*	58%
	EL	21%	20%	<b>29%</b>	-	15%	*	-	88%	-	-	18%	39%	*	42%	29%	27%	33%	-	*	-	-
	Male	50%	45%	<b>69%</b>	54%	60%	74%	*	90%	-	71%	54%	75%	19%	78%	27%	69%	-	-	*	*	*
	Female	49%	46%	<b>71%</b>	51%	61%	79%	*	97%	-	80%	58%	77%	12%	76%	33%	-	71%	-	*	*	50%

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>20%</b>	9%	14%	23%	4%	45%	*	26%	12%	23%	2%	22%	8%	17%	23%	-	15%	*	19%
	Students																					
	CWD	8%	5%	<b>2%</b>	1%	0%	4%	*	*	-	17%	0%	4%	2%	-	0%	3%	1%	-	*	*	*
	CWOD	23%	20%	<b>22%</b>	10%	17%	25%	5%	46%	*	27%	15%	25%	-	22%	10%	19%	25%	-	16%	*	20%
	EL	9%	8%	<b>8%</b>	*	1%	0%	*	35%	-	-	4%	11%	0%	10%	8%	7%	9%	-	*	-	-
	Male	20%	17%	<b>17%</b>	8%	12%	19%	7%	41%	*	23%	11%	19%	3%	19%	7%	17%	-	-	0%	*	13%
	Female	22%	20%	<b>23%</b>	10%	17%	27%	0%	50%	*	29%	13%	27%	1%	25%	9%	-	23%	-	31%	*	24%

		2017-18 Federal Report Card																				
		State	District	Campus	African American	Hispanic	White	Indian	American Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All	19%	16%	14%	6%	11%	16%	0%	37%	*	23%	8%	17%	1%	16%	3%	10%	19%	-	8%	*	15%
	Students																					
	CWD	7%	5%	1%	0%	0%	2%	*	*	-	*	0%	1%	1%	-	*	1%	0%	-	-	*	*
	CWOD	20%	18%	16%	6%	12%	17%	0%	38%	*	24%	10%	19%	-	16%	4%	12%	21%	-	8%	*	16%
	EL	7%	7%	3%	*	0%	*	*	16%	-	-	4%	2%	*	4%	3%	3%	3%	-	*	-	-
	Female	22%	20%	19%	6%	16%	21%	*	42%	*	33%	9%	23%	0%	21%	3%	-	19%	-	*	*	25%
Mathematics	All	23%	20%	15%	9%	12%	17%	*	39%	*	21%	11%	17%	3%	17%	16%	12%	18%	-	25%	*	11%
	Students																					
	CWD	10%	5%	3%	*	0%	4%	*	*	-	*	0%	5%	3%	-	*	4%	0%	-	*	*	*
	CWOD	25%	21%	17%	11%	15%	19%	*	43%	*	20%	15%	19%	-	17%	21%	15%	20%	-	29%	-	13%
	EL	13%	11%	16%	-	4%	*	-	71%	-	-	10%	25%	*	21%	16%	12%	25%	-	*	-	-
	Female	24%	20%	18%	14%	11%	20%	*	67%	-	11%	16%	19%	0%	20%	25%	-	18%	-	*	-	*
Science	All	22%	20%	35%	17%	25%	42%	0%	63%	-	35%	23%	40%	6%	39%	12%	35%	35%	-	*	*	31%
	Students																					
	CWD	7%	4%	6%	5%	0%	8%	*	*	-	*	0%	9%	6%	-	*	7%	3%	-	-	*	*
	CWOD	24%	22%	39%	19%	29%	46%	0%	65%	-	37%	27%	44%	-	39%	17%	41%	38%	-	*	*	33%
	EL	5%	5%	12%	-	0%	*	-	50%	-	-	0%	22%	*	17%	12%	14%	8%	-	*	-	-
	Female	21%	20%	35%	18%	24%	42%	*	62%	-	30%	21%	41%	3%	38%	8%	-	35%	-	*	*	25%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWDC	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	62	70	67	*	78	*	70	61	50	69
CWD	50	58	48	51	*	-	-	*	33	50	*
CWOD	69	63	73	68	*	78	*	73	65	-	75
EL	69	-	85	*	-	*	-	-	61	*	69
Male	66	65	68	64	*	82	-	63	59	46	70
Female	69	60	72	70	*	75	*	77	63	60	69
<b>Mathematics</b>											
All Students	62	54	58	66	*	78	*	63	57	22	55
CWD	22	*	*	29	-	*	-	*	*	22	*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWOD	67	60	66	70	*	84	*	65	64	-	67
EL	55	-	43	*	-	100	-	-	53	*	55
Male	58	54	55	61	*	68	*	*	53	21	44
Female	66	53	62	71	*	93	-	71	60	*	83

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	96.4%	97.2%	93.5%	96.9%	*	100.0%	-	90.9%	94.8%	91.3%	92.9%	82.8%	-
CWD	91.3%	85.7%	100.0%	90.5%	-	-	-	-	93.8%	91.3%	*	83.3%	-
CWOD	96.7%	98.9%	92.9%	97.2%	*	100.0%	-	90.9%	94.9%	-	92.0%	82.6%	-
EL	92.9%	*	93.8%	83.3%	-	*	-	*	94.1%	*	92.9%	*	-
Male	96.1%	96.5%	96.8%	95.5%	*	100.0%	-	91.7%	96.8%	90.3%	88.9%	84.6%	-
Female	96.8%	98.0%	90.7%	98.6%	*	100.0%	-	90.0%	92.4%	93.3%	100.0%	81.3%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
94	33	35%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	53	39	46	57	*	75	*	59	42	14	26

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	63%	44%	52%	68%	*	90%	-	71%	50%	53%	35%
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	N	N	Y	Y	Y	Y	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y	Y	Y	Y		Y			Y	Y	
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	Y	Y	Y		Y			Y	N	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	N	Y		Y			Y	N	
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	N	Y		Y			Y	N	

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	100%	100%	99%	99%	100%	100%	*	100%	99%	100%	99%	100%	99%	100%	-	
	CWD	99%	97%	99%	99%	*	100%	-	100%	97%	100%	99%	-	100%	99%	99%	-
	CWOD	100%	100%	99%	100%	100%	100%	*	100%	99%	100%	-	100%	99%	100%	100%	-
	EL	99%	*	99%	100%	*	100%	-	-	99%	100%	100%	99%	99%	99%	100%	-
	Male	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	99%	100%	99%	99%	-	-
	Female	100%	100%	100%	99%	100%	100%	*	100%	99%	100%	99%	100%	100%	-	100%	-
Reading	All Students	100%	99%	100%	99%	100%	100%	*	100%	99%	100%	98%	100%	100%	100%	100%	-
	CWD	98%	94%	100%	99%	*	*	-	*	96%	100%	98%	-	100%	98%	99%	-
	CWOD	100%	100%	100%	99%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	99%	100%	100%	*	100%	99%	100%	98%	100%	100%	100%	-	-
	Female	100%	99%	100%	99%	100%	100%	*	100%	99%	100%	99%	100%	100%	-	100%	-
Mathematics	All Students	99%	100%	99%	99%	100%	100%	*	100%	98%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	100%	97%	98%	*	*	-	*	96%	100%	98%	-	100%	99%	97%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	99%	*	100%	*	100%	98%	100%	99%	99%	100%	99%	-	-
	Female	100%	100%	100%	99%	*	100%	-	100%	99%	100%	97%	100%	100%	-	100%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	100%	100%	97%	100%	100%	-	
	Students																	
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	-	100%	96%	96%	100%	100%	-
	EL	97%	-	95%	100%	-	100%	-	-	94%	100%	100%	96%	97%	96%	100%	100%	-
	Male	100%	100%	98%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	96%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																		
All Subjects	All	0%	0%	1%	1%	0%	0%	*	0%	1%	0%	1%	0%	1%	1%	0%	-	
	Students																	
	CWD	1%	3%	1%	1%	*	0%	-	0%	3%	0%	1%	-	0%	1%	1%	-	
	CWOD	0%	0%	1%	0%	0%	0%	*	0%	1%	0%	-	0%	1%	0%	0%	-	
	EL	1%	*	1%	0%	*	0%	-	-	1%	0%	0%	1%	1%	1%	0%	-	
	Male	1%	1%	1%	0%	0%	0%	*	0%	1%	0%	1%	0%	1%	1%	-	-	
	Female	0%	0%	0%	1%	0%	0%	*	0%	1%	0%	1%	0%	0%	0%	-	0%	-
Reading	All	0%	1%	0%	1%	0%	0%	*	0%	1%	0%	2%	0%	0%	0%	0%	-	
	Students																	
	CWD	2%	6%	0%	1%	*	*	-	*	4%	0%	2%	-	0%	2%	1%	-	
	CWOD	0%	0%	0%	1%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	1%	0%	1%	0%	0%	*	0%	1%	0%	2%	0%	0%	0%	-	-	
	Female	0%	1%	0%	1%	0%	0%	*	0%	1%	0%	1%	0%	0%	0%	-	0%	-
Mathematics	All	1%	0%	1%	1%	0%	0%	*	0%	2%	0%	2%	0%	0%	1%	0%	-	
	Students																	
	CWD	2%	0%	3%	2%	*	*	-	*	4%	0%	2%	-	0%	1%	3%	-	
	CWOD	0%	0%	1%	0%	*	0%	*	0%	1%	0%	-	0%	0%	1%	0%	-	
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	1%	0%	2%	1%	*	0%	*	0%	2%	0%	1%	1%	0%	1%	-	-	
	Female	0%	0%	0%	1%	*	0%	-	0%	1%	0%	3%	0%	0%	-	0%	-	
Science	All	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	0%	3%	0%	0%	-	
	Students																	
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	-	0%	4%	0%	0%	-	
	EL	3%	-	5%	0%	-	0%	-	-	6%	0%	0%	4%	3%	4%	0%	-	
	Male	0%	0%	2%	0%	*	0%	-	0%	1%	0%	0%	0%	4%	0%	-	-	
	Female	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	-	0%	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	138	38	38	50	*	*	*	8	11		
	Female	72	17	20	29	*	*	*	*	*		
	Total	210	55	58	79	*	*	*	10	13		
Out-of-School Suspensions												
	Male	47	25	8	10	*	*	*	*	*		
	Female	14	10	*	*	*	*	*	*	*		
	Total	61	35	10	12	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	44	11	5	23	*	*	*	5	*		14
	Female	12	5	*	5	*	*	*	*	*		5
	Total	56	16	7	28	*	*	*	5	*		19
Out-of-School Suspensions												
	Male	20	*	*	10	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	24	6	*	12	*	*	*	*	*		6
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*

		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)
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism												
	Male	183	29	32	110	*	5	*	5	5	29	17
	Female	184	20	38	116	*	*	*	8	*	14	11
	Total	367	49	70	226	*	7	*	13	7	43	28

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Advanced Placement Courses	Male	474	29	65	293	*	77	*	8	8	5
	Female	522	47	86	296	*	71	*	20	*	*
	Total	996	76	151	589	*	148	*	28	10	7
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 '-' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	19.8	9.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	2.0	1.0%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	15.6	7.6%

'-' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including

student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Biology	4,861	1%	47	1%	-	-
All Grades All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

'\*' Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** MCNUTT EL

**Campus ID:** 220901165

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
			2017-18 through 2021-22											
<b>EL Progress</b>		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American		American Indian		Pacific	Two	More	Econ	Non	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Military				
					Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	Care												
<b>STAAR Percent at Approaches Grade Level or Above</b>																									
<b>Grade 3</b>																									
Reading	All	77%	70%	<b>79%</b>	79%	77%	*	*	82%	-	*	82%	67%	*	80%	81%	80%	77%	-	*	-	*			
	Students																								
	CWD	51%	46%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	*		
	CWOD	79%	72%	<b>80%</b>	78%	78%	*	*	82%	-	*	83%	64%	-	80%	81%	83%	76%	-	*	-	-	*		
	EL	70%	69%	<b>81%</b>	-	82%	*	*	82%	-	-	84%	*	-	81%	81%	86%	73%	-	-	-	-	-		
	Male	74%	68%	<b>80%</b>	79%	84%	*	*	83%	-	*	90%	60%	*	83%	86%	80%	-	-	*	-	-	*		
	Female	79%	73%	<b>77%</b>	80%	70%	*	-	*	-	*	75%	*	*	76%	73%	-	77%	-	-	-	-	-	*	
	Mathematics	All	77%	71%	<b>65%</b>	48%	72%	*	*	82%	-	*	70%	44%	*	66%	81%	63%	67%	-	*	-	-	*	
Students																									
CWD	52%	43%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-	*	
CWOD	80%	73%	<b>66%</b>	44%	76%	*	*	82%	-	*	71%	43%	-	66%	81%	66%	67%	-	*	-	-	-	-	*	
EL	74%	73%	<b>81%</b>	-	82%	*	*	82%	-	-	88%	*	-	81%	81%	77%	87%	-	-	-	-	-	-	-	
Male	77%	70%	<b>63%</b>	43%	68%	*	*	83%	-	*	74%	40%	*	66%	77%	63%	-	-	*	-	-	-	-	-	
Female	78%	71%	<b>67%</b>	53%	75%	*	-	*	-	*	68%	*	*	67%	87%	-	67%	-	-	-	-	-	-	-	
<b>Grade 4</b>																									
Reading	All	72%	67%	<b>78%</b>	73%	74%	100%	*	100%	-	*	76%	86%	*	84%	70%	70%	87%	-	*	-	-	-	*	
	Students																								
	CWD	46%	47%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-
	CWOD	75%	69%	<b>84%</b>	86%	75%	100%	*	100%	-	*	83%	86%	-	84%	71%	78%	89%	-	*	-	-	-	-	-
	EL	60%	56%	<b>70%</b>	-	65%	*	-	*	-	-	68%	*	*	71%	70%	71%	69%	-	*	-	-	-	-	-
	Male	70%	64%	<b>70%</b>	58%	70%	100%	*	*	-	-	68%	80%	*	78%	71%	70%	-	-	*	-	-	-	-	-
	Female	75%	70%	<b>87%</b>	93%	77%	*	*	100%	-	*	85%	92%	*	89%	69%	-	87%	-	-	-	-	-	-	-
	Mathematics	All	77%	74%	<b>86%</b>	82%	88%	71%	*	100%	-	*	85%	91%	*	91%	80%	85%	87%	-	*	-	-	-	-
Students																									
CWD	49%	49%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-
CWOD	81%	76%	<b>91%</b>	93%	90%	71%	*	100%	-	*	91%	90%	-	91%	82%	93%	89%	-	*	-	-	-	-	-	
EL	72%	72%	<b>80%</b>	-	81%	*	-	*	-	-	79%	*	*	82%	80%	93%	69%	-	*	-	-	-	-	-	
Male	77%	72%	<b>85%</b>	74%	100%	*	*	*	-	-	84%	90%	*	93%	93%	85%	-	-	*	-	-	-	-	-	
Female	78%	76%	<b>87%</b>	93%	77%	*	*	100%	-	*	85%	92%	*	89%	69%	-	87%	-	-	-	-	-	-	-	
<b>Grade 5</b>																									
Reading	All	83%	80%	<b>83%</b>	71%	84%	86%	-	88%	-	*	84%	79%	60%	86%	73%	81%	85%	-	*	-	-	-	-	
	Students																								
CWD	54%	47%	<b>60%</b>	*	*	*	-	*	-	*	*	*	60%	-	*	75%	*	-	*	-	-	-	-	-	



				African		American		Pacific		Two or More Econ		Non Econ								Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	87%	83%	<b>86%</b>	78%	88%	83%	-	88%	-	*	88%	76%	-	86%	77%	82%	89%	-	*	-	-
	EL	73%	70%	<b>73%</b>	-	73%	*	-	71%	-	-	69%	*	*	77%	73%	81%	64%	-	-	-	-
	Male	81%	77%	<b>81%</b>	50%	89%	*	-	85%	-	*	82%	75%	75%	82%	81%	81%	-	-	*	-	-
	Female	86%	82%	<b>85%</b>	91%	81%	*	-	*	-	*	86%	82%	*	89%	64%	-	85%	-	*	-	-
Mathematics	All	90%	85%	<b>91%</b>	77%	96%	86%	-	94%	-	*	92%	85%	67%	94%	90%	88%	94%	-	*	-	-
	Students																					
	CWD	70%	56%	<b>67%</b>	*	100%	*	-	*	-	*	67%	*	67%	-	*	56%	*	-	*	-	-
	CWOD	92%	89%	<b>94%</b>	89%	95%	83%	-	100%	-	*	95%	88%	-	94%	92%	95%	93%	-	*	-	-
	EL	86%	81%	<b>90%</b>	-	91%	*	-	86%	-	-	89%	*	*	92%	90%	88%	93%	-	-	-	-
	Male	89%	84%	<b>88%</b>	64%	94%	*	-	92%	-	*	90%	78%	56%	95%	88%	88%	-	-	*	-	-
	Female	91%	86%	<b>94%</b>	91%	96%	*	-	*	-	*	94%	91%	*	93%	93%	-	94%	-	*	-	-
Science	All	75%	69%	<b>75%</b>	47%	76%	86%	-	94%	-	*	79%	60%	55%	78%	71%	72%	78%	-	*	-	-
	Students																					
	CWD	48%	38%	<b>55%</b>	*	*	*	-	*	-	*	*	*	55%	-	*	*	*	-	-	-	-
	CWOD	78%	72%	<b>78%</b>	56%	75%	83%	-	100%	-	*	83%	59%	-	78%	73%	76%	79%	-	*	-	-
	EL	62%	57%	<b>71%</b>	-	65%	*	-	86%	-	-	70%	*	*	73%	71%	69%	73%	-	-	-	-
	Male	76%	69%	<b>72%</b>	*	72%	*	-	92%	-	*	76%	56%	*	76%	69%	72%	-	-	-	-	-
	Female	75%	69%	<b>78%</b>	70%	78%	*	-	*	-	*	83%	64%	*	79%	73%	-	78%	-	*	-	-
Grade 6	All	68%	67%	<b>68%</b>	62%	68%	78%	*	63%	-	*	68%	67%	*	70%	50%	66%	69%	-	*	-	-
	Reading																					
	Students																					
	CWD	35%	33%	*	*	*	*	*	-	-	*	*	-	*	-	*	*	-	-	*	-	-
	CWOD	71%	70%	<b>70%</b>	65%	70%	88%	-	63%	-	*	71%	67%	-	70%	52%	71%	69%	-	-	-	-
	EL	42%	46%	<b>50%</b>	-	53%	*	-	*	-	-	52%	*	*	52%	50%	42%	60%	-	-	-	-
	Male	63%	61%	<b>66%</b>	67%	*	*	*	83%	-	*	66%	*	*	71%	42%	66%	-	-	*	-	-
	Female	72%	73%	<b>69%</b>	57%	79%	*	-	*	-	-	70%	*	-	69%	60%	-	69%	-	-	-	-
Mathematics	All	76%	76%	<b>74%</b>	70%	66%	89%	*	88%	-	*	73%	75%	67%	75%	64%	71%	76%	-	*	-	*
	Students																					
	CWD	50%	46%	<b>67%</b>	*	*	*	*	-	-	*	67%	-	67%	-	*	71%	*	-	*	-	*
	CWOD	79%	80%	<b>75%</b>	70%	70%	88%	-	88%	-	*	75%	75%	-	75%	67%	71%	77%	-	-	-	-
	EL	61%	67%	<b>64%</b>	-	53%	*	-	*	-	-	62%	*	*	67%	64%	50%	80%	-	-	-	-
	Male	76%	76%	<b>71%</b>	75%	*	*	*	100%	-	*	76%	*	71%	71%	50%	71%	-	-	*	-	-
	Female	77%	77%	<b>76%</b>	67%	80%	*	-	*	-	-	71%	100%	*	77%	80%	-	76%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3																						
	All	43%	35%	<b>34%</b>	21%	33%	*	*	64%	-	*	35%	28%	*	33%	43%	39%	28%	-	*	-	*
	Reading																					
	Students																					
	CWD	28%	21%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	*
	CWOD	44%	36%	<b>33%</b>	15%	32%	*	*	64%	-	*	35%	21%	-	33%	43%	39%	26%	-	*	-	*
	EL	32%	32%	<b>43%</b>	-	32%	*	*	64%	-	-	47%	*	-	43%	43%	50%	33%	-	-	-	-
	Male	40%	33%	<b>39%</b>	14%	47%	*	*	67%	-	*	45%	27%	*	39%	50%	39%	-	-	*	-	*
	Female	45%	37%	<b>28%</b>	27%	20%	*	-	*	-	*	28%	*	*	26%	33%	-	28%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>22%</b>	14%	23%	*	*	55%	-	*	25%	11%	*	22%	38%	28%	16%	-	*	-	*
	Students																					
	CWD	30%	23%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	48%	38%	<b>22%</b>	7%	24%	*	*	55%	-	*	25%	7%	-	22%	38%	29%	14%	-	*	-	*
	EL	39%	38%	<b>38%</b>	-	32%	*	*	55%	-	-	41%	*	-	38%	38%	50%	20%	-	-	-	-
	Male	47%	38%	<b>28%</b>	14%	32%	*	*	67%	-	*	35%	13%	*	29%	50%	28%	-	-	*	-	*
	Female	45%	35%	<b>16%</b>	13%	15%	*	-	*	-	*	18%	*	*	14%	20%	-	16%	-	-	-	*
Grade 4	All	45%	40%	<b>52%</b>	42%	50%	71%	*	86%	-	*	49%	59%	*	55%	50%	49%	54%	-	*	-	*
	Students																					
	CWD	28%	30%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	47%	41%	<b>55%</b>	50%	50%	71%	*	86%	-	*	54%	57%	-	55%	50%	54%	56%	-	*	-	*
	EL	29%	28%	<b>50%</b>	-	46%	*	-	*	-	-	46%	*	*	50%	50%	57%	44%	-	*	-	*
	Male	43%	39%	<b>49%</b>	37%	50%	60%	*	*	-	-	51%	40%	*	54%	57%	49%	-	-	*	-	-
	Female	47%	42%	<b>54%</b>	50%	50%	*	*	80%	-	*	47%	75%	*	56%	44%	-	54%	-	-	-	*
Mathematics	All	48%	40%	<b>69%</b>	61%	71%	57%	*	86%	-	*	69%	68%	*	72%	67%	68%	70%	-	*	-	*
	Students																					
	CWD	29%	30%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>72%</b>	68%	73%	57%	*	86%	-	*	74%	67%	-	72%	68%	73%	71%	-	*	-	*
	EL	38%	35%	<b>67%</b>	-	69%	*	-	*	-	-	64%	*	*	68%	67%	86%	50%	-	*	-	*
	Male	48%	41%	<b>68%</b>	58%	80%	*	*	*	-	-	73%	50%	*	73%	86%	68%	-	-	*	-	-
	Female	47%	40%	<b>70%</b>	64%	64%	*	*	80%	-	*	65%	83%	*	71%	50%	-	70%	-	-	-	*
Grade 5	All	53%	49%	<b>45%</b>	29%	45%	57%	-	59%	-	*	46%	42%	30%	47%	20%	45%	46%	-	*	-	-
	Students																					
	CWD	30%	25%	<b>30%</b>	*	*	*	-	*	-	*	*	*	30%	-	*	38%	*	-	*	-	-
	CWOD	56%	51%	<b>47%</b>	33%	45%	50%	-	63%	-	*	50%	35%	-	47%	19%	46%	48%	-	*	-	-
	EL	35%	30%	<b>20%</b>	-	18%	*	-	29%	-	-	15%	*	*	19%	20%	25%	14%	-	-	-	-
	Male	50%	46%	<b>45%</b>	10%	39%	*	-	69%	-	*	41%	63%	38%	46%	25%	45%	-	-	*	-	-
	Female	56%	51%	<b>46%</b>	45%	50%	*	-	*	-	*	51%	27%	*	48%	14%	-	46%	-	*	-	-
Mathematics	All	57%	50%	<b>43%</b>	14%	53%	29%	-	65%	-	*	45%	35%	33%	45%	42%	42%	45%	-	*	-	-
	Students																					
	CWD	34%	24%	<b>33%</b>	*	60%	*	-	*	-	*	22%	*	33%	-	*	22%	*	-	*	-	-
	CWOD	60%	52%	<b>45%</b>	17%	53%	17%	-	69%	-	*	48%	29%	-	45%	38%	46%	43%	-	*	-	-
	EL	46%	39%	<b>42%</b>	-	48%	*	-	29%	-	-	37%	*	*	38%	42%	44%	40%	-	-	-	-
	Male	57%	49%	<b>42%</b>	0%	56%	*	-	69%	-	*	44%	33%	22%	46%	44%	42%	-	-	*	-	-
	Female	58%	50%	<b>45%</b>	27%	52%	*	-	*	-	*	47%	36%	*	43%	40%	-	45%	-	*	-	-
Science	All	40%	34%	<b>29%</b>	11%	27%	43%	-	59%	-	*	29%	30%	27%	30%	13%	30%	28%	-	*	-	-
	Students																					
	CWD	25%	18%	<b>27%</b>	*	*	*	-	*	-	*	*	*	27%	-	*	*	*	-	-	-	-
	CWOD	42%	35%	<b>30%</b>	13%	25%	33%	-	63%	-	*	31%	24%	-	30%	8%	32%	28%	-	*	-	-
	EL	24%	18%	<b>13%</b>	-	13%	*	-	14%	-	-	7%	*	*	8%	13%	13%	13%	-	-	-	-
	Male	42%	35%	<b>30%</b>	*	33%	*	-	54%	-	*	30%	33%	*	32%	13%	30%	-	-	-	-	-
	Female	38%	32%	<b>28%</b>	20%	22%	*	-	*	-	*	29%	27%	*	28%	13%	-	28%	-	*	-	-

					African	American	Two or Non		Pacific		Econ	Non							Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 6	Reading	All	38%	37%	<b>31%</b>	23%	29%	44%	*	38%	-	*	27%	50%	*	30%	14%	29%	33%	-	*	-	-	
		Students																						
		CWD	22%	22%	*	*	*	*	*	-	-	*	*	-	*	-	*	*	-	-	*	-	-	-
		CWOD	40%	38%	<b>30%</b>	22%	30%	50%	-	38%	-	*	25%	50%	-	30%	14%	25%	33%	-	-	-	-	-
		EL	14%	15%	<b>14%</b>	-	13%	*	-	*	-	-	14%	*	*	14%	14%	8%	20%	-	-	-	-	-
		Female	42%	42%	<b>33%</b>	21%	37%	*	-	*	-	-	27%	*	-	33%	20%	-	33%	-	-	-	-	-
	Mathematics	All	43%	46%	<b>38%</b>	22%	38%	44%	*	75%	-	*	34%	58%	33%	39%	32%	40%	37%	-	*	-	*	
		Students																						
		CWD	23%	27%	<b>33%</b>	*	*	*	*	-	-	*	33%	-	33%	-	*	43%	*	-	*	-	*	*
		CWOD	46%	48%	<b>39%</b>	22%	41%	50%	-	75%	-	*	35%	58%	-	39%	33%	39%	38%	-	-	-	-	-
		EL	24%	31%	<b>32%</b>	-	27%	*	-	*	-	-	29%	*	*	33%	32%	33%	30%	-	-	-	-	-
		Female	42%	46%	<b>37%</b>	20%	45%	*	-	*	-	-	31%	67%	*	38%	30%	-	37%	-	*	-	-	*
	<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>16%</b>	3%	13%	*	*	55%	-	*	18%	6%	*	17%	27%	22%	9%	-	*	-	*	
		Students																						
		CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	*
		CWOD	26%	20%	<b>17%</b>	4%	14%	*	*	55%	-	*	19%	7%	-	17%	27%	24%	10%	-	*	-	*	*
		EL	15%	16%	<b>27%</b>	-	14%	*	*	55%	-	-	28%	*	-	27%	27%	32%	20%	-	-	-	-	-
		Female	26%	20%	<b>9%</b>	0%	5%	*	-	*	-	*	10%	*	*	10%	20%	-	9%	-	-	-	-	*
	Mathematics	All	22%	15%	<b>8%</b>	0%	5%	*	*	36%	-	*	8%	6%	*	8%	16%	11%	5%	-	*	-	*	
		Students																						
		CWD	12%	5%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	*
		CWOD	24%	16%	<b>8%</b>	0%	5%	*	*	36%	-	*	9%	7%	-	8%	16%	12%	5%	-	*	-	*	*
		EL	17%	16%	<b>16%</b>	-	5%	*	*	36%	-	-	16%	*	-	16%	16%	23%	7%	-	-	-	-	-
		Female	21%	14%	<b>5%</b>	0%	5%	*	-	*	-	*	5%	*	*	5%	7%	-	5%	-	-	-	-	-
	Grade 4	Reading	All	23%	19%	<b>22%</b>	15%	17%	57%	*	29%	-	*	18%	32%	*	23%	10%	21%	22%	-	*	-	*
Students																								
CWD			9%	9%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
CWOD			25%	20%	<b>23%</b>	18%	18%	57%	*	29%	-	*	20%	33%	-	23%	11%	24%	22%	-	*	-	*	*
EL			12%	11%	<b>10%</b>	-	8%	*	-	*	-	-	7%	*	*	11%	10%	14%	6%	-	*	-	-	*
Female			25%	21%	<b>22%</b>	14%	18%	*	*	20%	-	*	12%	50%	*	22%	6%	-	22%	-	-	-	-	*
Mathematics		All	26%	20%	<b>41%</b>	33%	43%	43%	*	57%	-	*	42%	36%	*	43%	33%	47%	35%	-	*	-	*	
		CWD	11%	10%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-

					African	American	Two or Non		Econ		Non		Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military		
	CWOD	28%	21%	<b>43%</b>	39%	43%	43%	*	57%	-	*	46%	33%	-	43%	32%	51%	36%	-	*	-	*		
	EL	18%	14%	<b>33%</b>	-	35%	*	-	*	-	-	32%	*	*	32%	33%	57%	13%	-	*	-	*		
	Male	27%	21%	<b>47%</b>	32%	55%	*	*	*	-	-	49%	40%	*	51%	57%	47%	-	-	*	-	*		
	Female	25%	19%	<b>35%</b>	36%	32%	*	*	40%	-	*	35%	33%	*	36%	13%	-	35%	-	-	-	*		
Grade 5	Reading	All	26%	23%	<b>20%</b>	10%	20%	14%	-	41%	-	*	20%	21%	10%	22%	7%	23%	17%	-	*	-	-	
		Students																						
		CWD	9%	7%	<b>10%</b>	*	*	*	-	*	-	*	*	10%	-	*	13%	*	-	*	-	-	-	
		CWOD	27%	24%	<b>22%</b>	11%	20%	17%	-	44%	-	*	23%	18%	-	22%	4%	26%	18%	-	*	-	-	
		EL	12%	8%	<b>7%</b>	-	5%	*	-	14%	-	-	4%	*	4%	7%	13%	0%	-	-	-	-	-	
		Male	24%	21%	<b>23%</b>	10%	22%	*	-	46%	-	*	26%	13%	13%	26%	13%	23%	-	-	*	-	-	
		Female	28%	25%	<b>17%</b>	9%	19%	*	-	*	-	*	14%	27%	*	18%	0%	-	17%	-	*	-	-	
	Mathematics	All	30%	24%	<b>17%</b>	5%	18%	0%	-	41%	-	*	17%	15%	0%	19%	13%	21%	13%	-	*	-	-	
		Students																						
		CWD	13%	7%	<b>0%</b>	*	0%	*	-	*	-	*	0%	*	0%	-	*	0%	*	-	*	-	-	
		CWOD	31%	26%	<b>19%</b>	6%	20%	0%	-	44%	-	*	20%	18%	-	19%	15%	26%	14%	-	*	-	-	
		EL	19%	13%	<b>13%</b>	-	9%	*	-	29%	-	-	11%	*	*	15%	13%	19%	7%	-	-	-	-	
		Male	29%	24%	<b>21%</b>	0%	22%	*	-	46%	-	*	23%	11%	0%	26%	19%	21%	-	-	*	-	-	
		Female	30%	24%	<b>13%</b>	9%	15%	*	-	*	-	*	11%	18%	*	14%	7%	-	13%	-	*	-	-	
	Science	All	16%	13%	<b>12%</b>	11%	11%	0%	-	24%	-	*	14%	5%	0%	14%	0%	15%	9%	-	*	-	-	
		Students																						
		CWD	9%	5%	<b>0%</b>	*	*	*	-	*	-	*	*	0%	-	*	*	*	-	-	-	-	-	
		CWOD	17%	14%	<b>14%</b>	13%	13%	0%	-	25%	-	*	16%	6%	-	14%	0%	18%	9%	-	*	-	-	
		EL	7%	4%	<b>0%</b>	-	0%	*	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
		Male	18%	14%	<b>15%</b>	*	17%	*	-	31%	-	*	19%	0%	*	18%	0%	15%	-	-	-	-	-	
		Female	15%	12%	<b>9%</b>	20%	7%	*	-	*	-	*	9%	9%	*	9%	0%	-	9%	-	*	-	-	
Grade 6	Reading	All	18%	17%	<b>16%</b>	15%	14%	11%	*	25%	-	*	15%	25%	*	16%	5%	17%	15%	-	*	-	-	
		Students																						
		CWD	8%	6%	<b>*</b>	*	*	*	*	-	-	*	*	-	*	-	*	*	-	-	*	-	-	
		CWOD	20%	19%	<b>16%</b>	17%	15%	13%	-	25%	-	*	15%	25%	-	16%	5%	18%	15%	-	-	-	-	
		EL	4%	5%	<b>5%</b>	-	7%	*	-	*	-	-	5%	*	*	5%	5%	0%	10%	-	-	-	-	
		Male	15%	13%	<b>17%</b>	17%	*	*	*	33%	-	*	14%	*	*	18%	0%	17%	-	-	*	-	-	
		Female	22%	22%	<b>15%</b>	14%	21%	*	-	*	-	-	15%	*	-	15%	10%	-	15%	-	-	-	-	
	Mathematics	All	18%	21%	<b>11%</b>	4%	10%	11%	*	25%	-	*	6%	33%	11%	10%	0%	14%	7%	-	*	-	*	
		Students																						
		CWD	9%	7%	<b>11%</b>	*	*	*	*	-	-	*	11%	-	11%	-	*	14%	*	-	*	-	*	
		CWOD	19%	22%	<b>10%</b>	4%	11%	13%	-	25%	-	*	5%	33%	-	10%	0%	14%	8%	-	-	-	-	
		EL	6%	9%	<b>0%</b>	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
		Male	18%	21%	<b>14%</b>	8%	*	*	*	33%	-	*	10%	*	14%	14%	0%	14%	-	-	*	-	-	
		Female	17%	21%	<b>7%</b>	0%	15%	*	-	*	-	-	3%	33%	*	8%	0%	-	7%	-	*	-	*	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>78%</b>	69%	79%	83%	83%	88%	-	100%	79%	74%	52%	81%	75%	76%	80%	-	81%	-	86%
	Students	CWD	45%	38%	<b>52%</b>	35%	56%	67%	*	*	-	100%	46%	72%	52%	-	55%	51%	57%	-	*	-	*
		CWOD	80%	76%	<b>81%</b>	74%	80%	85%	80%	90%	-	100%	82%	74%	-	81%	76%	80%	81%	-	91%	-	*
		EL	60%	59%	<b>75%</b>	-	73%	82%	*	80%	-	-	75%	75%	55%	76%	75%	75%	75%	-	*	-	*
		Male	74%	69%	<b>76%</b>	61%	77%	80%	80%	90%	-	100%	79%	65%	51%	80%	75%	76%	-	-	75%	-	*
		Female	79%	76%	<b>80%</b>	76%	80%	86%	*	86%	-	100%	80%	84%	57%	81%	75%	-	80%	-	*	-	*
Reading	All	All	73%	68%	<b>77%</b>	72%	76%	86%	83%	84%	-	100%	78%	76%	47%	80%	71%	75%	80%	-	86%	-	*
	Students	CWD	39%	32%	<b>47%</b>	*	*	*	*	*	-	*	35%	86%	47%	-	*	50%	*	-	*	-	*
		CWOD	77%	72%	<b>80%</b>	77%	78%	92%	*	83%	-	100%	82%	75%	-	80%	72%	79%	81%	-	100%	-	*
		EL	52%	51%	<b>71%</b>	-	69%	*	*	73%	-	-	70%	75%	*	72%	71%	73%	67%	-	*	-	*
		Male	69%	64%	<b>75%</b>	64%	76%	81%	*	85%	-	100%	76%	69%	50%	79%	73%	75%	-	-	83%	-	*
		Female	77%	73%	<b>80%</b>	80%	77%	92%	*	81%	-	*	79%	84%	*	81%	67%	-	80%	-	*	-	*
Mathematics	All	All	80%	75%	<b>79%</b>	69%	82%	79%	83%	91%	-	100%	80%	75%	56%	82%	80%	77%	81%	-	75%	-	*
	Students	CWD	52%	42%	<b>56%</b>	47%	55%	*	*	*	-	*	54%	63%	56%	-	63%	52%	71%	-	*	-	*
		CWOD	83%	79%	<b>82%</b>	73%	84%	79%	*	93%	-	100%	83%	77%	-	82%	81%	82%	82%	-	*	-	*
		EL	70%	69%	<b>80%</b>	-	79%	*	*	85%	-	-	81%	75%	63%	81%	80%	78%	82%	-	*	-	*
		Male	78%	73%	<b>77%</b>	64%	80%	75%	*	93%	-	100%	82%	63%	52%	82%	78%	77%	-	-	*	-	*
		Female	82%	78%	<b>81%</b>	75%	83%	83%	*	88%	-	*	79%	91%	71%	82%	82%	-	81%	-	*	-	*
Science	All	All	79%	74%	<b>75%</b>	47%	76%	86%	-	94%	-	*	79%	60%	55%	78%	71%	72%	78%	-	*	-	-
	Students	CWD	48%	40%	<b>55%</b>	*	*	*	-	*	-	*	*	*	55%	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>78%</b>	56%	75%	83%	-	100%	-	*	83%	59%	-	78%	73%	76%	79%	-	*	-	-
		EL	58%	57%	<b>71%</b>	-	65%	*	-	86%	-	-	70%	*	*	73%	71%	69%	73%	-	-	-	-
		Male	78%	72%	<b>72%</b>	*	72%	*	-	92%	-	*	76%	56%	*	76%	69%	72%	-	-	-	-	-
		Female	80%	77%	<b>78%</b>	70%	78%	*	-	*	-	*	83%	64%	*	79%	73%	-	78%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>41%</b>	28%	42%	44%	67%	63%	-	33%	40%	42%	32%	42%	36%	42%	40%	-	44%	-	71%
	Students	CWD	23%	19%	<b>32%</b>	23%	40%	33%	*	*	-	40%	23%	61%	32%	-	40%	31%	36%	-	*	-	*
		CWOD	50%	45%	<b>42%</b>	29%	42%	46%	60%	65%	-	32%	42%	40%	-	42%	36%	43%	40%	-	45%	-	*
		EL	26%	25%	<b>36%</b>	-	35%	27%	*	42%	-	-	35%	50%	40%	36%	36%	42%	30%	-	*	-	*
		Male	45%	40%	<b>42%</b>	24%	45%	37%	60%	69%	-	27%	43%	35%	31%	43%	42%	42%	-	-	42%	-	*
		Female	50%	45%	<b>40%</b>	32%	40%	54%	*	53%	-	44%	38%	51%	36%	40%	30%	-	40%	-	*	-	*
Reading	All	All	46%	41%	<b>41%</b>	29%	41%	54%	67%	60%	-	40%	40%	45%	33%	42%	34%	41%	41%	-	57%	-	*
	Students	CWD	22%	18%	<b>33%</b>	*	*	*	*	*	-	*	22%	71%	33%	-	*	35%	*	-	*	-	*
		CWOD	48%	44%	<b>42%</b>	30%	40%	58%	*	62%	-	38%	42%	42%	-	42%	34%	42%	41%	-	60%	-	*
		EL	21%	21%	<b>34%</b>	-	29%	*	*	42%	-	-	33%	42%	*	34%	34%	38%	29%	-	*	-	*

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	Male	41%	37%	<b>41%</b>	24%	41%	50%	*	67%	-	50%	42%	38%	35%	42%	38%	41%	-	-	50%	-	*	
	Female	50%	47%	<b>41%</b>	35%	40%	58%	*	50%	-	*	38%	53%	*	41%	29%	-	41%	-	*	-	*	
Mathematics	All	48%	42%	<b>44%</b>	30%	48%	36%	67%	67%	-	40%	44%	43%	32%	45%	45%	45%	42%	-	38%	-	*	
	Students																						
	CWD	26%	21%	<b>32%</b>	27%	36%	*	*	*	-	*	27%	50%	32%	-	50%	30%	43%	-	*	-	*	
	CWOD	51%	45%	<b>45%</b>	30%	49%	38%	*	69%	-	38%	45%	42%	-	45%	45%	48%	42%	-	*	-	*	
	EL	33%	31%	<b>45%</b>	-	47%	*	*	50%	-	-	44%	58%	50%	45%	45%	53%	36%	-	*	-	*	
	Male	47%	41%	<b>45%</b>	29%	52%	25%	*	78%	-	17%	49%	33%	30%	48%	53%	45%	-	-	*	-	*	
	Female	49%	44%	<b>42%</b>	31%	45%	50%	*	50%	-	*	39%	56%	43%	42%	36%	-	42%	-	*	-	*	
Science	All	49%	46%	<b>29%</b>	11%	27%	43%	-	59%	-	*	29%	30%	27%	30%	13%	30%	28%	-	*	-	-	
	Students																						
	CWD	23%	18%	<b>27%</b>	*	*	*	-	*	-	*	*	*	27%	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>30%</b>	13%	25%	33%	-	63%	-	*	31%	24%	-	30%	8%	32%	28%	-	*	-	-	
	EL	21%	20%	<b>13%</b>	-	13%	*	-	14%	-	-	7%	*	*	8%	13%	13%	13%	-	-	-	-	
	Male	50%	45%	<b>30%</b>	*	33%	*	-	54%	-	*	30%	33%	*	32%	13%	30%	-	-	-	-	-	
	Female	49%	46%	<b>28%</b>	20%	22%	*	-	*	-	*	29%	27%	*	28%	13%	-	28%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>18%</b>	11%	17%	17%	42%	37%	-	13%	18%	20%	5%	20%	13%	22%	15%	-	13%	-	14%
	Students																					
	CWD	8%	5%	<b>5%</b>	0%	8%	0%	*	*	-	40%	4%	11%	5%	-	10%	7%	0%	-	*	-	*
	CWOD	23%	20%	<b>20%</b>	13%	18%	20%	50%	38%	-	5%	19%	21%	-	20%	14%	24%	15%	-	0%	-	*
	EL	9%	8%	<b>13%</b>	-	10%	0%	*	25%	-	-	12%	21%	10%	14%	13%	19%	7%	-	*	-	*
	Male	20%	17%	<b>22%</b>	12%	20%	20%	40%	43%	-	13%	24%	15%	7%	24%	19%	22%	-	-	17%	-	*
	Female	22%	20%	<b>15%</b>	11%	15%	14%	*	25%	-	11%	12%	25%	0%	15%	7%	-	15%	-	*	-	*
Reading	All	19%	16%	<b>19%</b>	11%	16%	25%	50%	40%	-	10%	18%	21%	7%	20%	13%	21%	16%	-	14%	-	*
	Students																					
	CWD	7%	5%	<b>7%</b>	*	*	*	*	*	-	*	4%	14%	7%	-	*	8%	*	-	*	-	*
	CWOD	20%	18%	<b>20%</b>	13%	17%	29%	*	40%	-	0%	19%	22%	-	20%	13%	23%	16%	-	0%	-	*
	EL	7%	7%	<b>13%</b>	-	8%	*	*	31%	-	-	12%	25%	*	13%	13%	17%	9%	-	*	-	*
	Male	16%	13%	<b>21%</b>	13%	17%	25%	*	44%	-	17%	24%	13%	8%	23%	17%	21%	-	-	17%	-	*
	Female	22%	20%	<b>16%</b>	9%	16%	25%	*	31%	-	*	13%	31%	*	16%	9%	-	16%	-	*	-	*
Mathematics	All	23%	20%	<b>20%</b>	12%	20%	14%	33%	40%	-	20%	19%	22%	6%	21%	17%	24%	15%	-	13%	-	*
	Students																					
	CWD	10%	5%	<b>6%</b>	0%	9%	*	*	*	-	*	4%	13%	6%	-	13%	7%	0%	-	*	-	*
	CWOD	25%	21%	<b>21%</b>	14%	21%	17%	*	40%	-	13%	20%	23%	-	21%	17%	27%	16%	-	*	-	*
	EL	13%	11%	<b>17%</b>	-	14%	*	*	27%	-	-	16%	25%	13%	17%	17%	25%	7%	-	*	-	*
	Male	23%	19%	<b>24%</b>	13%	24%	19%	*	48%	-	17%	25%	20%	7%	27%	25%	24%	-	-	*	-	*
	Female	24%	20%	<b>15%</b>	11%	17%	8%	*	25%	-	*	13%	25%	0%	16%	7%	-	15%	-	*	-	*
Science	All	22%	20%	<b>12%</b>	11%	11%	0%	-	24%	-	*	14%	5%	0%	14%	0%	15%	9%	-	*	-	-
	Students																					
	CWD	7%	4%	<b>0%</b>	*	*	*	-	*	-	*	*	*	0%	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	14%	13%	13%	0%	-	25%	-	*	16%	6%	-	14%	0%	18%	9%	-	*	-	-
EL	5%	5%	0%	-	0%	*	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
Male	23%	20%	15%	*	17%	*	-	31%	-	*	19%	0%	*	18%	0%	15%	-	-	-	-	-
Female	21%	20%	9%	20%	7%	*	-	*	-	*	9%	9%	*	9%	0%	-	9%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	70	72	63	80	*	80	-	69	69	73	62
CWD	73	85	*	*	*	*	-	*	75	73	*
CWOD	70	70	64	83	*	79	-	*	68	-	63
EL	62	-	59	*	-	70	-	-	63	*	62
Male	72	73	62	75	*	81	-	*	72	75	60
Female	68	71	63	85	*	77	-	*	66	*	64
<b>Mathematics</b>											
All Students	73	76	72	64	*	77	-	69	72	85	69
CWD	85	83	83	*	*	*	-	*	83	85	83
CWOD	72	74	71	60	*	76	-	*	71	-	68
EL	69	-	70	*	-	80	-	-	69	83	69
Male	78	80	76	71	*	86	-	*	77	87	74
Female	68	71	69	55	*	59	-	*	67	*	65

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
224	35	16%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	46	36	46	48	64	63	-	*	46	*	41	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Y	N	N	N	N	N	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y	N	N	N	N	N	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y	N	N	N	N	N	N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
All Subjects	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	*	*	*	-	*	100%	100%	100%	-	100%	100%	*	-	
	CWOD	100%	100%	100%	100%	100%	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%	100%	-	-	
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	*	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	*	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	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%	100%	-	-	
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	*	-	*	-	*	100%	*	100%	-	100%	100%	*	-	
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	*	-	100%	-	-	100%	*	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	*	*	*	-	*	0%	0%	0%	-	0%	0%	*	-	
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	

		African		American			Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv					
EL		0%	-	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	-
Male		0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	-	-
Female		0%	0%	0%	0%	*	0%	-	*	0%	0%	*	0%	0%	0%	-
Mathematics	All	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-
	Students															
	CWD	0%	0%	0%	*	*	*	-	*	0%	0%	0%	-	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	-
	EL	0%	-	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-
Science	All	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-
	Students															
	CWD	0%	*	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	*
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

There is no data for this campus.

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.0	16.9%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	2.2%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.3	0.7%

' ' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*

	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	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>23</b>	<b>3%</b>
Reading	43,730	1%	378	1%	<b>10</b>	<b>3%</b>
Mathematics	39,178	1%	351	1%	<b>10</b>	<b>3%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** MILLER EL  
**Campus ID:** 220901135  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

			African American				American Indian			Pacific Islander		Two or More Races		Economic Disadv		Non-Economic Disadv		EL		Male		Female		Migrant/ Homeless		Foster Care		Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military								
<b>STAAR Percent at Approaches Grade Level or Above</b>																												
<b>Grade 3</b>																												
Reading	All	77%	70%	<b>72%</b>	52%	83%	83%	-	*	-	*	63%	80%	40%	77%	64%	61%	81%	-	*	-	-	-	-	-	-	*	
	Students																											
	CWD	51%	46%	<b>40%</b>	*	*	*	-	*	-	*	*	*	40%	-	*	*	*	-	-	-	-	-	-	-	-	-	-
	CWOD	79%	72%	<b>77%</b>	63%	90%	83%	-	*	-	*	71%	82%	-	77%	67%	70%	82%	-	*	-	-	-	-	-	-	-	*
	EL	70%	69%	<b>64%</b>	*	*	-	-	*	-	-	56%	*	*	67%	64%	*	71%	-	-	-	-	-	-	-	-	-	-
	Male	74%	68%	<b>61%</b>	44%	82%	71%	-	*	-	*	48%	71%	*	70%	*	61%	-	-	-	-	-	-	-	-	-	-	*
	Female	79%	73%	<b>81%</b>	62%	85%	91%	-	*	-	*	73%	91%	*	82%	71%	-	81%	-	*	-	-	-	-	-	-	-	-
Mathematics	All	77%	71%	<b>71%</b>	59%	71%	75%	-	100%	-	*	71%	71%	40%	76%	82%	67%	74%	-	*	-	-	-	-	-	-	*	
	Students																											
	CWD	52%	43%	<b>40%</b>	*	*	*	-	*	-	*	*	*	40%	-	*	*	*	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	73%	<b>76%</b>	71%	76%	74%	-	*	-	*	76%	76%	-	76%	89%	78%	74%	-	*	-	-	-	-	-	-	-	*
	EL	74%	73%	<b>82%</b>	*	*	-	-	*	-	-	89%	*	*	89%	82%	*	86%	-	-	-	-	-	-	-	-	-	-
	Male	77%	70%	<b>67%</b>	56%	64%	76%	-	*	-	*	71%	64%	*	78%	*	67%	-	-	-	-	-	-	-	-	-	-	*
	Female	78%	71%	<b>74%</b>	62%	77%	74%	-	*	-	*	70%	78%	*	74%	86%	-	74%	-	*	-	-	-	-	-	-	-	-
<b>Grade 4</b>																												
Reading	All	72%	67%	<b>75%</b>	58%	73%	96%	-	*	-	*	72%	79%	50%	79%	75%	71%	79%	-	*	-	-	-	-	-	-	-	*
	Students																											
	CWD	46%	47%	<b>50%</b>	*	*	*	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	69%	<b>79%</b>	65%	80%	96%	-	*	-	*	75%	84%	-	79%	71%	78%	81%	-	*	-	-	-	-	-	-	-	*
	EL	60%	56%	<b>75%</b>	-	71%	*	-	-	-	-	83%	*	*	71%	75%	*	*	-	-	-	-	-	-	-	-	-	-
	Male	70%	64%	<b>71%</b>	50%	75%	93%	-	*	-	*	65%	79%	*	78%	*	71%	-	-	-	-	-	-	-	-	-	-	*
	Female	75%	70%	<b>79%</b>	67%	71%	100%	-	*	-	*	78%	79%	*	81%	*	-	79%	-	*	-	-	-	-	-	-	-	-
Mathematics	All	77%	74%	<b>69%</b>	54%	63%	96%	-	*	-	*	64%	76%	42%	74%	78%	67%	71%	-	*	-	-	-	-	-	-	-	*
	Students																											
	CWD	49%	49%	<b>42%</b>	*	*	*	-	-	-	-	*	*	42%	-	*	*	*	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	76%	<b>74%</b>	60%	71%	96%	-	*	-	*	68%	81%	-	74%	75%	73%	75%	-	*	-	-	-	-	-	-	-	*
	EL	72%	72%	<b>78%</b>	-	75%	*	-	-	-	-	71%	*	*	75%	78%	*	*	-	-	-	-	-	-	-	-	-	-
	Male	77%	72%	<b>67%</b>	50%	62%	100%	-	*	-	*	58%	79%	*	73%	*	67%	-	-	-	-	-	-	-	-	-	-	*
	Female	78%	76%	<b>71%</b>	58%	64%	91%	-	*	-	*	70%	74%	*	75%	*	-	71%	-	*	-	-	-	-	-	-	-	-
<b>Grade 5</b>																												
Reading	All	83%	80%	<b>78%</b>	72%	75%	81%	*	89%	-	*	73%	83%	*	87%	67%	70%	87%	-	*	-	-	-	-	-	-	-	-
	Students																											
CWD	54%	47%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-

				African		American		Pacific		Two or More Econ		Non Econ								Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	87%	83%	<b>87%</b>	85%	86%	89%	*	88%	-	*	87%	88%	-	87%	71%	83%	90%	-	*	-	-
	EL	73%	70%	<b>67%</b>	-	*	*	-	*	-	*	*	*	*	71%	67%	*	*	-	-	-	-
	Male	81%	77%	<b>70%</b>	55%	64%	74%	*	*	-	*	62%	77%	*	83%	*	70%	-	-	-	-	-
	Female	86%	82%	<b>87%</b>	86%	85%	92%	-	*	-	-	83%	90%	*	90%	*	-	87%	-	*	-	-
Mathematics	All	90%	85%	<b>81%</b>	64%	79%	91%	*	100%	-	*	76%	85%	*	92%	78%	77%	85%	-	*	-	-
	Students																					
	CWD	70%	56%	*	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	92%	89%	<b>92%</b>	80%	90%	100%	*	100%	-	*	92%	93%	-	92%	86%	92%	93%	-	*	-	-
	EL	86%	81%	<b>78%</b>	-	*	*	-	*	-	-	*	*	*	86%	78%	*	*	-	-	-	-
	Male	89%	84%	<b>77%</b>	55%	73%	84%	*	*	-	*	67%	85%	*	92%	*	77%	-	-	-	-	-
	Female	91%	86%	<b>85%</b>	71%	85%	100%	*	100%	-	-	84%	86%	*	93%	*	-	85%	-	*	-	-
Science	All	75%	69%	<b>64%</b>	52%	65%	69%	*	78%	-	*	60%	68%	*	72%	*	62%	67%	-	*	-	-
	Students																					
	CWD	48%	38%	*	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	72%	<b>72%</b>	65%	71%	74%	*	75%	-	*	71%	73%	-	72%	*	72%	71%	-	*	-	-
	EL	62%	57%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	76%	69%	<b>62%</b>	55%	55%	58%	*	*	-	*	62%	62%	*	72%	*	62%	-	-	-	-	-
	Female	75%	69%	<b>67%</b>	50%	69%	85%	*	*	-	-	58%	76%	*	71%	*	-	67%	-	*	-	-
Grade 6	All	68%	67%	<b>68%</b>	58%	62%	77%	*	100%	-	*	61%	76%	*	75%	67%	62%	74%	-	*	-	*
	Reading																					
	Students																					
	CWD	35%	33%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	71%	70%	<b>75%</b>	67%	68%	85%	*	100%	-	*	73%	77%	-	75%	71%	70%	79%	-	*	-	*
	EL	42%	46%	<b>67%</b>	-	*	-	-	*	-	-	71%	*	*	71%	67%	*	*	-	-	-	-
	Male	63%	61%	<b>62%</b>	56%	40%	78%	-	*	-	-	48%	77%	*	70%	*	62%	-	-	*	-	*
	Female	72%	73%	<b>74%</b>	60%	91%	77%	*	*	-	*	73%	75%	*	79%	*	-	74%	-	*	-	-
Mathematics	All	76%	76%	<b>70%</b>	58%	55%	87%	*	100%	-	*	58%	84%	29%	78%	64%	63%	77%	-	*	-	*
	Students																					
	CWD	50%	46%	<b>29%</b>	*	*	*	-	-	-	-	*	*	29%	-	*	*	*	-	*	-	*
	CWOD	79%	80%	<b>78%</b>	67%	68%	92%	*	100%	-	*	70%	87%	-	78%	71%	73%	83%	-	*	-	*
	EL	61%	67%	<b>64%</b>	-	56%	-	-	*	-	-	75%	*	*	71%	64%	63%	*	-	-	-	-
	Male	76%	76%	<b>63%</b>	56%	37%	89%	-	*	-	-	46%	83%	*	73%	63%	63%	-	-	*	-	*
	Female	77%	77%	<b>77%</b>	60%	83%	85%	*	*	-	*	70%	85%	*	83%	*	-	77%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3																						
Reading	All	43%	35%	<b>34%</b>	21%	38%	38%	-	*	-	*	31%	37%	13%	38%	27%	31%	38%	-	*	-	*
	Students																					
	CWD	28%	21%	<b>13%</b>	*	*	*	-	*	-	*	*	*	13%	-	*	*	*	-	-	-	-
	CWOD	44%	36%	<b>38%</b>	25%	43%	40%	-	*	-	*	33%	42%	-	38%	33%	38%	38%	-	*	-	*
	EL	32%	32%	<b>27%</b>	*	*	-	-	*	-	-	22%	*	*	33%	27%	*	29%	-	-	-	-
	Male	40%	33%	<b>31%</b>	19%	27%	41%	-	*	-	*	19%	39%	*	38%	*	31%	-	-	-	-	*
	Female	45%	37%	<b>38%</b>	23%	46%	35%	-	*	-	*	40%	35%	*	38%	29%	-	38%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>30%</b>	21%	29%	33%	-	60%	-	*	25%	35%	13%	33%	36%	27%	34%	-	*	-	*	
	Students																						
	CWD	30%	23%	<b>13%</b>	*	*	*	-	*	-	*	*	*	13%	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>33%</b>	25%	33%	34%	-	*	-	*	26%	40%	-	33%	44%	32%	34%	-	*	-	*	
	EL	39%	38%	<b>36%</b>	*	*	-	-	*	-	-	33%	*	*	44%	36%	*	43%	-	-	-	-	
	Male	47%	38%	<b>27%</b>	19%	18%	35%	-	*	-	*	24%	29%	*	32%	*	27%	-	-	-	-	*	
	Female	45%	35%	<b>34%</b>	23%	38%	30%	-	*	-	*	27%	43%	*	34%	43%	-	34%	-	*	-	-	
Grade 4	All	45%	40%	<b>51%</b>	38%	42%	72%	-	*	-	*	43%	61%	25%	56%	50%	50%	52%	-	*	-	*	
	Students																						
	CWD	28%	30%	<b>25%</b>	*	*	*	-	-	-	-	*	*	25%	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>56%</b>	45%	50%	70%	-	*	-	*	48%	66%	-	56%	57%	58%	53%	-	*	-	*	
	EL	29%	28%	<b>50%</b>	-	43%	*	-	-	-	-	50%	*	*	57%	50%	*	*	-	*	-	-	
	Male	43%	39%	<b>50%</b>	33%	33%	79%	-	*	-	*	39%	63%	*	58%	*	50%	-	-	*	-	*	
	Female	47%	42%	<b>52%</b>	42%	50%	64%	-	*	-	*	48%	58%	*	53%	*	-	52%	-	*	-	-	
Mathematics	All	48%	40%	<b>36%</b>	25%	33%	52%	-	*	-	*	28%	47%	17%	40%	44%	33%	40%	-	*	-	*	
	Students																						
	CWD	29%	30%	<b>17%</b>	*	*	*	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>40%</b>	30%	38%	52%	-	*	-	*	29%	53%	-	40%	38%	35%	44%	-	*	-	*	
	EL	38%	35%	<b>44%</b>	-	38%	*	-	-	-	-	43%	*	*	38%	44%	*	*	-	*	-	-	
	Male	48%	41%	<b>33%</b>	8%	38%	50%	-	*	-	*	25%	42%	*	35%	*	33%	-	-	*	-	*	
	Female	47%	40%	<b>40%</b>	42%	29%	55%	-	*	-	*	30%	53%	*	44%	*	-	40%	-	*	-	-	
Grade 5	All	53%	49%	<b>47%</b>	24%	50%	56%	*	56%	-	*	38%	55%	*	53%	22%	45%	49%	-	*	-	-	
	Students																						
	CWD	30%	25%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>53%</b>	30%	57%	63%	*	50%	-	*	45%	60%	-	53%	14%	53%	52%	-	*	-	-	
	EL	35%	30%	<b>22%</b>	-	*	*	-	*	-	-	*	*	*	14%	22%	*	*	-	-	-	-	
	Male	50%	46%	<b>45%</b>	27%	45%	42%	*	*	-	*	29%	58%	*	53%	*	45%	-	-	-	-	-	
	Female	56%	51%	<b>49%</b>	21%	54%	77%	-	*	-	-	46%	52%	*	52%	*	-	49%	-	*	-	-	
Mathematics	All	57%	50%	<b>45%</b>	28%	46%	47%	*	78%	-	*	30%	60%	*	51%	44%	43%	48%	-	*	-	-	
	Students																						
	CWD	34%	24%	*	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>51%</b>	35%	52%	52%	*	75%	-	*	37%	65%	-	51%	43%	50%	52%	-	*	-	-	
	EL	46%	39%	<b>44%</b>	-	*	*	-	*	-	-	*	*	*	43%	44%	*	*	-	-	-	-	
	Male	57%	49%	<b>43%</b>	18%	55%	37%	*	*	-	*	33%	50%	*	50%	*	43%	-	-	-	-	-	
	Female	58%	50%	<b>48%</b>	36%	38%	62%	*	80%	-	-	28%	71%	*	52%	*	-	48%	-	*	-	-	
Science	All	40%	34%	<b>21%</b>	12%	17%	25%	*	44%	-	*	16%	26%	*	22%	*	23%	18%	-	*	-	-	
	Students																						
	CWD	25%	18%	*	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>22%</b>	15%	19%	26%	*	38%	-	*	18%	25%	-	22%	*	25%	19%	-	*	-	-	
	EL	24%	18%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	42%	35%	<b>23%</b>	9%	27%	21%	*	*	-	*	19%	27%	*	25%	*	23%	-	-	-	-	-	
	Female	38%	32%	<b>18%</b>	14%	8%	31%	*	*	-	-	13%	24%	*	19%	*	-	18%	-	*	-	-	

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
<b>Grade 6</b>																							
Reading	All	38%	37%	<b>41%</b>	29%	38%	52%	*	60%	-	*	33%	50%	*	43%	33%	36%	46%	-	*	-	*	
	Students																						
	CWD	22%	22%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	40%	38%	<b>43%</b>	33%	41%	54%	*	60%	-	*	38%	49%	-	43%	29%	38%	48%	-	*	-	*	
	EL	14%	15%	<b>33%</b>	-	*	-	-	*	-	-	29%	*	*	29%	33%	*	*	-	-	-	-	
	Male	34%	32%	<b>36%</b>	22%	13%	61%	-	*	-	-	22%	50%	*	38%	*	36%	-	-	*	-	*	
	Female	42%	42%	<b>46%</b>	33%	73%	38%	*	*	-	*	42%	50%	*	48%	*	-	46%	-	*	-	-	
Mathematics	All	43%	46%	<b>30%</b>	21%	16%	45%	*	100%	-	*	25%	37%	18%	33%	27%	31%	30%	-	*	-	*	
	Students																						
	CWD	23%	27%	<b>18%</b>	*	*	*	-	-	-	-	*	*	18%	-	*	*	*	-	*	-	-	
	CWOD	46%	48%	<b>33%</b>	24%	18%	46%	*	100%	-	*	30%	36%	-	33%	29%	35%	31%	-	*	-	*	
	EL	24%	31%	<b>27%</b>	-	11%	-	-	*	-	-	38%	*	*	29%	27%	25%	*	-	-	-	-	
	Male	44%	46%	<b>31%</b>	11%	5%	56%	-	*	-	-	23%	39%	*	35%	25%	31%	-	-	*	-	*	
	Female	42%	46%	<b>30%</b>	27%	33%	31%	*	*	-	*	26%	35%	*	31%	*	-	30%	-	*	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All	24%	19%	<b>19%</b>	10%	17%	23%	-	*	-	*	12%	25%	7%	21%	9%	29%	9%	-	*	-	*	
	Students																						
	CWD	9%	7%	<b>7%</b>	*	*	*	-	*	-	*	*	*	7%	-	*	*	*	-	-	-	-	
	CWOD	26%	20%	<b>21%</b>	13%	19%	23%	-	*	-	*	12%	29%	-	21%	11%	35%	10%	-	*	-	*	
	EL	15%	16%	<b>9%</b>	*	*	-	-	*	-	-	0%	*	*	11%	9%	*	14%	-	-	-	-	
	Male	22%	17%	<b>29%</b>	19%	27%	41%	-	*	-	*	14%	39%	*	35%	*	29%	-	-	-	-	*	
Female	26%	20%	<b>9%</b>	0%	8%	9%	-	*	-	*	10%	9%	*	10%	14%	-	9%	-	*	-	-		
Mathematics	All	22%	15%	<b>9%</b>	3%	13%	10%	-	0%	-	*	6%	12%	0%	10%	0%	10%	8%	-	*	-	*	
	Students																						
	CWD	12%	5%	<b>0%</b>	*	*	*	-	*	-	*	*	*	0%	-	*	*	*	-	-	-	-	
	CWOD	24%	16%	<b>10%</b>	4%	14%	11%	-	*	-	*	7%	13%	-	10%	0%	14%	8%	-	*	-	*	
	EL	17%	16%	<b>0%</b>	*	*	-	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-	
	Male	23%	17%	<b>10%</b>	6%	18%	12%	-	*	-	*	5%	14%	*	14%	*	10%	-	-	-	-	*	
Female	21%	14%	<b>8%</b>	0%	8%	9%	-	*	-	*	7%	9%	*	8%	0%	-	8%	-	*	-	-		
<b>Grade 4</b>																							
Reading	All	23%	19%	<b>27%</b>	17%	27%	36%	-	*	-	*	24%	32%	8%	31%	25%	17%	38%	-	*	-	*	
	Students																						
	CWD	9%	9%	<b>8%</b>	*	*	*	-	-	-	-	*	*	8%	-	*	*	*	-	-	-	-	
	CWOD	25%	20%	<b>31%</b>	20%	35%	35%	-	*	-	*	28%	34%	-	31%	29%	19%	42%	-	*	-	*	
	EL	12%	11%	<b>25%</b>	-	29%	*	-	-	-	-	17%	*	*	29%	25%	*	*	-	-	-	-	
	Male	22%	18%	<b>17%</b>	8%	8%	29%	-	*	-	*	13%	21%	*	19%	*	17%	-	-	*	-	*	
Female	25%	21%	<b>38%</b>	25%	43%	45%	-	*	-	*	35%	42%	*	42%	*	-	38%	-	*	-	-		
Mathematics	All	26%	20%	<b>15%</b>	8%	11%	24%	-	*	-	*	11%	21%	8%	16%	0%	16%	14%	-	*	-	*	
	Students																						
	CWD	11%	10%	<b>8%</b>	*	*	*	-	-	-	-	*	*	8%	-	*	*	*	-	-	-	-	

					African	American	Two or Non		Econ		Non		Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	CWOD	28%	21%	<b>16%</b>	10%	14%	22%	-	*	-	*	12%	22%	-	16%	0%	19%	14%	-	*	-	*		
	EL	18%	14%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	*	-	-		
	Male	27%	21%	<b>16%</b>	8%	15%	21%	-	*	-	*	8%	26%	*	19%	*	16%	-	-	*	-	-		
	Female	25%	19%	<b>14%</b>	8%	7%	27%	-	*	-	*	13%	16%	*	14%	*	-	14%	-	*	-	-		
Grade 5	Reading	All	26%	23%	<b>22%</b>	12%	17%	22%	*	44%	-	*	13%	30%	*	23%	11%	19%	24%	-	*	-	-	
		Students																						
		CWD	9%	7%	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	27%	24%	<b>23%</b>	15%	19%	22%	*	38%	-	*	16%	30%	-	23%	0%	19%	26%	-	*	-	-	
		EL	12%	8%	<b>11%</b>	-	*	*	-	*	-	*	*	*	0%	11%	*	*	-	-	-	-	-	
		Male	24%	21%	<b>19%</b>	9%	9%	16%	*	*	-	*	5%	31%	*	19%	*	19%	-	-	-	-	-	
		Female	28%	25%	<b>24%</b>	14%	23%	31%	-	*	-	-	21%	29%	*	26%	*	-	24%	-	*	-	-	
Mathematics	All	30%	24%	<b>18%</b>	8%	13%	22%	*	44%	-	*	7%	30%	*	19%	22%	17%	20%	-	*	-	-		
	Students																							
		CWD	13%	7%	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	31%	26%	<b>19%</b>	10%	14%	22%	*	38%	-	*	8%	30%	-	19%	14%	17%	21%	-	*	-	-	
		EL	19%	13%	<b>22%</b>	-	*	*	-	*	-	*	*	*	14%	22%	*	*	-	-	-	-	-	
		Male	29%	24%	<b>17%</b>	0%	18%	16%	*	*	-	*	10%	23%	*	17%	*	17%	-	-	-	-	-	
		Female	30%	24%	<b>20%</b>	14%	8%	31%	*	40%	-	-	4%	38%	*	21%	*	-	20%	-	*	-	-	
Science	All	16%	13%	<b>9%</b>	8%	9%	9%	*	11%	-	*	4%	13%	*	9%	*	9%	9%	-	*	-	-		
	Students																							
		CWD	9%	5%	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	17%	14%	<b>9%</b>	10%	10%	7%	*	13%	-	*	5%	13%	-	9%	*	8%	10%	-	*	-	-	
		EL	7%	4%	*	-	*	*	-	*	-	*	*	*	*	*	*	*	-	-	-	-	-	
		Male	18%	14%	<b>9%</b>	9%	9%	11%	*	*	-	*	5%	12%	*	8%	*	9%	-	-	-	-	-	
		Female	15%	12%	<b>9%</b>	7%	8%	8%	*	*	-	-	4%	14%	*	10%	*	-	9%	-	*	-	-	
Grade 6	Reading	All	18%	17%	<b>21%</b>	17%	15%	29%	*	20%	-	*	14%	29%	*	22%	11%	18%	24%	-	*	-	*	
	Students																							
		CWD	8%	6%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	20%	19%	<b>22%</b>	19%	14%	31%	*	20%	-	*	15%	28%	-	22%	0%	19%	24%	-	*	-	*	
		EL	4%	5%	<b>11%</b>	-	*	-	-	*	-	-	14%	*	*	0%	11%	*	*	-	-	-	-	
		Male	15%	13%	<b>18%</b>	0%	7%	39%	-	*	-	-	4%	32%	*	19%	*	18%	-	-	*	-	*	
		Female	22%	22%	<b>24%</b>	27%	27%	15%	*	*	-	*	23%	25%	*	24%	*	-	24%	-	*	-	-	
Mathematics	All	18%	21%	<b>10%</b>	4%	3%	23%	*	20%	-	*	11%	9%	6%	11%	0%	12%	9%	-	*	-	*		
	Students																							
		CWD	9%	7%	<b>6%</b>	*	*	*	-	-	-	*	*	6%	-	*	*	*	-	-	-	-	*	
		CWOD	19%	22%	<b>11%</b>	5%	5%	23%	*	20%	-	*	15%	8%	-	11%	0%	14%	10%	-	*	-	*	
		EL	6%	9%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*	
		Male	18%	21%	<b>12%</b>	0%	0%	33%	-	*	-	-	12%	13%	*	14%	0%	12%	-	-	*	-	*	
		Female	17%	21%	<b>9%</b>	7%	8%	8%	*	*	-	*	11%	5%	*	10%	*	-	9%	-	*	-	-	

**STAAR Percent at Approaches Grade Level or Above**

						African		American		Pacific		Two or Non		Econ		Non				Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>72%</b>	59%	69%	83%	*	91%	-	61%	66%	78%	33%	79%	69%	67%	77%	-	65%	-	67%
		Students																					
		CWD	45%	38%	<b>33%</b>	*	26%	59%	*	100%	-	*	20%	50%	33%	-	56%	30%	38%	-	*	-	*
		CWOD	80%	76%	<b>79%</b>	69%	78%	87%	*	90%	-	66%	76%	82%	-	79%	72%	77%	81%	-	75%	-	75%
		EL	60%	59%	<b>69%</b>	*	63%	88%	-	76%	-	-	67%	76%	56%	72%	69%	67%	72%	-	*	-	-
		Male	74%	69%	<b>67%</b>	52%	59%	79%	*	96%	-	47%	58%	75%	30%	77%	67%	67%	-	-	*	-	67%
		Female	79%	76%	<b>77%</b>	64%	79%	87%	*	86%	-	75%	73%	82%	38%	81%	72%	-	77%	-	81%	-	-
Reading	All	All	73%	68%	<b>73%</b>	60%	73%	84%	*	86%	-	60%	67%	80%	36%	79%	68%	66%	80%	-	70%	-	*
		Students																					
		CWD	39%	32%	<b>36%</b>	*	31%	59%	-	*	-	*	19%	59%	36%	-	*	30%	50%	-	*	-	-
		CWOD	77%	72%	<b>79%</b>	69%	81%	87%	*	85%	-	64%	76%	83%	-	79%	70%	75%	83%	-	78%	-	*
		EL	52%	51%	<b>68%</b>	*	63%	*	-	67%	-	-	63%	80%	*	70%	68%	65%	71%	-	*	-	-
		Male	69%	64%	<b>66%</b>	50%	63%	78%	*	90%	-	*	56%	76%	30%	75%	65%	66%	-	-	*	-	*
		Female	77%	73%	<b>80%</b>	69%	82%	90%	*	83%	-	75%	77%	84%	50%	83%	71%	-	80%	-	86%	-	-
Mathematics	All	All	80%	75%	<b>73%</b>	59%	66%	86%	*	100%	-	60%	67%	79%	32%	80%	75%	69%	77%	-	55%	-	*
		Students																					
		CWD	52%	42%	<b>32%</b>	*	24%	65%	*	*	-	*	25%	43%	32%	-	56%	32%	33%	-	*	-	*
		CWOD	83%	79%	<b>80%</b>	69%	76%	89%	*	100%	-	64%	76%	84%	-	80%	81%	79%	81%	-	67%	-	*
		EL	70%	69%	<b>75%</b>	*	63%	*	-	100%	-	-	76%	73%	56%	81%	75%	68%	83%	-	*	-	-
		Male	78%	73%	<b>69%</b>	54%	56%	87%	*	100%	-	*	60%	77%	32%	79%	68%	69%	-	-	*	-	*
		Female	82%	78%	<b>77%</b>	63%	77%	85%	*	100%	-	75%	73%	81%	33%	81%	83%	-	77%	-	71%	-	-
Science	All	All	79%	74%	<b>64%</b>	52%	65%	69%	*	78%	-	*	60%	68%	*	72%	*	62%	67%	-	*	-	-
		Students																					
		CWD	48%	40%	*	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>72%</b>	65%	71%	74%	*	75%	-	*	71%	73%	-	72%	*	72%	71%	-	*	-	-
		EL	58%	57%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
		Male	78%	72%	<b>62%</b>	55%	55%	58%	*	*	-	*	62%	62%	*	72%	*	62%	-	-	-	-	-
		Female	80%	77%	<b>67%</b>	50%	69%	85%	*	*	-	-	58%	76%	*	71%	*	-	67%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>37%</b>	24%	34%	45%	*	68%	-	29%	30%	45%	17%	41%	33%	35%	39%	-	30%	-	44%
		Students																					
		CWD	23%	19%	<b>17%</b>	*	10%	31%	*	100%	-	*	11%	25%	17%	-	33%	15%	22%	-	*	-	*
		CWOD	50%	45%	<b>41%</b>	29%	39%	47%	*	65%	-	31%	34%	48%	-	41%	32%	40%	41%	-	35%	-	50%
		EL	26%	25%	<b>33%</b>	*	26%	38%	-	52%	-	-	28%	44%	33%	32%	33%	35%	31%	-	*	-	-
		Male	45%	40%	<b>35%</b>	19%	27%	46%	*	71%	-	33%	26%	43%	15%	40%	35%	35%	-	-	*	-	44%
		Female	50%	45%	<b>39%</b>	29%	41%	44%	*	66%	-	25%	33%	47%	22%	41%	31%	-	39%	-	31%	-	-
Reading	All	All	46%	41%	<b>43%</b>	27%	42%	52%	*	64%	-	40%	36%	50%	19%	47%	32%	40%	46%	-	40%	-	*
		Students																					
		CWD	22%	18%	<b>19%</b>	*	13%	35%	-	*	-	*	13%	27%	19%	-	*	14%	31%	-	*	-	-
		CWOD	48%	44%	<b>47%</b>	33%	48%	55%	*	60%	-	43%	41%	53%	-	47%	33%	47%	47%	-	44%	-	*
		EL	21%	21%	<b>32%</b>	*	29%	*	-	44%	-	-	26%	50%	*	33%	32%	30%	35%	-	*	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>40%</b>	25%	29%	54%	*	60%	-	*	27%	52%	14%	47%	30%	40%	-	-	*	-	*	
	Female	50%	47%	<b>46%</b>	30%	55%	50%	*	67%	-	38%	44%	48%	31%	47%	35%	-	46%	-	43%	-	-	
Mathematics	All	48%	42%	<b>35%</b>	24%	30%	43%	*	82%	-	20%	27%	45%	15%	39%	38%	33%	38%	-	18%	-	*	
	Students																						
	CWD	26%	21%	<b>15%</b>	*	10%	29%	*	*	-	*	11%	22%	15%	-	33%	15%	17%	-	*	-	*	
	CWOD	51%	45%	<b>39%</b>	28%	35%	45%	*	80%	-	21%	30%	48%	-	39%	39%	38%	40%	-	22%	-	*	
	EL	33%	31%	<b>38%</b>	*	26%	*	-	67%	-	-	34%	45%	33%	39%	38%	41%	33%	-	*	-	-	
	Male	47%	41%	<b>33%</b>	15%	26%	44%	*	80%	-	*	26%	40%	15%	38%	41%	33%	-	-	*	-	*	
	Female	49%	44%	<b>38%</b>	31%	35%	42%	*	83%	-	13%	28%	51%	17%	40%	33%	-	38%	-	14%	-	-	
Science	All	49%	46%	<b>21%</b>	12%	17%	25%	*	44%	-	*	16%	26%	*	22%	*	23%	18%	-	*	-	-	
	Students																						
	CWD	23%	18%	*	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>22%</b>	15%	19%	26%	*	38%	-	*	18%	25%	-	22%	*	25%	19%	-	*	-	-	
	EL	21%	20%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	50%	45%	<b>23%</b>	9%	27%	21%	*	*	-	*	19%	27%	*	25%	*	23%	-	-	-	-	-	
	Female	49%	46%	<b>18%</b>	14%	8%	31%	*	*	-	-	13%	24%	*	19%	*	-	18%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>16%</b>	10%	14%	21%	*	30%	-	19%	11%	22%	9%	18%	8%	16%	17%	-	4%	-	11%	
	Students																						
	CWD	8%	5%	<b>9%</b>	*	3%	21%	*	40%	-	*	3%	17%	9%	-	17%	9%	8%	-	*	-	*	
	CWOD	23%	20%	<b>18%</b>	12%	16%	21%	*	29%	-	21%	13%	23%	-	18%	6%	18%	18%	-	5%	-	13%	
	EL	9%	8%	<b>8%</b>	*	6%	0%	-	19%	-	-	3%	20%	17%	6%	8%	4%	13%	-	*	-	-	
	Male	20%	17%	<b>16%</b>	7%	11%	24%	*	25%	-	13%	8%	24%	9%	18%	4%	16%	-	-	*	-	11%	
	Female	22%	20%	<b>17%</b>	11%	16%	18%	*	34%	-	25%	14%	20%	8%	18%	13%	-	17%	-	6%	-	-	
Reading	All	19%	16%	<b>22%</b>	14%	19%	27%	*	36%	-	33%	16%	29%	11%	24%	14%	21%	23%	-	10%	-	*	
	Students																						
	CWD	7%	5%	<b>11%</b>	*	6%	24%	-	*	-	*	6%	18%	11%	-	*	11%	13%	-	*	-	-	
	CWOD	20%	18%	<b>24%</b>	16%	21%	27%	*	35%	-	36%	18%	30%	-	24%	10%	23%	24%	-	11%	-	*	
	EL	7%	7%	<b>14%</b>	*	13%	*	-	22%	-	-	7%	30%	*	10%	14%	5%	24%	-	*	-	-	
	Male	16%	13%	<b>21%</b>	10%	12%	31%	*	30%	-	*	9%	32%	11%	23%	5%	21%	-	-	*	-	*	
	Female	22%	20%	<b>23%</b>	17%	25%	22%	*	42%	-	38%	21%	25%	13%	24%	24%	-	23%	-	14%	-	-	
Mathematics	All	23%	20%	<b>13%</b>	6%	9%	19%	*	32%	-	7%	9%	18%	7%	14%	5%	14%	12%	-	0%	-	*	
	Students																						
	CWD	10%	5%	<b>7%</b>	*	0%	18%	*	*	-	*	0%	17%	7%	-	11%	7%	6%	-	*	-	*	
	CWOD	25%	21%	<b>14%</b>	7%	12%	19%	*	30%	-	7%	11%	18%	-	14%	3%	16%	13%	-	0%	-	*	
	EL	13%	11%	<b>5%</b>	*	0%	*	-	22%	-	-	0%	18%	11%	3%	5%	5%	6%	-	*	-	-	
	Male	23%	19%	<b>14%</b>	4%	11%	21%	*	30%	-	*	9%	19%	7%	16%	5%	14%	-	-	*	-	*	
	Female	24%	20%	<b>12%</b>	7%	8%	17%	*	33%	-	13%	9%	17%	6%	13%	6%	-	12%	-	0%	-	-	
Science	All	22%	20%	<b>9%</b>	8%	9%	9%	*	11%	-	*	4%	13%	*	9%	*	9%	9%	-	*	-	-	
	Students																						
	CWD	7%	4%	*	*	*	*	*	*	-	-	*	*	*	-	*	*	*	-	-	-	-	



	State	District	Campus	African American	Hispanic	White	Indian	American Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	9%	10%	10%	7%	*	13%	-	*	5%	13%	-	9%	*	8%	10%	-	*	-	-
EL	5%	5%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
Male	23%	20%	9%	9%	9%	11%	*	*	-	*	5%	12%	*	8%	*	9%	-	-	-	-	-
Female	21%	20%	9%	7%	8%	8%	*	*	-	-	4%	14%	*	10%	*	-	9%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	61	60	58	63	*	70	-	68	58	49	56
CWD	49	*	50	54	-	*	-	-	40	49	*
CWOD	63	64	60	65	*	68	-	68	61	-	53
EL	56	-	47	*	-	*	-	-	59	*	56
Male	62	60	49	69	*	*	-	*	51	39	50
Female	61	59	67	54	*	75	-	*	64	65	67
<b>Mathematics</b>											
All Students	56	58	49	63	*	63	-	*	54	55	52
CWD	55	50	50	58	*	*	-	-	50	55	71
CWOD	56	60	48	63	*	61	-	*	54	-	45
EL	52	-	48	*	-	*	-	-	45	71	52
Male	54	50	50	59	*	*	-	*	45	59	53
Female	59	65	47	67	*	63	-	*	61	47	50

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
71	24	34%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	42	31	39	50	*	63	-	36	36	20	37	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	N					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Y
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	Y
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	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	99%	100%	99%	100%	99%	-
	CWD	99%	100%	98%	100%	*	100%	-	*	99%	100%	99%	-	94%	100%	97%	-
	CWOD	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	99%	*	98%	100%	-	100%	-	-	98%	100%	94%	100%	99%	100%	98%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	99%	*	100%	-	100%	100%	99%	97%	99%	98%	-	99%	-
Reading	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	98%	*	100%	-	100%	100%	99%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	98%	*	100%	-	100%	100%	99%	100%	99%	100%	-	99%	-
Science	All Students	99%	100%	96%	100%	*	100%	-	*	98%	100%	93%	100%	89%	100%	98%	-
	CWD	93%	100%	*	100%	*	*	-	-	88%	100%	93%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	89%	-	*	*	-	*	-	-	*	*	*	100%	89%	*	*	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	98%	100%	92%	100%	*	100%	-	-	96%	100%	*	100%	*	-	98%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	1%	0%	1%	0%	1%	-
	CWD	1%	0%	3%	0%	*	0%	-	*	1%	0%	1%	-	6%	0%	3%	-
	CWOD	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	1%	*	2%	0%	-	0%	-	-	2%	0%	6%	0%	1%	0%	3%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	1%	*	0%	-	0%	0%	1%	3%	1%	3%	-	1%	-
Reading	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	1%	-	0%	0%	0%	1%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	2%	*	0%	-	0%	0%	1%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	2%	*	0%	-	0%	0%	1%	0%	1%	0%	-	1%	-
Science	All Students	1%	0%	4%	0%	*	0%	-	*	2%	0%	7%	0%	11%	0%	2%	-
	CWD	7%	0%	*	0%	*	*	-	-	13%	0%	7%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	11%	-	*	*	-	*	-	-	*	*	*	0%	11%	*	*	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	2%	0%	8%	0%	*	0%	-	-	4%	0%	*	0%	*	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	49	20	8	17	*	*	*	*	5		
	Female	9	5	*	*	*	*	*	*	*		
	Total	58	25	10	19	*	*	*	*	5		
<b>Out-of-School Suspensions</b>												
	Male	11	5	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	11	5	*	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	20	5	*	11	*	*	*	*	*		8
	Female	*	*	*	*	*	*	*	*	*		*
	Total	24	7	*	13	*	*	*	*	*		10
Out-of-School Suspensions	Male	8	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	23	8	5	8	*	*	*	*	*	5	5
	Female	35	8	8	17	*	*	*	*	*	*	*
	Total	58	16	13	25	*	*	*	*	*	7	7

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	28	5	5	14	*	*	*	*	5	*
	Female	16	5	5	*	*	*	*	*	5	*
	Total	44	10	10	16	*	*	*	*	10	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.0	17.3%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** MOORE EL

**Campus ID:** 220901144

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17													
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		CWD		CWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military						
<b>STAAR Percent at Approaches Grade Level or Above</b>																										
<b>Grade 3</b>																										
Reading	All	77%	70%	<b>86%</b>	78%	84%	94%	-	*	*	*	80%	90%	73%	88%	80%	88%	85%	-	-	-	-	-	*		
	Students																									
	CWD	51%	46%	<b>73%</b>	*	*	83%	-	-	-	*	*	78%	73%	-	*	78%	*	-	-	-	-	-	-		
	CWOD	79%	72%	<b>88%</b>	77%	92%	96%	-	*	*	*	83%	91%	-	88%	89%	90%	87%	-	-	-	-	-	*		
	EL	70%	69%	<b>80%</b>	-	*	*	-	*	-	-	83%	*	*	89%	80%	*	*	-	-	-	-	-	-		
	Male	74%	68%	<b>88%</b>	91%	87%	92%	-	*	-	*	82%	92%	78%	90%	*	88%	-	-	-	-	-	-	-	*	
	Female	79%	73%	<b>85%</b>	67%	81%	96%	-	*	*	*	79%	88%	*	87%	*	-	85%	-	-	-	-	-	-	-	
Mathematics	All	77%	71%	<b>81%</b>	65%	71%	92%	-	*	*	71%	78%	82%	67%	83%	90%	85%	76%	-	-	-	-	-	*		
	Students																									
	CWD	52%	43%	<b>67%</b>	*	*	83%	-	-	-	*	*	67%	67%	-	*	67%	*	-	-	-	-	-	-		
	CWOD	80%	73%	<b>83%</b>	64%	79%	93%	-	*	*	*	80%	84%	-	83%	100%	88%	77%	-	-	-	-	-	-	*	
	EL	74%	73%	<b>90%</b>	-	*	*	-	*	-	-	83%	*	*	100%	90%	100%	*	-	-	-	-	-	-	-	
	Male	77%	70%	<b>85%</b>	73%	73%	96%	-	*	-	83%	82%	86%	67%	88%	100%	85%	-	-	-	-	-	-	-	*	
	Female	78%	71%	<b>76%</b>	58%	69%	88%	-	*	*	*	74%	78%	*	77%	*	-	76%	-	-	-	-	-	-	-	
<b>Grade 4</b>																										
Reading	All	72%	67%	<b>75%</b>	60%	73%	80%	*	*	-	*	66%	79%	68%	76%	83%	77%	72%	-	*	-	-	-	-	*	
	Students																									
	CWD	46%	47%	<b>68%</b>	*	*	82%	-	-	-	*	56%	80%	68%	-	-	79%	*	-	*	-	-	-	-	-	
	CWOD	75%	69%	<b>76%</b>	69%	72%	79%	*	*	-	*	69%	79%	-	76%	83%	77%	75%	-	*	-	-	-	-	-	*
	EL	60%	56%	<b>83%</b>	-	*	*	-	*	-	-	*	*	-	83%	83%	*	*	-	-	-	-	-	-	-	-
	Male	70%	64%	<b>77%</b>	64%	72%	82%	-	*	-	*	71%	80%	79%	77%	*	77%	-	-	-	-	-	-	-	-	*
	Female	75%	70%	<b>72%</b>	*	74%	77%	*	*	-	*	61%	79%	*	75%	*	-	72%	-	*	-	-	-	-	-	-
Mathematics	All	77%	74%	<b>84%</b>	71%	84%	89%	*	*	-	*	72%	90%	57%	90%	86%	84%	85%	-	*	-	-	-	-	*	
	Students																									
	CWD	49%	49%	<b>57%</b>	*	*	67%	-	-	-	*	42%	73%	57%	-	*	67%	*	-	*	-	-	-	-	-	
	CWOD	81%	76%	<b>90%</b>	85%	88%	94%	*	*	-	*	83%	93%	-	90%	100%	89%	90%	-	*	-	-	-	-	-	*
	EL	72%	72%	<b>86%</b>	-	*	*	-	*	-	-	*	*	*	100%	86%	*	*	-	-	-	-	-	-	-	-
	Male	77%	72%	<b>84%</b>	69%	84%	88%	-	*	-	*	75%	88%	67%	89%	*	84%	-	-	-	-	-	-	-	-	*
	Female	78%	76%	<b>85%</b>	*	84%	91%	*	*	-	*	70%	93%	*	90%	*	-	85%	-	*	-	-	-	-	-	-
<b>Grade 5</b>																										
Reading	All	83%	80%	<b>90%</b>	82%	90%	92%	-	100%	-	88%	87%	91%	53%	95%	*	89%	91%	-	*	-	-	-	-	-	
	Students																									
	CWD	54%	47%	<b>53%</b>	*	75%	*	-	-	-	-	*	56%	53%	-	*	63%	*	-	-	-	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	87%	83%	<b>95%</b>	93%	95%	97%	-	100%	-	88%	96%	95%	-	95%	*	94%	97%	-	*	-	-
	EL	73%	70%	*	*	*	*	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	81%	77%	<b>89%</b>	86%	81%	93%	-	*	-	*	86%	90%	63%	94%	*	89%	-	-	-	-	-
	Female	86%	82%	<b>91%</b>	80%	100%	92%	-	*	-	*	88%	92%	*	97%	*	-	91%	-	*	-	-
Mathematics	All	90%	85%	<b>92%</b>	71%	97%	94%	-	100%	-	100%	90%	92%	67%	95%	*	91%	93%	-	*	-	-
	Students																					
	CWD	70%	56%	<b>67%</b>	*	88%	*	-	-	-	*	67%	67%	-	*	75%	*	-	-	-	-	-
	CWOD	92%	89%	<b>95%</b>	79%	100%	97%	-	100%	-	100%	96%	95%	-	95%	*	94%	97%	-	*	-	-
	EL	86%	81%	*	*	*	*	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	89%	84%	<b>91%</b>	71%	94%	93%	-	*	-	*	86%	93%	75%	94%	*	91%	-	-	-	-	-
	Female	91%	86%	<b>93%</b>	70%	100%	94%	-	*	-	100%	94%	92%	*	97%	*	-	93%	-	*	-	-
Science	All	75%	69%	<b>80%</b>	44%	79%	89%	-	100%	-	71%	70%	83%	47%	84%	*	85%	75%	-	*	-	-
	Students																					
	CWOD	48%	38%	<b>47%</b>	*	63%	*	-	-	-	*	56%	47%	-	*	63%	*	-	-	-	-	-
	CWOD	78%	72%	<b>84%</b>	47%	86%	93%	-	100%	-	71%	79%	86%	-	84%	*	89%	80%	-	*	-	-
	EL	62%	57%	*	*	*	*	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	76%	69%	<b>85%</b>	71%	69%	96%	-	*	-	*	64%	93%	63%	89%	*	85%	-	-	-	-	-
	Female	75%	69%	<b>75%</b>	*	92%	83%	-	*	-	*	75%	75%	*	80%	*	-	75%	-	*	-	-
Grade 6	All	68%	67%	<b>81%</b>	71%	74%	86%	-	*	-	100%	82%	81%	52%	88%	63%	78%	84%	-	*	*	*
	Students																					
	CWD	35%	33%	<b>52%</b>	*	*	58%	-	-	-	*	64%	52%	-	*	38%	70%	-	-	*	*	
	CWOD	71%	70%	<b>88%</b>	80%	80%	91%	-	*	-	100%	97%	84%	-	88%	*	90%	86%	-	*	-	*
	EL	42%	46%	<b>63%</b>	-	*	*	-	*	-	*	*	*	*	63%	*	*	-	-	-	-	-
	Male	63%	61%	<b>78%</b>	55%	62%	93%	-	-	-	*	71%	80%	38%	90%	*	78%	-	-	*	-	-
	Female	72%	73%	<b>84%</b>	100%	81%	81%	-	*	-	*	88%	82%	70%	86%	*	-	84%	-	-	*	*
Mathematics	All	76%	76%	<b>83%</b>	71%	85%	83%	-	*	-	100%	79%	85%	52%	89%	75%	80%	85%	-	*	*	*
	Students																					
	CWD	50%	46%	<b>52%</b>	*	*	67%	-	-	-	*	57%	52%	-	*	*	80%	-	-	*	*	
	CWOD	79%	80%	<b>89%</b>	90%	93%	86%	-	*	-	100%	90%	89%	-	89%	83%	95%	86%	-	*	-	*
	EL	61%	67%	<b>75%</b>	-	*	*	-	*	-	*	*	*	*	83%	75%	*	*	-	-	-	-
	Male	76%	76%	<b>80%</b>	55%	77%	90%	-	-	-	*	71%	83%	*	95%	*	80%	-	-	*	-	-
	Female	77%	77%	<b>85%</b>	100%	90%	79%	-	*	-	*	83%	86%	80%	86%	*	-	85%	-	-	*	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	All	43%	35%	<b>59%</b>	48%	52%	69%	-	*	*	*	49%	65%	40%	62%	50%	61%	58%	-	-	-	*
	Students																					
	CWD	28%	21%	<b>40%</b>	*	*	50%	-	-	-	*	*	44%	40%	-	*	33%	*	-	-	-	-
	CWOD	44%	36%	<b>62%</b>	45%	63%	72%	-	*	*	*	51%	68%	-	62%	56%	66%	58%	-	-	-	*
	EL	32%	32%	<b>50%</b>	-	*	*	-	*	-	-	67%	*	*	56%	50%	*	*	-	-	-	-
	Male	40%	33%	<b>61%</b>	64%	53%	65%	-	*	-	*	50%	68%	33%	66%	*	61%	-	-	-	-	*
	Female	45%	37%	<b>58%</b>	33%	50%	73%	-	*	*	*	47%	63%	*	58%	*	-	58%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>50%</b>	39%	35%	56%	-	*	*	71%	44%	53%	40%	51%	70%	56%	44%	-	-	-	*	
	Students																						
	CWD	30%	23%	<b>40%</b>	*	*	50%	-	-	-	*	*	44%	40%	-	*	33%	*	-	-	-	-	-
	CWOD	48%	38%	<b>51%</b>	36%	42%	57%	-	*	*	*	46%	54%	-	51%	78%	60%	43%	-	-	-	-	*
	EL	39%	38%	<b>70%</b>	-	*	*	-	*	-	-	67%	*	*	78%	70%	80%	*	-	-	-	-	-
	Female	45%	35%	<b>44%</b>	25%	38%	50%	-	*	*	*	37%	48%	*	43%	*	-	44%	-	-	-	-	-
Grade 4 Reading	All	45%	40%	<b>47%</b>	27%	43%	54%	*	*	-	*	34%	53%	32%	50%	33%	41%	54%	-	*	-	*	
	Students																						
	CWD	28%	30%	<b>32%</b>	*	*	45%	-	-	-	*	0%	60%	32%	-	-	36%	*	-	*	-	-	-
	CWOD	47%	41%	<b>50%</b>	31%	47%	56%	*	*	-	*	43%	52%	-	50%	33%	42%	57%	-	*	-	-	*
	EL	29%	28%	<b>33%</b>	-	*	*	-	*	-	-	*	*	-	33%	33%	*	*	-	-	-	-	-
	Female	47%	42%	<b>54%</b>	*	42%	66%	*	*	-	*	43%	60%	*	57%	*	-	54%	-	*	-	-	-
Mathematics	All	48%	40%	<b>53%</b>	35%	55%	56%	*	*	-	*	36%	61%	43%	55%	43%	52%	54%	-	*	-	*	
	Students																						
	CWD	29%	30%	<b>43%</b>	*	*	58%	-	-	-	*	25%	64%	43%	-	*	50%	*	-	*	-	-	-
	CWOD	50%	42%	<b>55%</b>	46%	56%	56%	*	*	-	*	40%	61%	-	55%	50%	53%	57%	-	*	-	-	*
	EL	38%	35%	<b>43%</b>	-	*	*	-	*	-	-	*	*	-	50%	43%	*	*	-	-	-	-	-
	Female	47%	40%	<b>54%</b>	*	42%	63%	*	*	-	*	35%	64%	*	57%	*	-	54%	-	*	-	-	-
Grade 5 Reading	All	53%	49%	<b>70%</b>	29%	69%	79%	-	100%	-	75%	67%	72%	27%	77%	*	69%	72%	-	*	-	-	
	Students																						
	CWD	30%	25%	<b>27%</b>	*	25%	*	-	-	-	*	22%	27%	-	*	50%	*	-	-	-	-	-	-
	CWOD	56%	51%	<b>77%</b>	29%	86%	83%	-	100%	-	75%	75%	77%	-	77%	*	72%	80%	-	*	-	-	-
	EL	35%	30%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Female	56%	51%	<b>72%</b>	30%	69%	81%	-	*	-	*	75%	71%	*	80%	*	-	72%	-	*	-	-	-
Mathematics	All	57%	50%	<b>66%</b>	24%	76%	71%	-	80%	-	63%	60%	67%	47%	68%	*	64%	67%	-	*	-	-	
	Students																						
	CWD	34%	24%	<b>47%</b>	*	63%	*	-	-	-	*	56%	47%	-	*	63%	*	-	-	-	-	-	-
	CWOD	60%	52%	<b>68%</b>	21%	81%	75%	-	80%	-	63%	67%	69%	-	68%	*	64%	72%	-	*	-	-	-
	EL	46%	39%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Female	58%	50%	<b>67%</b>	20%	92%	75%	-	*	-	40%	69%	67%	*	72%	*	-	67%	-	*	-	-	-
Science	All	40%	34%	<b>44%</b>	11%	48%	51%	-	60%	-	43%	37%	47%	27%	47%	*	51%	39%	-	*	-	-	
	Students																						
	CWD	25%	18%	<b>27%</b>	*	38%	*	-	-	-	*	33%	27%	-	*	50%	*	-	-	-	-	-	-
	CWOD	42%	35%	<b>47%</b>	7%	52%	54%	-	60%	-	43%	42%	48%	-	47%	*	51%	43%	-	*	-	-	-
	EL	24%	18%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Female	38%	32%	<b>39%</b>	*	46%	44%	-	*	-	*	44%	37%	*	43%	*	-	39%	-	*	-	-	-



					African	American	Pacific	Two	More	Econ	Non										Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 6	Reading	All	38%	37%	<b>55%</b>	47%	41%	59%	-	*	-	83%	50%	57%	35%	59%	50%	51%	58%	-	*	*	*	
		Students																						
		CWD	22%	22%	<b>35%</b>	*	*	33%	-	-	-	-	*	36%	35%	-	*	23%	50%	-	-	*	*	
		CWOD	40%	38%	<b>59%</b>	50%	43%	64%	-	*	-	83%	55%	60%	-	59%	*	60%	59%	-	*	-	*	
		EL	14%	15%	<b>50%</b>	-	*	*	-	*	-	-	*	*	*	*	50%	*	*	-	-	-	-	
		Male	34%	32%	<b>51%</b>	45%	31%	62%	-	-	-	*	50%	51%	23%	60%	*	51%	-	-	*	-	-	
	Female	42%	42%	<b>58%</b>	50%	48%	57%	-	*	-	*	50%	61%	50%	59%	*	-	58%	-	-	*	*		
	Mathematics	All	43%	46%	<b>59%</b>	53%	56%	61%	-	*	-	50%	53%	61%	43%	62%	63%	64%	55%	-	*	*	*	
		Students																						
		CWD	23%	27%	<b>43%</b>	*	*	50%	-	-	-	-	*	43%	43%	-	*	*	70%	-	-	*	*	
CWOD		46%	48%	<b>62%</b>	60%	60%	63%	-	*	-	50%	55%	64%	-	62%	67%	76%	53%	-	*	-	*		
EL		24%	31%	<b>63%</b>	-	*	*	-	*	-	-	*	*	*	67%	63%	*	*	-	-	-	-		
Male		44%	46%	<b>64%</b>	45%	62%	72%	-	-	-	*	50%	68%	*	76%	*	64%	-	-	*	-	-		
Female	42%	46%	<b>55%</b>	67%	52%	53%	-	*	-	*	54%	55%	70%	53%	*	-	55%	-	-	*	*			
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3	Reading	All	24%	19%	<b>36%</b>	30%	19%	46%	-	*	*	*	34%	36%	13%	39%	30%	34%	37%	-	-	-	*	
		Students																						
		CWD	9%	7%	<b>13%</b>	*	*	33%	-	-	-	*	*	0%	13%	-	*	11%	*	-	-	-	-	
		CWOD	26%	20%	<b>39%</b>	32%	25%	48%	-	*	*	*	34%	41%	-	39%	33%	38%	40%	-	-	-	*	
		EL	15%	16%	<b>30%</b>	-	*	*	-	*	-	-	50%	*	*	33%	30%	*	*	-	-	-	-	
		Male	22%	17%	<b>34%</b>	36%	20%	42%	-	*	-	*	41%	30%	11%	38%	*	34%	-	-	-	-	*	
	Female	26%	20%	<b>37%</b>	25%	19%	50%	-	*	*	*	26%	43%	*	40%	*	-	37%	-	-	-	-		
	Mathematics	All	22%	15%	<b>23%</b>	26%	13%	27%	-	*	*	14%	15%	27%	13%	24%	20%	29%	17%	-	-	-	*	
		Students																						
		CWD	12%	5%	<b>13%</b>	*	*	17%	-	-	-	*	*	11%	13%	-	*	0%	*	-	-	-	-	
CWOD		24%	16%	<b>24%</b>	23%	17%	28%	-	*	*	*	14%	29%	-	24%	22%	34%	15%	-	-	-	*		
EL		17%	16%	<b>20%</b>	-	*	*	-	*	-	-	33%	*	*	22%	20%	20%	*	-	-	-	-		
Male		23%	17%	<b>29%</b>	36%	20%	35%	-	*	-	17%	14%	38%	0%	34%	20%	29%	-	-	-	-	*		
Female	21%	14%	<b>17%</b>	17%	6%	19%	-	*	*	*	16%	18%	*	15%	*	-	17%	-	-	-	-			
Grade 4	Reading	All	23%	19%	<b>27%</b>	20%	24%	30%	*	*	-	*	14%	34%	11%	30%	33%	17%	38%	-	*	-	*	
		Students																						
		CWD	9%	9%	<b>11%</b>	*	*	9%	-	-	-	*	0%	20%	11%	-	-	7%	*	-	*	-	-	
		CWOD	25%	20%	<b>30%</b>	23%	25%	33%	*	*	-	*	17%	35%	-	30%	33%	19%	40%	-	*	-	*	
		EL	12%	11%	<b>33%</b>	-	*	*	-	*	-	-	*	*	-	33%	33%	*	*	-	-	-	-	
		Male	22%	18%	<b>17%</b>	18%	17%	13%	-	*	-	*	5%	22%	7%	19%	*	17%	-	-	-	-	*	
	Female	25%	21%	<b>38%</b>	*	32%	49%	*	*	-	*	22%	48%	*	40%	*	-	38%	-	*	-	-		
	Mathematics	All	26%	20%	<b>30%</b>	12%	29%	33%	*	*	-	*	15%	38%	9%	34%	0%	23%	38%	-	*	-	*	
		Students																						
		CWD	11%	10%	<b>9%</b>	*	*	0%	-	-	-	*	8%	9%	9%	-	*	11%	*	-	*	-	-	
CWOD		28%	21%	<b>34%</b>	15%	28%	40%	*	*	-	*	17%	41%	-	34%	0%	26%	42%	-	*	-	*		
EL	18%	14%	<b>0%</b>	-	*	*	-	*	-	-	*	*	*	0%	0%	*	*	-	-	-	-			

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	27%	21%	<b>23%</b>	15%	32%	18%	-	*	-	*	13%	27%	11%	26%	*	23%	-	-	-	-	*
	Female	25%	19%	<b>38%</b>	*	26%	51%	*	*	-	*	17%	50%	*	42%	*	-	38%	-	*	-	-
Grade 5	All	26%	23%	<b>40%</b>	18%	41%	44%	-	60%	-	38%	40%	40%	0%	46%	*	31%	48%	-	*	-	-
	Students																					
	CWD	9%	7%	<b>0%</b>	*	0%	*	-	-	-	-	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	27%	24%	<b>46%</b>	21%	57%	47%	-	60%	-	38%	50%	45%	-	46%	*	36%	53%	-	*	-	-
	EL	12%	8%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	24%	21%	<b>31%</b>	14%	31%	33%	-	*	-	*	21%	34%	0%	36%	*	31%	-	-	-	-	-
	Female	28%	25%	<b>48%</b>	20%	54%	53%	-	*	-	*	56%	45%	*	53%	*	-	48%	-	*	-	-
Mathematics	All	30%	24%	<b>34%</b>	12%	38%	40%	-	40%	-	25%	27%	37%	20%	36%	*	29%	39%	-	*	-	-
	Students																					
	CWD	13%	7%	<b>20%</b>	*	25%	*	-	-	-	-	*	33%	20%	-	*	25%	*	-	-	-	-
	CWOD	31%	26%	<b>36%</b>	7%	43%	42%	-	40%	-	25%	33%	37%	-	36%	*	30%	42%	-	*	-	-
	EL	19%	13%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	29%	24%	<b>29%</b>	14%	25%	33%	-	*	-	*	7%	37%	25%	30%	*	29%	-	-	-	-	-
	Female	30%	24%	<b>39%</b>	10%	54%	44%	-	*	-	20%	44%	37%	*	42%	*	-	39%	-	*	-	-
Science	All	16%	13%	<b>20%</b>	6%	24%	24%	-	40%	-	0%	23%	20%	13%	21%	*	22%	19%	-	*	-	-
	Students																					
	CWD	9%	5%	<b>13%</b>	*	13%	*	-	-	-	-	*	11%	13%	-	*	25%	*	-	-	-	-
	CWOD	17%	14%	<b>21%</b>	0%	29%	25%	-	40%	-	0%	25%	20%	-	21%	*	21%	22%	-	*	-	-
	EL	7%	4%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	18%	14%	<b>22%</b>	14%	25%	26%	-	*	-	*	21%	22%	25%	21%	*	22%	-	-	-	-	-
	Female	15%	12%	<b>19%</b>	*	23%	22%	-	*	-	*	25%	18%	*	22%	*	-	19%	-	*	-	-
Grade 6	All	18%	17%	<b>27%</b>	18%	24%	30%	-	*	-	33%	21%	30%	4%	32%	13%	24%	30%	-	*	*	*
	Students																					
	CWD	8%	6%	<b>4%</b>	*	*	8%	-	-	-	-	*	7%	4%	-	*	0%	10%	-	-	*	*
	CWOD	20%	19%	<b>32%</b>	30%	27%	34%	-	*	-	33%	28%	34%	-	32%	*	31%	33%	-	*	-	*
	EL	4%	5%	<b>13%</b>	-	*	*	-	*	-	-	*	*	*	*	13%	*	*	-	-	-	-
	Male	15%	13%	<b>24%</b>	27%	8%	31%	-	-	-	*	21%	24%	0%	31%	*	24%	-	-	*	-	-
	Female	22%	22%	<b>30%</b>	0%	33%	30%	-	*	-	*	21%	34%	10%	33%	*	-	30%	-	-	*	*
Mathematics	All	18%	21%	<b>29%</b>	24%	38%	28%	-	*	-	0%	29%	29%	17%	31%	13%	25%	31%	-	*	*	*
	Students																					
	CWD	9%	7%	<b>17%</b>	*	*	25%	-	-	-	-	*	21%	17%	-	*	*	30%	-	-	*	*
	CWOD	19%	22%	<b>31%</b>	30%	43%	28%	-	*	-	0%	34%	30%	-	31%	17%	31%	31%	-	*	-	*
	EL	6%	9%	<b>13%</b>	-	*	*	-	*	-	-	*	*	*	17%	13%	*	*	-	-	-	-
	Male	18%	21%	<b>25%</b>	18%	31%	28%	-	-	-	*	14%	29%	*	31%	*	25%	-	-	*	-	-
	Female	17%	21%	<b>31%</b>	33%	43%	28%	-	*	-	*	38%	29%	30%	31%	*	-	31%	-	-	*	*

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>83%</b>	68%	82%	88%	*	100%	*	80%	78%	86%	59%	88%	76%	84%	83%	-	89%	*	90%
	Students																					

				African	Hispanic	White	American	Indian	Asian	Pacific	More	Econ	Non	Disadv	Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
	CWD	45%	38%	<b>59%</b>	42%	61%	65%	-	-	-	*	49%	66%	59%	-	*	61%	56%	-	*	*	*	*	
	CWOD	80%	76%	<b>88%</b>	74%	86%	91%	*	100%	*	82%	85%	89%	-	88%	85%	89%	86%	-	100%	-	88%	88%	
	EL	60%	59%	<b>76%</b>	*	68%	71%	-	100%	-	-	75%	77%	*	85%	76%	71%	81%	-	-	-	-	-	
	Male	74%	69%	<b>84%</b>	70%	78%	91%	-	100%	-	89%	77%	87%	61%	89%	71%	84%	-	-	*	-	*	*	
	Female	79%	76%	<b>83%</b>	67%	85%	86%	*	100%	*	72%	78%	85%	56%	86%	81%	-	83%	-	86%	*	*	100%	
Reading	All	73%	68%	<b>83%</b>	74%	79%	87%	*	100%	*	77%	78%	85%	61%	87%	70%	83%	83%	-	*	*	*	100%	
	Students																							
	CWD	39%	32%	<b>61%</b>	46%	63%	67%	-	-	-	*	50%	69%	61%	-	*	64%	57%	-	*	*	*	*	
	CWOD	77%	72%	<b>87%</b>	80%	83%	90%	*	100%	*	79%	85%	87%	-	87%	78%	87%	86%	-	*	-	*	*	
	EL	52%	51%	<b>70%</b>	*	62%	63%	-	100%	-	-	69%	71%	*	78%	70%	64%	77%	-	-	-	-	-	
	Male	69%	64%	<b>83%</b>	73%	76%	89%	-	100%	-	83%	77%	85%	64%	87%	64%	83%	-	-	*	-	*	*	
	Female	77%	73%	<b>83%</b>	75%	83%	85%	*	100%	*	71%	78%	85%	57%	86%	77%	-	83%	-	*	*	*	*	
Mathematics	All	80%	75%	<b>85%</b>	69%	84%	89%	*	100%	*	85%	79%	87%	59%	89%	86%	85%	85%	-	*	*	*	*	
	Students																							
	CWD	52%	42%	<b>59%</b>	40%	60%	68%	-	-	-	*	52%	65%	59%	-	*	58%	61%	-	*	*	*	*	
	CWOD	83%	79%	<b>89%</b>	76%	90%	92%	*	100%	*	88%	86%	91%	-	89%	96%	91%	88%	-	*	-	*	*	
	EL	70%	69%	<b>86%</b>	*	79%	88%	-	100%	-	-	86%	86%	*	96%	86%	87%	85%	-	-	-	-	-	
	Male	78%	73%	<b>85%</b>	67%	83%	91%	-	100%	-	92%	78%	88%	58%	91%	87%	85%	-	-	*	-	*	*	
	Female	82%	78%	<b>85%</b>	72%	86%	88%	*	100%	*	79%	79%	87%	61%	88%	85%	-	85%	-	*	*	*	*	
Science	All	79%	74%	<b>80%</b>	44%	79%	89%	-	100%	-	71%	70%	83%	47%	84%	*	85%	75%	-	*	-	-	-	
	Students																							
	CWD	48%	40%	<b>47%</b>	*	63%	*	-	-	-	-	*	56%	47%	-	*	63%	*	-	-	-	-	-	
	CWOD	82%	78%	<b>84%</b>	47%	86%	93%	-	100%	-	71%	79%	86%	-	84%	*	89%	80%	-	*	-	-	-	
	EL	58%	57%	<b>*</b>	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	
	Male	78%	72%	<b>85%</b>	71%	69%	96%	-	*	-	*	64%	93%	63%	89%	*	85%	-	-	-	-	-	-	
	Female	80%	77%	<b>75%</b>	*	92%	83%	-	*	-	*	75%	75%	*	80%	*	-	75%	-	*	-	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>56%</b>	35%	52%	61%	*	83%	*	56%	47%	60%	37%	59%	45%	56%	56%	-	78%	*	*	60%	
	Students																							
	CWD	23%	19%	<b>37%</b>	35%	32%	42%	-	-	-	*	28%	45%	37%	-	*	39%	35%	-	*	*	*	*	
	CWOD	50%	45%	<b>59%</b>	35%	57%	64%	*	83%	*	56%	51%	62%	-	59%	50%	60%	58%	-	100%	-	50%	50%	
	EL	26%	25%	<b>45%</b>	*	36%	47%	-	80%	-	-	43%	47%	*	50%	45%	45%	44%	-	-	-	-	-	
	Male	45%	40%	<b>56%</b>	39%	53%	61%	-	83%	-	63%	43%	61%	39%	60%	45%	56%	-	-	*	-	*	*	
	Female	50%	45%	<b>56%</b>	31%	52%	62%	*	83%	*	50%	49%	58%	35%	58%	44%	-	56%	-	71%	*	*	67%	
Reading	All	46%	41%	<b>58%</b>	39%	50%	65%	*	87%	*	58%	48%	61%	33%	62%	41%	55%	60%	-	*	*	*	60%	
	Students																							
	CWD	22%	18%	<b>33%</b>	38%	21%	39%	-	-	-	*	23%	40%	33%	-	*	34%	32%	-	*	*	*	*	
	CWOD	48%	44%	<b>62%</b>	39%	57%	68%	*	87%	*	58%	54%	64%	-	62%	43%	59%	63%	-	*	-	*	*	
	EL	21%	21%	<b>41%</b>	*	31%	38%	-	80%	-	-	38%	43%	*	43%	41%	43%	38%	-	-	-	-	-	
	Male	41%	37%	<b>55%</b>	40%	50%	60%	-	100%	-	50%	44%	59%	34%	59%	43%	55%	-	-	*	-	*	*	
	Female	50%	47%	<b>60%</b>	38%	51%	68%	*	80%	*	64%	52%	63%	32%	63%	38%	-	60%	-	*	*	*	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	48%	42%	<b>57%</b>	38%	55%	61%	*	87%	*	58%	47%	61%	43%	59%	54%	58%	55%	-	*	*	*	
	Students																						
	CWD	26%	21%	<b>43%</b>	33%	40%	50%	-	-	-	*	33%	51%	43%	-	*	42%	46%	-	*	*	*	
	CWOD	51%	45%	<b>59%</b>	39%	59%	63%	*	87%	*	58%	50%	62%	-	59%	61%	62%	56%	-	*	-	*	
	EL	33%	31%	<b>54%</b>	*	43%	63%	-	80%	-	-	50%	57%	*	61%	54%	53%	54%	-	-	-	-	
	Male	47%	41%	<b>58%</b>	40%	57%	61%	-	80%	-	83%	46%	64%	42%	62%	53%	58%	-	-	*	-	*	
	Female	49%	44%	<b>55%</b>	34%	54%	60%	*	90%	*	36%	48%	59%	46%	56%	54%	-	55%	-	*	*	*	
Science	All	49%	46%	<b>44%</b>	11%	48%	51%	-	60%	-	43%	37%	47%	27%	47%	*	51%	39%	-	*	-	-	
	Students																						
	CWD	23%	18%	<b>27%</b>	*	38%	*	-	-	-	-	*	33%	27%	-	*	50%	*	-	-	-	-	
	CWOD	52%	49%	<b>47%</b>	7%	52%	54%	-	60%	-	43%	42%	48%	-	47%	*	51%	43%	-	*	-	-	
	EL	21%	20%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	50%	45%	<b>51%</b>	29%	50%	59%	-	*	-	*	29%	59%	50%	51%	*	51%	-	-	-	-	-	
	Female	49%	46%	<b>39%</b>	*	46%	44%	-	*	-	*	44%	37%	*	43%	*	-	39%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>30%</b>	19%	28%	33%	*	54%	*	19%	23%	32%	11%	33%	16%	26%	33%	-	33%	*	30%	
	Students																						
	CWD	8%	5%	<b>11%</b>	13%	11%	11%	-	-	-	*	9%	13%	11%	-	*	9%	14%	-	*	*	*	
	CWOD	23%	20%	<b>33%</b>	20%	32%	36%	*	54%	*	20%	27%	35%	-	33%	19%	29%	35%	-	43%	-	38%	
	EL	9%	8%	<b>16%</b>	*	14%	12%	-	30%	-	-	21%	10%	*	19%	16%	16%	15%	-	-	-	-	
	Male	20%	17%	<b>26%</b>	22%	23%	27%	-	42%	-	22%	18%	29%	9%	29%	16%	26%	-	-	*	-	*	
	Female	22%	20%	<b>33%</b>	15%	32%	38%	*	61%	*	16%	28%	35%	14%	35%	15%	-	33%	-	43%	*	33%	
Reading	All	19%	16%	<b>32%</b>	22%	27%	37%	*	60%	*	27%	26%	35%	7%	36%	22%	26%	38%	-	*	*	40%	
	Students																						
	CWD	7%	5%	<b>7%</b>	0%	4%	12%	-	-	-	*	7%	7%	7%	-	*	5%	11%	-	*	*	*	
	CWOD	20%	18%	<b>36%</b>	27%	32%	40%	*	60%	*	29%	31%	39%	-	36%	26%	31%	41%	-	*	-	*	
	EL	7%	7%	<b>22%</b>	*	15%	25%	-	40%	-	-	23%	21%	*	26%	22%	21%	23%	-	-	-	-	
	Male	16%	13%	<b>26%</b>	25%	19%	28%	-	60%	-	25%	23%	27%	5%	31%	21%	26%	-	-	*	-	*	
	Female	22%	20%	<b>38%</b>	19%	33%	44%	*	60%	*	29%	29%	42%	11%	41%	23%	-	38%	-	*	*	*	
Mathematics	All	23%	20%	<b>29%</b>	19%	30%	32%	*	53%	*	15%	21%	33%	14%	32%	11%	26%	32%	-	*	*	*	
	Students																						
	CWD	10%	5%	<b>14%</b>	20%	16%	12%	-	-	-	*	9%	19%	14%	-	*	10%	21%	-	*	*	*	
	CWOD	25%	21%	<b>32%</b>	19%	33%	35%	*	53%	*	17%	24%	35%	-	32%	13%	30%	33%	-	*	-	*	
	EL	13%	11%	<b>11%</b>	*	14%	0%	-	20%	-	-	21%	0%	*	13%	11%	13%	8%	-	-	-	-	
	Male	23%	19%	<b>26%</b>	21%	27%	27%	-	40%	-	25%	12%	32%	10%	30%	13%	26%	-	-	*	-	*	
	Female	24%	20%	<b>32%</b>	16%	32%	36%	*	60%	*	7%	28%	33%	21%	33%	8%	-	32%	-	*	*	*	
Science	All	22%	20%	<b>20%</b>	6%	24%	24%	-	40%	-	0%	23%	20%	13%	21%	*	22%	19%	-	*	-	-	
	Students																						
	CWD	7%	4%	<b>13%</b>	*	13%	*	-	-	-	-	*	11%	13%	-	*	25%	*	-	-	-	-	
	CWOD	24%	22%	<b>21%</b>	0%	29%	25%	-	40%	-	0%	25%	20%	-	21%	*	21%	22%	-	*	-	-	
	EL	5%	5%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	23%	20%	<b>22%</b>	14%	25%	26%	-	*	-	*	21%	22%	25%	21%	*	22%	-	-	-	-	-	
	Female	21%	20%	<b>19%</b>	*	23%	22%	-	*	-	*	25%	18%	*	22%	*	-	19%	-	*	-	-	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Academic Growth Score</b>												
<b>Reading</b>												
All Students	69	67	69	68	*	88	-	68	65	56	61	
CWD	56	59	65	52	-	-	-	*	48	56	*	
CWOD	71	69	70	71	*	88	-	72	70	-	64	
EL	61	*	61	*	-	*	-	-	*	*	61	
Male	66	66	65	67	-	*	-	*	68	60	69	
Female	71	69	73	69	*	*	-	82	63	50	*	
<b>Mathematics</b>												
All Students	71	73	72	69	*	75	-	76	70	71	37	
CWD	71	67	83	67	-	-	-	*	64	71	*	
CWOD	71	75	70	69	*	75	-	81	72	-	*	
EL	37	*	50	*	-	*	-	-	*	*	37	
Male	67	63	72	65	-	*	-	83	66	70	*	
Female	73	89	72	72	*	*	-	73	73	73	*	

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>49</b>	<b>19</b>	<b>39%</b>

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	41	54	61	*	79	*	52	49	36	46
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y				Y	Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	Y				N	Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N				N	N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N				N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y				Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	Y	N				N	Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	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	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	American			Indian		Islander	More	Disadv	Econ						
Participation Rate									Races		Disadv						
All Subjects	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	*	100%	100%	-
	EL	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	100%	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	-	100%
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%



		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	*	0%	0%	-
	EL	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-
	Male	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	14	*	5	5	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	18	*	5	5	*	*	*	*	*		
Out-of-School Suspensions												
	Male	8	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	12	*	*	8	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	16	*	*	8	*	*	*	*	*	*	*
Expulsions	Male	12	*	*	10	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	14	*	*	12	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b> Chronic Absenteeism	Male	28	*	8	14	*	*	*	*	*	11	*
	Female	33	5	5	23	*	*	*	*	*	5	*
	Total	61	7	13	37	*	*	*	*	*	16	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex	<b>Total</b>
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	20	*	8	8	*	*	*	*	5	*
	Female	20	5	5	8	*	*	*	*	*	*
	Total	40	7	13	16	*	*	*	*	7	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ! Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	11.0	20.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	<b>10</b>	<b>7%</b>
Mathematics	5,677	1%	58	1%	<b>10</b>	<b>7%</b>
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>38</b>	<b>3%</b>
Reading	43,730	1%	378	1%	<b>18</b>	<b>4%</b>
Mathematics	39,178	1%	351	1%	<b>18</b>	<b>3%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
		English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8	
		Black	30	37	46	44	22	17	3	2	
		Hispanic	21	29	45	44	29	23	5	3	
		White	9	12	32	37	46	40	13	11	
		American Indian	*	31	*	44	*	21	*	3	
		Asian	8	8	18	25	40	42	34	25	
		Pacific Islander	*	29	*	42	*	25	*	4	
		Two or More Races	13	15	30	39	41	35	17	11	
		Econ Disadv	23	31	46	44	25	22	4	3	
		Students with Disabilities	43	51	38	32	16	14	2	3	
		English Language Learners	29	47	44	39	23	13	4	2	
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4	
		Black	42	40	43	42	14	17	n/a	1	
		Hispanic	34	33	45	44	20	22	1	1	
		White	17	16	43	39	37	39	3	6	
		American Indian	*	37	*	41	*	20	*	1	
		Asian	8	13	29	30	53	45	10	12	
		Pacific Islander	*	35	*	42	*	22	*	2	
		Two or More Races	23	18	42	40	31	36	5	6	
		Econ Disadv	38	35	45	43	16	20	1	1	
		Students with Disabilities	65	61	29	29	6	9	n/a	1	
		English Language Learners	62	68	33	27	5	5	n/a	n/a	
		Mathematics	Overall	30	30	37	36	24	24	9	10
			Black	44	53	41	34	13	11	1	2
			Hispanic	38	43	39	37	19	16	4	4
			White	16	20	33	37	35	31	16	13
			American Indian	*	44	*	38	*	14	*	4
			Asian	3	12	19	24	37	32	40	32
			Pacific Islander	*	36	*	39	*	18	*	6
			Two or More Races	24	27	43	36	24	25	8	13
			Econ Disadv	40	45	40	37	17	15	3	3
	Students with Disabilities		67	69	23	22	8	7	2	2	
		English Language Learners	61	71	32	23	7	5	1	1	

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** MORTON EL

**Campus ID:** 220901131

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through												
		2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through												
		2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through												
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through												
		2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
<b>EL Progress</b>		Baseline 2016-17												
		Rates											41%	
		2017-18 through												
		2021-22												42%
		2022-23 through												
		2026-27												44%
	<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through												
		2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or More Econ		Non Econ						Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>64%</b>	*	59%	*	-	*	-	*	63%	*	*	63%	56%	62%	65%	-	*	*	*
	Students																					
	CWD	51%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>63%</b>	*	58%	*	-	*	-	*	62%	*	-	63%	54%	63%	63%	-	*	*	*
	EL	70%	69%	<b>56%</b>	-	56%	*	-	*	-	-	58%	*	*	54%	56%	58%	56%	-	*	-	*
	Male	74%	68%	<b>62%</b>	*	56%	-	-	*	-	*	60%	*	*	63%	58%	62%	-	-	-	*	*
	Female	79%	73%	<b>65%</b>	*	61%	*	-	*	-	-	65%	*	*	63%	56%	-	65%	-	*	-	-
Mathematics	All	77%	71%	<b>63%</b>	100%	56%	*	-	*	-	*	62%	*	*	65%	56%	73%	56%	-	*	*	*
	Students																					
	CWD	52%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	80%	73%	<b>65%</b>	100%	58%	*	-	*	-	*	64%	*	-	65%	54%	79%	56%	-	*	*	*
	EL	74%	73%	<b>56%</b>	-	56%	*	-	*	-	-	58%	*	*	54%	56%	75%	48%	-	*	-	*
	Male	77%	70%	<b>73%</b>	*	65%	-	-	*	-	*	71%	*	*	79%	75%	73%	-	-	-	*	*
	Female	78%	71%	<b>56%</b>	*	50%	*	-	*	-	-	55%	*	*	56%	48%	-	56%	-	*	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>58%</b>	32%	67%	*	-	*	-	-	54%	100%	*	58%	61%	56%	60%	-	*	-	-
	Students																					
	CWD	46%	47%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	75%	69%	<b>58%</b>	29%	67%	*	-	*	-	-	54%	100%	-	58%	61%	55%	61%	-	*	-	-
	EL	60%	56%	<b>61%</b>	*	65%	*	-	*	-	-	60%	*	-	61%	61%	68%	52%	-	*	-	-
	Male	70%	64%	<b>56%</b>	*	72%	*	-	*	-	-	54%	*	*	55%	68%	56%	-	-	*	-	-
	Female	75%	70%	<b>60%</b>	*	63%	*	-	*	-	-	54%	100%	*	61%	52%	-	60%	-	-	-	-
Mathematics	All	77%	74%	<b>69%</b>	53%	73%	100%	-	*	-	-	68%	86%	*	69%	72%	63%	75%	-	*	-	-
	Students																					
	CWD	49%	49%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	81%	76%	<b>69%</b>	53%	73%	100%	-	*	-	-	68%	86%	-	69%	72%	63%	76%	-	*	-	-
	EL	72%	72%	<b>72%</b>	*	73%	*	-	*	-	-	71%	*	-	72%	72%	68%	76%	-	*	-	-
	Male	77%	72%	<b>63%</b>	50%	72%	*	-	*	-	-	62%	*	*	63%	68%	63%	-	-	*	-	-
	Female	78%	76%	<b>75%</b>	*	74%	*	-	*	-	-	74%	*	*	76%	76%	-	75%	-	-	-	-
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>80%</b>	87%	79%	*	-	*	-	*	78%	100%	*	80%	76%	71%	94%	-	*	-	*
	Students																					
	CWD	54%	47%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-

				African		American		Pacific		Two or Non Econ		Econ		Non Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster		Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Care	Military														
	CWOD	87%	83%	<b>80%</b>	87%	80%	*	-	*	-	*	79%	100%	-	80%	75%	72%	94%	-	*	-	*											
	EL	73%	70%	<b>76%</b>	-	78%	-	-	*	-	*	75%	*	*	75%	76%	69%	89%	-	*	-	*											
	Male	81%	77%	<b>71%</b>	78%	72%	*	-	*	-	*	69%	*	*	72%	69%	71%	-	-	*	-	*											
	Female	86%	82%	<b>94%</b>	100%	91%	-	-	*	-	-	93%	*	-	94%	89%	-	94%	-	-	-	-											
Mathematics	All	90%	85%	<b>81%</b>	81%	80%	*	-	*	-	*	79%	100%	*	83%	80%	75%	90%	-	*	-	*											
	Students																																
	CWOD	70%	56%	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-											
	EL	92%	89%	<b>83%</b>	87%	81%	*	-	*	-	*	81%	100%	-	83%	79%	78%	90%	-	*	-	*											
	Male	86%	81%	<b>80%</b>	-	80%	-	-	*	-	*	79%	*	*	79%	80%	78%	83%	-	*	-	*											
	Female	89%	84%	<b>75%</b>	70%	77%	*	-	*	-	*	73%	*	*	78%	78%	75%	-	-	*	-	*											
	Science	All	75%	69%	<b>55%</b>	53%	52%	*	-	*	-	*	53%	83%	*	57%	50%	50%	63%	-	*	-	*										
	Students																																
	CWOD	48%	38%	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-											
	EL	78%	72%	<b>57%</b>	57%	54%	*	-	*	-	*	55%	83%	-	57%	51%	53%	63%	-	*	-	*											
	Male	62%	57%	<b>50%</b>	-	51%	-	-	*	-	*	50%	*	*	51%	50%	44%	61%	-	*	-	*											
	Female	76%	69%	<b>50%</b>	56%	49%	*	-	*	-	*	48%	*	*	53%	44%	50%	-	-	*	-	*											
	Grade 6	All	68%	67%	<b>53%</b>	63%	50%	*	-	71%	-	*	56%	*	*	57%	43%	50%	55%	-	*	-	-										
	Reading																																
	Students																																
	CWOD	35%	33%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-											
	EL	71%	70%	<b>57%</b>	63%	55%	*	-	*	-	*	58%	*	-	57%	45%	55%	58%	-	*	-	-											
	Male	42%	46%	<b>43%</b>	-	43%	-	-	*	-	-	46%	*	*	45%	43%	45%	42%	-	-	-	-											
	Female	63%	61%	<b>50%</b>	*	50%	*	-	-	-	*	53%	*	*	55%	45%	50%	-	-	*	-	-											
	Mathematics	All	76%	76%	<b>73%</b>	50%	76%	*	-	71%	-	*	75%	56%	*	82%	69%	78%	68%	-	*	-	*										
	Students																																
	CWOD	50%	46%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-											
	EL	79%	80%	<b>82%</b>	63%	84%	*	-	83%	-	*	82%	*	-	82%	78%	90%	75%	-	*	-	-											
	Male	61%	67%	<b>69%</b>	-	71%	-	-	*	-	-	69%	*	*	78%	69%	81%	58%	-	-	-	-											
	Female	76%	76%	<b>78%</b>	*	86%	*	-	-	-	*	81%	*	*	90%	81%	78%	-	-	*	-	*											
	STAAR Percent at Meets Grade Level or Above																																
	Grade 3																																
	Reading	All	43%	35%	<b>27%</b>	*	18%	*	-	*	-	*	25%	*	*	29%	21%	14%	35%	-	*	*	*										
	Students																																
	CWOD	28%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-											
	EL	44%	36%	<b>29%</b>	*	20%	*	-	*	-	*	28%	*	-	29%	22%	16%	38%	-	*	*	*											
	Male	32%	32%	<b>21%</b>	-	17%	*	-	*	-	-	21%	*	*	22%	21%	8%	26%	-	*	-	*											
	Female	40%	33%	<b>14%</b>	*	6%	-	-	*	-	*	15%	*	*	16%	8%	14%	-	-	-	-	*											
	Grade 3	All	45%	37%	<b>35%</b>	*	25%	*	-	*	-	32%	*	*	38%	26%	-	35%	-	*	-	-											

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>29%</b>	40%	22%	*	-	*	-	*	27%	*	*	29%	23%	32%	26%	-	*	*	*
	Students																					
	CWD	30%	23%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	*	-
	CWOD	48%	38%	<b>29%</b>	40%	23%	*	-	*	-	*	28%	*	-	29%	22%	32%	28%	-	*	*	*
	EL	39%	38%	<b>23%</b>	-	19%	*	-	*	-	-	24%	*	*	22%	23%	33%	19%	-	*	-	*
	Male	47%	38%	<b>32%</b>	*	29%	-	-	*	-	*	33%	*	*	32%	33%	32%	-	-	-	*	*
	Female	45%	35%	<b>26%</b>	*	18%	*	-	*	-	-	23%	*	*	28%	19%	-	26%	-	*	-	-
Grade 4	All	45%	40%	<b>23%</b>	16%	31%	*	-	*	-	-	22%	43%	*	23%	22%	27%	20%	-	*	-	-
	Students																					
	CWD	28%	30%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	47%	41%	<b>23%</b>	18%	29%	*	-	*	-	-	21%	43%	-	23%	22%	28%	18%	-	*	-	-
	EL	29%	28%	<b>22%</b>	*	27%	*	-	*	-	-	22%	*	-	22%	22%	28%	14%	-	*	-	-
	Male	43%	39%	<b>27%</b>	*	40%	*	-	*	-	-	28%	*	*	28%	28%	27%	-	-	*	-	-
	Female	47%	42%	<b>20%</b>	*	22%	*	-	*	-	-	14%	60%	*	18%	14%	-	20%	-	-	-	-
Mathematics	All	48%	40%	<b>35%</b>	5%	44%	60%	-	*	-	-	34%	43%	*	35%	37%	34%	35%	-	*	-	-
	Students																					
	CWD	29%	30%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	50%	42%	<b>35%</b>	6%	43%	60%	-	*	-	-	34%	43%	-	35%	37%	35%	34%	-	*	-	-
	EL	38%	35%	<b>37%</b>	*	41%	*	-	*	-	-	38%	*	-	37%	37%	48%	24%	-	*	-	-
	Male	48%	41%	<b>34%</b>	0%	48%	*	-	*	-	-	36%	*	*	35%	48%	34%	-	-	*	-	-
	Female	47%	40%	<b>35%</b>	*	41%	*	-	*	-	-	31%	*	*	34%	24%	-	35%	-	-	-	-
Grade 5	All	53%	49%	<b>46%</b>	67%	41%	*	-	*	-	*	45%	50%	*	47%	35%	37%	61%	-	*	-	*
	Students																					
	CWD	30%	25%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>47%</b>	67%	42%	*	-	*	-	*	47%	50%	*	47%	36%	38%	61%	-	*	-	*
	EL	35%	30%	<b>35%</b>	-	35%	*	-	*	-	*	37%	*	*	36%	35%	31%	44%	-	*	-	*
	Male	50%	46%	<b>37%</b>	56%	36%	*	-	*	-	*	38%	*	*	38%	31%	37%	-	-	*	-	*
	Female	56%	51%	<b>61%</b>	83%	50%	-	-	*	-	-	59%	*	-	61%	44%	-	61%	-	-	-	-
Mathematics	All	57%	50%	<b>40%</b>	50%	38%	*	-	*	-	*	38%	67%	*	42%	37%	34%	52%	-	*	-	*
	Students																					
	CWD	34%	24%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>42%</b>	53%	39%	*	-	*	-	*	40%	67%	-	42%	38%	36%	52%	-	*	-	*
	EL	46%	39%	<b>37%</b>	-	37%	-	-	*	-	*	38%	*	*	38%	37%	31%	50%	-	*	-	*
	Male	57%	49%	<b>34%</b>	40%	33%	*	-	*	-	*	33%	*	*	36%	31%	34%	-	-	*	-	*
	Female	58%	50%	<b>52%</b>	67%	45%	-	-	*	-	-	48%	*	-	52%	50%	-	52%	-	-	-	-
Science	All	40%	34%	<b>22%</b>	33%	20%	*	-	*	-	*	18%	67%	*	23%	17%	21%	23%	-	*	-	*
	Students																					
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>23%</b>	36%	20%	*	-	*	-	*	19%	67%	-	23%	17%	22%	23%	-	*	-	*
	EL	24%	18%	<b>17%</b>	-	18%	-	-	*	-	*	17%	*	*	17%	17%	19%	11%	-	*	-	*
	Male	42%	35%	<b>21%</b>	22%	21%	*	-	*	-	*	19%	*	*	22%	19%	21%	-	-	*	-	*
	Female	38%	32%	<b>23%</b>	*	18%	-	-	*	-	-	18%	*	-	23%	11%	-	23%	-	-	-	-

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>Grade 6</b>																							
Reading	All	38%	37%	<b>26%</b>	25%	28%	*	-	29%	-	*	29%	*	*	28%	20%	21%	30%	-	*	-	-	
	Students																						
	CWD	22%	22%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>28%</b>	25%	31%	*	-	*	-	*	31%	*	-	28%	23%	23%	33%	-	*	-	-	
	EL	14%	15%	<b>20%</b>	-	23%	-	-	*	-	-	22%	*	*	23%	20%	15%	25%	-	-	-	-	-
	Male	34%	32%	<b>21%</b>	*	21%	*	-	-	-	*	23%	*	*	23%	15%	21%	-	-	*	-	-	-
	Female	42%	42%	<b>30%</b>	*	35%	*	-	29%	-	*	33%	*	*	33%	25%	-	30%	-	-	-	-	-
Mathematics	All	43%	46%	<b>40%</b>	40%	38%	*	-	57%	-	*	43%	22%	*	46%	29%	43%	38%	-	*	-	*	
	Students																						
	CWD	23%	27%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	*
	CWOD	46%	48%	<b>46%</b>	50%	43%	*	-	67%	-	*	47%	*	-	46%	33%	52%	42%	-	*	-	-	-
	EL	24%	31%	<b>29%</b>	-	29%	-	-	*	-	-	31%	*	*	33%	29%	38%	21%	-	-	-	-	-
	Male	44%	46%	<b>43%</b>	*	41%	*	-	-	-	*	47%	*	*	52%	38%	43%	-	-	*	-	-	*
	Female	42%	46%	<b>38%</b>	*	35%	*	-	57%	-	*	39%	*	*	42%	21%	-	38%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All	24%	19%	<b>13%</b>	*	7%	*	-	*	-	*	12%	*	*	14%	10%	5%	18%	-	*	*	*	
	Students																						
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	26%	20%	<b>14%</b>	*	8%	*	-	*	-	*	13%	*	-	14%	11%	5%	19%	-	*	*	*	*
	EL	15%	16%	<b>10%</b>	-	6%	*	-	*	-	-	11%	*	*	11%	10%	0%	15%	-	*	-	-	*
	Male	22%	17%	<b>5%</b>	*	0%	-	-	*	-	*	5%	*	*	5%	0%	5%	-	-	-	*	-	*
Female	26%	20%	<b>18%</b>	*	11%	*	-	*	-	-	16%	*	*	19%	15%	-	18%	-	*	-	-	-	
Mathematics	All	22%	15%	<b>11%</b>	20%	9%	*	-	*	-	*	10%	*	*	12%	10%	14%	9%	-	*	*	*	
	Students																						
	CWD	12%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*	-
	CWOD	24%	16%	<b>12%</b>	20%	10%	*	-	*	-	*	11%	*	-	12%	11%	16%	9%	-	*	*	*	*
	EL	17%	16%	<b>10%</b>	-	8%	*	-	*	-	-	11%	*	*	11%	10%	25%	4%	-	*	-	-	*
	Male	23%	17%	<b>14%</b>	*	18%	-	-	*	-	*	14%	*	*	16%	25%	14%	-	-	-	*	-	*
Female	21%	14%	<b>9%</b>	*	4%	*	-	*	-	-	6%	*	*	9%	4%	-	9%	-	*	-	-	-	
<b>Grade 4</b>																							
Reading	All	23%	19%	<b>5%</b>	0%	8%	*	-	*	-	-	4%	14%	*	5%	4%	5%	5%	-	*	-	-	
	Students																						
	CWD	9%	9%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>5%</b>	0%	8%	*	-	*	-	-	4%	14%	-	5%	4%	5%	5%	-	*	-	-	-
	EL	12%	11%	<b>4%</b>	*	5%	*	-	*	-	-	4%	*	-	4%	4%	8%	0%	-	*	-	-	-
	Male	22%	18%	<b>5%</b>	*	8%	*	-	*	-	-	5%	*	*	5%	8%	5%	-	-	*	-	-	-
Female	25%	21%	<b>5%</b>	*	7%	*	-	*	-	-	3%	20%	*	5%	0%	-	5%	-	-	-	-	-	
Mathematics	All	26%	20%	<b>17%</b>	0%	25%	20%	-	*	-	-	18%	14%	*	17%	15%	17%	18%	-	*	-	-	
	Students																						
	CWD	11%	10%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	28%	21%	17%	0%	24%	20%	-	*	-	-	17%	14%	-	17%	15%	18%	16%	-	*	-	-	
	EL	18%	14%	15%	*	16%	*	-	*	-	-	16%	*	-	15%	15%	20%	10%	-	*	-	-	
	Male	27%	21%	17%	0%	24%	*	-	*	-	-	18%	*	*	18%	20%	17%	-	-	*	-	-	
	Female	25%	19%	18%	*	26%	*	-	*	-	-	17%	*	*	16%	10%	-	18%	-	-	-	-	
Grade 5																							
Reading	All	26%	23%	19%	40%	16%	*	-	*	-	*	18%	33%	*	20%	11%	15%	26%	-	*	-	*	
	Students																						
	CWOD	9%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	27%	24%	20%	40%	17%	*	-	*	-	*	19%	33%	-	20%	11%	16%	26%	-	*	-	*	
	EL	12%	8%	11%	-	12%	-	-	*	-	*	12%	*	*	11%	11%	11%	11%	-	*	-	*	
	Male	24%	21%	15%	33%	13%	*	-	*	-	*	17%	*	*	16%	11%	15%	-	-	*	-	*	
	Female	28%	25%	26%	50%	23%	-	-	*	-	-	21%	*	-	26%	11%	-	26%	-	-	-	-	
Mathematics	All	30%	24%	10%	19%	8%	*	-	*	-	*	9%	17%	*	10%	7%	8%	13%	-	*	-	*	
	Students																						
	CWOD	13%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	31%	26%	10%	20%	8%	*	-	*	-	*	9%	17%	-	10%	8%	8%	13%	-	*	-	*	
	EL	19%	13%	7%	-	8%	-	-	*	-	*	8%	*	*	8%	7%	8%	6%	-	*	-	*	
	Male	29%	24%	8%	10%	8%	*	-	*	-	*	8%	*	*	8%	8%	8%	-	-	*	-	*	
	Female	30%	24%	13%	33%	9%	-	-	*	-	-	10%	*	-	13%	6%	-	13%	-	-	-	-	
Science	All	16%	13%	5%	0%	7%	*	-	*	-	*	5%	0%	*	5%	6%	4%	7%	-	*	-	*	
	Students																						
	CWOD	9%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	17%	14%	5%	0%	7%	*	-	*	-	*	5%	0%	-	5%	6%	4%	7%	-	*	-	*	
	EL	7%	4%	6%	-	6%	-	-	*	-	*	6%	*	*	6%	6%	6%	6%	-	*	-	*	
	Male	18%	14%	4%	0%	5%	*	-	*	-	*	4%	*	*	4%	6%	4%	-	-	*	-	*	
	Female	15%	12%	7%	*	9%	-	-	*	-	-	7%	*	-	7%	6%	-	7%	-	-	-	-	
Grade 6																							
Reading	All	18%	17%	9%	13%	9%	*	-	14%	-	*	11%	*	*	10%	5%	9%	10%	-	*	-	-	
	Students																						
	CWOD	8%	6%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	20%	19%	10%	13%	10%	*	-	*	-	*	11%	*	-	10%	5%	10%	11%	-	*	-	-	
	EL	4%	5%	5%	-	5%	-	-	*	-	-	5%	*	*	5%	5%	0%	8%	-	-	-	-	
	Male	15%	13%	9%	*	7%	*	-	-	-	*	10%	*	*	10%	0%	9%	-	-	*	-	-	
	Female	22%	22%	10%	*	12%	*	-	14%	-	*	11%	*	*	11%	8%	-	10%	-	-	-	-	
Mathematics	All	18%	21%	18%	10%	20%	*	-	29%	-	*	21%	0%	*	21%	11%	19%	18%	-	*	-	*	
	Students																						
	CWOD	9%	7%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	19%	22%	21%	13%	22%	*	-	33%	-	*	23%	*	-	21%	13%	23%	19%	-	*	-	-	
	EL	6%	9%	11%	-	12%	-	-	*	-	-	12%	*	*	13%	11%	14%	8%	-	-	-	-	
	Male	18%	21%	19%	*	21%	*	-	-	-	*	22%	*	*	23%	14%	19%	-	-	*	-	*	
	Female	17%	21%	18%	*	19%	*	-	29%	-	*	19%	*	*	19%	8%	-	18%	-	-	-	-	

STAAR Percent at Approaches Grade Level or Above

				African		American		Pacific		Two or More	Econ	Non Econ	CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Grades	All Subjects	All	77%	72%	<b>66%</b>	62%	66%	78%	-	73%	-	56%	66%	75%	33%	69%	63%	64%	69%	-	67%	*	*
		Students																					
		CWD	45%	38%	<b>33%</b>	*	36%	*	-	*	-	-	36%	*	33%	-	44%	29%	38%	-	-	*	*
		CWOD	80%	76%	<b>69%</b>	65%	68%	86%	-	74%	-	56%	67%	84%	-	69%	64%	67%	70%	-	67%	*	*
		EL	60%	59%	<b>63%</b>	*	64%	63%	-	54%	-	*	63%	56%	44%	64%	63%	65%	61%	-	*	-	*
		Male	74%	69%	<b>64%</b>	56%	67%	82%	-	42%	-	*	63%	78%	29%	67%	65%	64%	-	-	80%	*	*
		Female	79%	76%	<b>69%</b>	71%	66%	75%	-	85%	-	*	68%	73%	38%	70%	61%	-	69%	-	*	-	-
Reading	All	All	73%	68%	<b>64%</b>	60%	64%	73%	-	70%	-	*	63%	72%	44%	65%	60%	61%	67%	-	*	*	*
		Students																					
		CWD	39%	32%	<b>44%</b>	*	42%	*	-	*	-	-	54%	*	44%	-	*	*	*	-	-	-	-
		CWOD	77%	72%	<b>65%</b>	60%	66%	80%	-	68%	-	*	64%	82%	-	65%	60%	62%	68%	-	*	*	*
		EL	52%	51%	<b>60%</b>	*	62%	*	-	50%	-	*	61%	*	*	60%	60%	62%	58%	-	*	-	*
		Male	69%	64%	<b>61%</b>	52%	64%	*	-	*	-	*	60%	73%	*	62%	62%	61%	-	-	*	*	*
		Female	77%	73%	<b>67%</b>	70%	65%	*	-	80%	-	*	66%	71%	*	68%	58%	-	67%	-	*	-	-
Mathematics	All	All	80%	75%	<b>72%</b>	66%	72%	82%	-	75%	-	*	72%	77%	29%	75%	70%	73%	72%	-	*	*	*
		Students																					
		CWD	52%	42%	<b>29%</b>	*	36%	*	-	*	-	-	29%	*	29%	-	*	*	*	-	-	*	*
		CWOD	83%	79%	<b>75%</b>	71%	75%	90%	-	79%	-	*	75%	86%	-	75%	72%	76%	74%	-	*	*	*
		EL	70%	69%	<b>70%</b>	*	71%	*	-	58%	-	*	70%	71%	*	72%	70%	76%	64%	-	*	-	*
		Male	78%	73%	<b>73%</b>	60%	76%	*	-	*	-	*	72%	83%	*	76%	76%	73%	-	-	*	*	*
		Female	82%	78%	<b>72%</b>	75%	68%	83%	-	87%	-	*	72%	71%	*	74%	64%	-	72%	-	*	-	-
Science	All	All	79%	74%	<b>55%</b>	53%	52%	*	-	*	-	*	53%	83%	*	57%	50%	50%	63%	-	*	-	*
		Students																					
		CWD	48%	40%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
		CWOD	82%	78%	<b>57%</b>	57%	54%	*	-	*	-	*	55%	83%	-	57%	51%	53%	63%	-	*	-	*
		EL	58%	57%	<b>50%</b>	-	51%	-	-	*	-	*	50%	*	*	51%	50%	44%	61%	-	*	-	*
		Male	78%	72%	<b>50%</b>	56%	49%	*	-	*	-	*	48%	*	*	53%	44%	50%	-	-	*	-	*
		Female	80%	77%	<b>63%</b>	*	59%	-	-	*	-	-	61%	*	-	63%	61%	-	63%	-	-	-	-

### STAAR Percent at Meets Grade Level or Above

All Grades	All Subjects	All	47%	42%	<b>32%</b>	34%	32%	35%	-	40%	-	11%	32%	40%	8%	34%	27%	30%	35%	-	33%	*	*
		Students																					
		CWD	23%	19%	<b>8%</b>	*	11%	*	-	*	-	-	9%	*	8%	-	6%	4%	13%	-	-	*	*
		CWOD	50%	45%	<b>34%</b>	37%	33%	38%	-	42%	-	11%	33%	46%	-	34%	28%	32%	36%	-	33%	*	*
		EL	26%	25%	<b>27%</b>	*	28%	25%	-	27%	-	*	28%	0%	6%	28%	27%	29%	25%	-	*	-	*
		Male	45%	40%	<b>30%</b>	26%	32%	45%	-	17%	-	*	31%	22%	4%	32%	29%	30%	-	-	40%	*	*
		Female	50%	45%	<b>35%</b>	47%	32%	25%	-	48%	-	*	33%	57%	13%	36%	25%	-	35%	-	*	-	-
Reading	All	All	46%	41%	<b>31%</b>	38%	30%	9%	-	40%	-	*	31%	32%	6%	32%	25%	27%	35%	-	*	*	*
		Students																					
		CWD	22%	18%	<b>6%</b>	*	8%	*	-	*	-	-	8%	*	6%	-	*	*	*	-	-	-	-
		CWOD	48%	44%	<b>32%</b>	40%	32%	10%	-	42%	-	*	32%	36%	-	32%	26%	29%	36%	-	*	*	*
		EL	21%	21%	<b>25%</b>	*	26%	*	-	25%	-	*	26%	*	*	26%	25%	24%	27%	-	*	-	*

		Two or Non Econ																				
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Disadv	Econ	Non Econ	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	Male	41%	37%	27%	30%	29%	*	-	*	-	*	28%	9%	*	29%	24%	27%	-	-	*	*	*
	Female	50%	47%	35%	50%	32%	*	-	47%	-	*	34%	50%	*	36%	27%	-	35%	-	*	-	-
Mathematics	All Students	48%	42%	37%	30%	36%	55%	-	50%	-	*	36%	42%	10%	39%	32%	36%	37%	-	*	*	*
	CWD	26%	21%	10%	*	14%	*	-	*	-	-	12%	*	10%	-	*	*	*	-	-	*	*
	CWOD	51%	45%	39%	33%	38%	60%	-	53%	-	*	38%	50%	-	39%	33%	39%	39%	-	*	*	*
	EL	33%	31%	32%	*	32%	*	-	33%	-	*	33%	0%	*	33%	32%	37%	27%	-	*	-	*
	Male	47%	41%	36%	23%	38%	*	-	*	-	*	37%	25%	*	39%	37%	36%	-	-	*	*	*
	Female	49%	44%	37%	40%	34%	33%	-	60%	-	*	35%	57%	*	39%	27%	-	37%	-	*	-	-
	Science	All Students	49%	46%	22%	33%	20%	*	-	*	-	*	18%	67%	*	23%	17%	21%	23%	-	*	-
	CWD	23%	18%	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	52%	49%	23%	36%	20%	*	-	*	-	*	19%	67%	-	23%	17%	22%	23%	-	*	-	*
	EL	21%	20%	17%	-	18%	-	-	*	-	*	17%	*	*	17%	17%	19%	11%	-	*	-	*
	Male	50%	45%	21%	22%	21%	*	-	*	-	*	19%	*	*	22%	19%	21%	-	-	*	-	*
	Female	49%	46%	23%	*	18%	-	-	*	-	-	18%	*	-	23%	11%	-	23%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All	21%	18%	12%	13%	12%	4%	-	13%	-	0%	12%	12%	3%	12%	9%	10%	13%	-	17%	*	*
	CWD	8%	5%	3%	*	4%	*	-	*	-	-	3%	*	3%	-	0%	0%	6%	-	-	*	*
	CWOD	23%	20%	12%	14%	13%	5%	-	14%	-	0%	12%	14%	-	12%	9%	11%	14%	-	17%	*	*
	EL	9%	8%	9%	*	9%	13%	-	12%	-	*	9%	0%	0%	9%	9%	10%	8%	-	*	-	*
	Male	20%	17%	10%	11%	11%	9%	-	0%	-	*	11%	0%	0%	11%	10%	10%	-	-	20%	*	*
	Female	22%	20%	13%	16%	13%	0%	-	18%	-	*	12%	23%	6%	14%	8%	-	13%	-	*	-	-
	Reading	All Students	19%	16%	12%	19%	10%	0%	-	15%	-	*	11%	16%	0%	12%	8%	9%	14%	-	*	*
	CWD	7%	5%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	20%	18%	12%	20%	11%	0%	-	16%	-	*	12%	18%	-	12%	8%	10%	15%	-	*	*	*
	EL	7%	7%	8%	*	7%	*	-	17%	-	*	8%	*	*	8%	8%	6%	9%	-	*	-	*
	Male	16%	13%	9%	19%	8%	*	-	*	-	*	10%	0%	*	10%	6%	9%	-	-	*	*	*
	Female	22%	20%	14%	20%	13%	*	-	20%	-	*	12%	29%	*	15%	9%	-	14%	-	*	-	-
Mathematics	All Students	23%	20%	14%	10%	15%	9%	-	15%	-	*	14%	12%	5%	15%	11%	14%	14%	-	*	*	*
	CWD	10%	5%	5%	*	7%	*	-	*	-	-	6%	*	5%	-	*	*	*	-	-	*	*
	CWOD	25%	21%	15%	11%	16%	10%	-	16%	-	*	15%	14%	-	15%	11%	15%	15%	-	*	*	*
	EL	13%	11%	11%	*	11%	*	-	8%	-	*	11%	0%	*	11%	11%	15%	7%	-	*	-	*
	Male	23%	19%	14%	7%	16%	*	-	*	-	*	15%	0%	*	15%	15%	14%	-	-	*	*	*
	Female	24%	20%	14%	15%	15%	0%	-	20%	-	*	14%	21%	*	15%	7%	-	14%	-	*	-	-
Science	All Students	22%	20%	5%	0%	7%	*	-	*	-	*	5%	0%	*	5%	6%	4%	7%	-	*	-	*
	CWD	7%	4%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-



	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	5%	0%	7%	*	-	*	-	*	5%	0%	-	5%	6%	4%	7%	-	*	-	*
EL	5%	5%	6%	-	6%	*	-	*	-	*	6%	*	*	6%	6%	6%	6%	-	*	-	*
Male	23%	20%	4%	0%	5%	*	-	*	-	*	4%	*	*	4%	6%	4%	-	-	*	-	*
Female	21%	20%	7%	*	9%	-	-	*	-	-	7%	*	-	7%	6%	-	7%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	74	56	*	-	57	-	*	60	*	56
CWD	*	*	*	*	-	*	-	-	*	*	*
CWOD	61	76	59	*	-	54	-	*	61	-	57
EL	56	*	56	*	-	63	-	*	57	*	56
Male	60	77	55	*	-	*	-	*	61	*	61
Female	59	71	58	*	-	60	-	*	58	*	50
<b>Mathematics</b>											
All Students	68	69	68	67	-	61	-	*	68	33	69
CWD	33	*	*	*	-	*	-	-	*	33	*
CWOD	70	73	70	75	-	58	-	*	70	-	71
EL	69	*	69	*	-	*	-	*	69	*	69
Male	69	66	70	*	-	*	-	*	69	*	71
Female	66	74	66	*	-	65	-	*	68	*	66

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
319	47	15%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	37	36	37	*	-	42	-	*	37	*	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N						N		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	99%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	98%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	93%	100%	*	-	100%	-	*	99%	100%	*	99%	100%	100%	97%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	99%	93%	100%	*	-	100%	-	*	99%	100%	-	99%	100%	100%	97%	-
	EL	100%	-	100%	-	-	*	-	*	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	*	*	100%	100%	100%	-	-
	Female	97%	83%	100%	-	-	*	-	-	97%	*	-	97%	100%	-	97%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	2%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	7%	0%	*	-	0%	-	*	1%	0%	*	1%	0%	0%	3%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	1%	7%	0%	*	-	0%	-	*	1%	0%	-	1%	0%	0%	3%	-
	EL	0%	-	0%	-	-	*	-	*	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	*	*	0%	0%	0%	-	-
	Female	3%	17%	0%	-	-	*	-	-	3%	*	-	3%	0%	-	3%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	17	8	5	*	*	*	*	*	5		
	Female	14	8	*	*	*	*	*	*	*		
	Total	31	16	7	*	*	*	*	*	7		
<b>Out-of-School Suspensions</b>												
	Male	25	10	13	*	*	*	*	*	13		
	Female	12	10	*	*	*	*	*	*	*		
	Total	37	20	15	*	*	*	*	*	17		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	9	5	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	11	7	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	10	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	14	6	6	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	34	14	14	*	*	*	*	*	14	*	*
	Female	52	14	29	5	*	*	*	*	29	5	*
	Total	86	28	43	7	*	*	*	*	43	7	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>			<b>Indian or</b>		<b>Pacific</b>	<b>Two or More</b>		<b>Students</b>
		<b>students</b>	<b>American</b>	<b>Hispanic</b>	<b>White</b>	<b>Alaska</b>	<b>Asian</b>	<b>Islander</b>	<b>Races</b>	<b>EL</b>	<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	50	8	38	*	*	*	*	*	32	*
	Female	50	5	41	*	*	*	*	*	38	*
	Total	100	13	79	*	*	*	*	*	70	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	3.8	9.5%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.8	2.1%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.4	1.0%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 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
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** NEWCOMER CENTER

**Campus ID:** 220901008

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African		American		Pacific		Two or More Econ		Non Econ		Foster								
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 7</b>																						
Reading	All	73%	70%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Students																					
	CWD	37%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	73%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	EL	44%	46%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	69%	65%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	-	-	*	-	-
	Female	79%	76%	*	*	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
Mathematics	All	71%	70%	<b>38%</b>	*	36%	*	-	*	-	-	52%	*	-	38%	42%	30%	50%	-	*	-	-
	Students																					
	CWD	42%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	74%	<b>38%</b>	*	36%	*	-	*	-	-	52%	*	-	38%	42%	30%	50%	-	*	-	-
	EL	52%	53%	<b>42%</b>	*	38%	*	-	*	-	-	52%	*	-	42%	42%	33%	53%	-	*	-	-
	Male	69%	66%	<b>30%</b>	-	31%	*	-	*	-	-	38%	*	-	30%	33%	30%	-	-	*	-	-
	Female	73%	73%	<b>50%</b>	*	42%	-	-	*	-	-	67%	*	-	50%	53%	-	50%	-	-	-	-
<b>Grade 8</b>																						
Reading	All	85%	82%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Students																					
	CWD	49%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	86%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	EL	58%	59%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	82%	78%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	88%	86%	*	*	*	*	-	*	-	-	*	*	-	*	*	-	*	-	*	-	-
Mathematics	All	85%	74%	<b>77%</b>	*	75%	*	-	90%	-	-	88%	61%	-	77%	78%	75%	78%	-	*	-	-
	Students																					
	CWD	53%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	89%	79%	<b>77%</b>	*	75%	*	-	90%	-	-	88%	61%	-	77%	78%	75%	78%	-	*	-	-
	EL	73%	65%	<b>78%</b>	*	78%	*	-	90%	-	-	88%	63%	-	78%	78%	74%	82%	-	*	-	-
	Male	82%	72%	<b>75%</b>	*	70%	*	-	86%	-	-	92%	*	-	75%	74%	75%	-	-	-	-	-
	Female	87%	77%	<b>78%</b>	*	78%	-	-	*	-	-	85%	70%	-	78%	82%	-	78%	-	*	-	-
Science	All	75%	70%	<b>30%</b>	*	25%	*	-	50%	-	-	40%	*	-	30%	29%	35%	26%	-	*	-	-
	Students																					
	CWD	39%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	75%	<b>30%</b>	*	25%	*	-	50%	-	-	40%	*	-	30%	29%	35%	26%	-	*	-	-

						African		American		Pacific		Two or Non Econ		Econ		Non Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military													
EL	46%	48%	<b>29%</b>	*	26%	*	-	50%	-	-	40%	*	-	29%	29%	32%	27%	-	*	-	-												
Male	74%	67%	<b>35%</b>	*	*	*	-	*	-	-	42%	*	-	35%	32%	35%	-	-	-	-													
Female	76%	74%	<b>26%</b>	*	*	-	-	*	-	-	36%	*	-	26%	27%	-	26%	-	*	-	-												
End of Course																																	
English I	All	64%	58%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*											
	Students																																
	CWD	25%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-												
	CWOD	68%	63%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*											
	EL	30%	31%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*											
	Male	57%	51%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*											
	Female	71%	66%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*											
Algebra I	All	82%	78%	<b>51%</b>	*	48%	*	-	91%	-	*	53%	44%	*	50%	51%	47%	56%	-	*	-	*											
	Students																																
	CWD	47%	35%	*	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-												
	CWOD	86%	83%	<b>50%</b>	*	47%	*	-	91%	-	*	53%	44%	-	50%	50%	47%	56%	-	*	-	*											
	EL	67%	65%	<b>51%</b>	*	48%	*	-	91%	-	*	53%	44%	*	50%	51%	47%	56%	-	*	-	*											
	Male	78%	73%	<b>47%</b>	*	44%	*	-	100%	-	-	51%	37%	*	47%	47%	47%	-	-	-	-												
	Female	87%	83%	<b>56%</b>	*	54%	*	-	83%	-	*	56%	54%	-	56%	56%	-	56%	-	*	-	*											
Biology	All	86%	82%	<b>43%</b>	*	44%	*	-	*	-	*	47%	*	-	43%	43%	39%	48%	-	*	-	*											
	Students																																
	CWD	56%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-												
	CWOD	89%	87%	<b>43%</b>	*	44%	*	-	*	-	*	47%	*	-	43%	43%	39%	48%	-	*	-	*											
	EL	64%	64%	<b>43%</b>	*	44%	*	-	*	-	*	47%	*	-	43%	43%	39%	48%	-	*	-	*											
	Male	83%	79%	<b>39%</b>	*	39%	*	-	*	-	-	45%	*	-	39%	39%	39%	-	-	-	-												
	Female	88%	86%	<b>48%</b>	*	50%	-	-	-	-	*	50%	*	-	48%	48%	-	48%	-	*	-	*											
STAAR Percent at Meets Grade Level or Above																																	
Grade 7																																	
Reading	All	47%	44%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*											
	Students																																
	CWD	23%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-												
	CWOD	50%	46%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*											
	EL	16%	18%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*											
	Male	42%	39%	*	-	*	*	-	*	-	*	*	*	-	*	*	*	-	-	-	-												
	Female	53%	50%	*	*	*	-	-	*	-	*	*	*	-	*	*	-	*	-	-	-												
Mathematics	All	39%	39%	<b>10%</b>	*	4%	*	-	*	-	-	16%	*	-	10%	11%	4%	19%	-	*	-	*											
	Students																																
	CWD	20%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-												
	CWOD	41%	41%	<b>10%</b>	*	4%	*	-	*	-	-	16%	*	-	10%	11%	4%	19%	-	*	-	*											
	EL	17%	19%	<b>11%</b>	*	4%	*	-	*	-	-	16%	*	-	11%	11%	5%	20%	-	*	-	*											
	Male	38%	38%	<b>4%</b>	-	0%	*	-	*	-	-	8%	*	-	4%	5%	4%	-	-	-	-												
	Female	40%	39%	<b>19%</b>	*	8%	-	-	*	-	-	25%	*	-	19%	20%	-	19%	-	-	-	-											

Grade 8

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All	48%	45%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Students																					
	CWD	23%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	48%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	EL	13%	14%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	44%	39%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	53%	52%	*	*	*	*	-	*	-	-	*	*	-	*	*	-	*	-	*	-	-
Mathematics	All	50%	32%	<b>23%</b>	*	11%	*	-	50%	-	-	32%	11%	-	23%	22%	15%	30%	-	*	-	-
	Students																					
	CWD	25%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	53%	34%	<b>23%</b>	*	11%	*	-	50%	-	-	32%	11%	-	23%	22%	15%	30%	-	*	-	-
	EL	30%	19%	<b>22%</b>	*	11%	*	-	50%	-	-	32%	6%	-	22%	22%	11%	32%	-	*	-	-
	Male	48%	30%	<b>15%</b>	*	0%	*	-	29%	-	-	17%	*	-	15%	11%	15%	-	-	-	-	-
	Female	53%	34%	<b>30%</b>	*	17%	-	-	*	-	46%	10%	-	30%	32%	-	30%	-	*	-	-	
Science	All	50%	45%	<b>5%</b>	*	4%	*	-	10%	-	-	4%	*	-	5%	5%	0%	9%	-	*	-	-
	Students																					
	CWD	23%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	53%	48%	<b>5%</b>	*	4%	*	-	10%	-	-	4%	*	-	5%	5%	0%	9%	-	*	-	-
	EL	19%	19%	<b>5%</b>	*	4%	*	-	10%	-	-	4%	*	-	5%	5%	0%	9%	-	*	-	-
	Male	51%	44%	<b>0%</b>	*	*	*	-	*	-	-	0%	*	-	0%	0%	0%	-	-	-	-	-
	Female	50%	46%	<b>9%</b>	*	*	-	-	*	-	7%	*	-	9%	9%	-	9%	-	*	-	-	
End of Course English I	All	43%	39%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*
	Students																					
	CWD	14%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	43%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*
	EL	10%	11%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	*	-	*
	Male	37%	32%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	*	-	*
	Female	51%	47%	*	*	*	*	-	*	-	*	*	*	-	*	*	-	*	-	*	-	*
Algebra I	All	53%	49%	<b>16%</b>	*	10%	*	-	91%	-	*	17%	16%	*	16%	16%	12%	22%	-	*	-	*
	Students																					
	CWD	19%	13%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	58%	53%	<b>16%</b>	*	9%	*	-	91%	-	*	16%	16%	*	16%	16%	11%	22%	-	*	-	*
	EL	29%	27%	<b>16%</b>	*	10%	*	-	91%	-	*	17%	16%	*	16%	16%	12%	22%	-	*	-	*
	Male	49%	43%	<b>12%</b>	*	7%	*	-	100%	-	-	15%	5%	*	11%	12%	12%	-	-	*	-	-
	Female	58%	55%	<b>22%</b>	*	15%	*	-	83%	-	*	20%	31%	-	22%	22%	-	22%	-	*	-	*
Biology	All	57%	56%	<b>4%</b>	*	3%	*	-	*	-	*	5%	*	-	4%	4%	5%	3%	-	*	-	*
	Students																					
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	61%	<b>4%</b>	*	3%	*	-	*	-	*	5%	*	-	4%	4%	5%	3%	-	*	-	*
	EL	20%	24%	<b>4%</b>	*	3%	*	-	*	-	*	5%	*	-	4%	4%	5%	3%	-	*	-	*
	Male	55%	53%	<b>5%</b>	*	3%	*	-	*	-	-	6%	*	-	5%	5%	5%	-	-	*	-	-
	Female	59%	59%	<b>3%</b>	*	4%	-	-	-	-	4%	*	-	3%	3%	-	3%	-	*	-	*	



						African		American		Pacific		Two or More		Econ		Non Econ				Foster	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	

**STAAR Percent at Masters Grade Level**

Grade 7

Reading	All	28%	26%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Students																					
	CWD	10%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	30%	27%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	EL	6%	8%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Female	33%	31%	*	*	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-

Mathematics	All	18%	19%	<b>3%</b>	*	0%	*	-	*	-	-	4%	*	-	3%	3%	4%	0%	-	*	-	-
	Students																					
	CWD	7%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	19%	21%	<b>3%</b>	*	0%	*	-	*	-	-	4%	*	-	3%	3%	4%	0%	-	*	-	-
	EL	5%	6%	<b>3%</b>	*	0%	*	-	*	-	-	4%	*	-	3%	3%	5%	0%	-	*	-	-
	Female	18%	19%	<b>0%</b>	*	0%	-	-	*	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-

Grade 8

Reading	All	26%	23%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Students																					
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	28%	25%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	EL	4%	4%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Female	30%	29%	*	*	*	*	-	*	-	-	*	*	-	*	*	-	*	-	*	-	-

Mathematics	All	15%	5%	<b>0%</b>	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Students																					
	CWD	9%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	16%	5%	<b>0%</b>	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	6%	1%	<b>0%</b>	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Female	16%	6%	<b>0%</b>	*	0%	-	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-

Science	All	27%	24%	<b>0%</b>	*	0%	*	-	0%	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Students																					
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	26%	<b>0%</b>	*	0%	*	-	0%	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	6%	5%	<b>0%</b>	*	0%	*	-	0%	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Female	25%	24%	<b>0%</b>	*	*	-	-	*	-	-	0%	*	-	0%	0%	-	0%	-	*	-	-

End of Course

English I	All	7%	6%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*
	Students																					
	CWOD	7%	7%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*

				African	American	Pacific	Two or Non	Econ	Non										Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	EL	0%	1%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	*	-	*
	Male	5%	4%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	-	*	-	-	
	Female	9%	9%	*	*	*	*	-	*	-	*	*	*	-	*	*	-	*	-	*	-	*
Algebra I	All	31%	29%	<b>4%</b>	*	2%	*	-	18%	-	*	5%	0%	*	4%	4%	4%	4%	-	*	-	*
	Students																					
	CWD	7%	3%	*	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	34%	32%	<b>4%</b>	*	2%	*	-	18%	-	*	5%	0%	-	4%	4%	4%	4%	-	*	-	*
	EL	12%	11%	<b>4%</b>	*	2%	*	-	18%	-	*	5%	0%	*	4%	4%	4%	4%	-	*	-	*
	Male	28%	25%	<b>4%</b>	*	2%	*	-	40%	-	-	5%	0%	*	4%	4%	4%	-	-	*	-	-
	Female	34%	33%	<b>4%</b>	*	3%	*	-	0%	-	*	5%	0%	-	4%	4%	-	4%	-	*	-	*
Biology	All	23%	23%	<b>1%</b>	*	0%	*	-	*	-	*	2%	*	-	1%	1%	2%	0%	-	*	-	*
	Students																					
	CWD	5%	3%	-	-	-	-	-	-	-	*	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	25%	<b>1%</b>	*	0%	*	-	*	-	*	2%	*	-	1%	1%	2%	0%	-	*	-	*
	EL	3%	5%	<b>1%</b>	*	0%	*	-	*	-	*	2%	*	-	1%	1%	2%	0%	-	*	-	*
	Male	22%	22%	<b>2%</b>	*	0%	*	-	*	-	-	3%	*	-	2%	2%	2%	-	-	*	-	-
	Female	23%	24%	<b>0%</b>	*	0%	-	-	-	-	*	0%	*	-	0%	0%	-	0%	-	*	-	*

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>32%</b>	25%	30%	17%	-	49%	-	*	36%	23%	*	32%	32%	30%	35%	-	19%	-	*
	Students																					
	CWD	45%	38%	*	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	80%	76%	<b>32%</b>	25%	30%	17%	-	49%	-	*	36%	23%	-	32%	32%	29%	35%	-	19%	-	*
	EL	60%	59%	<b>32%</b>	22%	31%	17%	-	49%	-	*	36%	23%	*	32%	32%	30%	35%	-	19%	-	*
	Male	74%	69%	<b>30%</b>	42%	27%	*	-	44%	-	-	35%	19%	*	29%	30%	30%	-	-	*	-	-
	Female	79%	76%	<b>35%</b>	*	34%	*	-	58%	-	*	38%	28%	-	35%	35%	-	35%	-	*	-	*
Reading	All	73%	68%	<b>4%</b>	*	*	*	-	*	-	*	*	*	-	4%	4%	*	6%	-	*	-	*
	Students																					
	CWD	39%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	72%	<b>4%</b>	*	*	*	-	*	-	*	*	*	-	4%	4%	*	6%	-	*	-	*
	EL	52%	51%	<b>4%</b>	*	*	*	-	*	-	*	*	*	-	4%	4%	*	6%	-	*	-	*
	Male	69%	64%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	*	-	-
	Female	77%	73%	<b>6%</b>	*	*	*	-	*	-	*	*	*	-	6%	6%	-	6%	-	*	-	*
Mathematics	All	80%	75%	<b>54%</b>	55%	51%	*	-	82%	-	*	59%	42%	*	54%	55%	49%	60%	-	43%	-	*
	Students																					
	CWD	52%	42%	*	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	83%	79%	<b>54%</b>	55%	50%	*	-	82%	-	*	59%	42%	-	54%	54%	48%	60%	-	43%	-	*
	EL	70%	69%	<b>55%</b>	56%	52%	*	-	82%	-	*	59%	44%	*	54%	55%	49%	62%	-	43%	-	*
	Male	78%	73%	<b>49%</b>	*	45%	*	-	76%	-	-	55%	35%	*	48%	49%	49%	-	-	*	-	-
	Female	82%	78%	<b>60%</b>	*	58%	*	-	91%	-	*	64%	52%	-	60%	62%	-	60%	-	*	-	*
Science	All	79%	74%	<b>38%</b>	*	38%	*	-	50%	-	*	45%	19%	-	38%	38%	38%	39%	-	*	-	*
	Students																					

				African	American	Two or Non	Econ	Non											Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
CWD	48%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	82%	78%	<b>38%</b>	*	38%	*	-	50%	-	-	*	45%	19%	-	38%	38%	38%	39%	-	*	-	*
EL	58%	57%	<b>38%</b>	*	38%	*	-	50%	-	-	*	45%	17%	-	38%	38%	37%	40%	-	*	-	*
Male	78%	72%	<b>38%</b>	*	37%	*	-	*	-	-	-	44%	*	-	38%	37%	38%	-	-	*	-	-
Female	80%	77%	<b>39%</b>	*	39%	-	-	*	-	-	*	46%	*	-	39%	40%	-	39%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>8%</b>	7%	4%	3%	-	34%	-	*	10%	6%	*	8%	8%	6%	11%	-	6%	-	*	
	Students																						
	CWD	23%	19%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	50%	45%	<b>8%</b>	7%	4%	3%	-	34%	-	*	9%	6%	-	8%	8%	6%	11%	-	6%	-	*	
	EL	26%	25%	<b>8%</b>	4%	4%	3%	-	34%	-	*	10%	5%	*	8%	8%	6%	11%	-	6%	-	*	
	Male	45%	40%	<b>6%</b>	8%	2%	*	-	26%	-	-	8%	2%	*	6%	6%	6%	-	-	*	-	-	
	Female	50%	45%	<b>11%</b>	*	7%	*	-	50%	-	*	11%	10%	-	11%	11%	-	11%	-	*	-	*	
Reading	All	46%	41%	<b>2%</b>	*	*	*	-	*	-	*	*	*	-	2%	2%	*	1%	-	*	-	*	
	Students																						
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	48%	44%	<b>2%</b>	*	*	*	-	*	-	*	*	*	-	2%	2%	*	1%	-	*	-	*	
	EL	21%	21%	<b>2%</b>	*	*	*	-	*	-	*	*	*	-	2%	2%	*	1%	-	*	-	*	
	Male	41%	37%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	*	-	-	
	Female	50%	47%	<b>1%</b>	*	*	*	-	*	-	*	*	*	-	1%	1%	-	1%	-	*	-	*	
Mathematics	All	48%	42%	<b>17%</b>	18%	9%	*	-	64%	-	*	19%	11%	*	16%	17%	11%	24%	-	14%	-	*	
	Students																						
	CWD	26%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	51%	45%	<b>16%</b>	18%	8%	*	-	64%	-	*	19%	11%	-	16%	16%	10%	24%	-	14%	-	*	
	EL	33%	31%	<b>17%</b>	11%	9%	*	-	64%	-	*	19%	10%	*	16%	17%	11%	24%	-	14%	-	*	
	Male	47%	41%	<b>11%</b>	*	5%	*	-	47%	-	-	14%	5%	*	10%	11%	11%	-	-	*	-	-	
	Female	49%	44%	<b>24%</b>	*	14%	*	-	91%	-	*	26%	19%	-	24%	24%	-	24%	-	*	-	*	
Science	All	49%	46%	<b>4%</b>	*	3%	*	-	17%	-	*	5%	3%	-	4%	4%	3%	6%	-	*	-	*	
	Students																						
	CWD	23%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	52%	49%	<b>4%</b>	*	3%	*	-	17%	-	*	5%	3%	-	4%	4%	3%	6%	-	*	-	*	
	EL	21%	20%	<b>4%</b>	*	3%	*	-	17%	-	*	5%	3%	-	4%	4%	3%	6%	-	*	-	*	
	Male	50%	45%	<b>3%</b>	*	2%	*	-	*	-	-	5%	*	-	3%	3%	3%	-	-	*	-	-	
	Female	49%	46%	<b>6%</b>	*	4%	-	-	*	-	*	5%	*	-	6%	6%	-	6%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>1%</b>	0%	1%	3%	-	6%	-	*	2%	0%	*	1%	1%	2%	1%	-	3%	-	*
	Students																					
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	23%	20%	<b>1%</b>	0%	1%	3%	-	6%	-	*	2%	0%	-	1%	1%	2%	1%	-	3%	-	*
	EL	9%	8%	<b>1%</b>	0%	1%	3%	-	6%	-	*	2%	0%	*	1%	1%	2%	1%	-	3%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	20%	17%	2%	0%	0%	*	-	9%	-	-	3%	0%	*	2%	2%	2%	-	-	*	-	-
	Female	22%	20%	1%	*	1%	*	-	0%	-	*	1%	0%	-	1%	1%	-	1%	-	*	-	*
Reading	All Students	19%	16%	0%	*	*	*	-	*	-	*	*	*	-	0%	0%	*	0%	-	*	-	*
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	18%	0%	*	*	*	-	*	-	*	*	*	-	0%	0%	*	0%	-	*	-	*
	EL	7%	7%	0%	*	*	*	-	*	-	*	*	*	-	0%	0%	*	0%	-	*	-	*
	Male	16%	13%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	*	-	*
	Female	22%	20%	0%	*	*	*	-	*	-	*	*	*	-	0%	0%	-	0%	-	*	-	*
Mathematics	All Students	23%	20%	3%	0%	1%	*	-	11%	-	*	4%	0%	*	3%	3%	3%	2%	-	7%	-	*
	CWD	10%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	25%	21%	3%	0%	1%	*	-	11%	-	*	4%	0%	-	3%	3%	3%	2%	-	7%	-	*
	EL	13%	11%	3%	0%	1%	*	-	11%	-	*	4%	0%	*	3%	3%	4%	2%	-	7%	-	*
	Male	23%	19%	3%	*	1%	*	-	18%	-	-	5%	0%	*	3%	4%	3%	-	-	*	-	*
	Female	24%	20%	2%	*	1%	*	-	0%	-	*	3%	0%	-	2%	2%	-	2%	-	*	-	*
Science	All Students	22%	20%	1%	*	0%	*	-	8%	-	*	1%	0%	-	1%	1%	2%	0%	-	*	-	*
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	22%	1%	*	0%	*	-	8%	-	*	1%	0%	-	1%	1%	2%	0%	-	*	-	*
	EL	5%	5%	1%	*	0%	*	-	8%	-	*	1%	0%	-	1%	1%	2%	0%	-	*	-	*
	Male	23%	20%	2%	*	0%	*	-	*	-	-	2%	*	-	2%	2%	2%	-	-	*	-	*
	Female	21%	20%	0%	*	0%	-	-	*	-	*	0%	*	-	0%	0%	-	0%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	62	*	67	-	-	*	-	-	61	-	62
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	62	*	67	-	-	*	-	-	61	-	62
EL	62	*	67	-	-	*	-	-	61	-	62
Male	*	-	*	-	-	*	-	-	*	-	*
Female	56	*	62	-	-	*	-	-	54	-	56

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	70	*	70	*	-	*	-	-	67	-	70
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	70	*	70	*	-	*	-	-	67	-	70
EL	70	*	70	*	-	*	-	-	67	-	70
Male	65	-	71	*	-	-	-	-	65	-	65
Female	72	*	70	*	-	*	-	-	68	-	72

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	14	*	*	*	-	*	-	*	16	*	14

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
------------------------	---	---	---	---	---	---	---	---	---	---	---

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

Federal Graduation Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	97%	-	100%	-	*	99%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	100%	100%	100%	97%	-	100%	-	*	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	97%	-	100%	-	*	99%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	-	99%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	92%	-	100%	-	*	99%	100%	-	100%	100%	-	100%	-
Reading	All Students	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	99%	99%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	99%	99%	100%	-
	EL	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	99%	99%	100%	-
	Male	99%	*	99%	100%	-	100%	-	-	98%	100%	-	99%	99%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	100%	100%	100%	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%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	-	100%	-
Science	All Students	99%	100%	100%	*	-	100%	-	*	99%	100%	-	99%	99%	100%	98%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	99%	100%	100%	*	-	100%	-	*	99%	100%	-	99%	99%	100%	98%	-
	EL	99%	100%	100%	*	-	100%	-	*	99%	100%	-	99%	99%	100%	98%	-
	Male	100%	*	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	-	-
	Female	98%	*	100%	*	-	*	-	*	98%	100%	-	98%	98%	-	98%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	3%	-	0%	-	*	1%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	0%	0%	0%	3%	-	0%	-	*	1%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	3%	-	0%	-	*	1%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	-	1%	0%	*	0%	0%	0%	-	-
	Female	0%	0%	0%	8%	-	0%	-	*	1%	0%	-	0%	0%	-	0%	-
Reading	All Students	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	1%	1%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	1%	1%	0%	-
	EL	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	1%	1%	0%	-
	Male	1%	*	1%	0%	-	0%	-	-	2%	0%	-	1%	1%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	0%	0%	0%	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%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	-	0%	-
Science	All Students	1%	0%	0%	*	-	0%	-	*	1%	0%	-	1%	1%	0%	2%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	1%	0%	0%	*	-	0%	-	*	1%	0%	-	1%	1%	0%	2%	-
	EL	1%	0%	0%	*	-	0%	-	*	1%	0%	-	1%	1%	0%	2%	-
	Male	0%	*	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	-	-
	Female	2%	*	0%	*	-	*	-	*	2%	0%	-	2%	2%	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data



Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	28	*	23	5	*	*	*	*	26		
	Female	8	*	8	*	*	*	*	*	8		
	Total	36	*	31	5	*	*	*	*	34		
Out-of-School Suspensions												
	Male	15	*	13	*	*	*	*	*	16		
	Female	*	*	*	*	*	*	*	*	*		
	Total	19	*	17	*	*	*	*	*	20		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*

		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)
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism												
	Male	8	*	8	*	*	*	*	*	8	*	*
	Female	11	*	11	*	*	*	*	*	11	*	*
	Total	19	*	19	*	*	*	*	*	19	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		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	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	All School Number	All School Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	10.0	32.3%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.5	1.7%

' ' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9	
		Black	44	49	34	31	19	17	3	3	
		Hispanic	49	46	31	32	16	19	3	4	
		White	21	22	34	32	35	34	10	13	
		American Indian	*	52	*	28	*	17	*	3	
		Asian	16	16	23	25	42	37	19	22	
		Pacific Islander	*	42	*	31	*	23	*	4	
		Two or More Races	33	27	29	31	29	30	8	11	
		Econ Disadv	50	46	32	32	16	18	2	3	
		Students with Disabilities	70	68	20	20	9	10	1	2	
		English Language Learners	63	68	25	23	11	8	1	1	
		Mathematics	Overall	18	20	40	39	33	32	8	8
			Black	30	37	46	44	22	17	3	2
	Hispanic		21	29	45	44	29	23	5	3	
	White		9	12	32	37	46	40	13	11	
	American Indian		*	31	*	44	*	21	*	3	
	Asian		8	8	18	25	40	42	34	25	
	Pacific Islander		*	29	*	42	*	25	*	4	
	Two or More Races		13	15	30	39	41	35	17	11	
	Econ Disadv		23	31	46	44	25	22	4	3	
	Students with Disabilities		43	51	38	32	16	14	2	3	
	English Language Learners	29	47	44	39	23	13	4	2		

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** NICHOLS J H

**Campus ID:** 220901053

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>		Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22														42%
2022-23 through 2026-27														44%
2027-28 through 2031-32														46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 7</b>																						
Reading	All Students	73%	70%	<b>64%</b>	58%	66%	88%	*	*	*	*	62%	68%	39%	67%	49%	58%	70%	-	48%	-	*
	CWD	37%	35%	<b>39%</b>	41%	31%	*	-	-	-	*	40%	*	39%	-	*	38%	42%	-	*	-	-
	CWOD	77%	73%	<b>67%</b>	61%	70%	88%	*	*	*	*	65%	70%	-	67%	50%	61%	72%	-	54%	-	*
	EL	44%	46%	<b>49%</b>	*	51%	*	*	*	-	-	47%	60%	*	50%	49%	32%	68%	-	-	-	-
	Male	69%	65%	<b>58%</b>	54%	54%	93%	*	*	-	*	53%	68%	38%	61%	32%	58%	-	-	38%	-	*
	Female	79%	76%	<b>70%</b>	63%	79%	82%	*	*	*	*	71%	68%	42%	72%	68%	-	70%	-	57%	-	*
	Mathematics	All Students	71%	70%	<b>58%</b>	50%	64%	77%	*	100%	*	*	59%	58%	35%	62%	59%	54%	63%	-	42%	*
CWD	42%	32%	<b>35%</b>	25%	42%	*	-	-	-	*	35%	*	35%	-	*	40%	*	-	*	*	-	-
CWOD	75%	74%	<b>62%</b>	53%	67%	75%	*	100%	*	*	62%	61%	-	62%	62%	57%	66%	-	48%	-	*	
EL	52%	53%	<b>59%</b>	*	59%	*	*	*	-	-	56%	73%	*	62%	59%	58%	60%	-	-	-	-	
Male	69%	66%	<b>54%</b>	45%	57%	67%	*	*	-	*	56%	50%	40%	57%	58%	54%	-	-	38%	*	*	
Female	73%	73%	<b>63%</b>	55%	71%	90%	*	*	*	*	61%	69%	*	66%	60%	-	63%	-	46%	-	*	
<b>Grade 8</b>																						
Reading	All Students	85%	82%	<b>79%</b>	71%	84%	97%	*	100%	*	67%	80%	77%	45%	84%	76%	73%	86%	-	67%	-	*
	CWD	49%	40%	<b>45%</b>	26%	62%	*	-	-	-	*	46%	*	45%	-	*	39%	58%	-	*	-	-
	CWOD	88%	86%	<b>84%</b>	78%	87%	97%	*	100%	*	83%	86%	79%	-	84%	81%	80%	88%	-	77%	-	*
	EL	58%	59%	<b>76%</b>	-	75%	*	-	*	-	-	83%	*	*	81%	76%	71%	85%	-	*	-	-
	Male	82%	78%	<b>73%</b>	65%	79%	95%	*	100%	*	*	75%	70%	39%	80%	71%	73%	-	-	60%	-	*
	Female	88%	86%	<b>86%</b>	80%	89%	100%	*	100%	-	83%	87%	85%	58%	88%	85%	-	86%	-	75%	-	*
Mathematics	All Students	85%	74%	<b>67%</b>	61%	70%	85%	*	100%	*	60%	65%	70%	40%	71%	70%	66%	67%	-	43%	-	*
	CWD	53%	37%	<b>40%</b>	26%	63%	*	-	-	-	*	43%	*	40%	-	*	38%	43%	-	*	-	-
	CWOD	89%	79%	<b>71%</b>	67%	71%	94%	*	100%	*	83%	70%	74%	-	71%	72%	72%	71%	-	56%	-	*
	EL	73%	65%	<b>70%</b>	*	67%	*	-	*	-	-	70%	67%	*	72%	70%	67%	75%	-	*	-	-
	Male	82%	72%	<b>66%</b>	63%	67%	85%	*	*	*	*	64%	70%	38%	72%	67%	66%	-	-	50%	-	-
	Female	87%	77%	<b>67%</b>	58%	75%	86%	*	100%	-	71%	66%	71%	43%	71%	75%	-	67%	-	*	-	*
Science	All Students	75%	70%	<b>65%</b>	59%	71%	77%	*	82%	*	*	64%	68%	36%	70%	60%	63%	68%	-	40%	-	*
	CWD	39%	30%	<b>36%</b>	27%	57%	*	-	-	-	*	38%	*	36%	-	*	38%	31%	-	*	-	-
	CWOD	78%	75%	<b>70%</b>	64%	73%	85%	*	82%	*	*	69%	71%	-	70%	64%	68%	72%	-	45%	-	*

					African	American	Pacific	Two or More	Econ	Non Econ										Foster	Military		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care		
EL		46%	48%	<b>60%</b>	*	58%	*	-	*	-	-	61%	56%	*	64%	60%	57%	65%	-	*	-	-	
Male		74%	67%	<b>63%</b>	58%	69%	76%	*	*	*	*	60%	68%	38%	68%	57%	63%	-	-	40%	-	*	
Female		76%	74%	<b>68%</b>	61%	74%	77%	*	83%	-	*	69%	68%	31%	72%	65%	-	68%	-	*	-	*	
<b>End of Course</b>																							
Algebra I		All	82%	78%	<b>100%</b>	100%	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-	*	-	*
		Students																					
CWD		47%	35%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	-
CWOD		86%	83%	<b>100%</b>	100%	100%	100%	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	100%	-	*	-	*
EL		67%	65%	<b>100%</b>	-	100%	*	-	-	-	-	100%	-	-	100%	100%	100%	*	-	-	-	-	-
Male		78%	73%	<b>100%</b>	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	-	-	*	-	*	*
Female		87%	83%	<b>100%</b>	100%	100%	100%	-	*	-	-	100%	100%	-	100%	*	-	100%	-	*	-	*	*
<b>Biology</b>																							
All		86%	82%	<b>100%</b>	*	-	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-	-
		Students																					
CWD		56%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD		89%	87%	<b>100%</b>	*	-	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-	-
EL		64%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male		83%	79%	<b>100%</b>	*	-	100%	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	-	-
Female		88%	86%	<b>100%</b>	*	-	*	-	*	-	*	*	*	-	100%	-	-	100%	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 7</b>																							
Reading		All	47%	44%	<b>36%</b>	30%	37%	65%	*	*	*	*	38%	31%	25%	37%	28%	30%	42%	-	22%	-	*
		Students																					
CWD		23%	21%	<b>25%</b>	24%	19%	*	-	-	-	*	27%	*	25%	-	*	25%	25%	-	*	-	-	-
CWOD		50%	46%	<b>37%</b>	30%	39%	63%	*	*	*	*	39%	32%	-	37%	28%	30%	43%	-	25%	-	*	
EL		16%	18%	<b>28%</b>	*	29%	*	*	*	-	-	27%	30%	*	28%	28%	21%	35%	-	-	-	-	-
Male		42%	39%	<b>30%</b>	24%	29%	53%	*	*	-	*	32%	25%	25%	30%	21%	30%	-	-	15%	-	*	*
Female		53%	50%	<b>42%</b>	35%	45%	82%	*	*	*	*	43%	41%	25%	43%	35%	-	42%	-	29%	-	*	*
<b>Mathematics</b>																							
All		39%	39%	<b>23%</b>	19%	25%	41%	*	60%	*	*	25%	20%	28%	23%	16%	26%	20%	-	19%	*	*	*
		Students																					
CWD		20%	16%	<b>28%</b>	20%	32%	*	-	-	-	*	32%	*	28%	-	*	30%	*	-	*	*	-	-
CWOD		41%	41%	<b>23%</b>	18%	24%	35%	*	60%	*	*	24%	20%	-	23%	15%	25%	20%	-	22%	-	*	*
EL		17%	19%	<b>16%</b>	*	15%	*	*	*	-	-	15%	27%	*	15%	16%	18%	14%	-	-	-	-	-
Male		38%	38%	<b>26%</b>	20%	27%	42%	*	*	-	*	29%	20%	30%	25%	18%	26%	-	-	23%	*	*	*
Female		40%	39%	<b>20%</b>	17%	22%	40%	*	*	*	*	21%	20%	*	20%	14%	-	20%	-	15%	-	*	*
<b>Grade 8</b>																							
Reading		All	48%	45%	<b>37%</b>	28%	42%	66%	*	43%	*	44%	34%	45%	24%	39%	18%	33%	42%	-	19%	-	*
		Students																					
CWD		23%	17%	<b>24%</b>	13%	43%	*	-	-	-	*	27%	*	24%	-	*	21%	33%	-	*	-	-	-
CWOD		51%	48%	<b>39%</b>	30%	42%	70%	*	43%	*	67%	35%	47%	-	39%	19%	36%	43%	-	23%	-	*	*
EL		13%	14%	<b>18%</b>	-	20%	*	-	*	-	-	21%	*	*	19%	18%	23%	10%	-	*	-	-	-
Male		44%	39%	<b>33%</b>	28%	36%	59%	*	43%	*	*	30%	41%	21%	36%	23%	33%	-	-	20%	-	*	*
Female		53%	52%	<b>42%</b>	29%	50%	77%	*	43%	-	67%	39%	49%	33%	43%	10%	-	42%	-	17%	-	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	50%	32%	<b>20%</b>	10%	26%	30%	*	89%	*	30%	20%	19%	25%	19%	15%	21%	19%	-	9%	-	*	
	Students																						
	CWD	25%	16%	<b>25%</b>	13%	47%	*	-	-	-	*	26%	*	25%	-	*	24%	29%	-	*	-	-	-
	CWOD	53%	34%	<b>19%</b>	10%	21%	33%	*	89%	*	50%	19%	19%	-	19%	15%	20%	17%	-	11%	-	*	-
	EL	30%	19%	<b>15%</b>	*	17%	*	-	*	-	-	19%	0%	*	15%	15%	20%	6%	-	*	-	-	-
	Female	53%	34%	<b>19%</b>	10%	18%	29%	*	80%	-	43%	18%	20%	29%	17%	6%	-	19%	-	*	-	-	*
Science	All	50%	45%	<b>39%</b>	28%	48%	63%	*	73%	*	*	37%	45%	27%	41%	36%	39%	40%	-	24%	-	*	
	Students																						
	CWD	23%	18%	<b>27%</b>	12%	52%	*	-	-	-	*	29%	*	27%	-	*	28%	25%	-	*	-	-	-
	CWOD	53%	48%	<b>41%</b>	30%	47%	69%	*	73%	*	*	38%	48%	-	41%	36%	41%	41%	-	30%	-	*	-
	EL	19%	19%	<b>36%</b>	*	32%	*	-	*	-	-	35%	44%	*	36%	36%	34%	40%	-	*	-	-	-
	Female	50%	46%	<b>40%</b>	25%	51%	62%	*	67%	-	*	37%	46%	25%	41%	40%	-	40%	-	*	-	-	*
End of Course Algebra I	All	53%	49%	<b>82%</b>	69%	90%	85%	-	100%	-	-	79%	87%	*	82%	89%	89%	77%	-	*	-	*	
	Students																						
	CWD	19%	13%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	-
	CWOD	58%	53%	<b>82%</b>	69%	90%	84%	-	100%	-	-	79%	87%	-	82%	89%	89%	77%	-	*	-	-	*
	EL	29%	27%	<b>89%</b>	-	100%	*	-	-	-	-	89%	-	-	89%	89%	100%	*	-	-	-	-	-
	Female	58%	55%	<b>77%</b>	67%	86%	75%	-	*	-	-	75%	80%	-	77%	*	-	77%	-	*	-	-	*
Biology	All	57%	56%	<b>100%</b>	*	-	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-	-
	Students																						
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	61%	<b>100%</b>	*	-	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-	-
	EL	20%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	59%	59%	<b>100%</b>	*	-	*	-	*	-	*	*	*	-	100%	-	-	100%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 7 Reading	All	28%	26%	<b>16%</b>	10%	19%	31%	*	*	*	*	17%	13%	14%	16%	13%	12%	20%	-	11%	-	*	
	Students																						
	CWD	10%	10%	<b>14%</b>	12%	13%	*	-	-	-	*	13%	*	14%	-	*	17%	8%	-	*	-	-	-
	CWOD	30%	27%	<b>16%</b>	10%	19%	29%	*	*	*	*	18%	13%	-	16%	13%	12%	20%	-	13%	-	*	-
	EL	6%	8%	<b>13%</b>	*	12%	*	*	*	-	-	11%	20%	*	13%	13%	13%	12%	-	-	-	-	-
	Female	33%	31%	<b>20%</b>	14%	24%	36%	*	*	*	*	20%	18%	8%	20%	12%	-	20%	-	21%	-	-	*
Mathematics	All	18%	19%	<b>6%</b>	3%	7%	9%	*	40%	*	*	6%	5%	2%	6%	3%	6%	6%	-	4%	*	*	
	Students																						
	CWD	7%	2%	<b>2%</b>	0%	0%	*	-	-	-	*	0%	*	2%	-	*	3%	*	-	*	*	-	-
	CWOD	19%	21%	<b>6%</b>	4%	8%	5%	*	40%	*	*	7%	5%	-	6%	3%	7%	6%	-	4%	-	-	-
	Male	17%	19%	<b>6%</b>	1%	8%	17%	*	*	-	*	7%	5%	3%	7%	3%	6%	-	-	0%	*	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
		Female	18%	19%	6%	5%	7%	0%	*	*	*	6%	7%	*	6%	3%	-	6%	-	8%	-	*
Grade 8 Reading	All Students	26%	23%	17%	12%	14%	46%	*	36%	*	22%	12%	26%	0%	19%	4%	17%	16%	-	15%	-	*
	CWD	8%	6%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	28%	25%	19%	14%	16%	48%	*	36%	*	33%	15%	28%	-	19%	4%	20%	17%	-	18%	-	*
	EL	4%	4%	4%	-	4%	*	-	*	-	-	4%	*	*	4%	4%	6%	0%	-	*	-	-
	Male	22%	18%	17%	12%	14%	50%	*	43%	*	*	12%	29%	0%	20%	6%	17%	-	-	13%	-	*
	Female	30%	29%	16%	13%	14%	38%	*	29%	-	33%	13%	22%	0%	17%	0%	-	16%	-	17%	-	*
Mathematics	All Students	15%	5%	2%	0%	1%	15%	*	33%	*	0%	1%	5%	2%	2%	0%	3%	2%	-	0%	-	*
	CWD	9%	3%	2%	0%	5%	*	-	-	-	*	2%	*	2%	-	*	3%	0%	-	*	-	-
	CWOD	16%	5%	2%	0%	0%	17%	*	33%	*	0%	1%	6%	-	2%	0%	3%	2%	-	0%	-	*
	EL	6%	1%	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	14%	4%	3%	0%	1%	15%	*	*	*	*	1%	6%	3%	3%	0%	3%	-	-	0%	-	-
	Female	16%	6%	2%	0%	0%	14%	*	20%	-	0%	0%	5%	0%	2%	0%	-	2%	-	*	-	*
Science	All Students	27%	24%	17%	9%	23%	33%	*	45%	*	*	14%	25%	4%	19%	9%	18%	15%	-	12%	-	*
	CWD	8%	5%	4%	0%	5%	*	-	-	-	*	2%	*	4%	-	*	5%	0%	-	*	-	-
	CWOD	29%	26%	19%	11%	25%	35%	*	45%	*	*	16%	26%	-	19%	9%	21%	17%	-	15%	-	*
	EL	6%	5%	9%	*	10%	*	-	*	-	-	11%	0%	*	9%	9%	11%	5%	-	*	-	-
	Male	29%	24%	18%	12%	20%	47%	*	*	*	*	15%	26%	5%	21%	11%	18%	-	-	13%	-	*
	Female	25%	24%	15%	6%	26%	15%	*	33%	-	*	12%	23%	0%	17%	5%	-	15%	-	*	-	*
End of Course Algebra I	All Students	31%	29%	42%	39%	38%	55%	-	40%	-	-	34%	54%	*	42%	11%	44%	39%	-	*	-	*
	CWD	7%	3%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	34%	32%	42%	39%	38%	58%	-	40%	-	-	34%	55%	-	42%	11%	45%	39%	-	*	-	*
	EL	12%	11%	11%	-	13%	*	-	-	-	-	11%	-	-	11%	11%	20%	*	-	-	-	-
	Male	28%	25%	44%	42%	39%	58%	-	*	-	-	27%	68%	*	45%	20%	44%	-	-	*	-	*
	Female	34%	33%	39%	38%	36%	50%	-	*	-	-	39%	40%	-	39%	*	-	39%	-	*	-	*
Biology	All Students	23%	23%	100%	*	-	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	5%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	25%	100%	*	-	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-
	EL	3%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	22%	100%	*	-	100%	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	23%	24%	100%	*	-	*	-	*	-	-	*	*	-	100%	-	-	100%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades																						
All Subjects	All	77%	72%	69%	62%	73%	88%	*	94%	*	57%	68%	71%	39%	73%	63%	65%	73%	-	50%	*	90%
	Students																					
	CWD	45%	38%	39%	28%	52%	62%	-	-	-	*	41%	33%	39%	-	44%	39%	39%	-	*	*	-

				African	American	Pacific	Two or Non	Econ	Econ											Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	80%	76%	<b>73%</b>	67%	75%	90%	*	94%	*	77%	73%	74%	-	73%	65%	70%	76%	-	58%	-	90%
	EL	60%	59%	<b>63%</b>	*	62%	73%	*	71%	-	-	63%	60%	44%	65%	63%	57%	70%	-	*	-	-
	Male	74%	69%	<b>65%</b>	59%	67%	88%	*	90%	*	50%	64%	67%	39%	70%	57%	65%	-	-	47%	*	100%
	Female	79%	76%	<b>73%</b>	66%	79%	89%	*	100%	*	61%	73%	75%	39%	76%	70%	-	73%	-	54%	-	85%
Reading	All	73%	68%	<b>72%</b>	66%	75%	93%	*	89%	*	59%	72%	73%	42%	76%	61%	67%	78%	-	57%	-	88%
	Students																					
	CWD	39%	32%	<b>42%</b>	33%	49%	*	-	-	*	44%	36%	42%	-	44%	39%	52%	-	*	-	-	
	CWOD	77%	72%	<b>76%</b>	70%	79%	93%	*	89%	*	69%	76%	75%	-	76%	63%	72%	80%	-	65%	-	88%
	EL	52%	51%	<b>61%</b>	*	61%	*	*	*	-	-	62%	50%	44%	63%	61%	51%	74%	-	*	-	-
	Male	69%	64%	<b>67%</b>	60%	67%	95%	*	82%	*	*	66%	69%	39%	72%	51%	67%	-	-	50%	-	*
	Female	77%	73%	<b>78%</b>	72%	84%	92%	*	100%	*	55%	78%	78%	52%	80%	74%	-	78%	-	65%	-	*
Mathematics	All	80%	75%	<b>67%</b>	60%	71%	87%	*	100%	*	53%	66%	69%	38%	71%	66%	64%	71%	-	47%	*	100%
	Students																					
	CWOD	52%	42%	<b>38%</b>	26%	53%	*	-	-	*	40%	32%	38%	-	47%	40%	33%	-	*	*	-	
	CWOD	83%	79%	<b>71%</b>	65%	74%	89%	*	100%	*	69%	71%	72%	-	71%	68%	69%	74%	-	56%	-	100%
	EL	70%	69%	<b>66%</b>	*	65%	*	*	*	-	-	65%	70%	47%	68%	66%	64%	67%	-	*	-	-
	Male	78%	73%	<b>64%</b>	58%	66%	84%	*	100%	*	*	64%	64%	40%	69%	64%	64%	-	-	46%	*	*
	Female	82%	78%	<b>71%</b>	63%	77%	92%	*	100%	*	50%	68%	75%	33%	74%	67%	-	71%	-	48%	-	100%
Science	All	79%	74%	<b>66%</b>	59%	71%	81%	*	86%	*	56%	64%	70%	36%	71%	60%	64%	69%	-	40%	-	*
	Students																					
	CWD	48%	40%	<b>36%</b>	27%	57%	*	-	-	*	38%	*	36%	-	*	38%	31%	-	*	-	-	
	CWOD	82%	78%	<b>71%</b>	64%	73%	88%	*	86%	*	100%	70%	73%	-	71%	64%	69%	73%	-	45%	-	*
	EL	58%	57%	<b>60%</b>	*	58%	*	-	*	-	-	61%	56%	*	64%	60%	57%	65%	-	*	-	-
	Male	78%	72%	<b>64%</b>	58%	69%	82%	*	86%	*	*	61%	70%	38%	69%	57%	64%	-	-	40%	-	*
	Female	80%	77%	<b>69%</b>	61%	74%	80%	*	86%	-	83%	69%	69%	31%	73%	65%	-	69%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>35%</b>	25%	39%	61%	*	69%	*	30%	34%	37%	26%	36%	25%	33%	37%	-	20%	*	50%
	Students																					
	CWD	23%	19%	<b>26%</b>	16%	40%	46%	-	-	*	28%	19%	26%	-	23%	26%	27%	-	*	*	-	
	CWOD	50%	45%	<b>36%</b>	27%	39%	63%	*	69%	*	43%	35%	39%	-	36%	25%	35%	38%	-	24%	-	50%
	EL	26%	25%	<b>25%</b>	*	25%	18%	*	29%	-	-	25%	21%	23%	25%	25%	24%	-	*	-	-	
	Male	45%	40%	<b>33%</b>	24%	37%	59%	*	66%	*	19%	32%	35%	26%	35%	25%	33%	-	-	20%	*	71%
	Female	50%	45%	<b>37%</b>	27%	41%	64%	*	73%	*	36%	35%	41%	27%	38%	24%	-	37%	-	20%	-	38%
Reading	All	46%	41%	<b>37%</b>	29%	39%	66%	*	42%	*	35%	36%	38%	25%	38%	24%	32%	42%	-	20%	-	63%
	Students																					
	CWD	22%	18%	<b>25%</b>	18%	32%	*	-	-	*	27%	14%	25%	-	19%	23%	30%	-	*	-	-	
	CWOD	48%	44%	<b>38%</b>	30%	40%	67%	*	42%	*	46%	37%	40%	-	38%	24%	33%	43%	-	24%	-	63%
	EL	21%	21%	<b>24%</b>	*	25%	*	*	*	-	-	25%	17%	19%	24%	24%	22%	26%	-	*	-	-
	Male	41%	37%	<b>32%</b>	26%	33%	57%	*	36%	*	*	31%	33%	23%	33%	22%	32%	-	-	18%	-	*
	Female	50%	47%	<b>42%</b>	32%	48%	79%	*	50%	*	36%	41%	46%	30%	43%	26%	-	42%	-	23%	-	*
Mathematics	All	48%	42%	<b>30%</b>	20%	34%	52%	*	84%	*	21%	29%	30%	27%	30%	21%	30%	29%	-	17%	*	50%
	Students																					

				African	American	Pacific	Two or Non	Econ	Econ											Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWD	26%	21%	<b>27%</b>	16%	39%	*	-	-	*	29%	21%	27%	-	20%	28%	26%	-	*	*	-		
	CWOD	51%	45%	<b>30%</b>	21%	33%	51%	*	84%	*	31%	29%	31%	-	30%	21%	31%	29%	-	20%	-	50%	
	EL	33%	31%	<b>21%</b>	*	22%	*	*	*	-	22%	15%	20%	21%	21%	25%	16%	-	*	-	-		
	Male	47%	41%	<b>30%</b>	19%	36%	54%	*	82%	*	31%	30%	28%	31%	25%	30%	-	-	18%	*	*		
	Female	49%	44%	<b>29%</b>	22%	31%	48%	*	88%	*	25%	28%	31%	26%	29%	16%	-	29%	-	16%	-	40%	
Science	All	49%	46%	<b>41%</b>	29%	48%	70%	*	79%	*	33%	37%	49%	27%	43%	36%	41%	42%	-	24%	-	*	
	Students																						
	CWD	23%	18%	<b>27%</b>	12%	52%	*	-	-	-	*	29%	*	27%	-	*	28%	25%	-	*	-	-	
	CWOD	52%	49%	<b>43%</b>	31%	47%	76%	*	79%	*	60%	39%	52%	-	43%	36%	44%	43%	-	30%	-	*	
	EL	21%	20%	<b>36%</b>	*	32%	*	-	*	-	35%	44%	*	36%	36%	34%	40%	-	*	-	-	-	
	Male	50%	45%	<b>41%</b>	30%	45%	73%	*	86%	*	*	37%	49%	28%	44%	34%	41%	-	-	27%	-	*	
	Female	49%	46%	<b>42%</b>	26%	51%	67%	*	71%	-	50%	38%	49%	25%	43%	40%	-	42%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>14%</b>	9%	14%	36%	*	43%	*	9%	12%	19%	4%	16%	6%	14%	15%	-	9%	*	25%	
	Students																						
	CWD	8%	5%	<b>4%</b>	2%	4%	23%	-	-	-	*	3%	7%	4%	-	5%	5%	2%	-	*	*	-	
	CWOD	23%	20%	<b>16%</b>	10%	16%	37%	*	43%	*	13%	13%	20%	-	16%	6%	16%	16%	-	11%	-	25%	
	EL	9%	8%	<b>6%</b>	*	6%	0%	*	0%	-	-	6%	6%	5%	6%	6%	7%	5%	-	*	-	-	
	Male	20%	17%	<b>14%</b>	8%	13%	41%	*	45%	*	6%	11%	20%	5%	16%	7%	14%	-	-	6%	*	29%	
	Female	22%	20%	<b>15%</b>	10%	16%	28%	*	41%	*	11%	13%	19%	2%	16%	5%	-	15%	-	13%	-	23%	
Reading	All	19%	16%	<b>16%</b>	11%	16%	39%	*	37%	*	18%	15%	20%	6%	18%	9%	15%	18%	-	13%	-	25%	
	Students																						
	CWD	7%	5%	<b>6%</b>	5%	5%	*	-	-	-	*	6%	7%	6%	-	6%	6%	4%	-	*	-	-	
	CWOD	20%	18%	<b>18%</b>	12%	18%	40%	*	37%	*	23%	16%	21%	-	18%	9%	16%	19%	-	15%	-	25%	
	EL	7%	7%	<b>9%</b>	*	9%	*	*	*	-	-	8%	11%	6%	9%	9%	10%	7%	-	*	-	-	
	Male	16%	13%	<b>15%</b>	10%	13%	41%	*	36%	*	*	13%	19%	6%	16%	10%	15%	-	-	7%	-	*	
	Female	22%	20%	<b>18%</b>	13%	19%	38%	*	38%	*	18%	17%	20%	4%	19%	7%	-	18%	-	19%	-	*	
Mathematics	All	23%	20%	<b>9%</b>	5%	9%	26%	*	37%	*	0%	7%	13%	2%	10%	2%	9%	10%	-	4%	*	25%	
	Students																						
	CWD	10%	5%	<b>2%</b>	0%	3%	*	-	-	-	*	1%	5%	2%	-	0%	3%	0%	-	*	*	-	
	CWOD	25%	21%	<b>10%</b>	6%	10%	26%	*	37%	*	0%	8%	14%	-	10%	3%	10%	11%	-	4%	-	25%	
	EL	13%	11%	<b>2%</b>	*	2%	*	*	*	-	-	2%	5%	0%	3%	2%	3%	2%	-	*	-	-	
	Male	23%	19%	<b>9%</b>	3%	9%	30%	*	36%	*	*	6%	14%	3%	10%	3%	9%	-	-	0%	*	*	
	Female	24%	20%	<b>10%</b>	8%	9%	20%	*	38%	*	0%	9%	12%	0%	11%	2%	-	10%	-	8%	-	20%	
Science	All	22%	20%	<b>20%</b>	10%	23%	46%	*	57%	*	11%	15%	30%	4%	22%	9%	21%	18%	-	12%	-	*	
	Students																						
	CWD	7%	4%	<b>4%</b>	0%	5%	*	-	-	-	*	2%	*	4%	-	*	5%	0%	-	*	-	-	
	CWOD	24%	22%	<b>22%</b>	12%	25%	48%	*	57%	*	20%	17%	32%	-	22%	9%	24%	20%	-	15%	-	*	
	EL	5%	5%	<b>9%</b>	*	10%	*	-	*	-	-	11%	0%	*	9%	9%	11%	5%	-	*	-	-	
	Male	23%	20%	<b>21%</b>	13%	20%	59%	*	71%	*	*	16%	32%	5%	24%	11%	21%	-	-	13%	-	*	
	Female	21%	20%	<b>18%</b>	8%	26%	27%	*	43%	-	17%	13%	27%	0%	20%	5%	-	18%	-	*	-	*	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score Reading</b>											
All Students	73	71	73	81	*	89	*	75	73	66	74
CWD	66	68	63	*	-	-	-	*	68	66	75
CWOD	74	72	74	81	*	89	*	75	74	-	74
EL	74	*	72	*	*	*	-	-	75	75	74
Male	72	71	70	83	*	91	*	100	71	64	73
Female	74	71	77	76	*	88	*	61	75	73	76
<b>Mathematics</b>											
All Students	70	65	72	75	*	93	*	77	70	58	75
CWD	58	53	57	100	-	-	-	*	59	58	50
CWOD	71	67	74	72	*	93	*	85	72	-	79
EL	75	*	75	*	*	*	-	-	75	50	75
Male	69	62	73	79	*	89	*	*	71	58	69
Female	71	69	71	69	*	100	*	75	69	56	84

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

<b>Total EL in Class</b>	<b>Proficiency of EL</b>	<b>Rate of Proficiency</b>
<b>124</b>	<b>29</b>	<b>23%</b>

\*\* 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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	32	42	62	*	69	*	*	38	23	31
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

<b>STAAR Performance Status</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Y	Y					Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y					N	N	N
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	100%	99%	100%	100%	98%	100%	98%	99%	100%	99%	99%	99%	99%	99%	-
	CWD	99%	99%	99%	100%	-	-	-	100%	99%	100%	99%	-	100%	99%	99%	-
	CWOD	99%	100%	99%	100%	100%	98%	100%	97%	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	100%	99%	100%	*	100%	-	-	99%	100%	100%	99%	99%	99%	100%	-
	Male	99%	100%	99%	100%	100%	100%	*	100%	99%	100%	99%	99%	99%	99%	-	-
	Female	99%	100%	99%	100%	100%	96%	*	97%	99%	99%	99%	99%	99%	100%	-	99%
Reading	All Students	99%	100%	99%	100%	*	100%	*	94%	99%	100%	99%	100%	100%	100%	99%	-
	CWD	99%	100%	97%	100%	-	-	-	*	99%	100%	99%	-	100%	100%	96%	-
	CWOD	100%	100%	99%	100%	*	100%	*	92%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	100%	*	100%	*	91%	99%	99%	96%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	99%	100%	-	100%	99%	99%	100%	-
	EL	99%	*	99%	*	*	*	-	-	99%	100%	100%	99%	99%	99%	100%	-
	Male	100%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	99%	99%	99%	100%	-
	Female	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	99%	99%	98%	100%	*	93%	*	100%	98%	99%	98%	99%	98%	99%	98%	-
	CWD	98%	96%	100%	100%	-	-	-	*	98%	100%	98%	-	100%	98%	100%	-
	CWOD	99%	99%	98%	100%	*	93%	*	100%	98%	99%	-	99%	98%	99%	98%	-
	EL	98%	*	98%	*	-	*	-	-	98%	100%	100%	98%	98%	97%	100%	-
	Male	99%	99%	98%	100%	*	100%	*	*	98%	100%	98%	99%	97%	99%	-	-
	Female	98%	99%	98%	100%	*	86%	-	100%	98%	98%	100%	98%	100%	-	98%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	0%	1%	0%	0%	2%	0%	2%	1%	0%	1%	1%	1%	1%	1%	-
	CWD	1%	1%	1%	0%	-	-	-	0%	1%	0%	1%	-	0%	1%	1%	-
	CWOD	1%	0%	1%	0%	0%	2%	0%	3%	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	0%	1%	0%	*	0%	-	-	1%	0%	0%	1%	1%	1%	0%	-
	Male	1%	0%	1%	0%	0%	0%	*	0%	1%	0%	1%	1%	1%	1%	-	-
	Female	1%	0%	1%	0%	0%	4%	*	3%	1%	1%	1%	1%	1%	0%	-	1%
Reading	All Students	1%	0%	1%	0%	*	0%	*	6%	1%	0%	1%	0%	0%	0%	1%	-
	CWD	1%	0%	3%	0%	-	-	-	*	1%	0%	1%	-	0%	0%	4%	-
	CWOD	0%	0%	1%	0%	*	0%	*	8%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	*	0%	*	9%	1%	1%	4%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	*	0%	1%	0%	-	0%	1%	1%	0%	-
	EL	1%	*	1%	*	*	*	-	-	1%	0%	0%	1%	1%	1%	0%	-
	Male	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%	-	-
	Female	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	1%	1%	2%	0%	*	7%	*	0%	2%	1%	2%	1%	2%	1%	2%	-
	CWD	2%	4%	0%	0%	-	-	-	*	2%	0%	2%	-	0%	3%	0%	-
	CWOD	1%	1%	2%	0%	*	7%	*	0%	2%	1%	-	1%	2%	1%	2%	-
	EL	2%	*	2%	*	-	*	-	-	2%	0%	0%	2%	2%	3%	0%	-
	Male	1%	1%	2%	0%	*	0%	*	*	2%	0%	3%	1%	3%	1%	-	-
	Female	2%	1%	2%	0%	*	14%	-	0%	2%	2%	0%	2%	0%	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities	
<b>Students Without Disabilities</b>													
In-School Suspensions													
	Male	102	68	23	5	*	*	*	*	11			
	Female	65	41	20	*	*	*	*	*	5			
	Total	167	109	43	7	*	*	*	*	16			
Out-of-School Suspensions													
	Male	100	70	13	7	*	*	*	*	7			
	Female	40	25	13	*	*	*	*	*	*			
	Total	140	95	26	7	*	*	*	6	9			
Expulsions													
With Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Without Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Under Zero Tolerance Policies													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
School-Related Arrests													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Referrals to Law Enforcement													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
<b>Students With Disabilities</b>													
In-School Suspensions													

		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	Male	27	17	8	*	*	*	*	*	*	8	8
	Female	9	5	*	*	*	*	*	*	*	*	*
	Total	36	22	10	*	*	*	*	*	*	10	10
Expulsions	Male	17	13	*	*	*	*	*	*	*	*	*
	Female	9	7	*	*	*	*	*	*	*	*	*
	Total	26	20	6	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b> Chronic Absenteeism	Male	46	17	14	8	*	*	*	5	5	5	*
	Female	49	14	23	8	*	*	*	*	8	14	*
	Total	95	31	37	16	*	*	*	7	13	19	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or Alaska Native</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>EL</b>	<b>Students with Disabilities</b>
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	22.7	32.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	9.0	13.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	5.9	8.9%

**All School  
Number      Percent**

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	<b>9</b>	<b>3%</b>

	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	5,294	1%	45	1%	9	3%
Grade 8						
Reading	5,088	1%	42	1%	12	3%
Mathematics	5,087	2%	42	1%	12	4%
Science	5,087	1%	42	1%	12	3%
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	54	3%
Reading	43,730	1%	378	1%	21	3%
Mathematics	39,178	1%	351	1%	21	3%
Science	16,112	1%	136	1%	12	3%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		Grade 8	Reading	Overall	29	24	44	40	26	32
Black	42			40	43	42	14	17	n/a	1
Hispanic	34			33	45	44	20	22	1	1
White	17			16	43	39	37	39	3	6
American Indian	*			37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12
Pacific Islander	*			35	*	42	*	22	*	2
Two or More Races	23			18	42	40	31	36	5	6
Econ Disadv	38			35	45	43	16	20	1	1
Students with Disabilities	65			61	29	29	6	9	n/a	1
English Language Learners	62		68	33	27	5	5	n/a	n/a	
Mathematics	Overall		30	30	37	36	24	24	9	10
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** OUSLEY J H

**Campus ID:** 220901055

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>		Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22														42%
2022-23 through 2026-27														44%
2027-28 through 2031-32														46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African		American		Pacific		Two		Non								Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 7</b>																							
Reading	All	73%	70%	<b>73%</b>	68%	71%	72%	*	97%	*	64%	70%	79%	33%	75%	50%	66%	82%	-	*	*	86%	
	Students																						
	CWD	37%	35%	<b>33%</b>	*	*	*	-	*	-	*	31%	*	33%	-	*	32%	*	-	-	-	-	*
	CWOD	77%	73%	<b>75%</b>	71%	72%	73%	*	97%	*	69%	72%	81%	-	75%	50%	69%	83%	-	*	*	83%	
	EL	44%	46%	<b>50%</b>	78%	43%	*	-	71%	*	-	48%	58%	*	50%	50%	43%	63%	-	*	-	-	
	Male	69%	65%	<b>66%</b>	57%	68%	63%	-	96%	*	*	63%	73%	32%	69%	43%	66%	-	-	*	*	*	
	Female	79%	76%	<b>82%</b>	80%	74%	84%	*	97%	*	83%	80%	84%	*	83%	63%	-	82%	-	*	-	100%	
Mathematics	All	71%	70%	<b>77%</b>	74%	75%	79%	*	100%	*	83%	76%	81%	33%	80%	67%	77%	78%	-	*	*	86%	
	Students																						
	CWD	42%	32%	<b>33%</b>	42%	*	*	-	*	-	*	37%	*	33%	-	*	32%	*	-	-	-	-	*
	CWOD	75%	74%	<b>80%</b>	77%	78%	85%	*	100%	*	91%	78%	85%	-	80%	69%	81%	80%	-	*	*	83%	
	EL	52%	53%	<b>67%</b>	100%	58%	67%	-	100%	*	-	66%	69%	*	69%	67%	69%	63%	-	*	-	-	
	Male	69%	66%	<b>77%</b>	71%	77%	79%	-	100%	*	*	75%	80%	32%	81%	69%	77%	-	-	*	*	*	
	Female	73%	73%	<b>78%</b>	77%	72%	78%	*	100%	*	100%	76%	81%	*	80%	63%	-	78%	-	*	-	83%	
<b>Grade 8</b>																							
Reading	All	85%	82%	<b>89%</b>	89%	88%	87%	*	96%	-	83%	88%	91%	52%	91%	71%	84%	95%	-	78%	-	*	
	Students																						
	CWD	49%	40%	<b>52%</b>	*	70%	*	-	*	-	*	50%	*	52%	-	*	59%	*	-	-	-	-	*
	CWOD	88%	86%	<b>91%</b>	91%	90%	89%	*	96%	-	93%	91%	92%	-	91%	74%	86%	96%	-	78%	-	*	
	EL	58%	59%	<b>71%</b>	*	70%	71%	-	83%	-	-	70%	78%	*	74%	71%	65%	82%	-	*	-	*	
	Male	82%	78%	<b>84%</b>	82%	80%	85%	-	94%	-	86%	83%	85%	59%	86%	65%	84%	-	-	*	-	*	
	Female	88%	86%	<b>95%</b>	96%	96%	90%	*	97%	-	82%	93%	99%	*	96%	82%	-	95%	-	*	-	*	
Mathematics	All	85%	74%	<b>73%</b>	68%	76%	68%	-	89%	-	75%	71%	77%	16%	80%	64%	68%	80%	-	*	-	*	
	Students																						
	CWD	53%	37%	<b>16%</b>	*	*	*	-	*	-	*	*	*	16%	-	*	18%	*	-	-	-	-	*
	CWOD	89%	79%	<b>80%</b>	75%	85%	72%	-	94%	-	89%	78%	83%	-	80%	72%	77%	84%	-	*	-	*	
	EL	73%	65%	<b>64%</b>	*	70%	*	-	63%	-	-	66%	*	*	72%	64%	66%	60%	-	*	-	*	
	Male	82%	72%	<b>68%</b>	61%	69%	68%	-	89%	-	*	67%	70%	18%	77%	66%	68%	-	-	*	-	*	
	Female	87%	77%	<b>80%</b>	77%	84%	70%	-	88%	-	71%	76%	88%	*	84%	60%	-	80%	-	*	-	*	
Science	All	75%	70%	<b>72%</b>	64%	69%	74%	*	96%	-	72%	71%	74%	21%	77%	56%	65%	81%	-	56%	-	*	
	Students																						
	CWD	39%	30%	<b>21%</b>	*	*	*	-	*	-	*	25%	*	21%	-	*	18%	*	-	-	-	-	*
	CWOD	78%	75%	<b>77%</b>	69%	74%	77%	*	97%	-	73%	76%	78%	-	77%	60%	70%	83%	-	56%	-	*	

					African	American	Two or Non		Econ			Econ						Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
EL		46%	48%	<b>56%</b>	*	51%	*	-	87%	-	-	55%	60%	*	60%	56%	51%	64%	-	*	-	*
Male		74%	67%	<b>65%</b>	55%	55%	72%	-	97%	-	75%	62%	69%	18%	70%	51%	65%	-	-	*	-	*
Female		76%	74%	<b>81%</b>	76%	81%	79%	*	95%	-	70%	81%	81%	*	83%	64%	-	81%	-	*	-	*
End of Course																						
Algebra I																						
All		82%	78%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	*	100%	100%	100%	100%	-	100%	-	*
Students																						
CWD		47%	35%	*	-	*	-	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-
CWOD		86%	83%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	100%	-	*
EL		67%	65%	<b>100%</b>	-	*	*	-	100%	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
Male		78%	73%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	-	-	*	-	*
Female		87%	83%	<b>100%</b>	100%	100%	100%	*	100%	-	*	100%	100%	*	100%	*	-	100%	-	*	-	-
Biology																						
All		86%	82%	<b>100%</b>	100%	*	100%	-	100%	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
Students																						
CWD		56%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD		89%	87%	<b>100%</b>	100%	*	100%	-	100%	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
EL		64%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male		83%	79%	<b>100%</b>	*	*	*	-	100%	-	-	100%	100%	-	100%	-	100%	-	-	-	-	-
Female		88%	86%	<b>100%</b>	100%	*	*	-	100%	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading																						
All		47%	44%	<b>47%</b>	41%	42%	45%	*	85%	*	43%	43%	57%	21%	49%	26%	44%	51%	-	*	*	57%
Students																						
CWD		23%	21%	<b>21%</b>	*	*	*	-	*	-	*	19%	*	21%	-	*	16%	*	-	-	-	*
CWOD		50%	46%	<b>49%</b>	43%	42%	46%	*	85%	*	46%	44%	59%	-	49%	25%	46%	51%	-	*	*	50%
EL		16%	18%	<b>26%</b>	44%	20%	*	-	43%	*	-	23%	42%	*	25%	26%	19%	37%	-	*	-	-
Male		42%	39%	<b>44%</b>	36%	42%	37%	-	88%	*	*	38%	59%	16%	46%	19%	44%	-	-	*	*	*
Female		53%	50%	<b>51%</b>	47%	41%	56%	*	83%	*	33%	48%	55%	*	51%	37%	-	51%	-	*	-	67%
Mathematics																						
All		39%	39%	<b>48%</b>	38%	45%	54%	*	88%	*	42%	44%	55%	3%	51%	31%	46%	49%	-	*	*	57%
Students																						
CWD		20%	16%	<b>3%</b>	0%	*	*	-	*	-	*	5%	*	3%	-	*	5%	*	-	-	-	*
CWOD		41%	41%	<b>51%</b>	42%	47%	61%	*	90%	*	45%	47%	60%	-	51%	32%	50%	51%	-	*	*	67%
EL		17%	19%	<b>31%</b>	67%	18%	56%	-	50%	*	-	26%	54%	*	32%	31%	27%	37%	-	*	-	-
Male		38%	38%	<b>46%</b>	37%	43%	53%	-	89%	*	*	43%	57%	5%	50%	27%	46%	-	-	*	*	*
Female		40%	39%	<b>49%</b>	39%	47%	56%	*	86%	*	33%	46%	53%	*	51%	37%	-	49%	-	*	-	67%
Grade 8																						
Reading																						
All		48%	45%	<b>50%</b>	43%	40%	52%	*	77%	-	67%	45%	59%	17%	51%	10%	40%	60%	-	44%	-	*
Students																						
CWD		23%	17%	<b>17%</b>	*	20%	*	-	*	-	*	11%	*	17%	-	*	18%	*	-	-	-	*
CWOD		51%	48%	<b>51%</b>	45%	42%	53%	*	78%	-	73%	47%	60%	-	51%	11%	42%	61%	-	44%	-	*
EL		13%	14%	<b>10%</b>	*	5%	0%	-	33%	-	-	8%	22%	*	11%	10%	14%	5%	-	*	-	*
Male		44%	39%	<b>40%</b>	29%	29%	52%	-	69%	-	57%	34%	51%	18%	42%	14%	40%	-	-	*	-	*
Female		53%	52%	<b>60%</b>	59%	51%	52%	*	85%	-	73%	55%	71%	*	61%	5%	-	60%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	50%	32%	<b>31%</b>	24%	28%	28%	-	69%	-	25%	25%	42%	5%	34%	13%	25%	38%	-	*	-	*	
	Students																						
	CWD	25%	16%	<b>5%</b>	*	*	*	-	*	-	*	*	*	5%	-	*	4%	*	-	-	-	*	
	CWOD	53%	34%	<b>34%</b>	26%	32%	30%	-	73%	-	33%	28%	45%	-	34%	15%	29%	40%	-	*	-	*	
	EL	30%	19%	<b>13%</b>	*	14%	*	-	25%	-	-	9%	*	*	15%	13%	9%	20%	-	*	-	*	
	Male	48%	30%	<b>25%</b>	19%	20%	24%	-	67%	-	*	20%	35%	4%	29%	9%	25%	-	-	*	-	*	
	Female	53%	34%	<b>38%</b>	31%	38%	35%	-	71%	-	29%	32%	51%	*	40%	20%	-	38%	-	*	-	*	
Science	All	50%	45%	<b>49%</b>	44%	38%	47%	*	84%	-	50%	45%	56%	8%	52%	29%	43%	55%	-	33%	-	*	
	Students																						
	CWD	23%	18%	<b>8%</b>	*	*	*	-	*	-	*	11%	*	8%	-	*	7%	*	-	-	-	-	*
	CWOD	53%	48%	<b>52%</b>	47%	41%	50%	*	86%	-	60%	48%	60%	-	52%	32%	47%	57%	-	33%	-	*	
	EL	19%	19%	<b>29%</b>	*	16%	*	-	60%	-	-	26%	40%	*	32%	29%	32%	23%	-	*	-	*	
	Male	51%	44%	<b>43%</b>	38%	28%	46%	-	78%	-	63%	39%	49%	7%	47%	32%	43%	-	-	*	-	*	
	Female	50%	46%	<b>55%</b>	50%	48%	50%	*	89%	-	40%	51%	65%	*	57%	23%	-	55%	-	*	-	*	
End of Course																							
Algebra I	All	53%	49%	<b>88%</b>	88%	82%	82%	*	95%	-	88%	91%	83%	*	88%	100%	86%	90%	-	60%	-	*	
	Students																						
	CWD	19%	13%	*	-	*	-	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	58%	53%	<b>88%</b>	88%	81%	82%	*	95%	-	88%	91%	83%	-	88%	100%	86%	89%	-	60%	-	*	
	EL	29%	27%	<b>100%</b>	-	*	*	-	100%	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-	
	Male	49%	43%	<b>86%</b>	85%	88%	83%	-	89%	-	*	91%	80%	*	86%	100%	86%	-	-	*	-	*	
	Female	58%	55%	<b>90%</b>	90%	79%	80%	*	100%	-	*	91%	86%	*	89%	*	-	90%	-	*	-	-	
Biology	All	57%	56%	<b>100%</b>	100%	*	100%	-	100%	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-	
	Students																						
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	61%	61%	<b>100%</b>	100%	*	100%	-	100%	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-	
	EL	20%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	55%	53%	<b>100%</b>	*	*	*	-	100%	-	-	100%	100%	-	100%	-	100%	-	-	-	-	-	
	Female	59%	59%	<b>100%</b>	100%	*	*	-	100%	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 7																							
Reading	All	28%	26%	<b>29%</b>	23%	21%	27%	*	69%	*	36%	26%	33%	4%	30%	14%	24%	34%	-	*	*	14%	
	Students																						
	CWD	10%	10%	<b>4%</b>	*	*	*	-	*	-	*	6%	*	4%	-	*	5%	*	-	-	-	*	
	CWOD	30%	27%	<b>30%</b>	24%	21%	29%	*	69%	*	38%	27%	35%	-	30%	13%	26%	35%	-	*	*	17%	
	EL	6%	8%	<b>14%</b>	22%	8%	*	-	43%	*	-	11%	25%	*	13%	14%	11%	19%	-	*	-	-	
	Male	24%	21%	<b>24%</b>	18%	19%	26%	-	62%	*	*	22%	30%	5%	26%	11%	24%	-	-	*	*	*	
	Female	33%	31%	<b>34%</b>	29%	23%	28%	*	75%	*	33%	33%	36%	*	35%	19%	-	34%	-	*	-	17%	
Mathematics	All	18%	19%	<b>22%</b>	17%	20%	23%	*	55%	*	17%	22%	22%	0%	24%	11%	23%	21%	-	*	*	14%	
	Students																						
	CWD	7%	2%	<b>0%</b>	0%	*	*	-	*	-	*	0%	*	0%	-	*	0%	*	-	-	-	*	
	CWOD	19%	21%	<b>24%</b>	18%	21%	26%	*	56%	*	18%	24%	24%	-	24%	11%	25%	22%	-	*	*	17%	
	EL	5%	6%	<b>11%</b>	22%	6%	22%	-	17%	*	-	11%	8%	*	11%	11%	15%	4%	-	*	-	-	
	Male	17%	19%	<b>23%</b>	16%	19%	26%	-	68%	*	*	24%	20%	0%	25%	15%	23%	-	-	*	*	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economic Disadv	Non-Economic Disadv	CWDCWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
		Female	18%	19%	<b>21%</b>	18%	20%	19%	*	43%	*	0%	19%	24%	*	22%	4%	-	21%	-	*	-	17%	
Grade 8 Reading	All Students	26%	23%	<b>26%</b>	17%	21%	23%	*	54%	-	56%	24%	31%	13%	27%	2%	17%	37%	-	22%	-	*		
	CWD	8%	6%	<b>13%</b>	*	10%	*	-	*	-	*	11%	*	13%	-	*	12%	*	-	-	-	-	*	
	CWOD	28%	25%	<b>27%</b>	18%	22%	23%	*	55%	-	60%	25%	31%	-	27%	2%	17%	37%	-	22%	-	-	*	
	EL	4%	4%	<b>2%</b>	*	3%	0%	-	0%	-	-	0%	11%	*	2%	2%	0%	5%	-	*	-	-	*	
	Male	22%	18%	<b>17%</b>	6%	7%	23%	-	47%	-	57%	13%	23%	12%	17%	0%	17%	-	-	-	-	-	*	
	Female	30%	29%	<b>37%</b>	30%	34%	24%	*	62%	-	55%	34%	42%	*	37%	5%	-	37%	-	-	-	-	-	*
Mathematics	All Students	15%	5%	<b>10%</b>	2%	3%	11%	-	60%	-	8%	8%	13%	0%	11%	2%	8%	13%	-	*	-	*		
	CWD	9%	3%	<b>0%</b>	*	*	*	-	*	-	*	*	*	0%	-	*	0%	*	-	-	-	-	*	
	CWOD	16%	5%	<b>11%</b>	2%	4%	11%	-	64%	-	11%	10%	14%	-	11%	2%	9%	13%	-	*	-	-	*	
	EL	6%	1%	<b>2%</b>	*	3%	*	-	0%	-	-	2%	*	*	2%	2%	3%	0%	-	*	-	-	*	
	Male	14%	4%	<b>8%</b>	1%	3%	8%	-	50%	-	*	7%	10%	0%	9%	3%	8%	-	-	-	-	-	-	*
	Female	16%	6%	<b>13%</b>	2%	4%	15%	-	71%	-	14%	11%	16%	*	13%	0%	-	13%	-	-	-	-	-	*
Science	All Students	27%	24%	<b>26%</b>	16%	19%	24%	*	62%	-	33%	23%	31%	3%	28%	10%	21%	31%	-	0%	-	*		
	CWD	8%	5%	<b>3%</b>	*	*	*	-	*	-	*	4%	*	3%	-	*	4%	*	-	-	-	-	*	
	CWOD	29%	26%	<b>28%</b>	17%	21%	26%	*	63%	-	40%	25%	33%	-	28%	9%	23%	32%	-	0%	-	-	*	
	EL	6%	5%	<b>10%</b>	*	3%	*	-	33%	-	-	6%	30%	*	9%	10%	10%	9%	-	*	-	-	*	
	Male	29%	24%	<b>21%</b>	11%	16%	20%	-	56%	-	38%	18%	25%	4%	23%	10%	21%	-	-	-	-	-	-	*
	Female	25%	24%	<b>31%</b>	22%	21%	32%	*	68%	-	30%	28%	38%	*	32%	9%	-	31%	-	-	-	-	-	*
End of Course Algebra I	All Students	31%	29%	<b>62%</b>	55%	52%	50%	*	82%	-	63%	65%	59%	*	62%	78%	57%	67%	-	40%	-	*		
	CWD	7%	3%	<b>*</b>	-	*	-	-	*	-	-	*	-	*	-	*	*	*	-	-	-	-	-	
	CWOD	34%	32%	<b>62%</b>	55%	51%	50%	*	81%	-	63%	64%	59%	-	62%	75%	56%	66%	-	40%	-	-	*	
	EL	12%	11%	<b>78%</b>	-	*	*	-	86%	-	-	86%	*	*	75%	78%	83%	*	-	-	-	-	-	
	Male	28%	25%	<b>57%</b>	35%	63%	50%	-	75%	-	*	59%	55%	*	56%	83%	57%	-	-	-	-	-	-	*
	Female	34%	33%	<b>67%</b>	73%	46%	50%	*	88%	-	*	69%	63%	*	66%	*	-	67%	-	-	-	-	-	-
Biology	All Students	23%	23%	<b>92%</b>	75%	*	100%	-	95%	-	*	100%	84%	-	92%	-	82%	100%	-	-	-	-	-	
	CWD	5%	3%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	25%	25%	<b>92%</b>	75%	*	100%	-	95%	-	*	100%	84%	-	92%	-	82%	100%	-	-	-	-	-	
	EL	3%	5%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	22%	22%	<b>82%</b>	*	*	*	-	89%	-	-	100%	67%	-	82%	-	82%	-	-	-	-	-	-	-
	Female	23%	24%	<b>100%</b>	100%	*	*	-	100%	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades																							
All Subjects	All	77%	72%	<b>79%</b>	75%	77%	78%	*	97%	*	78%	78%	83%	30%	83%	62%	74%	85%	-	62%	*	77%	
	CWD	45%	38%	<b>30%</b>	17%	32%	33%	-	67%	-	*	31%	26%	30%	-	34%	30%	31%	-	-	-	-	*



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	80%	76%	<b>83%</b>	79%	80%	81%	*	97%	*	85%	81%	86%	-	83%	65%	78%	87%	-	62%	*	92%
	EL	60%	59%	<b>62%</b>	69%	58%	53%	-	84%	*	-	62%	65%	34%	65%	62%	59%	67%	-	*	-	*
	Male	74%	69%	<b>74%</b>	68%	71%	76%	-	97%	*	74%	72%	78%	30%	78%	59%	74%	-	-	53%	*	54%
	Female	79%	76%	<b>85%</b>	83%	83%	82%	*	97%	*	82%	84%	88%	31%	87%	67%	-	85%	-	67%	-	94%
Reading	All	73%	68%	<b>81%</b>	78%	79%	80%	*	96%	*	75%	79%	85%	43%	83%	59%	75%	88%	-	73%	*	83%
	Students																					
	CWD	39%	32%	<b>43%</b>	*	59%	*	-	*	-	*	41%	43%	43%	-	*	44%	*	-	-	-	*
	CWOD	77%	72%	<b>83%</b>	81%	80%	82%	*	96%	*	82%	81%	87%	-	83%	60%	77%	90%	-	73%	*	90%
	EL	52%	51%	<b>59%</b>	67%	55%	60%	-	79%	*	-	58%	67%	*	60%	59%	52%	71%	-	*	-	*
	Male	69%	64%	<b>75%</b>	70%	73%	76%	-	95%	*	67%	72%	80%	44%	77%	52%	75%	-	-	83%	*	*
	Female	77%	73%	<b>88%</b>	88%	85%	87%	*	97%	*	82%	87%	90%	*	90%	71%	-	88%	-	67%	-	100%
Mathematics	All	80%	75%	<b>80%</b>	76%	78%	78%	*	97%	*	84%	78%	84%	26%	84%	68%	77%	84%	-	53%	*	77%
	Students																					
	CWOD	52%	42%	<b>26%</b>	25%	23%	*	-	*	-	*	28%	23%	26%	-	*	25%	28%	-	-	-	*
	CWOD	83%	79%	<b>84%</b>	80%	83%	82%	*	98%	*	93%	82%	88%	-	84%	72%	83%	86%	-	53%	*	90%
	EL	70%	69%	<b>68%</b>	85%	64%	56%	-	86%	*	-	68%	65%	*	72%	68%	70%	64%	-	*	-	*
	Male	78%	73%	<b>77%</b>	72%	76%	77%	-	97%	*	80%	76%	80%	25%	83%	70%	77%	-	-	*	*	*
	Female	82%	78%	<b>84%</b>	82%	81%	79%	*	97%	*	88%	82%	87%	28%	86%	64%	-	84%	-	67%	-	88%
Science	All	79%	74%	<b>74%</b>	66%	69%	76%	*	97%	-	74%	73%	77%	21%	78%	56%	67%	82%	-	56%	-	*
	Students																					
	CWD	48%	40%	<b>21%</b>	*	*	*	-	*	-	*	25%	*	21%	-	*	18%	*	-	-	-	*
	CWOD	82%	78%	<b>78%</b>	71%	75%	79%	*	98%	-	75%	77%	80%	-	78%	60%	72%	85%	-	56%	-	*
	EL	58%	57%	<b>56%</b>	*	51%	*	-	87%	-	-	55%	60%	*	60%	56%	51%	64%	-	*	-	*
	Male	78%	72%	<b>67%</b>	56%	56%	73%	-	98%	-	75%	64%	71%	18%	72%	51%	67%	-	-	*	-	*
	Female	80%	77%	<b>82%</b>	77%	82%	80%	*	96%	-	73%	82%	83%	*	85%	64%	-	82%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>50%</b>	43%	42%	49%	*	84%	*	52%	45%	58%	11%	52%	24%	44%	56%	-	33%	*	39%
	Students																					
	CWD	23%	19%	<b>11%</b>	4%	15%	8%	-	33%	-	*	11%	11%	11%	-	9%	10%	15%	-	-	-	*
	CWOD	50%	45%	<b>52%</b>	46%	44%	52%	*	86%	*	58%	48%	61%	-	52%	26%	48%	58%	-	33%	*	46%
	EL	26%	25%	<b>24%</b>	38%	16%	26%	-	51%	*	-	21%	43%	9%	26%	24%	23%	27%	-	*	-	*
	Male	45%	40%	<b>44%</b>	36%	37%	46%	-	81%	*	53%	39%	54%	10%	48%	23%	44%	-	-	20%	*	8%
	Female	50%	45%	<b>56%</b>	51%	48%	53%	*	88%	*	51%	53%	63%	15%	58%	27%	-	56%	-	42%	-	61%
Reading	All	46%	41%	<b>49%</b>	42%	41%	49%	*	81%	*	56%	44%	58%	19%	50%	19%	42%	56%	-	40%	*	42%
	Students																					
	CWD	22%	18%	<b>19%</b>	*	24%	*	-	*	-	*	15%	29%	19%	-	*	17%	*	-	-	-	*
	CWOD	48%	44%	<b>50%</b>	44%	42%	50%	*	82%	*	61%	45%	59%	-	50%	19%	44%	56%	-	40%	*	40%
	EL	21%	21%	<b>19%</b>	33%	14%	13%	-	37%	*	-	16%	33%	*	19%	19%	17%	22%	-	*	-	*
	Male	41%	37%	<b>42%</b>	33%	37%	46%	-	77%	*	53%	36%	54%	17%	44%	17%	42%	-	-	17%	*	*
	Female	50%	47%	<b>56%</b>	53%	46%	54%	*	84%	*	59%	52%	62%	*	56%	22%	-	56%	-	56%	-	63%
Mathematics	All	48%	42%	<b>50%</b>	42%	44%	48%	*	86%	*	47%	46%	56%	7%	53%	28%	45%	55%	-	27%	*	38%
	Students																					

				African	American	Pacific	Two or Non	Econ	Econ											Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWD	26%	21%	7%	4%	12%	*	-	*	-	*	9%	5%	7%	-	*	6%	11%	-	-	-	*	
	CWOD	51%	45%	53%	45%	47%	52%	*	88%	*	54%	49%	60%	-	53%	30%	49%	57%	-	27%	*	50%	
	EL	33%	31%	28%	46%	17%	38%	-	57%	*	-	23%	52%	*	30%	28%	25%	34%	-	*	-	*	
	Male	47%	41%	45%	38%	39%	45%	-	83%	*	47%	41%	53%	6%	49%	25%	45%	-	-	*	*	*	
	Female	49%	44%	55%	47%	49%	53%	*	89%	*	47%	52%	60%	11%	57%	34%	-	55%	-	33%	-	63%	
Science	All	49%	46%	52%	46%	39%	51%	*	87%	-	53%	48%	60%	8%	56%	29%	46%	59%	-	33%	-	*	
	Students																						
	CWD	23%	18%	8%	*	*	*	-	*	-	*	11%	*	8%	-	*	7%	*	-	-	-	*	
	CWOD	52%	49%	56%	50%	42%	53%	*	89%	-	63%	51%	64%	-	56%	32%	51%	61%	-	33%	-	*	
	EL	21%	20%	29%	*	16%	*	-	60%	-	-	26%	40%	*	32%	29%	32%	23%	-	*	-	*	
	Male	50%	45%	46%	40%	29%	49%	-	82%	-	63%	42%	54%	7%	51%	32%	46%	-	-	*	-	*	
	Female	49%	46%	59%	53%	49%	53%	*	92%	-	45%	54%	69%	*	61%	23%	-	59%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	27%	19%	20%	25%	*	66%	*	36%	26%	31%	5%	29%	10%	23%	33%	-	15%	*	10%	
	Students																						
	CWD	8%	5%	5%	0%	3%	4%	-	33%	-	*	6%	2%	5%	-	9%	4%	5%	-	-	-	*	
	CWOD	23%	20%	29%	20%	21%	26%	*	67%	*	40%	27%	33%	-	29%	10%	24%	34%	-	15%	*	13%	
	EL	9%	8%	10%	14%	5%	11%	-	27%	*	-	9%	17%	9%	10%	10%	10%	9%	-	*	-	*	
	Male	20%	17%	23%	12%	16%	23%	-	60%	*	39%	21%	26%	4%	24%	10%	23%	-	-	0%	*	0%	
	Female	22%	20%	33%	26%	24%	27%	*	71%	*	33%	31%	37%	5%	34%	9%	-	33%	-	25%	-	17%	
Reading	All	19%	16%	28%	20%	21%	25%	*	61%	*	47%	25%	32%	9%	29%	8%	21%	35%	-	20%	*	17%	
	Students																						
	CWD	7%	5%	9%	*	6%	*	-	*	-	*	9%	7%	9%	-	*	8%	*	-	-	-	*	
	CWOD	20%	18%	29%	21%	22%	26%	*	62%	*	50%	26%	33%	-	29%	8%	22%	36%	-	20%	*	20%	
	EL	7%	7%	8%	17%	6%	7%	-	16%	*	-	6%	19%	*	8%	8%	6%	12%	-	*	-	*	
	Male	16%	13%	21%	12%	14%	24%	-	53%	*	47%	18%	26%	8%	22%	6%	21%	-	-	0%	*	*	
	Female	22%	20%	35%	29%	28%	26%	*	69%	*	47%	34%	39%	*	36%	12%	-	35%	-	33%	-	25%	
Mathematics	All	23%	20%	26%	18%	18%	22%	*	68%	*	25%	25%	27%	3%	27%	12%	23%	29%	-	20%	*	8%	
	Students																						
	CWD	10%	5%	3%	0%	4%	*	-	*	-	*	4%	0%	3%	-	*	2%	6%	-	-	-	*	
	CWOD	25%	21%	27%	19%	19%	24%	*	69%	*	29%	27%	29%	-	27%	12%	25%	30%	-	20%	*	10%	
	EL	13%	11%	12%	15%	5%	19%	-	33%	*	-	12%	9%	*	12%	12%	15%	6%	-	*	-	*	
	Male	23%	19%	23%	13%	17%	22%	-	66%	*	33%	23%	24%	2%	25%	15%	23%	-	-	*	*	*	
	Female	24%	20%	29%	24%	19%	23%	*	70%	*	18%	28%	30%	6%	30%	6%	-	29%	-	33%	-	13%	
Science	All	22%	20%	31%	19%	21%	29%	*	69%	-	37%	28%	36%	3%	33%	10%	25%	37%	-	0%	-	*	
	Students																						
	CWD	7%	4%	3%	*	*	*	-	*	-	*	4%	*	3%	-	*	4%	*	-	-	-	*	
	CWOD	24%	22%	33%	20%	23%	31%	*	70%	-	44%	30%	38%	-	33%	9%	27%	38%	-	0%	-	*	
	EL	5%	5%	10%	*	3%	*	-	33%	-	-	6%	30%	*	9%	10%	10%	9%	-	*	-	*	
	Male	23%	20%	25%	12%	18%	24%	-	62%	-	38%	22%	29%	4%	27%	10%	25%	-	-	*	-	*	
	Female	21%	20%	37%	27%	23%	37%	*	76%	-	36%	33%	45%	*	38%	9%	-	37%	-	*	-	*	

**Two or Non**  
**or Econ Econ**  
**African American Pacific More Econ Non**  
**State District Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWDCWOD EL Male Female Migrant Homeless Care Military**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	73	74	75	*	88	*	75	76	80	78
CWD	80	81	82	*	-	*	-	*	84	80	81
CWOD	76	73	74	76	*	88	*	71	75	-	77
EL	78	73	78	73	-	85	*	-	78	81	78
Male	75	70	74	77	-	88	*	70	73	85	78
Female	78	77	75	72	*	88	*	79	79	64	77
<b>Mathematics</b>											
All Students	75	70	75	78	*	83	*	69	73	64	77
CWD	64	56	73	55	-	*	-	*	67	64	75
CWOD	75	71	75	81	*	83	*	72	74	-	77
EL	77	88	73	86	-	84	*	-	78	75	77
Male	71	66	71	77	-	82	*	67	69	65	70
Female	78	75	79	81	*	84	*	72	78	61	89

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
138	28	20%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	52	46	46	51	*	82	*	55	50	15	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		Y		Y	Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N		Y		Y	Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	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	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N		Y		N	Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Y	N	N		Y		N	Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	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		N	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	N
Interim Goals (2023-2027)	44%
Target Met	N
Interim Goals (2028-2032)	46%
Target Met	N
Long-Term Goals	46%
Target Met	N

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	-
	CWD	98%	100%	98%	92%	-	100%	-	100%	100%	94%	98%	-	100%	99%	95%	-
	CWOD	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	100%	100%	99%	-	100%	*	100%	100%	100%	99%	100%	100%	100%	-	-
	Female	100%	100%	99%	99%	100%	100%	*	100%	100%	99%	95%	100%	99%	-	100%	-
Reading	All Students	100%	100%	100%	99%	*	100%	*	100%	100%	99%	98%	100%	100%	100%	99%	-
	CWD	98%	100%	100%	90%	-	*	-	*	100%	93%	98%	-	100%	100%	92%	-
	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%	100%	-
	Male	100%	100%	100%	99%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	99%	98%	*	100%	*	100%	100%	99%	92%	100%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	99%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	100%	92%	-	*	-	*	100%	96%	99%	-	100%	100%	95%	-
	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%	100%	-
	Male	100%	100%	100%	99%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	98%	*	100%	*	100%	100%	99%	95%	100%	100%	-	100%	-
Science	All Students	99%	100%	98%	100%	*	100%	-	100%	99%	99%	97%	100%	98%	99%	100%	-
	CWD	97%	100%	94%	*	-	*	-	*	100%	91%	97%	-	100%	97%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	-	100%	99%	100%	-	100%	98%	100%	100%	-
	EL	98%	*	97%	100%	-	100%	-	-	98%	100%	100%	98%	98%	100%	96%	-
	Male	99%	100%	98%	100%	-	100%	-	100%	99%	99%	97%	100%	100%	99%	-	-
	Female	100%	100%	99%	100%	*	100%	-	100%	99%	100%	100%	100%	96%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	-
	CWD	2%	0%	2%	8%	-	0%	-	0%	0%	6%	2%	-	0%	1%	5%	-
	CWOD	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	0%	0%	1%	-	0%	*	0%	0%	0%	1%	0%	0%	0%	-	-
	Female	0%	0%	1%	1%	0%	0%	*	0%	0%	1%	5%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	1%	*	0%	*	0%	0%	1%	2%	0%	0%	0%	1%	-
	CWD	2%	0%	0%	10%	-	*	-	*	0%	7%	2%	-	0%	0%	8%	-
	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%	-
	Male	0%	0%	0%	1%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	1%	1%	2%	*	0%	*	0%	0%	1%	8%	0%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	8%	-	*	-	*	0%	4%	1%	-	0%	0%	5%	-
	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%	-
	Male	0%	0%	0%	1%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	2%	*	0%	*	0%	0%	1%	5%	0%	0%	-	0%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	1%	0%	2%	0%	*	0%	-	0%	1%	1%	3%	0%	2%	1%	0%	-
	CWD	3%	0%	6%	*	-	-	*	0%	9%	3%	-	0%	3%	0%	-	
	CWOD	0%	0%	1%	0%	*	-	0%	1%	0%	-	0%	2%	0%	0%	-	
	EL	2%	*	3%	0%	-	0%	-	2%	0%	0%	2%	2%	0%	4%	-	
	Male	1%	0%	3%	0%	-	0%	-	0%	1%	1%	3%	0%	0%	1%	-	-
	Female	0%	0%	1%	0%	*	0%	-	0%	1%	0%	0%	0%	4%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	138	53	53	23	*	5	*	*	17		
	Female	94	44	29	17	*	*	*	*	5		
	Total	232	97	82	40	*	7	*	*	22		
Out-of-School Suspensions												
	Male	68	25	22	13	*	*	*	*	*		
	Female	47	25	10	10	*	*	*	*	*		
	Total	115	50	32	23	*	*	*	6	8		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												

		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	Male	49	20	14	11	*	*	*	*	8		17
	Female	12	5	*	5	*	*	*	*	*		5
	Total	61	25	16	16	*	*	*	*	10		22
Expulsions	Male	30	16	7	7	*	*	*	*	*		10
	Female	10	*	*	*	*	*	*	*	*		*
	Total	40	20	11	9	*	*	*	*	6		14
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	52	8	29	11	*	*	*	*	5	5	8
	Female	32	5	14	11	*	*	*	*	*	*	5
	Total	84	13	43	22	*	*	*	*	7	7	13

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	



On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or Alaska Native</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>EL</b>	<b>Students with Disabilities</b>
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	14.7	20.4%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	5.7	8.4%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	5.7	8.4%

**All School  
Number      Percent**

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** PATRICK EL

**Campus ID:** 220901162

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		Non Econ Disadv		CWDCWOD		EL Male		EL Female		Migrant		Homeless		Foster Care		Military	
					Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	CWDCWOD	EL Male	EL Female	Migrant	Homeless	Foster Care	Military										
<b>STAAR Percent at Approaches Grade Level or Above</b>																														
<b>Grade 3</b>																														
Reading	All	77%	70%	<b>70%</b>	64%	76%	*	-	*	-	*	72%	64%	*	71%	76%	71%	69%	-	*	-	-	-	-	-	-	-	-	-	
	Students																													
	CWD	51%	46%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	79%	72%	<b>71%</b>	63%	79%	*	-	*	-	*	73%	64%	-	71%	79%	73%	68%	-	*	-	-	-	-	-	-	-	-	-	
	EL	70%	69%	<b>76%</b>	*	80%	*	-	*	-	-	79%	63%	*	79%	76%	66%	94%	-	-	-	-	-	-	-	-	-	-	-	
	Male	74%	68%	<b>71%</b>	68%	73%	*	-	-	-	*	70%	75%	*	73%	66%	71%	-	-	*	-	-	-	-	-	-	-	-	-	
	Female	79%	73%	<b>69%</b>	57%	82%	*	-	*	-	-	75%	50%	*	68%	94%	-	69%	-	*	-	-	-	-	-	-	-	-	-	
Mathematics	All	77%	71%	<b>79%</b>	72%	85%	*	-	*	-	*	82%	68%	*	81%	90%	82%	74%	-	*	-	-	-	-	-	-	-	-		
	Students																													
	CWD	52%	43%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	80%	73%	<b>81%</b>	74%	88%	*	-	*	-	*	85%	68%	-	81%	94%	85%	76%	-	*	-	-	-	-	-	-	-	-	-	
	EL	74%	73%	<b>90%</b>	*	93%	*	-	*	-	-	93%	75%	*	94%	90%	88%	94%	-	-	-	-	-	-	-	-	-	-	-	
	Male	77%	70%	<b>82%</b>	77%	84%	*	-	-	-	*	84%	75%	*	85%	88%	82%	-	-	*	-	-	-	-	-	-	-	-	-	
	Female	78%	71%	<b>74%</b>	64%	86%	*	-	*	-	-	78%	60%	*	76%	94%	-	74%	-	*	-	-	-	-	-	-	-	-	-	
<b>Grade 4</b>																														
Reading	All	72%	67%	<b>57%</b>	57%	60%	*	-	*	*	*	56%	60%	*	58%	65%	52%	60%	-	*	-	-	-	-	-	-	-	-	-	
	Students																													
	CWD	46%	47%	*	*	*	*	-	-	*	*	*	*	*	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	75%	69%	<b>58%</b>	55%	60%	*	-	*	-	*	58%	59%	-	58%	65%	56%	60%	-	*	-	-	-	-	-	-	-	-	-	
	EL	60%	56%	<b>65%</b>	-	64%	*	-	-	-	-	63%	71%	-	65%	65%	46%	76%	-	-	-	-	-	-	-	-	-	-	-	
	Male	70%	64%	<b>52%</b>	71%	50%	*	-	*	*	*	53%	*	*	56%	46%	52%	-	-	*	-	-	-	-	-	-	-	-	-	
	Female	75%	70%	<b>60%</b>	44%	68%	*	-	*	-	*	58%	67%	*	60%	76%	-	60%	-	*	-	-	-	-	-	-	-	-	-	
Mathematics	All	77%	74%	<b>62%</b>	70%	62%	*	-	*	*	*	66%	50%	*	68%	76%	57%	67%	-	*	-	-	-	-	-	-	-	-		
	Students																													
	CWD	49%	49%	*	*	*	*	-	-	*	*	*	*	*	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	81%	76%	<b>68%</b>	69%	68%	*	-	*	-	*	70%	59%	-	68%	76%	67%	69%	-	*	-	-	-	-	-	-	-	-	-	
	EL	72%	72%	<b>76%</b>	-	76%	*	-	-	-	-	78%	71%	-	76%	76%	77%	76%	-	-	-	-	-	-	-	-	-	-	-	
	Male	77%	72%	<b>57%</b>	64%	63%	*	-	*	*	*	62%	*	*	67%	77%	57%	-	-	*	-	-	-	-	-	-	-	-	-	
	Female	78%	76%	<b>67%</b>	75%	61%	*	-	*	-	*	69%	58%	*	69%	76%	-	67%	-	*	-	-	-	-	-	-	-	-	-	
<b>Grade 5</b>																														
Reading	All	83%	80%	<b>59%</b>	46%	66%	*	-	*	-	-	57%	64%	43%	61%	65%	57%	60%	-	*	-	-	-	-	-	-	-	-		
	Students																													
CWD	54%	47%	<b>43%</b>	*	*	*	-	*	-	-	-	50%	*	43%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	



						African		American		Two or Non		Econ		Non				Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Econ	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	87%	83%	<b>61%</b>	48%	69%	*	-	-	-	-	58%	72%	-	61%	66%	58%	63%	-	*	-	-	
	EL	73%	70%	<b>65%</b>	*	65%	*	-	-	-	-	60%	100%	*	66%	65%	55%	79%	-	-	-	-	
	Male	81%	77%	<b>57%</b>	48%	61%	*	-	-	-	-	55%	70%	*	58%	55%	57%	-	-	*	-	-	
	Female	86%	82%	<b>60%</b>	43%	72%	*	-	*	-	-	60%	58%	*	63%	79%	-	60%	-	*	-	-	
Mathematics	All	90%	85%	<b>68%</b>	51%	80%	*	-	*	-	-	71%	59%	44%	72%	79%	70%	67%	-	*	-	-	
	Students																						
	CWOD	70%	56%	<b>44%</b>	*	*	*	-	*	-	-	55%	*	44%	-	*	50%	*	-	-	-	-	
	CWOD	92%	89%	<b>72%</b>	54%	85%	*	-	-	-	-	73%	71%	-	72%	81%	74%	71%	-	*	-	-	
	EL	86%	81%	<b>79%</b>	*	80%	*	-	-	-	-	77%	100%	*	81%	79%	79%	79%	-	-	-	-	
	Male	89%	84%	<b>70%</b>	48%	83%	*	-	-	-	-	71%	64%	50%	74%	79%	70%	-	-	*	-	-	
	Female	91%	86%	<b>67%</b>	55%	76%	*	-	*	-	-	70%	55%	*	71%	79%	-	67%	-	*	-	-	
Science	All	75%	69%	<b>38%</b>	26%	44%	*	-	*	-	-	40%	32%	50%	37%	38%	45%	31%	-	*	-	-	
	Students																						
	CWOD	48%	38%	<b>50%</b>	*	*	*	-	*	-	-	64%	*	50%	-	*	60%	*	-	-	-	-	
	CWOD	78%	72%	<b>37%</b>	21%	45%	*	-	-	-	-	37%	35%	-	37%	38%	42%	31%	-	*	-	-	
	EL	62%	57%	<b>38%</b>	*	37%	*	-	-	-	-	35%	*	*	38%	38%	45%	26%	-	-	-	-	
	Male	76%	69%	<b>45%</b>	29%	53%	*	-	-	-	-	44%	50%	60%	42%	45%	45%	-	-	*	-	-	
	Female	75%	69%	<b>31%</b>	23%	33%	*	-	*	-	-	35%	*	*	31%	26%	-	31%	-	*	-	-	
Grade 6	All	68%	67%	<b>40%</b>	34%	39%	*	-	*	*	*	40%	39%	*	43%	22%	39%	41%	-	*	*	-	
Reading	Students																						
	CWOD	35%	33%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	71%	70%	<b>43%</b>	38%	41%	*	-	*	*	-	44%	41%	-	43%	25%	44%	42%	-	*	*	-	
	EL	42%	46%	<b>22%</b>	-	19%	-	-	*	-	-	24%	*	*	25%	22%	*	*	-	*	-	-	
	Male	63%	61%	<b>39%</b>	*	43%	-	-	-	-	*	44%	*	*	44%	*	39%	-	-	-	-	-	
	Female	72%	73%	<b>41%</b>	39%	32%	*	-	*	*	-	37%	63%	*	42%	*	-	41%	-	*	*	-	
Mathematics	All	76%	76%	<b>49%</b>	43%	50%	*	-	*	*	*	48%	58%	*	53%	21%	57%	42%	-	*	*	-	
	Students																						
	CWOD	50%	46%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>53%</b>	46%	53%	*	-	*	*	-	52%	56%	-	53%	23%	64%	43%	-	*	*	-	
	EL	61%	67%	<b>21%</b>	-	18%	-	-	*	-	-	23%	*	*	23%	21%	*	*	-	*	-	-	
	Male	76%	76%	<b>57%</b>	58%	58%	-	-	-	-	*	54%	70%	*	64%	*	57%	-	-	-	-	-	
	Female	77%	77%	<b>42%</b>	33%	38%	*	-	*	*	-	41%	*	*	43%	*	-	42%	-	*	*	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3																							
Reading	All	43%	35%	<b>38%</b>	17%	51%	*	-	*	-	*	35%	45%	*	38%	52%	35%	40%	-	*	-	-	
	Students																						
	CWOD	28%	21%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>38%</b>	17%	52%	*	-	*	-	*	36%	45%	-	38%	53%	36%	41%	-	*	-	-	
	EL	32%	32%	<b>52%</b>	*	59%	*	-	*	-	-	52%	50%	*	53%	52%	41%	72%	-	-	-	-	
	Male	40%	33%	<b>35%</b>	14%	49%	*	-	-	-	*	30%	58%	*	36%	41%	35%	-	-	*	-	-	
	Female	45%	37%	<b>40%</b>	21%	55%	*	-	*	-	-	44%	30%	*	41%	72%	-	40%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>48%</b>	31%	59%	*	-	*	-	*	50%	41%	*	49%	66%	53%	40%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>49%</b>	31%	61%	*	-	*	-	*	51%	41%	-	49%	68%	54%	41%	-	*	-	-	
	EL	39%	38%	<b>66%</b>	*	71%	*	-	*	-	-	69%	50%	*	68%	66%	56%	83%	-	-	-	-	
	Male	47%	38%	<b>53%</b>	41%	62%	*	-	-	-	*	54%	50%	*	54%	56%	53%	-	-	*	-	-	
	Female	45%	35%	<b>40%</b>	14%	55%	*	-	*	-	-	44%	30%	*	41%	83%	-	40%	-	*	-	-	
Grade 4	All	45%	40%	<b>26%</b>	37%	19%	*	-	*	*	*	26%	25%	*	26%	24%	29%	23%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	*	*	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>26%</b>	34%	19%	*	-	*	-	*	25%	29%	-	26%	24%	31%	22%	-	*	-	-	
	EL	29%	28%	<b>24%</b>	-	24%	*	-	-	-	-	22%	29%	-	24%	24%	23%	24%	-	-	-	-	
	Male	43%	39%	<b>29%</b>	50%	21%	*	-	*	*	*	29%	*	*	31%	23%	29%	-	-	*	-	-	
	Female	47%	42%	<b>23%</b>	25%	18%	*	-	*	-	*	22%	25%	*	22%	24%	-	23%	-	*	-	-	
Mathematics	All	48%	40%	<b>32%</b>	33%	33%	*	-	*	*	*	33%	30%	*	35%	47%	29%	35%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	*	*	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>35%</b>	31%	36%	*	-	*	-	*	34%	35%	-	35%	47%	33%	36%	-	*	-	-	
	EL	38%	35%	<b>47%</b>	-	48%	*	-	-	-	-	48%	43%	-	47%	47%	46%	48%	-	-	-	-	
	Male	48%	41%	<b>29%</b>	36%	29%	*	-	*	*	*	29%	*	*	33%	46%	29%	-	-	*	-	-	
	Female	47%	40%	<b>35%</b>	31%	36%	*	-	*	-	*	36%	33%	*	36%	48%	-	35%	-	*	-	-	
Grade 5	All	53%	49%	<b>29%</b>	20%	35%	*	-	*	-	-	31%	23%	36%	28%	21%	33%	25%	-	*	-	-	
	Students																						
	CWD	30%	25%	<b>36%</b>	*	*	*	-	*	-	-	40%	*	36%	-	*	*	*	-	-	-	-	
	CWOD	56%	51%	<b>28%</b>	20%	36%	*	-	-	-	-	30%	22%	-	28%	21%	32%	24%	-	*	-	-	
	EL	35%	30%	<b>21%</b>	*	22%	*	-	-	-	-	23%	0%	*	21%	21%	21%	21%	-	-	-	-	
	Male	50%	46%	<b>33%</b>	26%	36%	*	-	-	-	-	33%	30%	*	32%	21%	33%	-	-	*	-	-	
	Female	56%	51%	<b>25%</b>	13%	34%	*	-	*	-	-	28%	17%	*	24%	21%	-	25%	-	*	-	-	
Mathematics	All	57%	50%	<b>25%</b>	6%	37%	*	-	*	-	-	26%	18%	19%	26%	33%	29%	20%	-	*	-	-	
	Students																						
	CWD	34%	24%	<b>19%</b>	*	*	*	-	*	-	-	27%	*	19%	-	*	20%	*	-	-	-	-	
	CWOD	60%	52%	<b>26%</b>	5%	39%	*	-	-	-	-	26%	24%	-	26%	34%	30%	21%	-	*	-	-	
	EL	46%	39%	<b>33%</b>	*	35%	*	-	-	-	-	33%	40%	*	34%	33%	34%	32%	-	-	-	-	
	Male	57%	49%	<b>29%</b>	12%	42%	*	-	-	-	-	29%	27%	20%	30%	34%	29%	-	-	*	-	-	
	Female	58%	50%	<b>20%</b>	0%	31%	*	-	*	-	-	23%	9%	*	21%	32%	-	20%	-	*	-	-	
Science	All	40%	34%	<b>12%</b>	9%	14%	*	-	*	-	-	15%	0%	25%	10%	10%	16%	7%	-	*	-	-	
	Students																						
	CWD	25%	18%	<b>25%</b>	*	*	*	-	*	-	-	36%	*	25%	-	*	30%	*	-	-	-	-	
	CWOD	42%	35%	<b>10%</b>	5%	13%	*	-	-	-	-	12%	0%	-	10%	11%	13%	6%	-	*	-	-	
	EL	24%	18%	<b>10%</b>	*	11%	*	-	-	-	-	12%	*	*	11%	10%	14%	5%	-	-	-	-	
	Male	42%	35%	<b>16%</b>	13%	19%	*	-	-	-	-	19%	0%	30%	13%	14%	16%	-	-	*	-	-	
	Female	38%	32%	<b>7%</b>	5%	7%	*	-	*	-	-	9%	*	*	6%	5%	-	7%	-	*	-	-	

				African	American	Pacific	Two	More	Econ	Non											Foster	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 6																						
Reading	All	38%	37%	15%	17%	10%	*	-	*	*	*	14%	17%	*	16%	4%	10%	20%	-	*	*	-
	Students																					
	CWD	22%	22%	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	40%	38%	16%	19%	11%	*	-	*	*	-	15%	18%	-	16%	4%	12%	20%	-	*	*	-
	EL	14%	15%	4%	-	0%	-	-	*	-	-	4%	*	*	4%	4%	*	*	-	*	-	-
	Male	34%	32%	10%	*	8%	-	-	-	*	10%	*	*	12%	*	10%	-	-	-	-	-	-
	Female	42%	42%	20%	17%	14%	*	-	*	*	-	18%	25%	*	20%	*	-	20%	-	*	*	-
Mathematics	All	43%	46%	16%	10%	16%	*	-	*	*	*	15%	21%	*	18%	0%	18%	15%	-	*	*	-
	Students																					
	CWD	23%	27%	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	46%	48%	18%	12%	17%	*	-	*	*	-	16%	22%	-	18%	0%	20%	15%	-	*	*	-
	EL	24%	31%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	*	-	*	-	-
	Male	44%	46%	18%	8%	21%	-	-	-	*	17%	20%	*	20%	*	18%	-	-	-	-	-	-
	Female	42%	46%	15%	11%	8%	*	-	*	*	-	13%	*	*	15%	*	-	15%	-	*	*	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3																						
Reading	All	24%	19%	18%	3%	29%	*	-	*	-	*	20%	14%	*	19%	32%	18%	19%	-	*	-	-
	Students																					
	CWD	9%	7%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	26%	20%	19%	3%	30%	*	-	*	-	*	21%	14%	-	19%	34%	19%	20%	-	*	-	-
	EL	15%	16%	32%	*	37%	*	-	*	-	-	33%	25%	*	34%	32%	25%	44%	-	-	-	-
	Male	22%	17%	18%	5%	27%	*	-	-	-	*	18%	17%	*	19%	25%	18%	-	-	*	-	-
	Female	26%	20%	19%	0%	32%	*	-	*	-	-	22%	10%	*	20%	44%	-	19%	-	*	-	-
Mathematics	All	22%	15%	25%	11%	32%	*	-	*	-	*	23%	32%	*	26%	42%	23%	29%	-	*	-	-
	Students																					
	CWD	12%	5%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	16%	26%	11%	34%	*	-	*	-	*	24%	32%	-	26%	45%	24%	29%	-	*	-	-
	EL	17%	16%	42%	*	41%	*	-	*	-	-	40%	50%	*	45%	42%	31%	61%	-	-	-	-
	Male	23%	17%	23%	14%	30%	*	-	-	-	*	20%	33%	*	24%	31%	23%	-	-	*	-	-
	Female	21%	14%	29%	7%	36%	*	-	*	-	-	28%	30%	*	29%	61%	-	29%	-	*	-	-
Grade 4																						
Reading	All	23%	19%	11%	13%	10%	*	-	*	*	*	10%	15%	*	12%	12%	7%	15%	-	*	-	-
	Students																					
	CWD	9%	9%	*	*	*	*	-	-	*	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	20%	12%	14%	11%	*	-	*	-	*	11%	18%	-	12%	12%	8%	16%	-	*	-	-
	EL	12%	11%	12%	-	12%	*	-	-	-	-	11%	14%	-	12%	12%	0%	19%	-	-	-	-
	Male	22%	18%	7%	14%	4%	*	-	*	*	*	6%	*	*	8%	0%	7%	-	-	*	-	-
	Female	25%	21%	15%	13%	14%	*	-	*	-	*	14%	17%	*	16%	19%	-	15%	-	*	-	-
Mathematics	All	26%	20%	19%	10%	23%	*	-	*	*	*	20%	15%	*	21%	32%	19%	19%	-	*	-	-
	Students																					
	CWD	11%	10%	*	*	*	*	-	-	*	*	*	*	*	-	-	*	*	-	-	-	-

					African	American		Pacific			Two or More	Econ	Non Econ							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	28%	21%	<b>21%</b>	10%	26%	*	-	*	-	*	22%	18%	-	21%	32%	22%	20%	-	*	-	-	
	EL	18%	14%	<b>32%</b>	-	33%	*	-	-	-	-	33%	29%	-	32%	32%	31%	33%	-	-	-	-	
	Male	27%	21%	<b>19%</b>	21%	21%	*	-	*	*	*	21%	*	*	22%	31%	19%	-	-	*	-	-	
	Female	25%	19%	<b>19%</b>	0%	25%	*	-	*	-	*	19%	17%	*	20%	33%	-	19%	-	*	-	-	
Grade 5	Reading	All	26%	23%	<b>9%</b>	2%	12%	*	-	*	-	9%	9%	14%	8%	2%	11%	5%	-	*	-	-	
		Students																					
		CWD	9%	7%	<b>14%</b>	*	*	*	-	*	-	10%	*	14%	-	*	*	*	-	-	-	-	-
		CWOD	27%	24%	<b>8%</b>	3%	12%	*	-	-	-	8%	6%	-	8%	2%	11%	4%	-	*	-	-	
		EL	12%	8%	<b>2%</b>	*	2%	*	-	-	-	2%	0%	*	2%	2%	3%	0%	-	-	-	-	
		Male	24%	21%	<b>11%</b>	4%	14%	*	-	-	-	10%	20%	*	11%	3%	11%	-	-	*	-	-	
		Female	28%	25%	<b>5%</b>	0%	10%	*	-	*	-	7%	0%	*	4%	0%	-	5%	-	*	-	-	
	Mathematics	All	30%	24%	<b>13%</b>	2%	20%	*	-	*	-	15%	5%	0%	15%	19%	14%	11%	-	*	-	-	
		Students																					
		CWD	13%	7%	<b>0%</b>	*	*	*	-	*	-	0%	*	0%	-	*	0%	*	-	-	-	-	-
		CWOD	31%	26%	<b>15%</b>	3%	22%	*	-	-	-	17%	6%	-	15%	19%	17%	13%	-	*	-	-	
		EL	19%	13%	<b>19%</b>	*	20%	*	-	-	-	21%	0%	*	19%	19%	21%	16%	-	-	-	-	
		Male	29%	24%	<b>14%</b>	4%	22%	*	-	-	-	15%	9%	0%	17%	21%	14%	-	-	*	-	-	
		Female	30%	24%	<b>11%</b>	0%	17%	*	-	*	-	14%	0%	*	13%	16%	-	11%	-	*	-	-	
	Science	All	16%	13%	<b>1%</b>	0%	2%	*	-	*	-	1%	0%	0%	1%	0%	2%	0%	-	*	-	-	
		Students																					
		CWD	9%	5%	<b>0%</b>	*	*	*	-	*	-	0%	*	0%	-	*	0%	*	-	-	-	-	-
		CWOD	17%	14%	<b>1%</b>	0%	2%	*	-	-	-	1%	0%	-	1%	0%	2%	0%	-	*	-	-	
		EL	7%	4%	<b>0%</b>	*	0%	*	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
		Male	18%	14%	<b>2%</b>	0%	3%	*	-	-	-	2%	0%	0%	2%	0%	2%	-	-	*	-	-	
		Female	15%	12%	<b>0%</b>	0%	0%	*	-	*	-	0%	*	*	0%	0%	-	0%	-	*	-	-	
Grade 6	Reading	All	18%	17%	<b>5%</b>	0%	7%	*	-	*	*	4%	11%	*	6%	0%	4%	7%	-	*	*	-	
		Students																					
		CWD	8%	6%	<b>*</b>	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>6%</b>	0%	7%	*	-	*	*	4%	12%	-	6%	0%	5%	7%	-	*	*	-	
		EL	4%	5%	<b>0%</b>	-	0%	-	-	*	-	0%	*	*	0%	0%	*	*	-	*	-	-	
		Male	15%	13%	<b>4%</b>	*	5%	-	-	-	*	3%	*	*	5%	*	4%	-	-	-	-	-	
		Female	22%	22%	<b>7%</b>	0%	9%	*	-	*	*	5%	13%	*	7%	*	-	7%	-	*	*	-	
	Mathematics	All	18%	21%	<b>1%</b>	0%	2%	*	-	*	*	1%	0%	*	1%	0%	2%	0%	-	*	*	-	
		Students																					
		CWD	9%	7%	<b>*</b>	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	19%	22%	<b>1%</b>	0%	2%	*	-	*	*	1%	0%	-	1%	0%	2%	0%	-	*	*	-	
		EL	6%	9%	<b>0%</b>	-	0%	-	-	*	-	0%	*	*	0%	0%	*	*	-	*	-	-	
		Male	18%	21%	<b>2%</b>	0%	3%	-	-	-	*	2%	0%	*	2%	*	2%	-	-	-	-	-	
		Female	17%	21%	<b>0%</b>	0%	0%	*	-	*	*	0%	*	*	0%	*	-	0%	-	*	*	-	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades	All Subjects	All	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
	All	77%	72%	<b>58%</b>	51%	62%	64%	-	74%	*	*	59%	55%	34%	61%	63%	60%	56%	-	42%	*	-		
	Students																							
	CWD	45%	38%	<b>34%</b>	39%	28%	*	-	*	*	*	37%	27%	34%	-	*	34%	36%	-	-	-	-		
	CWOD	80%	76%	<b>61%</b>	52%	65%	65%	-	70%	*	*	61%	59%	-	61%	65%	63%	58%	-	42%	*	-		
	EL	60%	59%	<b>63%</b>	45%	62%	73%	-	100%	-	-	62%	68%	*	65%	63%	59%	67%	-	*	-	-		
	Male	74%	69%	<b>60%</b>	54%	64%	75%	-	*	*	*	60%	58%	34%	63%	59%	60%	-	-	*	-	-		
	Female	79%	76%	<b>56%</b>	47%	61%	56%	-	81%	*	*	57%	52%	36%	58%	67%	-	56%	-	50%	*	-		
Reading	All	73%	68%	<b>57%</b>	50%	60%	58%	-	73%	*	*	57%	57%	35%	59%	61%	56%	58%	-	47%	*	-		
	Students																							
	CWD	39%	32%	<b>35%</b>	*	35%	*	-	*	*	*	35%	*	35%	-	*	30%	45%	-	-	-	-		
	CWOD	77%	72%	<b>59%</b>	52%	62%	60%	-	70%	*	*	59%	59%	-	59%	63%	59%	58%	-	47%	*	-		
	EL	52%	51%	<b>61%</b>	*	61%	*	-	*	-	-	60%	68%	*	63%	61%	52%	73%	-	*	-	-		
	Male	69%	64%	<b>56%</b>	56%	57%	*	-	*	*	*	56%	55%	30%	59%	52%	56%	-	-	*	-	-		
	Female	77%	73%	<b>58%</b>	45%	64%	*	-	80%	*	*	57%	60%	45%	58%	73%	-	58%	-	56%	*	-		
Mathematics	All	80%	75%	<b>65%</b>	59%	69%	67%	-	73%	*	*	67%	59%	27%	69%	71%	68%	62%	-	43%	*	-		
	Students																							
	CWD	52%	42%	<b>27%</b>	36%	*	*	-	*	*	*	29%	*	27%	-	*	27%	*	-	-	-	-		
	CWOD	83%	79%	<b>69%</b>	61%	73%	70%	-	70%	*	*	70%	64%	-	69%	74%	73%	64%	-	43%	*	-		
	EL	70%	69%	<b>71%</b>	*	71%	*	-	*	-	-	72%	70%	*	74%	71%	71%	72%	-	*	-	-		
	Male	78%	73%	<b>68%</b>	62%	73%	*	-	*	*	*	69%	63%	27%	73%	71%	68%	-	-	*	-	-		
	Female	82%	78%	<b>62%</b>	56%	65%	*	-	80%	*	*	64%	55%	*	64%	72%	-	62%	-	*	*	-		
Science	All	79%	74%	<b>38%</b>	26%	44%	*	-	*	-	-	40%	32%	50%	37%	38%	45%	31%	-	*	-	-		
	Students																							
	CWD	48%	40%	<b>50%</b>	*	*	*	-	*	-	-	64%	*	50%	-	*	60%	*	-	-	-	-		
	CWOD	82%	78%	<b>37%</b>	21%	45%	*	-	-	-	-	37%	35%	-	37%	38%	42%	31%	-	*	-	-		
	EL	58%	57%	<b>38%</b>	*	37%	*	-	-	-	-	35%	*	*	38%	38%	45%	26%	-	-	-	-		
	Male	78%	72%	<b>45%</b>	29%	53%	*	-	-	-	-	44%	50%	60%	42%	45%	45%	-	-	*	-	-		
	Female	80%	77%	<b>31%</b>	23%	33%	*	-	*	-	-	35%	*	*	31%	26%	-	31%	-	*	-	-		

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>27%</b>	19%	30%	21%	-	65%	*	*	27%	25%	20%	27%	31%	29%	24%	-	13%	*	-
	Students																						
	CWD	23%	19%	<b>20%</b>	18%	18%	*	-	*	*	*	25%	5%	20%	-	*	19%	21%	-	-	-	-	
	CWOD	50%	45%	<b>27%</b>	19%	31%	22%	-	60%	*	*	27%	27%	-	27%	32%	30%	25%	-	13%	*	-	
	EL	26%	25%	<b>31%</b>	9%	32%	9%	-	83%	-	-	31%	30%	*	32%	31%	29%	34%	-	*	-	-	
	Male	45%	40%	<b>29%</b>	23%	32%	17%	-	*	*	*	29%	29%	19%	30%	29%	29%	-	-	*	-	-	
	Female	50%	45%	<b>24%</b>	14%	28%	25%	-	71%	*	*	25%	21%	21%	25%	34%	-	24%	-	17%	*	-	
Reading	All	46%	41%	<b>27%</b>	22%	29%	17%	-	64%	*	*	27%	28%	24%	27%	28%	28%	27%	-	13%	*	-	
	Students																						
	CWD	22%	18%	<b>24%</b>	*	24%	*	-	*	*	*	27%	*	24%	-	*	22%	27%	-	-	-	-	
	CWOD	48%	44%	<b>27%</b>	22%	30%	10%	-	60%	*	*	27%	30%	-	27%	29%	28%	27%	-	13%	*	-	
	EL	21%	21%	<b>28%</b>	*	29%	*	-	*	-	-	28%	27%	*	29%	28%	25%	33%	-	*	-	-	

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>28%</b>	26%	29%	*	-	*	*	26%	33%	22%	28%	25%	28%	-	-	*	-	-	
	Female	50%	47%	<b>27%</b>	18%	30%	*	-	70%	*	28%	24%	27%	27%	33%	-	27%	-	11%	*	-	
Mathematics	All	48%	42%	<b>30%</b>	19%	36%	33%	-	64%	*	31%	28%	14%	32%	40%	33%	27%	-	14%	*	-	
	Students																					
	CWD	26%	21%	<b>14%</b>	14%	*	*	-	*	*	18%	*	14%	-	*	12%	*	-	-	-	-	
	CWOD	51%	45%	<b>32%</b>	19%	38%	40%	-	60%	*	32%	31%	-	32%	42%	36%	28%	-	14%	*	-	
	EL	33%	31%	<b>40%</b>	*	41%	*	-	*	-	41%	39%	*	42%	40%	38%	43%	-	*	-	-	
	Male	47%	41%	<b>33%</b>	25%	39%	*	-	*	*	33%	32%	12%	36%	38%	33%	-	-	*	-	-	
	Female	49%	44%	<b>27%</b>	13%	32%	*	-	70%	*	28%	24%	*	28%	43%	-	27%	-	*	*	-	
Science	All	49%	46%	<b>12%</b>	9%	14%	*	-	*	-	15%	0%	25%	10%	10%	16%	7%	-	*	-	-	
	Students																					
	CWD	23%	18%	<b>25%</b>	*	*	*	-	*	-	36%	*	25%	-	*	30%	*	-	-	-	-	
	CWOD	52%	49%	<b>10%</b>	5%	13%	*	-	-	-	12%	0%	-	10%	11%	13%	6%	-	*	-	-	
	EL	21%	20%	<b>10%</b>	*	11%	*	-	-	-	12%	*	*	11%	10%	14%	5%	-	-	-	-	
	Male	50%	45%	<b>16%</b>	13%	19%	*	-	-	-	19%	0%	30%	13%	14%	16%	-	-	*	-	-	
	Female	49%	46%	<b>7%</b>	5%	7%	*	-	*	-	9%	*	*	6%	5%	-	7%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>11%</b>	4%	15%	14%	-	26%	*	11%	11%	2%	12%	17%	11%	11%	-	0%	*	-	
	Students																					
	CWD	8%	5%	<b>2%</b>	0%	3%	*	-	*	*	2%	5%	2%	-	*	2%	4%	-	-	-	-	
	CWOD	23%	20%	<b>12%</b>	5%	16%	13%	-	30%	*	12%	12%	-	12%	18%	13%	11%	-	0%	*	-	
	EL	9%	8%	<b>17%</b>	9%	17%	9%	-	50%	-	17%	18%	*	18%	17%	14%	20%	-	*	-	-	
	Male	20%	17%	<b>11%</b>	7%	14%	8%	-	*	*	11%	13%	2%	13%	14%	11%	-	-	*	-	-	
	Female	22%	20%	<b>11%</b>	2%	15%	19%	-	29%	*	11%	9%	4%	11%	20%	-	11%	-	0%	*	-	
Reading	All	19%	16%	<b>11%</b>	4%	14%	17%	-	18%	*	11%	12%	6%	11%	13%	11%	11%	-	0%	*	-	
	Students																					
	CWD	7%	5%	<b>6%</b>	*	6%	*	-	*	*	4%	*	6%	-	*	4%	9%	-	-	-	-	
	CWOD	20%	18%	<b>11%</b>	5%	15%	10%	-	20%	*	11%	12%	-	11%	14%	12%	11%	-	0%	*	-	
	EL	7%	7%	<b>13%</b>	*	14%	*	-	*	-	13%	14%	*	14%	13%	10%	17%	-	*	-	-	
	Male	16%	13%	<b>11%</b>	6%	13%	*	-	*	*	10%	15%	4%	12%	10%	11%	-	-	*	-	-	
	Female	22%	20%	<b>11%</b>	3%	16%	*	-	20%	*	11%	10%	9%	11%	17%	-	11%	-	0%	*	-	
Mathematics	All	23%	20%	<b>14%</b>	6%	19%	17%	-	36%	*	15%	13%	0%	16%	25%	15%	14%	-	0%	*	-	
	Students																					
	CWD	10%	5%	<b>0%</b>	0%	*	*	-	*	*	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	25%	21%	<b>16%</b>	6%	20%	20%	-	40%	*	16%	15%	-	16%	27%	17%	15%	-	0%	*	-	
	EL	13%	11%	<b>25%</b>	*	25%	*	-	*	-	25%	26%	*	27%	25%	22%	29%	-	*	-	-	
	Male	23%	19%	<b>15%</b>	10%	19%	*	-	*	*	15%	15%	0%	17%	22%	15%	-	-	*	-	-	
	Female	24%	20%	<b>14%</b>	1%	19%	*	-	40%	*	15%	12%	*	15%	29%	-	14%	-	*	*	-	
Science	All	22%	20%	<b>1%</b>	0%	2%	*	-	*	-	1%	0%	0%	1%	0%	2%	0%	-	*	-	-	
	Students																					
	CWD	7%	4%	<b>0%</b>	*	*	*	-	*	-	0%	*	0%	-	*	0%	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	1%	0%	2%	*	-	-	-	-	1%	0%	-	1%	0%	2%	0%	-	*	-	-
EL	5%	5%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
Male	23%	20%	2%	0%	3%	*	-	-	-	-	2%	0%	0%	2%	0%	2%	-	-	*	-	-
Female	21%	20%	0%	0%	0%	*	-	*	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	55	52	55	71	-	86	*	*	52	70	48
CWD	70	70	86	*	-	*	*	*	64	70	*
CWOD	53	50	51	*	-	83	*	*	51	-	47
EL	48	*	46	*	-	*	-	-	50	*	48
Male	51	51	52	*	-	*	*	*	49	60	41
Female	58	53	58	*	-	83	*	*	56	90	55
<b>Mathematics</b>											
All Students	56	55	57	*	-	*	*	*	56	55	57
CWD	55	50	57	*	-	*	*	*	52	55	*
CWOD	57	55	57	*	-	*	*	*	57	-	57
EL	57	*	58	*	-	*	-	-	58	*	57
Male	54	53	56	*	-	*	*	*	57	52	58
Female	58	56	58	*	-	*	*	*	56	60	57

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
276	24	9%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	32	25	36	*	-	55	*	*	32	*	37
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-

		African	American		American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	Hispanic	White	Indian		Islander	More	Disadv	Econ						
	EL	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Students															
	CWD	0%	0%	0%	*	*	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students															
	CWD	0%	0%	0%	*	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students	Students
		students	American			Alaska		Islander	More		with	with	with
			Hispanic			Native			Races		Disabilities	Disabilities	Disabilities
													(Section
													504)
<b>Students Without Disabilities</b>													
<b>In-School Suspensions</b>													
	Male	26	11	11	*	*	*	*	*	5			
	Female	16	11	5	*	*	*	*	*	*			
	Total	42	22	16	*	*	*	*	*	7			
<b>Out-of-School Suspensions</b>													
	Male	49	22	19	*	*	*	*	*	11			
	Female	17	10	7	*	*	*	*	*	*			
	Total	66	32	26	*	*	*	*	*	15			
<b>Expulsions</b>													
<b>With Educational Services</b>													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
<b>Without Educational Services</b>													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	12	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	16	6	6	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	68	23	35	5	*	*	*	5	17	8	*
	Female	58	17	35	*	*	*	*	*	17	5	*
	Total	126	40	70	7	*	*	*	7	34	13	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	35	8	23	*	*	*	*	*	23	*
	Female	38	8	26	*	*	*	*	*	23	*
	Total	73	16	49	*	*	*	*	*	46	*
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	10.0	18.1%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	5.0	9.4%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 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
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>16</b>	<b>2%</b>
Reading	43,730	1%	378	1%	<b>6</b>	<b>1%</b>
Mathematics	39,178	1%	351	1%	<b>6</b>	<b>1%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		



**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** PEACH EL  
**Campus ID:** 220901164  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
			2017-18 through 2021-22											
<b>EL Progress</b>		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African		American		Pacific		Two or More		Econ Non Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	Disadv	CWDCWOD	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>53%</b>	45%	54%	88%	*	-	-	83%	53%	53%	*	54%	53%	45%	62%	-	*	-	*
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	*	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	79%	72%	<b>54%</b>	46%	53%	88%	*	-	-	100%	54%	54%	-	54%	53%	48%	61%	-	*	-	*
	EL	70%	69%	<b>53%</b>	*	54%	*	*	-	-	-	57%	46%	-	53%	53%	50%	56%	-	-	-	-
	Male	74%	68%	<b>45%</b>	33%	42%	100%	-	-	-	*	47%	42%	*	48%	50%	45%	-	-	*	-	*
	Female	79%	73%	<b>62%</b>	58%	67%	*	*	-	-	*	62%	62%	*	61%	56%	-	62%	-	*	-	*
Mathematics	All	77%	71%	<b>58%</b>	46%	65%	100%	*	-	-	*	60%	55%	*	60%	61%	49%	69%	-	*	-	*
	Students																					
	CWD	52%	43%	*	*	*	-	-	-	*	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	80%	73%	<b>60%</b>	48%	66%	100%	*	-	-	*	62%	56%	-	60%	61%	52%	69%	-	*	-	*
	EL	74%	73%	<b>61%</b>	*	64%	*	*	-	-	-	65%	54%	-	61%	61%	55%	69%	-	-	-	-
	Male	77%	70%	<b>49%</b>	33%	56%	100%	-	-	-	*	50%	47%	*	52%	55%	49%	-	-	*	-	*
	Female	78%	71%	<b>69%</b>	62%	75%	*	*	-	-	*	74%	62%	*	69%	69%	-	69%	-	*	-	*
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>58%</b>	61%	46%	90%	*	*	-	*	56%	61%	60%	57%	43%	53%	63%	-	73%	-	*
	Students																					
	CWD	46%	47%	<b>60%</b>	*	*	*	*	*	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>57%</b>	61%	47%	86%	*	*	-	*	56%	61%	-	57%	42%	54%	61%	-	73%	-	*
	EL	60%	56%	<b>43%</b>	*	42%	*	-	*	-	-	33%	64%	*	42%	43%	*	58%	-	-	-	-
	Male	70%	64%	<b>53%</b>	61%	37%	100%	*	*	-	*	50%	61%	*	54%	*	53%	-	-	63%	-	-
	Female	75%	70%	<b>63%</b>	62%	55%	*	-	*	-	*	64%	60%	*	61%	58%	-	63%	-	*	-	*
Mathematics	All	77%	74%	<b>55%</b>	49%	53%	90%	*	*	-	*	53%	58%	64%	54%	60%	48%	63%	-	55%	-	*
	Students																					
	CWD	49%	49%	<b>64%</b>	*	*	*	*	*	-	-	*	*	64%	-	*	56%	*	-	-	-	-
	CWOD	81%	76%	<b>54%</b>	48%	55%	86%	*	*	-	*	53%	55%	-	54%	58%	46%	61%	-	55%	-	*
	EL	72%	72%	<b>60%</b>	*	58%	*	-	*	-	-	58%	64%	*	58%	60%	56%	63%	-	-	-	-
	Male	77%	72%	<b>48%</b>	42%	50%	100%	*	*	-	*	47%	50%	56%	46%	56%	48%	-	-	*	-	-
	Female	78%	76%	<b>63%</b>	58%	55%	*	-	*	-	*	61%	65%	*	61%	63%	-	63%	-	*	-	*
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>73%</b>	67%	79%	100%	*	*	-	*	75%	70%	*	73%	77%	74%	73%	-	57%	-	*
	Students																					
	CWD	54%	47%	*	*	*	-	-	-	-	*	-	*	-	*	*	*	*	-	*	-	-

				African		American		Pacific		Two or More Econ		Non Econ								Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>73%</b>	66%	78%	100%	*	*	-	*	74%	70%	-	73%	76%	72%	74%	-	62%	-	*	
	EL	73%	70%	<b>77%</b>	*	75%	*	-	*	-	-	83%	64%	*	76%	77%	75%	80%	-	-	-	-	
	Male	81%	77%	<b>74%</b>	65%	83%	*	*	*	-	-	75%	71%	*	72%	75%	74%	-	-	*	-	*	
	Female	86%	82%	<b>73%</b>	68%	73%	*	-	*	-	*	74%	69%	*	74%	80%	-	73%	-	*	-	*	
Mathematics	All	90%	85%	<b>75%</b>	66%	87%	100%	*	*	-	*	73%	79%	*	77%	89%	80%	70%	-	57%	-	*	
	Students																						
	CWD	70%	56%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	92%	89%	<b>77%</b>	68%	86%	100%	*	*	-	*	74%	82%	-	77%	89%	79%	74%	-	62%	-	*	
	EL	86%	81%	<b>89%</b>	*	89%	*	-	*	-	-	88%	91%	*	89%	89%	90%	88%	-	-	-	-	
	Male	89%	84%	<b>80%</b>	73%	87%	*	*	*	-	-	79%	82%	*	79%	90%	80%	-	-	*	-	*	
	Female	91%	86%	<b>70%</b>	60%	87%	*	-	*	-	*	68%	76%	*	74%	88%	-	70%	-	*	-	*	
Science	All	75%	69%	<b>44%</b>	38%	46%	*	*	*	-	*	39%	56%	*	43%	56%	47%	41%	-	*	-	*	
	Students																						
	CWD	48%	38%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	78%	72%	<b>43%</b>	36%	44%	*	*	*	-	*	37%	58%	-	43%	54%	44%	41%	-	*	-	*	
	EL	62%	57%	<b>56%</b>	*	50%	*	-	*	-	-	52%	64%	*	54%	56%	60%	50%	-	-	-	-	
	Male	76%	69%	<b>47%</b>	35%	57%	*	*	*	-	-	45%	53%	*	44%	60%	47%	-	-	*	-	*	
	Female	75%	69%	<b>41%</b>	39%	*	*	-	*	-	*	34%	59%	*	41%	50%	-	41%	-	*	-	*	
Grade 6	All	68%	67%	<b>56%</b>	47%	56%	74%	-	*	-	*	53%	59%	*	58%	44%	59%	51%	-	*	-	*	
	Reading																						
	Students																						
	CWD	35%	33%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	71%	70%	<b>58%</b>	47%	60%	82%	-	*	-	*	53%	66%	-	58%	44%	59%	56%	-	*	-	*	
	EL	42%	46%	<b>44%</b>	*	54%	*	-	*	-	-	55%	*	-	44%	44%	*	50%	-	-	-	-	
	Male	63%	61%	<b>59%</b>	50%	60%	77%	-	*	-	*	56%	64%	*	59%	*	59%	-	-	*	-	*	
	Female	72%	73%	<b>51%</b>	44%	50%	*	-	-	-	*	50%	53%	*	56%	50%	-	51%	-	*	-	*	
Mathematics	All	76%	76%	<b>54%</b>	44%	59%	68%	-	*	-	*	57%	49%	*	56%	50%	63%	43%	-	*	-	*	
	Students																						
	CWD	50%	46%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	-
	CWOD	79%	80%	<b>56%</b>	42%	64%	76%	-	*	-	*	57%	53%	-	56%	50%	63%	46%	-	*	-	*	
	EL	61%	67%	<b>50%</b>	*	46%	*	-	*	-	-	55%	*	-	50%	50%	*	50%	-	-	-	-	
	Male	76%	76%	<b>63%</b>	55%	67%	69%	-	*	-	*	69%	55%	*	63%	*	63%	-	-	*	-	*	
	Female	77%	77%	<b>43%</b>	35%	50%	*	-	-	-	*	45%	40%	*	46%	50%	-	43%	-	*	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>23%</b>	20%	30%	13%	*	-	-	17%	25%	20%	*	23%	25%	18%	29%	-	*	-	*	
	Reading																						
	Students																						
	CWD	28%	21%	*	*	*	-	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	-
	CWOD	44%	36%	<b>23%</b>	20%	28%	13%	*	-	-	20%	24%	21%	-	23%	25%	18%	28%	-	*	-	*	
	EL	32%	32%	<b>25%</b>	*	32%	*	*	-	-	-	26%	23%	-	25%	25%	20%	31%	-	-	-	-	
	Male	40%	33%	<b>18%</b>	10%	27%	17%	-	-	-	*	23%	5%	*	18%	20%	18%	-	-	*	-	*	
	Female	45%	37%	<b>29%</b>	31%	33%	*	*	-	-	*	26%	33%	*	28%	31%	-	29%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>24%</b>	18%	27%	38%	*	-	-	*	27%	18%	*	23%	25%	22%	25%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	48%	38%	<b>23%</b>	19%	26%	38%	*	-	-	*	26%	18%	-	23%	25%	23%	24%	-	*	-	*	
	EL	39%	38%	<b>25%</b>	*	25%	*	*	-	-	-	35%	8%	-	25%	25%	30%	19%	-	-	-	-	
	Male	47%	38%	<b>22%</b>	10%	30%	50%	-	-	-	*	25%	16%	*	23%	30%	22%	-	-	*	-	*	
	Female	45%	35%	<b>25%</b>	27%	25%	*	*	-	-	*	29%	19%	*	24%	19%	-	25%	-	*	-	*	
Grade 4	All	45%	40%	<b>32%</b>	27%	21%	90%	*	*	-	*	29%	37%	60%	29%	20%	28%	36%	-	36%	-	*	
	Students																						
	CWD	28%	30%	<b>60%</b>	*	*	*	*	*	-	-	*	*	60%	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>29%</b>	25%	21%	86%	*	*	-	*	27%	33%	-	29%	18%	25%	33%	-	36%	-	*	
	EL	29%	28%	<b>20%</b>	*	15%	*	-	*	-	-	13%	36%	*	18%	20%	*	26%	-	-	-	-	
	Male	43%	39%	<b>28%</b>	27%	16%	100%	*	*	-	*	26%	33%	*	25%	*	28%	-	-	13%	-	-	
	Female	47%	42%	<b>36%</b>	27%	25%	*	-	*	-	*	33%	40%	*	33%	26%	-	36%	-	*	-	*	
Mathematics	All	48%	40%	<b>28%</b>	24%	18%	80%	*	*	-	*	25%	34%	64%	25%	26%	28%	29%	-	36%	-	*	
	Students																						
	CWD	29%	30%	<b>64%</b>	*	*	*	*	*	-	-	*	*	64%	-	*	56%	*	-	-	-	-	-
	CWOD	50%	42%	<b>25%</b>	21%	18%	71%	*	*	-	*	23%	27%	-	25%	21%	23%	26%	-	36%	-	*	
	EL	38%	35%	<b>26%</b>	*	15%	*	-	*	-	-	17%	45%	*	21%	26%	25%	26%	-	-	-	-	
	Male	48%	41%	<b>28%</b>	27%	15%	80%	*	*	-	*	26%	33%	56%	23%	25%	28%	-	-	*	-	-	
	Female	47%	40%	<b>29%</b>	19%	20%	*	-	*	-	*	25%	35%	*	26%	26%	-	29%	-	*	-	*	
Grade 5	All	53%	49%	<b>40%</b>	35%	39%	60%	*	*	-	*	39%	42%	*	39%	49%	49%	31%	-	21%	-	*	
	Students																						
	CWD	30%	25%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-	-
	CWOD	56%	51%	<b>39%</b>	34%	38%	60%	*	*	-	*	37%	42%	-	39%	47%	46%	32%	-	23%	-	*	
	EL	35%	30%	<b>49%</b>	*	46%	*	-	*	-	-	54%	36%	*	47%	49%	65%	27%	-	-	-	-	
	Male	50%	46%	<b>49%</b>	35%	61%	*	*	*	-	-	53%	41%	*	46%	65%	49%	-	-	*	-	-	
	Female	56%	51%	<b>31%</b>	34%	7%	*	-	*	-	*	26%	44%	*	32%	27%	-	31%	-	*	-	*	
Mathematics	All	57%	50%	<b>34%</b>	27%	37%	80%	*	*	-	*	34%	35%	*	33%	44%	45%	25%	-	7%	-	*	
	Students																						
	CWD	34%	24%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	60%	52%	<b>33%</b>	26%	35%	80%	*	*	-	*	32%	36%	-	33%	43%	42%	26%	-	8%	-	*	
	EL	46%	39%	<b>44%</b>	*	43%	*	-	*	-	-	48%	36%	*	43%	44%	55%	31%	-	-	-	-	
	Male	57%	49%	<b>45%</b>	33%	52%	*	*	*	-	-	46%	41%	*	42%	55%	45%	-	-	*	-	*	
	Female	58%	50%	<b>25%</b>	23%	13%	*	-	*	-	*	23%	29%	*	26%	31%	-	25%	-	*	-	*	
Science	All	40%	34%	<b>18%</b>	14%	19%	*	*	*	-	*	15%	24%	*	17%	25%	19%	16%	-	*	-	*	
	Students																						
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	42%	35%	<b>17%</b>	12%	19%	*	*	*	-	*	14%	24%	-	17%	26%	17%	17%	-	*	-	*	
	EL	24%	18%	<b>25%</b>	*	21%	*	-	*	-	-	28%	18%	*	26%	25%	30%	19%	-	-	-	-	
	Male	42%	35%	<b>19%</b>	10%	26%	*	*	*	-	-	20%	18%	*	17%	30%	19%	-	-	*	-	*	
	Female	38%	32%	<b>16%</b>	17%	*	*	-	*	-	*	11%	29%	*	17%	19%	-	16%	-	*	-	*	

					African	American	Two or Non		Econ		Non		Foster										
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6 Reading	All	38%	37%	<b>23%</b>	13%	22%	47%	-	*	-	*	21%	27%	*	24%	22%	26%	20%	-	*	-	*	
	Students																						
	CWD	22%	22%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>24%</b>	12%	24%	53%	-	*	-	*	21%	31%	-	24%	22%	27%	22%	-	*	-	*	
	EL	14%	15%	<b>22%</b>	*	23%	*	-	*	-	-	27%	*	-	22%	22%	*	20%	-	-	-	-	-
	Male	34%	32%	<b>26%</b>	18%	27%	46%	-	*	-	*	22%	32%	*	27%	*	26%	-	-	*	-	-	-
	Female	42%	42%	<b>20%</b>	8%	17%	*	-	-	-	*	20%	20%	*	22%	20%	-	20%	-	*	-	-	*
Mathematics	All	43%	46%	<b>26%</b>	6%	33%	58%	-	*	-	*	22%	32%	*	27%	22%	33%	17%	-	*	-	*	
	Students																						
	CWD	23%	27%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	-
	CWOD	46%	48%	<b>27%</b>	5%	36%	65%	-	*	-	*	22%	34%	-	27%	22%	33%	20%	-	*	-	*	
	EL	24%	31%	<b>22%</b>	*	23%	*	-	*	-	-	27%	*	-	22%	22%	*	10%	-	-	-	-	-
	Male	44%	46%	<b>33%</b>	5%	47%	62%	-	*	-	*	28%	41%	*	33%	*	33%	-	-	*	-	-	-
	Female	42%	46%	<b>17%</b>	8%	17%	*	-	-	-	*	16%	20%	*	20%	10%	-	17%	-	*	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3 Reading	All	24%	19%	<b>7%</b>	5%	10%	0%	*	-	-	0%	6%	8%	*	7%	8%	3%	11%	-	*	-	*	
	Students																						
	CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	-
	CWOD	26%	20%	<b>7%</b>	6%	11%	0%	*	-	-	0%	7%	8%	-	7%	8%	3%	11%	-	*	-	*	
	EL	15%	16%	<b>8%</b>	*	11%	*	*	-	-	-	13%	0%	-	8%	8%	5%	13%	-	-	-	-	-
	Male	22%	17%	<b>3%</b>	0%	8%	0%	-	-	-	*	2%	5%	*	3%	5%	3%	-	-	*	-	-	*
	Female	26%	20%	<b>11%</b>	12%	13%	*	*	-	-	*	12%	10%	*	11%	13%	-	11%	-	*	-	-	*
Mathematics	All	22%	15%	<b>8%</b>	7%	8%	25%	*	-	-	*	10%	5%	*	9%	14%	10%	5%	-	*	-	*	
	Students																						
	CWD	12%	5%	*	*	*	-	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-	-
	CWOD	24%	16%	<b>9%</b>	7%	9%	25%	*	-	-	*	11%	5%	-	9%	14%	11%	6%	-	*	-	*	
	EL	17%	16%	<b>14%</b>	*	11%	*	*	-	-	-	22%	0%	-	14%	14%	20%	6%	-	-	-	-	-
	Male	23%	17%	<b>10%</b>	7%	11%	33%	-	-	-	*	13%	5%	*	11%	20%	10%	-	-	*	-	-	*
	Female	21%	14%	<b>5%</b>	8%	4%	*	*	-	-	*	6%	5%	*	6%	6%	-	5%	-	*	-	-	*
Grade 4 Reading	All	23%	19%	<b>12%</b>	8%	8%	40%	*	*	-	*	9%	18%	30%	10%	9%	9%	14%	-	27%	-	*	
	Students																						
	CWD	9%	9%	<b>30%</b>	*	*	*	*	*	-	-	*	*	30%	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>10%</b>	7%	8%	29%	*	*	-	*	6%	18%	-	10%	9%	5%	15%	-	27%	-	*	
	EL	12%	11%	<b>9%</b>	*	8%	*	-	*	-	-	0%	27%	*	9%	9%	*	11%	-	-	-	-	-
	Male	22%	18%	<b>9%</b>	3%	5%	60%	*	*	-	*	7%	17%	*	5%	*	9%	-	-	0%	-	-	-
	Female	25%	21%	<b>14%</b>	15%	10%	*	-	*	-	*	11%	20%	*	15%	11%	-	14%	-	*	-	-	*
Mathematics	All	26%	20%	<b>14%</b>	8%	13%	50%	*	*	-	*	10%	24%	36%	12%	14%	12%	16%	-	9%	-	*	
	Students																						
	CWD	11%	10%	<b>36%</b>	*	*	*	*	*	-	-	*	*	36%	-	*	33%	*	-	-	-	-	-

				African		American		Pacific		Two or More Econ		Non Econ								Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	28%	21%	<b>12%</b>	7%	13%	29%	*	*	-	*	8%	21%	-	12%	15%	9%	15%	-	9%	-	*
	EL	18%	14%	<b>14%</b>	*	12%	*	-	*	-	-	8%	27%	*	15%	14%	19%	11%	-	-	-	-
	Male	27%	21%	<b>12%</b>	3%	15%	60%	*	*	-	*	9%	22%	33%	9%	19%	12%	-	-	*	-	-
	Female	25%	19%	<b>16%</b>	15%	10%	*	-	*	-	*	11%	25%	*	15%	11%	-	16%	-	*	-	*
Grade 5																						
Reading	All	26%	23%	<b>14%</b>	7%	21%	20%	*	*	-	*	13%	15%	*	14%	26%	19%	8%	-	0%	-	*
	Students																					
	CWOD	9%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD	27%	24%	<b>14%</b>	8%	19%	20%	*	*	-	*	13%	15%	-	14%	24%	19%	9%	-	0%	-	*
	EL	12%	8%	<b>26%</b>	*	25%	*	-	*	-	-	29%	18%	*	24%	26%	35%	13%	-	-	-	-
	Male	24%	21%	<b>19%</b>	6%	30%	*	*	*	-	-	20%	18%	*	19%	35%	19%	-	-	*	-	*
	Female	28%	25%	<b>8%</b>	8%	7%	*	-	*	-	*	7%	13%	*	9%	13%	-	8%	-	*	-	*
Mathematics	All	30%	24%	<b>8%</b>	0%	13%	40%	*	*	-	*	6%	12%	*	8%	14%	11%	5%	-	0%	-	*
	Students																					
	CWOD	13%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	31%	26%	<b>8%</b>	0%	14%	40%	*	*	-	*	6%	12%	-	8%	14%	11%	5%	-	0%	-	*
	EL	19%	13%	<b>14%</b>	*	14%	*	-	*	-	-	16%	9%	*	14%	14%	20%	6%	-	-	-	-
	Male	29%	24%	<b>11%</b>	0%	17%	*	*	*	-	-	10%	12%	*	11%	20%	11%	-	-	*	-	*
	Female	30%	24%	<b>5%</b>	0%	7%	*	-	*	-	*	2%	12%	*	5%	6%	-	5%	-	*	-	*
Science	All	16%	13%	<b>5%</b>	1%	5%	*	*	*	-	*	2%	12%	*	5%	3%	5%	5%	-	*	-	*
	Students																					
	CWOD	9%	5%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	17%	14%	<b>5%</b>	1%	6%	*	*	*	-	*	3%	12%	-	5%	3%	6%	5%	-	*	-	*
	EL	7%	4%	<b>3%</b>	*	4%	*	-	*	-	-	4%	0%	*	3%	3%	5%	0%	-	-	-	-
	Male	18%	14%	<b>5%</b>	0%	9%	*	*	*	-	-	5%	6%	*	6%	5%	5%	-	-	*	-	*
	Female	15%	12%	<b>5%</b>	2%	*	*	-	*	-	*	0%	18%	*	5%	0%	-	5%	-	*	-	*
Grade 6																						
Reading	All	18%	17%	<b>11%</b>	4%	11%	26%	-	*	-	*	10%	14%	*	12%	0%	13%	9%	-	*	-	*
	Students																					
	CWOD	8%	6%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	20%	19%	<b>12%</b>	5%	12%	29%	-	*	-	*	10%	16%	-	12%	0%	14%	10%	-	*	-	*
	EL	4%	5%	<b>0%</b>	*	0%	*	-	*	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	15%	13%	<b>13%</b>	5%	20%	23%	-	*	-	*	13%	14%	*	14%	*	13%	-	-	*	-	*
	Female	22%	22%	<b>9%</b>	4%	0%	*	-	-	-	*	7%	13%	*	10%	0%	-	9%	-	*	-	*
Mathematics	All	18%	21%	<b>4%</b>	0%	7%	11%	-	*	-	*	5%	3%	*	4%	0%	6%	2%	-	*	-	*
	Students																					
	CWOD	9%	7%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	19%	22%	<b>4%</b>	0%	8%	12%	-	*	-	*	5%	3%	-	4%	0%	6%	2%	-	*	-	*
	EL	6%	9%	<b>0%</b>	*	0%	*	-	*	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	18%	21%	<b>6%</b>	0%	7%	15%	-	*	-	*	6%	5%	*	6%	*	6%	-	-	*	-	*
	Female	17%	21%	<b>2%</b>	0%	8%	*	-	-	-	*	3%	0%	*	2%	0%	-	2%	-	*	-	*

**STAAR Percent at Approaches Grade Level or Above**



				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>58%</b>	52%	61%	83%	*	81%	-	70%	58%	60%	50%	59%	61%	57%	60%	-	51%	-	69%
		Students																					
		CWD	45%	38%	<b>50%</b>	52%	41%	60%	*	*	-	*	57%	38%	50%	-	86%	55%	39%	-	*	-	-
		CWOD	80%	76%	<b>59%</b>	52%	62%	86%	*	83%	-	73%	58%	61%	-	59%	60%	57%	61%	-	51%	-	69%
		EL	60%	59%	<b>61%</b>	42%	61%	100%	*	77%	-	-	62%	59%	86%	60%	61%	58%	64%	-	-	-	-
		Male	74%	69%	<b>57%</b>	50%	60%	86%	*	67%	-	55%	57%	58%	55%	57%	58%	57%	-	-	42%	-	*
		Female	79%	76%	<b>60%</b>	54%	62%	79%	*	100%	-	88%	59%	61%	39%	61%	64%	-	60%	-	60%	-	64%
Reading	All	All	73%	68%	<b>60%</b>	56%	58%	83%	*	*	-	78%	60%	60%	50%	61%	56%	57%	63%	-	56%	-	71%
		Students																					
		CWD	39%	32%	<b>50%</b>	54%	*	*	*	*	-	*	58%	*	50%	-	*	52%	*	-	*	-	-
		CWOD	77%	72%	<b>61%</b>	56%	59%	86%	*	*	-	81%	60%	62%	-	61%	55%	58%	64%	-	56%	-	71%
		EL	52%	51%	<b>56%</b>	33%	57%	100%	*	*	-	-	57%	52%	*	55%	56%	50%	62%	-	-	-	-
		Male	69%	64%	<b>57%</b>	53%	55%	88%	*	*	-	70%	56%	59%	52%	58%	50%	57%	-	-	48%	-	*
		Female	77%	73%	<b>63%</b>	59%	62%	76%	*	*	-	88%	64%	61%	*	64%	62%	-	63%	-	67%	-	*
Mathematics	All	All	80%	75%	<b>61%</b>	52%	66%	83%	*	100%	-	61%	61%	60%	47%	62%	67%	59%	62%	-	52%	-	71%
		Students																					
		CWD	52%	42%	<b>47%</b>	47%	*	*	*	*	-	*	50%	42%	47%	-	*	52%	*	-	*	-	-
		CWOD	83%	79%	<b>62%</b>	53%	68%	86%	*	100%	-	63%	62%	61%	-	62%	66%	60%	64%	-	51%	-	71%
		EL	70%	69%	<b>67%</b>	44%	67%	100%	*	100%	-	-	69%	64%	*	66%	67%	66%	69%	-	-	-	-
		Male	78%	73%	<b>59%</b>	50%	65%	84%	*	*	-	*	60%	58%	52%	60%	66%	59%	-	-	43%	-	*
		Female	82%	78%	<b>62%</b>	54%	68%	82%	*	*	-	88%	63%	62%	*	64%	69%	-	62%	-	63%	-	*
Science	All	All	79%	74%	<b>44%</b>	38%	46%	*	*	*	-	*	39%	56%	*	43%	56%	47%	41%	-	*	-	*
		Students																					
		CWD	48%	40%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	*	-	*	-	-
		CWOD	82%	78%	<b>43%</b>	36%	44%	*	*	*	-	*	37%	58%	-	43%	54%	44%	41%	-	*	-	*
		EL	58%	57%	<b>56%</b>	*	50%	*	-	*	-	-	52%	64%	*	54%	56%	60%	50%	-	-	-	-
		Male	78%	72%	<b>47%</b>	35%	57%	*	*	*	-	-	45%	53%	*	44%	60%	47%	-	-	*	-	*
		Female	80%	77%	<b>41%</b>	39%	*	*	-	*	-	*	34%	59%	*	41%	50%	-	41%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>28%</b>	21%	27%	56%	*	75%	-	35%	27%	30%	40%	27%	29%	29%	26%	-	19%	-	31%
		Students																					
		CWD	23%	19%	<b>40%</b>	36%	35%	60%	*	*	-	*	43%	33%	40%	-	71%	47%	26%	-	*	-	-
		CWOD	50%	45%	<b>27%</b>	20%	27%	56%	*	75%	-	36%	25%	29%	-	27%	28%	28%	25%	-	18%	-	31%
		EL	26%	25%	<b>29%</b>	17%	28%	50%	*	69%	-	-	31%	26%	71%	28%	29%	34%	24%	-	-	-	-
		Male	45%	40%	<b>29%</b>	20%	34%	59%	*	56%	-	25%	30%	29%	47%	28%	34%	29%	-	-	10%	-	*
		Female	50%	45%	<b>26%</b>	22%	20%	53%	*	100%	-	47%	23%	30%	26%	25%	24%	-	26%	-	29%	-	18%
Reading	All	All	46%	41%	<b>30%</b>	25%	29%	52%	*	*	-	39%	29%	31%	40%	29%	30%	30%	29%	-	24%	-	29%
		Students																					
		CWD	22%	18%	<b>40%</b>	38%	*	*	*	*	-	*	47%	*	40%	-	*	43%	*	-	*	-	-
		CWOD	48%	44%	<b>29%</b>	24%	28%	51%	*	*	-	44%	28%	31%	-	29%	29%	29%	29%	-	23%	-	29%
		EL	21%	21%	<b>30%</b>	13%	31%	43%	*	*	-	-	30%	29%	*	29%	30%	33%	27%	-	-	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>30%</b>	23%	34%	52%	*	*	-	20%	31%	28%	43%	29%	33%	30%	-	-	13%	-	*	
	Female	50%	47%	<b>29%</b>	26%	23%	53%	*	*	-	63%	27%	35%	*	29%	27%	-	29%	-	39%	-	*	
Mathematics	All	48%	42%	<b>28%</b>	20%	28%	62%	*	86%	-	33%	27%	30%	41%	27%	30%	31%	24%	-	17%	-	43%	
	Students																						
	CWD	26%	21%	<b>41%</b>	33%	*	*	*	*	-	*	41%	42%	41%	-	*	48%	*	-	*	-	-	
	CWOD	51%	45%	<b>27%</b>	19%	28%	62%	*	80%	-	31%	26%	28%	-	27%	29%	30%	24%	-	15%	-	43%	
	EL	33%	31%	<b>30%</b>	13%	27%	71%	*	83%	-	-	33%	26%	*	29%	30%	38%	23%	-	-	-	-	
	Male	47%	41%	<b>31%</b>	20%	35%	64%	*	*	-	*	31%	33%	48%	30%	38%	31%	-	-	9%	-	*	
	Female	49%	44%	<b>24%</b>	19%	20%	59%	*	*	-	38%	23%	26%	*	24%	23%	-	24%	-	26%	-	*	
Science	All	49%	46%	<b>18%</b>	14%	19%	*	*	*	-	*	15%	24%	*	17%	25%	19%	16%	-	*	-	*	
	Students																						
	CWD	23%	18%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	52%	49%	<b>17%</b>	12%	19%	*	*	*	-	*	14%	24%	-	17%	26%	17%	17%	-	*	-	*	
	EL	21%	20%	<b>25%</b>	*	21%	*	-	*	-	-	28%	18%	*	26%	25%	30%	19%	-	-	-	-	
	Male	50%	45%	<b>19%</b>	10%	26%	*	*	*	-	-	20%	18%	*	17%	30%	19%	-	-	*	-	*	
	Female	49%	46%	<b>16%</b>	17%	*	*	-	*	-	*	11%	29%	*	17%	19%	-	16%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>9%</b>	5%	11%	26%	*	50%	-	5%	8%	12%	11%	9%	11%	10%	9%	-	4%	-	13%	
	Students																						
	CWD	8%	5%	<b>11%</b>	6%	6%	50%	*	*	-	*	11%	13%	11%	-	14%	15%	4%	-	*	-	-	
	CWOD	23%	20%	<b>9%</b>	5%	11%	23%	*	67%	-	6%	8%	12%	-	9%	11%	9%	9%	-	4%	-	13%	
	EL	9%	8%	<b>11%</b>	3%	11%	13%	*	38%	-	-	12%	9%	14%	11%	11%	14%	7%	-	-	-	-	
	Male	20%	17%	<b>10%</b>	3%	14%	31%	*	33%	-	5%	9%	11%	15%	9%	14%	10%	-	-	0%	-	*	
	Female	22%	20%	<b>9%</b>	7%	7%	18%	*	71%	-	6%	6%	13%	4%	9%	7%	-	9%	-	9%	-	0%	
Reading	All	19%	16%	<b>11%</b>	6%	12%	24%	*	*	-	11%	9%	14%	13%	11%	12%	11%	11%	-	7%	-	14%	
	Students																						
	CWD	7%	5%	<b>13%</b>	8%	*	*	*	*	-	*	16%	*	13%	-	*	19%	*	-	*	-	-	
	CWOD	20%	18%	<b>11%</b>	6%	12%	22%	*	*	-	13%	9%	14%	-	11%	12%	10%	11%	-	8%	-	14%	
	EL	7%	7%	<b>12%</b>	7%	13%	0%	*	*	-	-	12%	12%	*	12%	12%	14%	10%	-	-	-	-	
	Male	16%	13%	<b>11%</b>	3%	16%	28%	*	*	-	10%	10%	13%	19%	10%	14%	11%	-	-	0%	-	*	
	Female	22%	20%	<b>11%</b>	10%	8%	18%	*	*	-	13%	9%	14%	*	11%	10%	-	11%	-	17%	-	*	
Mathematics	All	23%	20%	<b>9%</b>	4%	10%	26%	*	57%	-	0%	8%	11%	12%	8%	12%	10%	7%	-	2%	-	14%	
	Students																						
	CWD	10%	5%	<b>12%</b>	7%	*	*	*	*	-	*	9%	17%	12%	-	*	13%	*	-	*	-	-	
	CWOD	25%	21%	<b>8%</b>	4%	11%	22%	*	80%	-	0%	8%	10%	-	8%	12%	10%	7%	-	3%	-	14%	
	EL	13%	11%	<b>12%</b>	0%	11%	29%	*	50%	-	-	13%	10%	*	12%	12%	17%	7%	-	-	-	-	
	Male	23%	19%	<b>10%</b>	3%	13%	32%	*	*	-	*	10%	11%	13%	10%	17%	10%	-	-	0%	-	*	
	Female	24%	20%	<b>7%</b>	5%	7%	18%	*	*	-	0%	6%	11%	*	7%	7%	-	7%	-	5%	-	*	
Science	All	22%	20%	<b>5%</b>	1%	5%	*	*	*	-	*	2%	12%	*	5%	3%	5%	5%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	5%	1%	6%	*	*	*	-	*	3%	12%	-	5%	3%	6%	5%	-	*	-	*
EL	5%	5%	3%	*	4%	*	-	*	-	-	4%	0%	*	3%	3%	5%	0%	-	-	-	-
Male	23%	20%	5%	0%	9%	*	*	*	-	-	5%	6%	*	6%	5%	5%	-	-	*	-	*
Female	21%	20%	5%	2%	*	*	-	*	-	*	0%	18%	*	5%	0%	-	5%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	62	68	65	*	83	-	72	64	71	73
CWD	71	56	*	*	*	*	-	*	82	71	*
CWOD	64	62	67	63	*	*	-	69	63	-	73
EL	73	*	74	*	-	*	-	-	75	*	73
Male	61	58	63	68	*	*	-	*	59	86	59
Female	69	66	76	61	-	*	-	*	69	*	89
<b>Mathematics</b>											
All Students	63	64	60	66	*	100	-	*	63	61	67
CWD	61	64	*	*	*	*	-	*	58	61	*
CWOD	63	64	62	65	*	*	-	*	63	-	65
EL	67	75	61	*	-	100	-	-	65	*	67
Male	60	57	62	65	*	*	-	*	58	57	72
Female	66	71	59	68	-	*	-	*	68	67	62

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
223	32	14%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	32	26	33	55	*	69	-	*	31	34	34	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	Y	N	N	N	N	N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	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	N	N	N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	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%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	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%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	*	-	-	-	-	-	100%	*	100%	-	*	*	*	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	*	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-

		African		Hispanic		American		Pacific		Two or More		Econ		Non Econ			
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	*	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

There is no data for this campus.

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	19.0	34.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	5.0	9.5%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.2	2.3%

' ' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x):** Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi):** STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	<b>6</b>	<b>5%</b>
Mathematics	6,056	1%	68	1%	<b>6</b>	<b>5%</b>
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*



	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	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>24</b>	<b>2%</b>
Reading	43,730	1%	378	1%	<b>11</b>	<b>2%</b>
Mathematics	39,178	1%	351	1%	<b>11</b>	<b>2%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** PEARCY EL

**Campus ID:** 220901154

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17													
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%		
	Baseline 2016-17													

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African		American		Pacific		Two or More Econ		Non Econ								Foster	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																					
<b>Grade 3</b>																					
Reading	All	77%	70%	<b>86%</b>	86%	82%	75%	-	100%	-	*	86%	86%	*	87%	79%	82%	90%	-	*	-
	Students																				
	CWD	51%	46%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	79%	72%	<b>87%</b>	89%	82%	71%	-	100%	-	*	88%	86%	-	87%	83%	81%	93%	-	*	-
	EL	70%	69%	<b>79%</b>	*	75%	*	-	100%	-	-	79%	*	*	83%	79%	77%	83%	-	-	-
	Male	74%	68%	<b>82%</b>	82%	75%	83%	-	*	-	-	84%	79%	*	81%	77%	82%	-	-	*	-
	Female	79%	73%	<b>90%</b>	89%	100%	*	-	*	-	*	88%	93%	*	93%	83%	-	90%	-	-	-
Mathematics	All	77%	71%	<b>83%</b>	83%	76%	88%	-	88%	-	*	83%	83%	*	84%	79%	73%	94%	-	*	-
	Students																				
	CWD	52%	43%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	80%	73%	<b>84%</b>	85%	76%	86%	-	88%	-	*	85%	82%	-	84%	83%	71%	97%	-	*	-
	EL	74%	73%	<b>79%</b>	*	88%	*	-	86%	-	-	79%	*	*	83%	79%	77%	83%	-	-	-
	Male	77%	70%	<b>73%</b>	73%	67%	83%	-	*	-	-	79%	64%	*	71%	77%	73%	-	-	*	-
	Female	78%	71%	<b>94%</b>	89%	100%	*	-	*	-	*	88%	100%	*	97%	83%	-	94%	-	-	-
<b>Grade 4</b>																					
Reading	All	72%	67%	<b>79%</b>	78%	73%	78%	*	*	-	*	76%	83%	*	81%	67%	81%	77%	-	-	-
	Students																				
	CWD	46%	47%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	75%	69%	<b>81%</b>	79%	73%	88%	*	*	-	*	75%	88%	-	81%	67%	83%	79%	-	-	-
	EL	60%	56%	<b>67%</b>	-	*	*	-	*	-	*	63%	*	-	67%	67%	56%	*	-	-	-
	Male	70%	64%	<b>81%</b>	85%	75%	*	*	*	-	*	84%	75%	*	83%	56%	81%	-	-	-	-
	Female	75%	70%	<b>77%</b>	71%	71%	*	*	*	-	*	64%	88%	*	79%	*	-	77%	-	-	-
Mathematics	All	77%	74%	<b>89%</b>	85%	93%	89%	*	*	-	100%	85%	93%	*	91%	85%	91%	87%	-	-	-
	Students																				
	CWD	49%	49%	*	*	-	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	81%	76%	<b>91%</b>	83%	93%	100%	*	*	-	100%	88%	96%	-	91%	92%	93%	90%	-	-	-
	EL	72%	72%	<b>85%</b>	-	83%	*	-	*	-	*	78%	*	*	92%	85%	80%	*	-	-	-
	Male	77%	72%	<b>91%</b>	92%	88%	100%	*	*	-	*	90%	92%	*	93%	80%	91%	-	-	-	-
	Female	78%	76%	<b>87%</b>	79%	100%	*	*	*	-	*	79%	94%	*	90%	*	-	87%	-	-	-
<b>Grade 5</b>																					
Reading	All	83%	80%	<b>87%</b>	88%	88%	85%	-	86%	-	*	85%	90%	*	90%	73%	88%	87%	-	-	*
	Students																				
	CWD	54%	47%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-
	CWOD	87%	83%	<b>90%</b>	90%	88%	91%	-	86%	-	*	87%	93%	-	90%	69%	89%	90%	-	-	*
EL	73%	70%	<b>73%</b>	*	75%	*	-	*	-	-	64%	*	*	69%	73%	80%	*	-	-	-	

				African	American	Pacific	Two or More Econ	Non Econ												Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	Male	81%	77%	<b>88%</b>	93%	86%	86%	-	*	-	*	90%	82%	*	89%	80%	88%	-	-	-	*	-
	Female	86%	82%	<b>87%</b>	80%	90%	83%	-	*	-	*	77%	94%	*	90%	*	-	87%	-	-	-	-
Mathematics	All	90%	85%	<b>95%</b>	88%	100%	100%	-	100%	-	*	91%	100%	*	97%	100%	97%	94%	-	-	*	-
	Students																					
	CWD	70%	56%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	92%	89%	<b>97%</b>	90%	100%	100%	-	100%	-	*	93%	100%	-	97%	100%	96%	97%	-	-	*	-
	EL	86%	81%	<b>100%</b>	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-	-	-	-
	Male	89%	84%	<b>97%</b>	93%	100%	100%	-	*	-	*	95%	100%	*	96%	100%	97%	-	-	-	*	-
	Female	91%	86%	<b>94%</b>	80%	100%	100%	-	*	-	*	85%	100%	*	97%	100%	-	94%	-	-	-	-
Science	All	75%	69%	<b>82%</b>	63%	100%	82%	-	100%	-	*	79%	86%	*	86%	100%	87%	77%	-	-	*	-
	Students																					
	CWD	48%	38%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	72%	<b>86%</b>	67%	100%	90%	-	100%	-	*	83%	89%	-	86%	100%	93%	79%	-	-	*	-
	EL	62%	57%	<b>100%</b>	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-	-	-	-
	Male	76%	69%	<b>87%</b>	79%	100%	83%	-	*	-	*	90%	82%	*	93%	100%	87%	-	-	-	*	-
	Female	75%	69%	<b>77%</b>	*	100%	*	-	*	-	*	62%	88%	*	79%	100%	-	77%	-	-	-	-
Grade 6	All	68%	67%	<b>79%</b>	81%	79%	85%	-	71%	-	*	73%	85%	*	87%	58%	74%	84%	-	*	-	-
	Students																					
	CWD	35%	33%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	71%	70%	<b>87%</b>	90%	82%	100%	-	83%	-	*	81%	93%	-	87%	70%	84%	89%	-	*	-	-
	EL	42%	46%	<b>58%</b>	-	*	*	-	*	-	*	*	*	*	70%	58%	*	*	-	-	-	-
	Male	63%	61%	<b>74%</b>	81%	78%	75%	-	*	-	*	65%	88%	*	84%	*	74%	-	-	*	-	-
	Female	72%	73%	<b>84%</b>	80%	80%	100%	-	*	-	*	80%	82%	*	89%	*	-	84%	-	-	-	-
Mathematics	All	76%	76%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	*	-	-
	Students																					
	CWD	50%	46%	<b>100%</b>	100%	*	*	-	*	-	-	100%	100%	100%	-	*	100%	*	-	-	-	-
	CWOD	79%	80%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	61%	67%	<b>100%</b>	-	100%	*	-	*	-	*	100%	*	*	100%	100%	100%	100%	-	-	-	-
	Male	76%	76%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-	*	-	-
	Female	77%	77%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	100%	*	100%	100%	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 3	All	43%	35%	<b>38%</b>	34%	41%	25%	-	50%	-	*	37%	38%	*	39%	32%	27%	48%	-	*	-	-
	Students																					
	CWD	28%	21%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	44%	36%	<b>39%</b>	37%	41%	29%	-	50%	-	*	39%	39%	-	39%	33%	29%	50%	-	*	-	-
	EL	32%	32%	<b>32%</b>	*	25%	*	-	57%	-	-	29%	*	*	33%	32%	23%	50%	-	-	-	-
	Male	40%	33%	<b>27%</b>	27%	25%	17%	-	*	-	-	32%	21%	*	29%	23%	27%	-	-	*	-	-
	Female	45%	37%	<b>48%</b>	39%	80%	*	-	*	-	*	44%	53%	*	50%	50%	-	48%	-	-	-	-
Mathematics	All	46%	37%	<b>55%</b>	48%	59%	63%	-	63%	-	*	57%	52%	*	56%	63%	52%	58%	-	*	-	-
	Students																					
	CWD	30%	23%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	48%	38%	<b>56%</b>	48%	59%	71%	-	63%	-	*	58%	54%	-	56%	67%	52%	60%	-	*	-	-	
	EL	39%	38%	<b>63%</b>	*	63%	*	-	71%	-	-	64%	*	*	67%	63%	62%	67%	-	-	-	-	
	Male	47%	38%	<b>52%</b>	55%	50%	50%	-	*	-	-	63%	36%	*	52%	62%	52%	-	-	*	-	-	
	Female	45%	35%	<b>58%</b>	44%	80%	*	-	*	-	*	50%	67%	*	60%	67%	-	58%	-	-	-	-	
Grade 4	Reading	All	45%	40%	<b>55%</b>	48%	40%	67%	*	*	-	*	55%	55%	*	55%	50%	55%	55%	-	-	-	-
		Students																					
		CWDC	28%	30%	*	*	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
		CWOD	47%	41%	<b>55%</b>	46%	40%	75%	*	*	-	*	53%	58%	-	55%	50%	55%	55%	-	-	-	-
		EL	29%	28%	<b>50%</b>	-	*	*	-	*	-	*	50%	*	-	50%	50%	44%	*	-	-	-	-
		Male	43%	39%	<b>55%</b>	54%	38%	*	*	*	-	*	58%	50%	*	55%	44%	55%	-	-	-	-	-
		Female	47%	42%	<b>55%</b>	43%	43%	*	*	*	-	*	50%	59%	*	55%	*	-	55%	-	-	-	-
	Mathematics	All	48%	40%	<b>41%</b>	37%	40%	44%	*	*	-	40%	44%	38%	*	43%	38%	50%	32%	-	-	-	-
		Students																					
		CWDC	29%	30%	*	*	-	*	-	*	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	50%	42%	<b>43%</b>	38%	40%	50%	*	*	-	40%	44%	42%	-	43%	42%	55%	31%	-	-	-	-
		EL	38%	35%	<b>38%</b>	-	33%	*	-	*	-	*	44%	*	*	42%	38%	30%	*	-	-	-	-
		Male	48%	41%	<b>50%</b>	54%	50%	60%	*	*	-	*	50%	50%	*	55%	30%	50%	-	-	-	-	-
		Female	47%	40%	<b>32%</b>	21%	29%	*	*	*	-	*	36%	29%	*	31%	*	-	32%	-	-	-	-
Grade 5	Reading	All	53%	49%	<b>62%</b>	54%	59%	62%	-	86%	-	*	59%	66%	*	66%	40%	63%	61%	-	-	*	-
		Students																					
		CWDC	30%	25%	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	56%	51%	<b>66%</b>	57%	59%	73%	-	86%	-	*	63%	68%	-	66%	38%	68%	63%	-	-	*	-
		EL	35%	30%	<b>40%</b>	*	38%	*	-	*	-	*	45%	*	*	38%	40%	50%	*	-	-	-	-
		Male	50%	46%	<b>63%</b>	71%	43%	57%	-	*	-	*	67%	55%	*	68%	50%	63%	-	-	-	*	-
		Female	56%	51%	<b>61%</b>	30%	70%	67%	-	*	-	*	46%	72%	*	63%	*	-	61%	-	-	-	-
	Mathematics	All	57%	50%	<b>62%</b>	58%	65%	46%	-	86%	-	*	50%	76%	*	62%	67%	66%	58%	-	-	*	-
		Students																					
		CWDC	34%	24%	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	60%	52%	<b>62%</b>	57%	65%	45%	-	86%	-	*	47%	79%	-	62%	62%	64%	60%	-	-	*	-
		EL	46%	39%	<b>67%</b>	*	63%	*	-	*	-	-	55%	*	*	62%	67%	70%	60%	-	-	-	-
		Male	57%	49%	<b>66%</b>	71%	43%	57%	-	*	-	*	67%	64%	*	64%	70%	66%	-	-	-	*	-
		Female	58%	50%	<b>58%</b>	40%	80%	33%	-	*	-	*	23%	83%	*	60%	60%	-	58%	-	-	-	-
	Science	All	40%	34%	<b>56%</b>	42%	71%	45%	-	71%	-	*	45%	68%	*	58%	36%	61%	50%	-	-	*	-
		Students																					
		CWDC	25%	18%	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	42%	35%	<b>58%</b>	43%	71%	50%	-	71%	-	*	47%	70%	-	58%	31%	64%	52%	-	-	*	-
		EL	24%	18%	<b>36%</b>	*	50%	*	-	*	-	-	30%	*	*	31%	36%	33%	40%	-	-	-	-
		Male	42%	35%	<b>61%</b>	64%	57%	50%	-	*	-	*	55%	73%	*	64%	33%	61%	-	-	-	*	-
		Female	38%	32%	<b>50%</b>	*	80%	*	-	*	-	*	31%	65%	*	52%	40%	-	50%	-	-	-	-
Grade 6	Reading	All	38%	37%	<b>41%</b>	42%	53%	31%	-	43%	-	*	30%	55%	*	45%	17%	38%	45%	-	*	-	-
		Students																					



				African	Hispanic	White	American	Asian	Pacific	Two	More	Econ	Non							Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWD	22%	22%	*	*	*	-	*	-	-	*	*	*	-	*	*	*	*	-	-	-	-
	CWOD	40%	38%	<b>45%</b>	48%	53%	36%	-	50%	-	*	34%	57%	-	45%	20%	44%	46%	-	*	-	-
	EL	14%	15%	<b>17%</b>	-	*	*	-	*	-	*	*	*	*	20%	17%	*	*	-	-	-	-
	Male	34%	32%	<b>38%</b>	38%	56%	25%	-	*	-	*	26%	56%	*	44%	*	38%	-	-	*	-	-
	Female	42%	42%	<b>45%</b>	50%	50%	40%	-	*	-	*	33%	53%	*	46%	*	-	45%	-	-	-	-
Mathematics	All	43%	46%	<b>92%</b>	85%	95%	100%	-	100%	-	83%	87%	97%	80%	93%	100%	95%	88%	-	*	-	-
	Students																					
	CWD	23%	27%	<b>80%</b>	60%	*	*	-	*	-	-	80%	80%	80%	-	*	86%	*	-	-	-	-
	CWOD	46%	48%	<b>93%</b>	90%	94%	100%	-	100%	-	83%	88%	100%	-	93%	100%	97%	90%	-	*	-	-
	EL	24%	31%	<b>100%</b>	-	100%	*	-	*	-	*	100%	*	*	100%	100%	100%	100%	-	-	-	-
	Male	44%	46%	<b>95%</b>	94%	89%	100%	-	100%	-	*	91%	100%	86%	97%	100%	95%	-	-	*	-	-
	Female	42%	46%	<b>88%</b>	70%	100%	100%	-	*	-	80%	80%	94%	*	90%	100%	-	88%	-	-	-	-

**STAAR Percent at Masters Grade Level**

Grade 3

Reading	All	24%	19%	<b>19%</b>	14%	29%	13%	-	25%	-	*	14%	24%	*	20%	16%	9%	29%	-	*	-	-
	Students																					
	CWD	9%	7%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	26%	20%	<b>20%</b>	15%	29%	14%	-	25%	-	*	15%	25%	-	20%	17%	10%	30%	-	*	-	-
	EL	15%	16%	<b>16%</b>	*	13%	*	-	29%	-	-	14%	*	*	17%	16%	8%	33%	-	-	-	-
	Male	22%	17%	<b>9%</b>	9%	17%	0%	-	*	-	-	5%	14%	*	10%	8%	9%	-	-	*	-	-
	Female	26%	20%	<b>29%</b>	17%	60%	*	-	*	-	*	25%	33%	*	30%	33%	-	29%	-	-	-	-
Mathematics	All	22%	15%	<b>23%</b>	10%	29%	13%	-	63%	-	*	34%	10%	*	25%	42%	21%	26%	-	*	-	-
	Students																					
	CWD	12%	5%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	16%	<b>25%</b>	11%	29%	14%	-	63%	-	*	36%	11%	-	25%	44%	23%	27%	-	*	-	-
	EL	17%	16%	<b>42%</b>	*	38%	*	-	71%	-	-	50%	*	*	44%	42%	31%	67%	-	-	-	-
	Male	23%	17%	<b>21%</b>	9%	25%	17%	-	*	-	-	32%	7%	*	23%	31%	21%	-	-	*	-	-
	Female	21%	14%	<b>26%</b>	11%	40%	*	-	*	-	*	38%	13%	*	27%	67%	-	26%	-	-	-	-

Grade 4

Reading	All	23%	19%	<b>27%</b>	11%	20%	56%	*	*	-	*	27%	28%	*	29%	25%	26%	29%	-	-	-	-
	Students																					
	CWD	9%	9%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	20%	<b>29%</b>	13%	20%	63%	*	*	-	*	28%	31%	-	29%	25%	28%	31%	-	-	-	-
	EL	12%	11%	<b>25%</b>	-	*	*	-	*	-	*	25%	*	-	25%	25%	22%	*	-	-	-	-
	Male	22%	18%	<b>26%</b>	8%	25%	*	*	*	-	*	32%	17%	*	28%	22%	26%	-	-	-	-	-
	Female	25%	21%	<b>29%</b>	14%	14%	*	*	*	-	*	21%	35%	*	31%	*	-	29%	-	-	-	-
Mathematics	All	26%	20%	<b>22%</b>	19%	27%	22%	*	*	-	20%	18%	28%	*	22%	15%	25%	19%	-	-	-	-
	Students																					
	CWD	11%	10%	*	*	-	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	28%	21%	<b>22%</b>	17%	27%	25%	*	*	-	20%	16%	31%	-	22%	17%	28%	17%	-	-	-	-
	EL	18%	14%	<b>15%</b>	-	17%	*	-	*	-	*	11%	*	*	17%	15%	10%	*	-	-	-	-
	Male	27%	21%	<b>25%</b>	23%	38%	20%	*	*	-	*	15%	42%	*	28%	10%	25%	-	-	-	-	-
	Female	25%	19%	<b>19%</b>	14%	14%	*	*	*	-	*	21%	18%	*	17%	*	-	19%	-	-	-	-

				African		American		Pacific		Two or More Econ		Non Econ								Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Grade 5 Reading	All	26%	23%	<b>29%</b>	25%	29%	15%	-	43%	-	*	21%	38%	*	29%	13%	25%	32%	-	-	*	-
	Students																					
	CWD	9%	7%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>29%</b>	24%	29%	18%	-	43%	-	*	20%	39%	-	29%	8%	25%	33%	-	-	*	-
	EL	12%	8%	<b>13%</b>	*	13%	*	-	*	-	-	9%	*	*	8%	13%	10%	*	-	-	-	-
	Male	24%	21%	<b>25%</b>	29%	14%	14%	-	*	-	*	24%	27%	*	25%	10%	25%	-	-	-	*	-
	Female	28%	25%	<b>32%</b>	20%	40%	17%	-	*	-	*	15%	44%	*	33%	*	-	32%	-	-	-	-
Mathematics	All	30%	24%	<b>24%</b>	21%	18%	15%	-	57%	-	*	21%	28%	*	26%	13%	22%	26%	-	-	*	-
	Students																					
	CWD	13%	7%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	26%	<b>26%</b>	24%	18%	18%	-	57%	-	*	23%	29%	-	26%	15%	25%	27%	-	-	*	-
	EL	19%	13%	<b>13%</b>	*	13%	*	-	*	-	-	9%	*	*	15%	13%	10%	20%	-	-	-	-
	Male	29%	24%	<b>22%</b>	29%	0%	29%	-	*	-	*	29%	9%	*	25%	10%	22%	-	-	-	*	-
	Female	30%	24%	<b>26%</b>	10%	30%	0%	-	*	-	*	8%	39%	*	27%	20%	-	26%	-	-	-	-
Science	All	16%	13%	<b>26%</b>	21%	24%	18%	-	43%	-	*	18%	36%	*	28%	14%	19%	33%	-	-	*	-
	Students																					
	CWD	9%	5%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>28%</b>	24%	24%	20%	-	43%	-	*	20%	37%	-	28%	15%	21%	34%	-	-	*	-
	EL	7%	4%	<b>14%</b>	*	25%	*	-	*	-	-	0%	*	*	15%	14%	0%	40%	-	-	-	-
	Male	18%	14%	<b>19%</b>	29%	0%	17%	-	*	-	*	20%	18%	*	21%	0%	19%	-	-	-	*	-
	Female	15%	12%	<b>33%</b>	*	40%	*	-	*	-	*	15%	47%	*	34%	40%	-	33%	-	-	-	-
Grade 6 Reading	All	18%	17%	<b>27%</b>	23%	42%	15%	-	29%	-	*	16%	39%	*	30%	17%	26%	29%	-	*	-	-
	Students																					
	CWD	8%	6%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	20%	19%	<b>30%</b>	24%	47%	18%	-	33%	-	*	19%	43%	-	30%	20%	31%	29%	-	*	-	-
	EL	4%	5%	<b>17%</b>	-	*	*	-	*	-	*	*	*	*	20%	17%	*	*	-	-	-	-
	Male	15%	13%	<b>26%</b>	25%	44%	13%	-	*	-	*	17%	38%	*	31%	*	26%	-	-	*	-	-
	Female	22%	22%	<b>29%</b>	20%	40%	20%	-	*	-	*	13%	41%	*	29%	*	-	29%	-	-	-	-
Mathematics	All	18%	21%	<b>48%</b>	42%	58%	38%	-	86%	-	17%	42%	55%	30%	51%	33%	51%	44%	-	*	-	-
	Students																					
	CWD	9%	7%	<b>30%</b>	40%	*	*	-	*	-	-	40%	20%	30%	-	*	29%	*	-	-	-	-
	CWOD	19%	22%	<b>51%</b>	43%	65%	45%	-	83%	-	17%	42%	61%	-	51%	30%	56%	45%	-	*	-	-
	EL	6%	9%	<b>33%</b>	-	40%	*	-	*	-	*	38%	*	*	30%	33%	50%	17%	-	-	-	-
	Male	18%	21%	<b>51%</b>	44%	56%	50%	-	80%	-	*	43%	63%	29%	56%	50%	51%	-	-	*	-	-
	Female	17%	21%	<b>44%</b>	40%	60%	20%	-	*	-	20%	40%	47%	*	45%	17%	-	44%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
All Grades																						
All Subjects	All	77%	72%	<b>87%</b>	83%	88%	88%	*	92%	-	90%	84%	90%	61%	89%	82%	86%	88%	-	*	*	-
	Students																					
	CWD	45%	38%	<b>61%</b>	66%	*	54%	-	*	-	-	61%	62%	61%	-	58%	71%	40%	-	-	-	-
	CWOD	80%	76%	<b>89%</b>	86%	89%	93%	*	95%	-	90%	87%	92%	-	89%	85%	88%	91%	-	*	*	-
	EL	60%	59%	<b>82%</b>	75%	85%	81%	-	83%	-	*	80%	89%	58%	85%	82%	80%	87%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	74%	69%	<b>86%</b>	87%	84%	88%	*	84%	-	78%	86%	85%	71%	88%	80%	86%	-	-	*	*	-	
	Female	79%	76%	<b>88%</b>	80%	93%	87%	*	100%	-	95%	81%	93%	40%	91%	87%	-	88%	-	-	-	-	
Reading	All	73%	68%	<b>83%</b>	83%	81%	81%	*	88%	-	73%	80%	86%	45%	86%	71%	81%	85%	-	*	*	-	
	Students																						
	CWD	39%	32%	<b>45%</b>	54%	*	*	-	*	-	-	50%	*	45%	-	*	53%	*	-	-	-	-	
	CWOD	77%	72%	<b>86%</b>	87%	82%	89%	*	92%	-	73%	83%	90%	-	86%	74%	84%	88%	-	*	*	-	
	EL	52%	51%	<b>71%</b>	*	74%	67%	-	79%	-	*	66%	82%	*	74%	71%	68%	75%	-	-	-	-	
	Male	69%	64%	<b>81%</b>	85%	78%	81%	*	79%	-	*	80%	81%	53%	84%	68%	81%	-	-	*	*	-	
	Female	77%	73%	<b>85%</b>	81%	84%	82%	*	100%	-	82%	79%	90%	*	88%	75%	-	85%	-	-	-	-	
Mathematics	All	80%	75%	<b>92%</b>	89%	93%	95%	*	93%	-	100%	90%	94%	83%	93%	90%	90%	94%	-	*	*	-	
	Students																						
	CWD	52%	42%	<b>83%</b>	85%	*	83%	-	*	-	-	77%	90%	83%	-	*	94%	*	-	-	-	-	
	CWOD	83%	79%	<b>93%</b>	89%	92%	97%	*	96%	-	100%	91%	95%	-	93%	92%	90%	96%	-	*	*	-	
	EL	70%	69%	<b>90%</b>	*	93%	92%	-	87%	-	*	88%	94%	*	92%	90%	87%	95%	-	-	-	-	
	Male	78%	73%	<b>90%</b>	91%	86%	96%	*	87%	-	*	92%	89%	94%	90%	87%	90%	-	-	*	*	-	
	Female	82%	78%	<b>94%</b>	87%	100%	94%	*	100%	-	100%	88%	99%	*	96%	95%	-	94%	-	-	-	-	
Science	All	79%	74%	<b>82%</b>	63%	100%	82%	-	100%	-	*	79%	86%	*	86%	100%	87%	77%	-	-	*	-	
	Students																						
	CWD	48%	40%	*	*	-	*	-	-	-	*	*	*	-	*	*	*	*	-	-	-	-	
	CWOD	82%	78%	<b>86%</b>	67%	100%	90%	-	100%	-	*	83%	89%	-	86%	100%	93%	79%	-	-	*	-	
	EL	58%	57%	<b>100%</b>	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-	-	-	-	
	Male	78%	72%	<b>87%</b>	79%	100%	83%	-	*	-	*	90%	82%	*	93%	100%	87%	-	-	-	*	-	
	Female	80%	77%	<b>77%</b>	*	100%	*	-	*	-	*	62%	88%	*	79%	100%	-	77%	-	-	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>56%</b>	50%	59%	55%	*	72%	-	61%	52%	61%	39%	58%	49%	57%	55%	-	*	*	-	
	Students																						
	CWD	23%	19%	<b>39%</b>	41%	*	23%	-	*	-	-	43%	33%	39%	-	50%	41%	33%	-	-	-	-	
	CWOD	50%	45%	<b>58%</b>	51%	58%	60%	*	74%	-	61%	53%	63%	-	58%	49%	59%	56%	-	*	*	-	
	EL	26%	25%	<b>49%</b>	50%	48%	41%	-	60%	-	*	48%	50%	50%	49%	49%	47%	53%	-	-	-	-	
	Male	45%	40%	<b>57%</b>	60%	49%	55%	*	66%	-	44%	57%	56%	41%	59%	47%	57%	-	-	*	*	-	
	Female	50%	45%	<b>55%</b>	39%	69%	54%	*	79%	-	68%	45%	64%	33%	56%	53%	-	55%	-	-	-	-	
Reading	All	46%	41%	<b>49%</b>	44%	49%	47%	*	65%	-	47%	45%	53%	23%	51%	34%	45%	52%	-	*	*	-	
	Students																						
	CWD	22%	18%	<b>23%</b>	31%	*	*	-	*	-	-	17%	*	23%	-	*	20%	*	-	-	-	-	
	CWOD	48%	44%	<b>51%</b>	46%	48%	54%	*	68%	-	47%	47%	55%	-	51%	36%	48%	54%	-	*	*	-	
	EL	21%	21%	<b>34%</b>	*	33%	25%	-	50%	-	*	37%	29%	*	36%	34%	34%	35%	-	-	-	-	
	Male	41%	37%	<b>45%</b>	48%	39%	42%	*	57%	-	*	45%	45%	20%	48%	34%	45%	-	-	*	*	-	
	Female	50%	47%	<b>52%</b>	40%	59%	53%	*	75%	-	55%	44%	60%	*	54%	35%	-	52%	-	-	-	-	
Mathematics	All	48%	42%	<b>63%</b>	57%	66%	65%	*	78%	-	67%	60%	67%	57%	64%	66%	67%	59%	-	*	*	-	
	Students																						
	CWD	26%	21%	<b>57%</b>	54%	*	50%	-	*	-	-	69%	40%	57%	-	*	63%	*	-	-	-	-	
	CWOD	51%	45%	<b>64%</b>	57%	65%	68%	*	80%	-	67%	59%	69%	-	64%	66%	68%	60%	-	*	*	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	EL	33%	31%	<b>66%</b>	*	63%	67%	-	73%	-	*	64%	71%	*	66%	66%	62%	75%	-	-	-	-
	Male	47%	41%	<b>67%</b>	70%	58%	69%	*	73%	-	*	69%	64%	63%	68%	62%	67%	-	-	*	*	-
	Female	49%	44%	<b>59%</b>	42%	75%	59%	*	83%	-	73%	48%	69%	*	60%	75%	-	59%	-	-	-	-
Science	All	49%	46%	<b>56%</b>	42%	71%	45%	-	71%	-	*	45%	68%	*	58%	36%	61%	50%	-	-	*	-
	Students																					
	CWD	23%	18%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>58%</b>	43%	71%	50%	-	71%	-	*	47%	70%	-	58%	31%	64%	52%	-	-	*	-
	EL	21%	20%	<b>36%</b>	*	50%	*	-	*	-	-	30%	*	*	31%	36%	33%	40%	-	-	-	-
	Male	50%	45%	<b>61%</b>	64%	57%	50%	-	*	-	*	55%	73%	*	64%	33%	61%	-	-	-	*	-
	Female	49%	46%	<b>50%</b>	*	80%	*	-	*	-	*	31%	65%	*	52%	40%	-	50%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All	21%	18%	<b>28%</b>	20%	31%	23%	*	48%	-	35%	24%	32%	12%	29%	21%	25%	30%	-	*	*	-
	Students																					
	CWD	8%	5%	<b>12%</b>	17%	*	0%	-	*	-	-	14%	10%	12%	-	17%	9%	20%	-	-	-	-
	CWOD	23%	20%	<b>29%</b>	21%	32%	26%	*	49%	-	35%	25%	34%	-	29%	22%	28%	30%	-	*	*	-
	EL	9%	8%	<b>21%</b>	13%	23%	7%	-	37%	-	*	20%	24%	17%	22%	21%	16%	31%	-	-	-	-
	Male	20%	17%	<b>25%</b>	24%	25%	24%	*	34%	-	22%	24%	27%	9%	28%	16%	25%	-	-	*	*	-
	Female	22%	20%	<b>30%</b>	17%	38%	21%	*	64%	-	41%	23%	36%	20%	30%	31%	-	30%	-	-	-	-
Reading	All	19%	16%	<b>25%</b>	18%	31%	23%	*	35%	-	33%	19%	33%	9%	27%	17%	21%	30%	-	*	*	-
	Students																					
	CWD	7%	5%	<b>9%</b>	15%	*	*	-	*	-	-	8%	*	9%	-	*	7%	*	-	-	-	-
	CWOD	20%	18%	<b>27%</b>	18%	32%	27%	*	36%	-	33%	20%	35%	-	27%	17%	23%	31%	-	*	*	-
	EL	7%	7%	<b>17%</b>	*	19%	8%	-	21%	-	*	17%	18%	*	17%	17%	13%	25%	-	-	-	-
	Male	16%	13%	<b>21%</b>	19%	25%	19%	*	21%	-	*	20%	25%	7%	23%	13%	21%	-	-	*	*	-
	Female	22%	20%	<b>30%</b>	17%	38%	29%	*	50%	-	36%	19%	39%	*	31%	25%	-	30%	-	-	-	-
Mathematics	All	23%	20%	<b>30%</b>	23%	34%	23%	*	63%	-	27%	29%	31%	17%	31%	27%	31%	29%	-	*	*	-
	Students																					
	CWD	10%	5%	<b>17%</b>	23%	*	0%	-	*	-	-	23%	10%	17%	-	*	13%	*	-	-	-	-
	CWOD	25%	21%	<b>31%</b>	23%	35%	27%	*	64%	-	27%	30%	33%	-	31%	28%	33%	29%	-	*	*	-
	EL	13%	11%	<b>27%</b>	*	26%	8%	-	53%	-	*	29%	24%	*	28%	27%	23%	35%	-	-	-	-
	Male	23%	19%	<b>31%</b>	28%	31%	31%	*	53%	-	*	30%	32%	13%	33%	23%	31%	-	-	*	*	-
	Female	24%	20%	<b>29%</b>	17%	38%	12%	*	75%	-	36%	28%	30%	*	29%	35%	-	29%	-	-	-	-
Science	All	22%	20%	<b>26%</b>	21%	24%	18%	-	43%	-	*	18%	36%	*	28%	14%	19%	33%	-	-	*	-
	Students																					
	CWD	7%	4%	*	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	22%	<b>28%</b>	24%	24%	20%	-	43%	-	*	20%	37%	-	28%	15%	21%	34%	-	-	*	-
	EL	5%	5%	<b>14%</b>	*	25%	*	-	*	-	-	0%	*	*	15%	14%	0%	40%	-	-	-	-
	Male	23%	20%	<b>19%</b>	29%	0%	17%	-	*	-	*	20%	18%	*	21%	0%	19%	-	-	-	*	-
	Female	21%	20%	<b>33%</b>	*	40%	*	-	*	-	*	15%	47%	*	34%	40%	-	33%	-	-	-	-

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score Reading</b>											
All Students	65	67	65	59	*	59	-	75	63	50	51
CWD	50	59	*	*	-	*	-	-	*	50	*
CWOD	67	68	66	62	*	63	-	75	65	-	52
EL	51	*	50	56	-	*	-	-	62	*	51
Male	60	66	56	53	-	*	-	*	61	50	50
Female	71	68	73	68	*	71	-	79	68	*	54
<b>Mathematics</b>											
All Students	74	74	76	70	*	85	-	64	72	78	71
CWD	78	82	*	*	-	*	-	-	68	78	*
CWOD	73	72	76	70	*	90	-	64	72	-	73
EL	71	*	66	89	-	69	-	-	73	*	71
Male	73	73	71	73	-	80	-	*	72	82	70
Female	75	74	81	67	*	93	-	63	72	*	73

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.

'.' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

<b>Total EL in Class</b>	<b>Proficiency of EL</b>	<b>Rate of Proficiency</b>
<b>109</b>	<b>26</b>	<b>24%</b>

'\*\*' 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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											

STAAR Component Score	57	51	59	55	*	71	-	62	53	37	51
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**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
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'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.

'.' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		N			Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y	N		N			Y		Y
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		N			Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y		N			Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y	N		N			Y		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N		Y

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate		Campus	American	Hispanic	White	Indian	Islander	Races	Disadv	Econ	Disadv	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	97%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	100%	-	*	-	-	100%	100%	100%	-	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	97%	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%	-	-
	Female	100%	100%	100%	100%	*	100%	-	96%	99%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	-	93%	99%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	*	100%	-	*	-	-	100%	100%	100%	-	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	93%	99%	100%	-	100%	100%	99%	-
	EL	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	*	100%	-	91%	98%	100%	100%	99%	100%	-	99%
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	100%	-	*	-	-	100%	100%	100%	-	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	*	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	-	100%
<b>Non-Participation Rate</b>																
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	3%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	0%	-	*	-	-	0%	0%	0%	-	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	3%	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%	-	-
	Female	0%	0%	0%	0%	*	0%	-	4%	1%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	-	7%	1%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	*	0%	-	*	-	-	0%	0%	0%	-	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	7%	1%	0%	-	0%	0%	1%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	0%	*	0%	-	9%	2%	0%	0%	1%	0%	-	1%
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	0%	-	*	-	-	0%	0%	0%	-	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%



		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	8	8	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	10	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	15	7	*	*	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	21	9	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	*	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions	Total	*	*	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism												
	Male	23	8	8	5	*	*	*	*	5	8	*
	Female	17	5	8	*	*	*	*	*	*	*	*
	Total	40	13	16	7	*	*	*	*	7	10	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*

Incidents of threats of physical attack without a weapon	<b>Total</b>
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	*
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	15	5	5	*	*	5	*	*	8	*
	Female	13	5	*	*	*	*	*	*	5	*
	Total	28	10	7	*	*	7	*	*	13	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ' ' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.8	13.7%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.6%

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** POPE EL

**Campus ID:** 220901120

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two	Econ Disadv	Special Educ	EL	
										or More Races			(Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17													
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%		
	Baseline 2016-17													



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African	American	Pacific	Two	More	Econ	Non							Foster							
				State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
<b>Grade 3</b>																								
Reading	All	77%	70%	<b>70%</b>	50%	70%	89%	-	-	-	*	64%	100%	*	72%	59%	70%	70%	-	*	-	-	*	
	Students																							
	CWD	51%	46%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-
	CWOD	79%	72%	<b>72%</b>	58%	70%	89%	-	-	-	-	*	66%	100%	-	72%	59%	72%	72%	-	*	-	-	*
	EL	70%	69%	<b>59%</b>	*	57%	-	-	-	-	-	-	59%	-	-	59%	59%	64%	*	-	-	-	-	-
	Male	74%	68%	<b>70%</b>	*	72%	*	-	-	-	-	*	65%	100%	*	72%	64%	70%	-	-	*	-	-	*
	Female	79%	73%	<b>70%</b>	56%	67%	*	-	-	-	-	*	63%	100%	*	72%	*	-	70%	-	*	-	-	-
Mathematics	All	77%	71%	<b>84%</b>	40%	95%	100%	-	-	-	100%	82%	92%	*	87%	91%	89%	78%	-	*	-	-	*	
	Students																							
	CWD	52%	43%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-	-
	CWOD	80%	73%	<b>87%</b>	46%	95%	100%	-	-	-	100%	85%	92%	-	87%	91%	92%	81%	-	*	-	-	-	*
	EL	74%	73%	<b>91%</b>	*	95%	-	-	-	-	-	-	95%	*	-	91%	91%	93%	89%	-	-	-	-	-
	Male	77%	70%	<b>89%</b>	*	96%	*	-	-	-	-	*	87%	100%	*	92%	93%	89%	-	-	*	-	-	*
	Female	78%	71%	<b>78%</b>	*	93%	100%	-	-	-	-	*	76%	86%	*	81%	89%	-	78%	-	*	-	-	-
<b>Grade 4</b>																								
Reading	All	72%	67%	<b>63%</b>	67%	57%	73%	-	-	-	*	59%	69%	*	68%	46%	48%	79%	-	-	-	-	-	*
	Students																							
	CWD	46%	47%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	75%	69%	<b>68%</b>	67%	66%	78%	-	-	-	*	63%	78%	-	68%	54%	53%	83%	-	-	-	-	-	*
	EL	60%	56%	<b>46%</b>	-	48%	*	-	-	-	-	46%	*	*	54%	46%	*	64%	-	-	-	-	-	-
	Male	70%	64%	<b>48%</b>	50%	39%	*	-	-	-	-	*	44%	53%	*	53%	*	48%	-	-	-	-	-	*
	Female	75%	70%	<b>79%</b>	88%	75%	*	-	-	-	-	*	74%	91%	*	83%	64%	-	79%	-	-	-	-	-
Mathematics	All	77%	74%	<b>83%</b>	72%	87%	82%	-	-	-	*	83%	81%	63%	85%	86%	71%	95%	-	-	-	-	-	*
	Students																							
	CWD	49%	49%	<b>63%</b>	-	*	*	-	-	-	-	*	*	63%	-	*	*	*	-	-	-	-	-	-
	CWOD	81%	76%	<b>85%</b>	72%	90%	89%	-	-	-	*	84%	87%	-	85%	88%	75%	94%	-	-	-	-	-	*
	EL	72%	72%	<b>86%</b>	-	85%	*	-	-	-	-	83%	*	*	88%	86%	79%	93%	-	-	-	-	-	-
	Male	77%	72%	<b>71%</b>	60%	78%	*	-	-	-	-	*	74%	67%	*	75%	79%	71%	-	-	-	-	-	*
	Female	78%	76%	<b>95%</b>	88%	96%	100%	-	-	-	-	*	93%	100%	*	94%	93%	-	95%	-	-	-	-	-
<b>Grade 5</b>																								
Reading	All	83%	80%	<b>86%</b>	86%	79%	100%	*	-	-	*	81%	94%	*	91%	64%	85%	87%	-	*	-	-	-	*
	Students																							
	CWD	54%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	87%	83%	<b>91%</b>	83%	88%	100%	*	-	-	*	87%	97%	-	91%	74%	88%	94%	-	*	-	-	-	*
	EL	73%	70%	<b>64%</b>	*	63%	-	*	-	-	-	58%	*	*	74%	64%	60%	67%	-	-	-	-	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	81%	77%	<b>85%</b>	83%	73%	100%	*	-	-	*	78%	95%	*	88%	60%	85%	-	-	*	-	-		
	Female	86%	82%	<b>87%</b>	88%	84%	100%	*	-	-	-	84%	93%	*	94%	67%	-	87%	-	-	-	-	*	
Mathematics	All	90%	85%	<b>97%</b>	93%	96%	100%	*	-	-	*	94%	100%	88%	97%	91%	98%	95%	-	*	-	-	*	
	Students																							
	CWD	70%	56%	<b>88%</b>	*	*	*	-	-	-	-	83%	*	88%	-	*	*	*	-	-	-	-	-	-
	CWOD	92%	89%	<b>97%</b>	92%	98%	100%	*	-	-	*	96%	100%	-	97%	89%	100%	94%	-	*	-	-	*	
	EL	86%	81%	<b>91%</b>	*	95%	-	*	-	-	-	89%	*	*	89%	91%	100%	83%	-	-	-	-	-	
	Male	89%	84%	<b>98%</b>	100%	96%	100%	*	-	-	*	96%	100%	*	100%	100%	98%	-	-	*	-	-	-	
	Female	91%	86%	<b>95%</b>	88%	96%	100%	*	-	-	-	92%	100%	*	94%	83%	-	95%	-	-	-	-	-	*
Science	All	75%	69%	<b>76%</b>	64%	72%	100%	*	-	-	*	69%	88%	88%	75%	50%	76%	77%	-	*	-	-	*	
	Students																							
	CWD	48%	38%	<b>88%</b>	*	*	*	-	-	-	-	83%	*	88%	-	*	100%	*	-	-	-	-	-	-
	CWOD	78%	72%	<b>75%</b>	58%	71%	100%	*	-	-	*	67%	87%	-	75%	47%	73%	78%	-	*	-	-	-	*
	EL	62%	57%	<b>50%</b>	*	58%	-	*	-	-	-	42%	*	*	47%	50%	*	58%	-	-	-	-	-	-
	Male	76%	69%	<b>76%</b>	*	68%	100%	*	-	-	*	67%	89%	100%	73%	*	76%	-	-	*	-	-	-	-
	Female	75%	69%	<b>77%</b>	75%	76%	100%	*	-	-	-	72%	86%	*	78%	58%	-	77%	-	-	-	-	-	-
Grade 6	All	68%	67%	<b>61%</b>	50%	56%	75%	-	*	*	*	53%	83%	*	68%	*	54%	73%	-	*	-	-	*	
	Students																							
	CWD	35%	33%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	71%	70%	<b>68%</b>	55%	66%	75%	-	*	*	*	60%	88%	-	68%	*	61%	79%	-	*	-	-	-	*
	EL	42%	46%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	-
	Male	63%	61%	<b>54%</b>	*	39%	71%	-	*	-	*	45%	75%	*	61%	*	54%	-	-	*	-	-	-	*
	Female	72%	73%	<b>73%</b>	*	75%	*	-	-	*	*	65%	100%	*	79%	*	-	73%	-	*	-	-	-	-
Mathematics	All	76%	76%	<b>75%</b>	42%	82%	81%	-	*	*	*	71%	83%	*	78%	89%	78%	69%	-	*	-	-	*	
	Students																							
	CWD	50%	46%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	79%	80%	<b>78%</b>	45%	86%	81%	-	*	*	*	77%	82%	-	78%	100%	83%	71%	-	*	-	-	-	*
	EL	61%	67%	<b>89%</b>	-	89%	-	-	-	-	-	88%	*	*	100%	89%	83%	*	-	-	-	-	-	-
	Male	76%	76%	<b>78%</b>	*	78%	86%	-	*	-	*	72%	92%	*	83%	83%	78%	-	-	*	-	-	-	*
	Female	77%	77%	<b>69%</b>	*	88%	*	-	-	*	*	70%	*	*	71%	*	-	69%	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																								
Grade 3	All	43%	35%	<b>31%</b>	36%	23%	67%	-	-	-	*	24%	67%	*	32%	27%	24%	40%	-	*	-	-	*	
	Students																							
	CWD	28%	21%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-	-
	CWOD	44%	36%	<b>32%</b>	42%	23%	67%	-	-	-	*	25%	67%	-	32%	27%	25%	41%	-	*	-	-	-	*
	EL	32%	32%	<b>27%</b>	*	24%	-	-	-	-	-	27%	-	-	27%	27%	36%	*	-	-	-	-	-	-
	Male	40%	33%	<b>24%</b>	*	20%	*	-	-	-	*	23%	33%	*	25%	36%	24%	-	-	*	-	-	-	*
	Female	45%	37%	<b>40%</b>	33%	27%	*	-	-	-	*	25%	100%	*	41%	*	-	40%	-	*	-	-	-	-
Mathematics	All	46%	37%	<b>45%</b>	40%	35%	78%	-	-	-	80%	41%	62%	*	46%	35%	49%	41%	-	*	-	-	*	
	Students																							
	CWD	30%	23%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	48%	38%	<b>46%</b>	46%	35%	78%	-	-	-	80%	43%	62%	-	46%	35%	50%	42%	-	*	-	*	
	EL	39%	38%	<b>35%</b>	*	33%	-	-	-	-	*	36%	*	-	35%	35%	43%	22%	-	-	-	-	
	Male	47%	38%	<b>49%</b>	*	40%	*	-	-	-	*	45%	67%	*	50%	43%	49%	-	-	*	-	*	
	Female	45%	35%	<b>41%</b>	*	27%	60%	-	-	-	*	36%	57%	*	42%	22%	-	41%	-	*	-	-	
Grade 4	Reading	All	45%	40%	<b>34%</b>	39%	26%	64%	-	-	-	*	28%	46%	*	38%	11%	24%	45%	-	-	-	*
		Students																					
		CWD	28%	30%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	47%	41%	<b>38%</b>	39%	29%	78%	-	-	-	*	31%	52%	-	38%	13%	28%	47%	-	-	-	*
		EL	29%	28%	<b>11%</b>	-	11%	*	-	-	-	-	13%	*	*	13%	11%	*	14%	-	-	-	-
		Male	43%	39%	<b>24%</b>	20%	22%	*	-	-	-	*	19%	33%	*	28%	*	24%	-	-	-	-	*
		Female	47%	42%	<b>45%</b>	63%	29%	*	-	-	-	*	37%	64%	*	47%	14%	-	45%	-	-	-	-
	Mathematics	All	48%	40%	<b>53%</b>	44%	55%	55%	-	-	-	*	52%	54%	38%	54%	46%	45%	61%	-	-	-	*
		Students																					
		CWD	29%	30%	<b>38%</b>	-	*	*	-	-	-	-	*	*	38%	-	*	*	*	-	-	-	-
		CWOD	50%	42%	<b>54%</b>	44%	59%	56%	-	-	-	*	53%	57%	-	54%	50%	47%	61%	-	-	-	*
		EL	38%	35%	<b>46%</b>	-	48%	*	-	-	-	-	42%	*	*	50%	46%	43%	50%	-	-	-	-
		Male	48%	41%	<b>45%</b>	30%	48%	*	-	-	-	*	44%	47%	*	47%	43%	45%	-	-	-	-	*
		Female	47%	40%	<b>61%</b>	63%	63%	40%	-	-	-	*	59%	64%	*	61%	50%	-	61%	-	-	-	-
Grade 5	Reading	All	53%	49%	<b>57%</b>	57%	45%	86%	*	-	-	*	44%	76%	*	62%	18%	55%	59%	-	*	-	*
		Students																					
		CWD	30%	25%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	56%	51%	<b>62%</b>	67%	50%	86%	*	-	-	*	50%	78%	-	62%	21%	60%	64%	-	*	-	*
		EL	35%	30%	<b>18%</b>	*	21%	-	*	-	-	-	16%	*	*	21%	18%	10%	25%	-	-	-	-
		Male	50%	46%	<b>55%</b>	33%	36%	88%	*	-	-	*	37%	80%	*	60%	10%	55%	-	-	*	-	-
		Female	56%	51%	<b>59%</b>	75%	52%	80%	*	-	-	-	52%	71%	*	64%	25%	-	59%	-	-	-	*
	Mathematics	All	57%	50%	<b>63%</b>	57%	56%	82%	*	-	-	*	58%	71%	25%	67%	41%	65%	62%	-	*	-	*
		Students																					
		CWD	34%	24%	<b>25%</b>	*	*	*	-	-	-	-	17%	*	25%	-	*	*	*	-	-	-	-
		CWOD	60%	52%	<b>67%</b>	58%	63%	81%	*	-	-	*	63%	73%	-	67%	47%	67%	67%	-	*	-	*
		EL	46%	39%	<b>41%</b>	*	42%	-	*	-	-	-	37%	*	*	47%	41%	50%	33%	-	-	-	-
		Male	57%	49%	<b>65%</b>	50%	52%	82%	*	-	-	*	56%	76%	*	67%	50%	65%	-	-	*	-	-
		Female	58%	50%	<b>62%</b>	63%	60%	80%	*	-	-	-	60%	64%	*	67%	33%	-	62%	-	-	-	*
	Science	All	40%	34%	<b>33%</b>	14%	28%	57%	*	-	-	*	29%	39%	25%	34%	9%	46%	18%	-	*	-	*
		Students																					
		CWD	25%	18%	<b>25%</b>	*	*	*	-	-	-	-	17%	*	25%	-	*	40%	*	-	-	-	-
		CWOD	42%	35%	<b>34%</b>	8%	31%	55%	*	-	-	*	30%	39%	-	34%	11%	46%	19%	-	*	-	*
		EL	24%	18%	<b>9%</b>	*	11%	-	*	-	-	-	5%	*	*	11%	9%	*	17%	-	-	-	-
		Male	42%	35%	<b>46%</b>	*	32%	69%	*	-	-	*	37%	58%	40%	46%	*	46%	-	-	*	-	-
		Female	38%	32%	<b>18%</b>	0%	24%	20%	*	-	-	-	20%	14%	*	19%	17%	-	18%	-	-	-	*
Grade 6	Reading	All	38%	37%	<b>30%</b>	8%	26%	50%	-	*	*	*	22%	50%	*	33%	*	27%	35%	-	*	-	*
		Students																					

				African	American		Two or Non													Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWD	22%	22%	*	*	*	-	-	-	*	*	*	-	*	*	*	*	-	-	-	-	
	CWOD	40%	38%	<b>33%</b>	9%	31%	50%	-	*	*	26%	53%	-	33%	*	31%	38%	-	*	-	-	
	EL	14%	15%	*	-	*	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-	
	Male	34%	32%	<b>27%</b>	*	17%	50%	-	*	*	21%	42%	*	31%	*	27%	-	-	*	-	*	
	Female	42%	42%	<b>35%</b>	*	38%	*	-	*	*	25%	67%	*	38%	*	-	35%	-	*	-	-	
Mathematics	All	43%	46%	<b>36%</b>	8%	32%	56%	-	*	*	27%	61%	*	40%	22%	37%	35%	-	*	-	*	
	Students																					
	CWD	23%	27%	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	46%	48%	<b>40%</b>	9%	38%	56%	-	*	*	30%	65%	-	40%	40%	42%	38%	-	*	-	*	
	EL	24%	31%	<b>22%</b>	-	22%	-	-	-	-	25%	*	*	40%	22%	17%	*	-	-	-	-	
	Male	44%	46%	<b>37%</b>	*	22%	57%	-	*	-	28%	58%	*	42%	17%	37%	-	-	*	-	*	
	Female	42%	46%	<b>35%</b>	*	44%	*	-	*	*	25%	*	*	38%	*	-	35%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

Grade 3

Reading	All	24%	19%	<b>15%</b>	14%	8%	56%	-	-	-	*	9%	42%	*	15%	5%	8%	23%	-	*	-	*	
	Students																						
	CWD	9%	7%	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-	
	CWOD	26%	20%	<b>15%</b>	17%	8%	56%	-	-	-	*	9%	42%	-	15%	5%	8%	24%	-	*	-	*	
	EL	15%	16%	<b>5%</b>	*	5%	-	-	-	-	5%	-	-	5%	5%	7%	*	-	-	-	-	-	
	Male	22%	17%	<b>8%</b>	*	4%	*	-	-	-	3%	33%	*	8%	7%	8%	-	-	*	-	-	*	
	Female	26%	20%	<b>23%</b>	22%	13%	*	-	-	-	17%	50%	*	24%	*	-	23%	-	*	-	-	-	
Mathematics	All	22%	15%	<b>14%</b>	0%	10%	56%	-	-	-	20%	11%	31%	*	15%	4%	16%	13%	-	*	-	*	
	Students																						
	CWD	12%	5%	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	-	
	CWOD	24%	16%	<b>15%</b>	0%	10%	56%	-	-	-	20%	11%	31%	-	15%	4%	17%	13%	-	*	-	*	
	EL	17%	16%	<b>4%</b>	*	5%	-	-	-	-	5%	*	-	4%	4%	7%	0%	-	-	-	-	-	
	Male	23%	17%	<b>16%</b>	*	12%	*	-	-	-	10%	50%	*	17%	7%	16%	-	-	*	-	-	*	
	Female	21%	14%	<b>13%</b>	*	7%	60%	-	-	-	12%	14%	*	13%	0%	-	13%	-	*	-	-	-	

Grade 4

Reading	All	23%	19%	<b>16%</b>	11%	11%	55%	-	-	-	*	11%	27%	*	18%	0%	14%	18%	-	-	-	*	
	Students																						
	CWD	9%	9%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	25%	20%	<b>18%</b>	11%	12%	67%	-	-	-	*	12%	30%	-	18%	0%	17%	19%	-	-	-	*	
	EL	12%	11%	<b>0%</b>	-	0%	*	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-	-	
	Male	22%	18%	<b>14%</b>	0%	13%	*	-	-	-	11%	20%	*	17%	*	14%	-	-	-	-	-	*	
	Female	25%	21%	<b>18%</b>	25%	8%	*	-	-	-	11%	36%	*	19%	0%	-	18%	-	-	-	-	-	
Mathematics	All	26%	20%	<b>21%</b>	11%	21%	36%	-	-	-	*	24%	15%	13%	22%	7%	26%	16%	-	-	-	*	
	Students																						
	CWD	11%	10%	<b>13%</b>	-	*	*	-	-	-	*	*	13%	-	*	*	*	-	-	-	-	-	
	CWOD	28%	21%	<b>22%</b>	11%	24%	33%	-	-	-	*	24%	17%	-	22%	8%	28%	17%	-	-	-	*	
	EL	18%	14%	<b>7%</b>	-	7%	*	-	-	-	8%	*	*	8%	7%	14%	0%	-	-	-	-	-	
	Male	27%	21%	<b>26%</b>	0%	30%	*	-	-	-	33%	13%	*	28%	14%	26%	-	-	-	-	-	*	
	Female	25%	19%	<b>16%</b>	25%	13%	20%	-	-	-	15%	18%	*	17%	0%	-	16%	-	-	-	-	-	

					African	American		Two or Pacific			More Econ	Non Econ								Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 5	Reading	All	26%	23%	<b>29%</b>	29%	21%	45%	*	-	-	*	23%	38%	*	32%	5%	30%	28%	-	*	-	*	
		Students																						
		CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	27%	24%	<b>32%</b>	33%	24%	48%	*	-	-	*	26%	41%	-	32%	5%	33%	31%	-	*	-	*	
		EL	12%	8%	<b>5%</b>	*	5%	-	*	-	-	-	0%	*	*	5%	5%	0%	8%	-	-	-	-	-
		Female	28%	25%	<b>28%</b>	38%	24%	40%	*	-	-	-	24%	36%	*	31%	8%	-	28%	-	-	-	-	*
	Mathematics	All	30%	24%	<b>33%</b>	43%	23%	45%	*	-	-	*	29%	40%	25%	34%	23%	35%	31%	-	*	-	*	
		Students																						
		CWD	13%	7%	<b>25%</b>	*	*	*	-	-	-	-	17%	*	25%	-	*	*	*	-	-	-	-	-
		CWOD	31%	26%	<b>34%</b>	42%	26%	43%	*	-	-	*	30%	39%	-	34%	26%	35%	33%	-	*	-	*	
		EL	19%	13%	<b>23%</b>	*	21%	-	*	-	-	-	16%	*	*	26%	23%	20%	25%	-	-	-	-	-
		Female	30%	24%	<b>31%</b>	50%	24%	40%	*	-	-	-	32%	29%	*	33%	25%	-	31%	-	-	-	-	*
	Science	All	16%	13%	<b>14%</b>	7%	6%	33%	*	-	-	*	6%	27%	25%	13%	5%	22%	5%	-	*	-	*	
		Students																						
		CWD	9%	5%	<b>25%</b>	*	*	*	-	-	-	-	17%	*	25%	-	*	40%	*	-	-	-	-	-
CWOD		17%	14%	<b>13%</b>	0%	7%	30%	*	-	-	*	4%	26%	-	13%	5%	20%	6%	-	*	-	*		
EL		7%	4%	<b>5%</b>	*	5%	-	*	-	-	-	0%	*	*	5%	5%	*	8%	-	-	-	-	-	
Female		15%	12%	<b>5%</b>	0%	4%	20%	*	-	-	-	0%	14%	*	6%	8%	-	5%	-	-	-	-	*	
Grade 6	Reading	All	18%	17%	<b>21%</b>	0%	21%	31%	-	*	*	*	16%	33%	*	23%	*	17%	27%	-	*	-	*	
		Students																						
		CWD	8%	6%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>23%</b>	0%	24%	31%	-	*	*	*	19%	35%	-	23%	*	19%	29%	-	*	-	*	
		EL	4%	5%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
		Female	22%	22%	<b>27%</b>	*	31%	*	-	-	*	*	20%	50%	*	29%	*	-	27%	-	*	-	-	-
	Mathematics	All	18%	21%	<b>19%</b>	0%	21%	38%	-	*	*	*	12%	39%	*	22%	11%	20%	19%	-	*	-	*	
		Students																						
		CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	19%	22%	<b>22%</b>	0%	24%	38%	-	*	*	*	14%	41%	-	22%	20%	22%	21%	-	*	-	*	
		EL	6%	9%	<b>11%</b>	-	11%	-	-	-	-	-	13%	*	*	20%	11%	17%	*	-	-	-	-	-
		Female	17%	21%	<b>19%</b>	*	25%	*	-	-	*	*	10%	*	*	21%	*	-	19%	-	*	-	-	-
	<b>STAAR Percent at Approaches Grade Level or Above</b>																							
	All Grades																							
	All Subjects	All	77%	72%	<b>78%</b>	64%	78%	91%	*	*	*	81%	73%	88%	45%	81%	69%	75%	81%	-	85%	-	67%	
Students																								
CWD		45%	38%	<b>45%</b>	50%	41%	71%	-	-	-	*	43%	50%	45%	-	44%	46%	42%	-	-	-	-		
CWOD		80%	76%	<b>81%</b>	65%	82%	92%	*	*	*	88%	76%	91%	-	81%	73%	78%	84%	-	85%	-	67%		
	EL	60%	59%	<b>69%</b>	*	70%	*	*	-	-	-	67%	80%	44%	73%	69%	64%	74%	-	-	-	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	74%	69%	<b>75%</b>	57%	72%	90%	*	*	-	84%	70%	85%	46%	78%	64%	75%	-	-	89%	-	*	
	Female	79%	76%	<b>81%</b>	70%	84%	92%	*	-	*	75%	77%	92%	42%	84%	74%	-	81%	-	*	-	*	
Reading	All	73%	68%	<b>71%</b>	65%	66%	86%	*	*	*	77%	64%	86%	*	76%	53%	65%	78%	-	100%	-	*	
	Students																						
	CWD	39%	32%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	77%	72%	<b>76%</b>	67%	73%	87%	*	*	*	83%	69%	90%	-	76%	61%	69%	83%	-	100%	-	*	
	EL	52%	51%	<b>53%</b>	*	53%	*	*	-	-	-	52%	63%	*	61%	53%	45%	62%	-	-	-	-	
	Male	69%	64%	<b>65%</b>	52%	57%	85%	*	*	-	78%	58%	79%	*	69%	45%	65%	-	-	*	-	*	
	Female	77%	73%	<b>78%</b>	77%	76%	88%	*	-	*	*	72%	95%	*	83%	62%	-	78%	-	*	-	*	
Mathematics	All	80%	75%	<b>85%</b>	63%	91%	91%	*	*	*	85%	83%	90%	60%	87%	89%	85%	86%	-	83%	-	*	
	Students																						
	CWD	52%	42%	<b>60%</b>	*	69%	*	-	-	-	*	58%	*	60%	-	82%	53%	75%	-	-	-	-	
	CWOD	83%	79%	<b>87%</b>	65%	93%	93%	*	*	*	92%	85%	92%	-	87%	90%	88%	87%	-	83%	-	*	
	EL	70%	69%	<b>89%</b>	*	91%	*	*	-	-	-	89%	89%	82%	90%	89%	89%	89%	-	-	-	-	
	Male	78%	73%	<b>85%</b>	63%	88%	90%	*	*	-	89%	82%	89%	53%	88%	89%	85%	-	-	*	-	*	
	Female	82%	78%	<b>86%</b>	63%	94%	94%	*	-	*	*	84%	92%	75%	87%	89%	-	86%	-	*	-	*	
Science	All	79%	74%	<b>76%</b>	64%	72%	100%	*	-	-	*	69%	88%	88%	75%	50%	76%	77%	-	*	-	*	
	Students																						
	CWD	48%	40%	<b>88%</b>	*	*	*	-	-	-	-	83%	*	88%	-	*	100%	*	-	-	-	-	
	CWOD	82%	78%	<b>75%</b>	58%	71%	100%	*	-	-	*	67%	87%	-	75%	47%	73%	78%	-	*	-	*	
	EL	58%	57%	<b>50%</b>	*	58%	-	*	-	-	-	42%	*	*	47%	50%	*	58%	-	-	-	-	
	Male	78%	72%	<b>76%</b>	*	68%	100%	*	-	-	*	67%	89%	100%	73%	*	76%	-	-	*	-	-	
	Female	80%	77%	<b>77%</b>	75%	76%	100%	*	-	-	-	72%	86%	*	78%	58%	-	77%	-	-	-	*	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>43%</b>	35%	37%	67%	*	*	*	48%	36%	59%	14%	46%	26%	42%	45%	-	38%	-	33%	
	Students																						
	CWD	23%	19%	<b>14%</b>	17%	5%	57%	-	-	-	*	9%	29%	14%	-	4%	18%	5%	-	-	-	-	
	CWOD	50%	45%	<b>46%</b>	37%	40%	68%	*	*	*	52%	39%	61%	-	46%	29%	45%	47%	-	38%	-	33%	
	EL	26%	25%	<b>26%</b>	*	26%	*	*	-	-	-	25%	35%	4%	29%	26%	26%	26%	-	-	-	-	
	Male	45%	40%	<b>42%</b>	28%	33%	69%	*	*	-	42%	34%	58%	18%	45%	26%	42%	-	-	56%	-	*	
	Female	50%	45%	<b>45%</b>	41%	42%	62%	*	-	*	63%	39%	60%	5%	47%	26%	-	45%	-	*	-	*	
Reading	All	46%	41%	<b>39%</b>	37%	30%	69%	*	*	*	23%	30%	61%	*	42%	17%	34%	46%	-	33%	-	*	
	Students																						
	CWD	22%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	48%	44%	<b>42%</b>	40%	34%	71%	*	*	*	25%	32%	64%	-	42%	20%	37%	49%	-	33%	-	*	
	EL	21%	21%	<b>17%</b>	*	17%	*	*	-	-	-	18%	13%	*	20%	17%	16%	19%	-	-	-	-	
	Male	41%	37%	<b>34%</b>	22%	24%	66%	*	*	-	11%	25%	53%	*	37%	16%	34%	-	-	*	-	*	
	Female	50%	47%	<b>46%</b>	50%	38%	76%	*	-	*	*	35%	73%	*	49%	19%	-	46%	-	*	-	*	
Mathematics	All	48%	42%	<b>50%</b>	39%	46%	69%	*	*	*	69%	45%	63%	20%	53%	39%	49%	51%	-	50%	-	*	
	Students																						
	CWD	26%	21%	<b>20%</b>	*	13%	*	-	-	-	*	16%	*	20%	-	9%	24%	13%	-	-	-	-	
	CWOD	51%	45%	<b>53%</b>	41%	50%	69%	*	*	*	75%	47%	65%	-	53%	44%	52%	54%	-	50%	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	EL	33%	31%	<b>39%</b>	*	39%	*	*	-	-	-	37%	56%	9%	44%	39%	41%	37%	-	-	-	-	
	Male	47%	41%	<b>49%</b>	33%	42%	73%	*	*	-	67%	43%	63%	24%	52%	41%	49%	-	-	*	-	*	
	Female	49%	44%	<b>51%</b>	44%	51%	59%	*	-	*	*	46%	63%	13%	54%	37%	-	51%	-	*	-	*	
Science	All	49%	46%	<b>33%</b>	14%	28%	57%	*	-	-	*	29%	39%	25%	34%	9%	46%	18%	-	*	-	*	
	Students																						
	CWD	23%	18%	<b>25%</b>	*	*	*	-	-	-	-	17%	*	25%	-	*	40%	*	-	-	-	-	
	CWOD	52%	49%	<b>34%</b>	8%	31%	55%	*	-	-	*	30%	39%	-	34%	11%	46%	19%	-	*	-	*	
	EL	21%	20%	<b>9%</b>	*	11%	-	*	-	-	-	5%	*	-	11%	9%	*	17%	-	-	-	-	
	Male	50%	45%	<b>46%</b>	*	32%	69%	*	-	-	*	37%	58%	40%	46%	*	46%	-	-	*	-	-	
	Female	49%	46%	<b>18%</b>	0%	24%	20%	*	-	-	-	20%	14%	*	19%	17%	-	18%	-	-	-	*	
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	18%	<b>21%</b>	13%	16%	42%	*	*	*	19%	16%	32%	9%	22%	7%	22%	20%	-	8%	-	0%	
	Students																						
	CWD	8%	5%	<b>9%</b>	17%	0%	43%	-	-	-	*	7%	14%	9%	-	0%	13%	0%	-	-	-	-	
	CWOD	23%	20%	<b>22%</b>	13%	17%	42%	*	*	*	20%	17%	33%	-	22%	8%	23%	21%	-	8%	-	0%	
	EL	9%	8%	<b>7%</b>	*	7%	*	*	-	-	-	5%	20%	0%	8%	7%	7%	7%	-	-	-	-	
	Male	20%	17%	<b>22%</b>	7%	15%	42%	*	*	-	26%	16%	33%	13%	23%	7%	22%	-	-	11%	-	*	
	Female	22%	20%	<b>20%</b>	19%	16%	44%	*	-	*	0%	16%	30%	0%	21%	7%	-	20%	-	*	-	*	
Reading	All	19%	16%	<b>21%</b>	14%	15%	45%	*	*	*	8%	15%	34%	*	23%	4%	18%	24%	-	17%	-	*	
	Students																						
	CWD	7%	5%	<b>*</b>	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	20%	18%	<b>23%</b>	15%	16%	47%	*	*	*	8%	16%	37%	-	23%	4%	20%	26%	-	17%	-	*	
	EL	7%	7%	<b>4%</b>	*	4%	*	*	-	-	-	3%	13%	*	4%	4%	2%	5%	-	-	-	-	
	Male	16%	13%	<b>18%</b>	4%	11%	41%	*	*	-	11%	12%	30%	*	20%	2%	18%	-	-	*	-	*	
	Female	22%	20%	<b>24%</b>	23%	19%	53%	*	-	*	*	18%	41%	*	26%	5%	-	24%	-	*	-	*	
Mathematics	All	23%	20%	<b>23%</b>	14%	19%	43%	*	*	*	23%	19%	32%	12%	24%	11%	25%	20%	-	0%	-	*	
	Students																						
	CWD	10%	5%	<b>12%</b>	*	0%	*	-	-	-	*	11%	*	12%	-	0%	18%	0%	-	-	-	-	
	CWOD	25%	21%	<b>24%</b>	13%	21%	42%	*	*	*	25%	20%	33%	-	24%	13%	26%	21%	-	0%	-	*	
	EL	13%	11%	<b>11%</b>	*	11%	*	*	-	-	-	10%	22%	0%	13%	11%	14%	8%	-	-	-	-	
	Male	23%	19%	<b>25%</b>	7%	20%	44%	*	*	-	33%	20%	35%	18%	26%	14%	25%	-	-	*	-	*	
	Female	24%	20%	<b>20%</b>	19%	18%	41%	*	-	*	*	18%	26%	0%	21%	8%	-	20%	-	*	-	*	
Science	All	22%	20%	<b>14%</b>	7%	6%	33%	*	-	-	*	6%	27%	25%	13%	5%	22%	5%	-	*	-	*	
	Students																						
	CWD	7%	4%	<b>25%</b>	*	*	*	-	-	-	-	17%	*	25%	-	*	40%	*	-	-	-	-	
	CWOD	24%	22%	<b>13%</b>	0%	7%	30%	*	-	-	*	4%	26%	-	13%	5%	20%	6%	-	*	-	*	
	EL	5%	5%	<b>5%</b>	*	5%	-	*	-	-	-	0%	*	*	5%	5%	*	8%	-	-	-	-	
	Male	23%	20%	<b>22%</b>	*	9%	38%	*	-	-	*	11%	37%	40%	20%	*	22%	-	-	*	-	-	
	Female	21%	20%	<b>5%</b>	0%	4%	20%	*	-	-	-	0%	14%	*	6%	8%	-	5%	-	-	-	*	



State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	56	54	55	60	*	*	*	*	53	29	54
CWD	29	*	*	*	-	-	-	*	*	29	*
CWOD	59	54	57	64	*	*	*	*	56	-	57
EL	54	*	52	*	*	-	-	-	53	*	54
Male	54	50	54	55	*	*	-	*	50	*	50
Female	58	58	56	75	*	-	*	*	57	*	58
<b>Mathematics</b>											
All Students	71	69	72	71	*	*	*	*	70	61	76
CWD	61	*	63	*	-	-	-	*	57	61	63
CWOD	72	69	73	71	*	*	*	*	71	-	79
EL	76	*	79	*	*	-	-	-	77	63	76
Male	71	70	70	73	*	*	-	*	70	58	75
Female	72	68	74	67	*	-	*	*	70	*	78

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

(') Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>148</b>	<b>30</b>	<b>20%</b>

\*\*) 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	47	37	44	67	*	*	*	49	42	23	34

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
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\*\*) Indicates results are masked due to small numbers to protect student confidentiality.

(') Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N	Y					N		N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y					N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Y	N	Y					Y		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	American			Indian		Islander	More	Disadv	Econ						
Participation Rate									Races		Disadv						
All Subjects	All Students	100%	99%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	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%	-	-
	Female	100%	99%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	98%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	*	*	*	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	97%	100%	100%	*	-	*	*	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	*	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	-	-	-	100%	100%	*	100%	100%	100%	-	100%
Non-Participation Rate																	
All Subjects	All Students	0%	1%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	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%	-	-
	Female	0%	1%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	2%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	*	*	*	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	3%	0%	0%	*	-	*	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	-	0%

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	0%	0%	*	0%	0%	0%	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	40	17	11	8	*	*	*	*	5		
	Female	13	5	*	*	*	*	*	*	*		
	Total	53	22	13	10	*	*	*	*	7		
Out-of-School Suspensions												
	Male	18	7	*	7	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	18	7	*	7	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	12	*	*	8	*	*	*	*	*		5

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Total	14	*	*	8	*	*	*	*	*		5
	Male	8	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Expulsions	Total	8	*	*	*	*	*	*	*	*		*
	With Educational Services											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b> Chronic Absenteeism	Male	26	11	8	5	*	*	*	*	5	11	*
	Female	26	8	11	5	*	*	*	*	5	*	*
	Total	52	19	19	10	*	*	*	*	10	13	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*

Incidents of threats of physical attack without a weapon	<b>Total</b>
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	*
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	24	8	14	*	*	*	*	*	8	5
	Female	17	*	11	*	*	*	*	*	11	*
	Total	41	10	25	*	*	*	*	*	19	5
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- ' ' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.8	21.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.8	5.1%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-



	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** RANKIN EL

**Campus ID:** 220901109

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
			2017-18 through 2021-22											
<b>EL Progress</b>		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or Non		Econ		Econ				Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>54%</b>	56%	54%	*	-	-	-	-	57%	38%	*	56%	55%	63%	43%	-	*	-	*
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>56%</b>	63%	55%	*	-	-	-	-	60%	38%	-	56%	57%	63%	47%	-	*	-	*
	EL	70%	69%	<b>55%</b>	-	55%	-	-	-	-	-	58%	*	*	57%	55%	69%	41%	-	*	-	*
	Male	74%	68%	<b>63%</b>	*	64%	*	-	-	-	-	68%	*	*	63%	69%	63%	-	-	*	-	*
	Female	79%	73%	<b>43%</b>	*	42%	*	-	-	-	-	43%	*	*	47%	41%	-	43%	-	-	-	-
	Mathematics	All	77%	71%	<b>60%</b>	67%	59%	*	-	-	-	-	57%	69%	*	64%	65%	63%	56%	-	*	-
Students																						
CWD	52%	43%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
CWOD	80%	73%	<b>64%</b>	75%	63%	*	-	-	-	-	61%	69%	-	64%	69%	67%	58%	-	*	-	*	
EL	74%	73%	<b>65%</b>	-	65%	-	-	-	-	-	62%	75%	*	69%	65%	77%	54%	-	*	-	*	
Male	77%	70%	<b>63%</b>	*	64%	*	-	-	-	-	63%	*	*	67%	77%	63%	-	-	*	-	*	
Female	78%	71%	<b>56%</b>	*	53%	*	-	-	-	-	50%	71%	*	58%	54%	-	56%	-	-	-	-	
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>49%</b>	*	50%	*	*	*	-	*	56%	*	*	51%	48%	37%	58%	-	-	-	-
	Students																					
	CWD	46%	47%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	75%	69%	<b>51%</b>	*	50%	-	*	*	-	-	57%	*	-	51%	48%	37%	60%	-	-	-	-
	EL	60%	56%	<b>48%</b>	-	46%	-	-	*	-	-	55%	*	-	48%	48%	30%	64%	-	-	-	-
	Male	70%	64%	<b>37%</b>	*	39%	-	-	-	-	*	41%	*	*	37%	30%	37%	-	-	-	-	-
Female	75%	70%	<b>58%</b>	*	60%	*	*	*	-	-	66%	*	*	60%	64%	-	58%	-	-	-	-	
Mathematics	All	77%	74%	<b>69%</b>	*	71%	*	*	*	-	*	77%	*	*	71%	64%	65%	72%	-	-	-	-
	Students																					
	CWD	49%	49%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	81%	76%	<b>71%</b>	*	72%	-	*	*	-	-	79%	*	-	71%	64%	66%	75%	-	-	-	-
	EL	72%	72%	<b>64%</b>	-	63%	-	-	*	-	-	70%	*	-	64%	64%	60%	68%	-	-	-	-
	Male	77%	72%	<b>65%</b>	*	67%	*	-	-	-	*	71%	*	*	66%	60%	65%	-	-	-	-	-
Female	78%	76%	<b>72%</b>	*	75%	*	*	*	-	-	82%	*	*	75%	68%	-	72%	-	-	-	-	
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>72%</b>	71%	73%	*	*	-	-	*	75%	*	*	78%	63%	69%	75%	-	-	-	-
	Students																					
CWD	54%	47%	*	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	

						African		American		Pacific		Two or Non Econ		Econ		Non Econ				Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWOD	87%	83%	<b>78%</b>	*	79%	*	-	-	-	*	82%	*	-	78%	71%	76%	81%	-	-	-	-		
	EL	73%	70%	<b>63%</b>	-	65%	-	*	-	-	-	68%	*	*	71%	63%	59%	70%	-	-	-	-		
	Male	81%	77%	<b>69%</b>	*	70%	*	*	-	-	-	74%	*	*	76%	59%	69%	-	-	-	-	-		
	Female	86%	82%	<b>75%</b>	*	77%	*	-	-	-	*	76%	*	*	81%	70%	-	75%	-	-	-	-		
Mathematics	All	90%	85%	<b>74%</b>	100%	73%	*	*	-	-	*	75%	63%	45%	78%	63%	78%	69%	-	-	-	-		
	Students																							
	CWD	70%	56%	<b>45%</b>	*	*	-	*	-	-	-	50%	*	45%	-	*	*	*	-	-	-	-	-	
	CWOD	92%	89%	<b>78%</b>	100%	77%	*	-	-	-	*	79%	71%	-	78%	71%	83%	72%	-	-	-	-	-	
	EL	86%	81%	<b>63%</b>	-	65%	-	*	-	-	-	64%	*	*	71%	63%	69%	55%	-	-	-	-	-	
	Male	89%	84%	<b>78%</b>	*	80%	*	*	-	-	-	81%	*	*	83%	69%	78%	-	-	-	-	-	-	-
	Female	91%	86%	<b>69%</b>	*	63%	*	-	-	-	68%	*	*	72%	55%	-	69%	-	-	-	-	-	-	
Science	All	75%	69%	<b>61%</b>	71%	61%	*	*	-	-	*	64%	*	*	66%	46%	61%	61%	-	-	-	-	-	
	Students																							
	CWD	48%	38%	*	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	78%	72%	<b>66%</b>	*	65%	*	-	-	-	*	69%	*	-	66%	51%	67%	66%	-	-	-	-	-	-
	EL	62%	57%	<b>46%</b>	-	47%	-	*	-	-	-	49%	*	*	51%	46%	47%	45%	-	-	-	-	-	-
	Male	76%	69%	<b>61%</b>	*	61%	*	*	-	-	-	65%	*	*	67%	47%	61%	-	-	-	-	-	-	-
	Female	75%	69%	<b>61%</b>	*	60%	*	-	-	-	62%	*	*	66%	45%	-	61%	-	-	-	-	-	-	-
Grade 6 Reading	All	68%	67%	<b>61%</b>	56%	61%	*	-	-	-	*	62%	55%	*	63%	45%	55%	67%	-	*	-	-	-	
	Students																							
	CWD	35%	33%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	71%	70%	<b>63%</b>	60%	63%	*	-	-	-	*	64%	60%	-	63%	46%	59%	67%	-	*	-	-	-	-
	EL	42%	46%	<b>45%</b>	-	45%	-	-	-	-	-	46%	*	*	46%	45%	31%	60%	-	*	-	-	-	-
	Male	63%	61%	<b>55%</b>	*	50%	*	-	-	-	-	57%	*	*	59%	31%	55%	-	-	-	-	-	-	-
	Female	72%	73%	<b>67%</b>	55%	72%	-	-	-	-	66%	*	*	67%	60%	-	67%	-	*	-	-	-	-	-
Mathematics	All	76%	76%	<b>64%</b>	63%	64%	*	-	-	-	*	64%	64%	*	64%	65%	75%	55%	-	*	-	-	-	
	Students																							
	CWD	50%	46%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	79%	80%	<b>64%</b>	67%	63%	*	-	-	-	*	64%	70%	-	64%	61%	76%	55%	-	*	-	-	-	-
	EL	61%	67%	<b>65%</b>	-	65%	-	-	-	-	-	64%	*	*	61%	65%	75%	53%	-	*	-	-	-	-
	Male	76%	76%	<b>75%</b>	*	75%	*	-	-	-	-	78%	*	*	76%	75%	75%	-	-	-	-	-	-	-
	Female	77%	77%	<b>55%</b>	64%	54%	-	-	-	-	53%	*	*	55%	53%	-	55%	-	*	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																								
Grade 3 Reading	All	43%	35%	<b>19%</b>	11%	20%	*	-	-	-	-	18%	23%	*	20%	25%	22%	14%	-	*	-	*	-	
	Students																							
	CWD	28%	21%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-
	CWOD	44%	36%	<b>20%</b>	13%	22%	*	-	-	-	-	19%	23%	-	20%	27%	23%	16%	-	*	-	-	*	-
	EL	32%	32%	<b>25%</b>	-	25%	-	-	-	-	-	24%	*	*	27%	25%	31%	19%	-	*	-	-	*	-
	Male	40%	33%	<b>22%</b>	*	23%	*	-	-	-	-	23%	*	*	23%	31%	22%	-	-	-	*	-	-	*
	Female	45%	37%	<b>14%</b>	*	16%	*	-	-	-	11%	*	*	16%	19%	-	14%	-	-	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	14%	0%	16%	*	-	-	-	-	13%	15%	*	15%	17%	13%	15%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	15%	0%	17%	*	-	-	-	-	15%	15%	-	15%	19%	14%	16%	-	*	-	*	
	EL	39%	38%	17%	-	17%	-	-	-	-	-	16%	25%	*	19%	17%	15%	19%	-	*	-	*	
	Male	47%	38%	13%	*	15%	*	-	-	-	-	15%	*	*	14%	15%	13%	-	-	*	-	*	
Female	45%	35%	15%	*	17%	*	-	-	-	-	11%	29%	*	16%	19%	-	15%	-	-	-	-	-	
Grade 4 Reading	All	45%	40%	26%	*	26%	*	*	*	-	*	32%	*	*	27%	19%	24%	28%	-	-	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	47%	41%	27%	*	26%	-	*	*	-	-	31%	*	-	27%	19%	23%	29%	-	-	-	-	
	EL	29%	28%	19%	-	17%	-	-	*	-	-	24%	*	-	19%	19%	10%	27%	-	-	-	-	
	Male	43%	39%	24%	*	25%	-	-	-	-	*	31%	*	*	23%	10%	24%	-	-	-	-	-	
Female	47%	42%	28%	*	28%	*	*	*	-	-	32%	*	*	29%	27%	-	28%	-	-	-	-	-	
Mathematics	All	48%	40%	34%	*	36%	*	*	*	-	*	41%	*	*	35%	31%	28%	40%	-	-	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	50%	42%	35%	*	35%	-	*	*	-	-	41%	*	-	35%	31%	26%	42%	-	-	-	-	
	EL	38%	35%	31%	-	32%	-	-	*	-	-	39%	*	-	31%	31%	20%	41%	-	-	-	-	
	Male	48%	41%	28%	*	28%	*	-	-	-	*	35%	*	*	26%	20%	28%	-	-	-	-	-	
Female	47%	40%	40%	*	43%	*	*	*	-	-	45%	*	*	42%	41%	-	40%	-	-	-	-		
Grade 5 Reading	All	53%	49%	35%	43%	35%	*	*	-	-	*	38%	*	*	39%	25%	33%	39%	-	-	-	-	
	Students																						
	CWD	30%	25%	*	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	56%	51%	39%	*	39%	*	-	-	-	*	42%	*	-	39%	29%	36%	44%	-	-	-	-	
	EL	35%	30%	25%	-	25%	-	*	-	-	-	28%	*	*	29%	25%	19%	35%	-	-	-	-	
	Male	50%	46%	33%	*	32%	*	*	-	-	-	35%	*	*	36%	19%	33%	-	-	-	-	-	
Female	56%	51%	39%	*	40%	*	-	-	-	*	41%	*	*	44%	35%	-	39%	-	-	-	-		
Mathematics	All	57%	50%	28%	29%	30%	*	*	-	-	*	27%	38%	9%	31%	21%	31%	25%	-	-	-	-	
	Students																						
	CWD	34%	24%	9%	*	*	-	*	-	-	-	10%	*	9%	-	*	*	*	-	-	-	-	
	CWOD	60%	52%	31%	20%	33%	*	-	-	-	*	30%	43%	-	31%	24%	33%	28%	-	-	-	-	
	EL	46%	39%	21%	-	22%	-	*	-	-	-	19%	*	*	24%	21%	25%	15%	-	-	-	-	
	Male	57%	49%	31%	*	30%	*	*	-	-	-	28%	*	*	33%	25%	31%	-	-	-	-	-	
Female	58%	50%	25%	*	30%	*	-	-	-	*	26%	*	*	28%	15%	-	25%	-	-	-	-		
Science	All	40%	34%	22%	57%	19%	*	*	-	-	*	23%	*	*	24%	8%	24%	19%	-	-	-	-	
	Students																						
	CWD	25%	18%	*	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	42%	35%	24%	*	21%	*	-	-	-	*	25%	*	-	24%	9%	26%	22%	-	-	-	-	
	EL	24%	18%	8%	-	8%	-	*	-	-	-	9%	*	*	9%	8%	13%	0%	-	-	-	-	
	Male	42%	35%	24%	*	23%	*	*	-	-	-	26%	*	*	26%	13%	24%	-	-	-	-	-	
Female	38%	32%	19%	*	13%	*	-	-	-	*	21%	*	*	22%	0%	-	19%	-	-	-	-		



					African	American	Two or Non		Econ		Non										Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6																								
Reading	All	38%	37%	<b>29%</b>	19%	31%	*	-	-	-	*	30%	27%	*	31%	16%	23%	35%	-	*	-	-		
	Students																							
	CWD	22%	22%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	40%	38%	<b>31%</b>	20%	32%	*	-	-	-	*	31%	30%	-	31%	18%	24%	37%	-	*	-	-	-	
	EL	14%	15%	<b>16%</b>	-	16%	-	-	-	-	-	18%	*	*	18%	16%	6%	27%	-	*	-	-	-	
	Male	34%	32%	<b>23%</b>	*	19%	*	-	-	-	-	24%	*	*	24%	6%	23%	-	-	-	-	-	-	-
	Female	42%	42%	<b>35%</b>	18%	41%	-	-	-	-	*	34%	*	*	37%	27%	-	35%	-	*	-	-	-	-
Mathematics	All	43%	46%	<b>33%</b>	31%	33%	*	-	-	-	*	32%	36%	*	33%	19%	34%	31%	-	*	-	-		
	Students																							
	CWD	23%	27%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	46%	48%	<b>33%</b>	33%	34%	*	-	-	-	*	33%	40%	-	33%	18%	34%	33%	-	*	-	-	-	
	EL	24%	31%	<b>19%</b>	-	19%	-	-	-	-	-	18%	*	*	18%	19%	25%	13%	-	*	-	-	-	-
	Male	44%	46%	<b>34%</b>	*	33%	*	-	-	-	-	35%	*	*	34%	25%	34%	-	-	-	-	-	-	-
	Female	42%	46%	<b>31%</b>	27%	33%	-	-	-	-	*	30%	*	*	33%	13%	-	31%	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3																								
Reading	All	24%	19%	<b>7%</b>	0%	9%	*	-	-	-	-	7%	8%	*	8%	11%	7%	9%	-	*	-	*		
	Students																							
	CWD	9%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-
	CWOD	26%	20%	<b>8%</b>	0%	9%	*	-	-	-	-	8%	8%	-	8%	12%	7%	9%	-	*	-	-	*	
	EL	15%	16%	<b>11%</b>	-	11%	-	-	-	-	-	11%	*	*	12%	11%	12%	11%	-	*	-	-	*	
	Male	22%	17%	<b>7%</b>	*	8%	*	-	-	-	-	8%	*	*	7%	12%	7%	-	-	*	-	-	*	
	Female	26%	20%	<b>9%</b>	*	10%	*	-	-	-	-	7%	*	*	9%	11%	-	9%	-	-	-	-	-	
Mathematics	All	22%	15%	<b>4%</b>	0%	4%	*	-	-	-	-	4%	0%	*	4%	6%	2%	6%	-	*	-	*		
	Students																							
	CWD	12%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-
	CWOD	24%	16%	<b>4%</b>	0%	5%	*	-	-	-	-	5%	0%	-	4%	6%	2%	6%	-	*	-	-	*	
	EL	17%	16%	<b>6%</b>	-	6%	-	-	-	-	-	7%	0%	*	6%	6%	4%	8%	-	*	-	-	*	
	Male	23%	17%	<b>2%</b>	*	3%	*	-	-	-	-	3%	*	*	2%	4%	2%	-	-	*	-	-	*	
	Female	21%	14%	<b>6%</b>	*	7%	*	-	-	-	-	7%	0%	*	6%	8%	-	6%	-	-	-	-	-	
Grade 4																								
Reading	All	23%	19%	<b>10%</b>	*	12%	*	*	*	-	*	12%	*	*	11%	2%	11%	10%	-	-	-	-		
	Students																							
	CWD	9%	9%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	-	-
	CWOD	25%	20%	<b>11%</b>	*	12%	-	*	*	-	-	13%	*	-	11%	2%	11%	10%	-	-	-	-	-	-
	EL	12%	11%	<b>2%</b>	-	2%	-	-	*	-	-	3%	*	-	2%	2%	0%	5%	-	-	-	-	-	-
	Male	22%	18%	<b>11%</b>	*	11%	-	-	-	-	*	14%	*	*	11%	0%	11%	-	-	-	-	-	-	-
	Female	25%	21%	<b>10%</b>	*	13%	*	*	*	-	-	11%	*	*	10%	5%	-	10%	-	-	-	-	-	-
Mathematics	All	26%	20%	<b>13%</b>	*	14%	*	*	*	-	*	16%	*	*	13%	10%	8%	18%	-	-	-	-		
	Students																							
	CWD	11%	10%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	-	

					African	American	Two or Non		Econ		Non		Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster	Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	CWOD	28%	21%	<b>13%</b>	*	14%	-	*	*	-	-	16%	*	-	13%	10%	6%	19%	-	-	-	-		
	EL	18%	14%	<b>10%</b>	-	10%	-	-	*	-	-	12%	*	-	10%	10%	5%	14%	-	-	-	-		
	Male	27%	21%	<b>8%</b>	*	8%	*	-	-	*	-	10%	*	*	6%	5%	8%	-	-	-	-	-		
	Female	25%	19%	<b>18%</b>	*	20%	*	*	*	-	-	20%	*	*	19%	14%	-	18%	-	-	-	-		
Grade 5	Reading	All	26%	23%	<b>11%</b>	0%	11%	*	*	-	-	*	12%	*	*	12%	6%	10%	11%	-	-	-	-	
		Students																						
		CWD	9%	7%	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	27%	24%	<b>12%</b>	*	12%	*	-	-	*	13%	*	-	12%	7%	12%	13%	-	-	-	-	-	
		EL	12%	8%	<b>6%</b>	-	6%	-	*	-	-	6%	*	*	7%	6%	6%	5%	-	-	-	-	-	
		Male	24%	21%	<b>10%</b>	*	11%	*	*	-	-	12%	*	*	12%	6%	10%	-	-	-	-	-	-	
		Female	28%	25%	<b>11%</b>	*	10%	*	-	-	*	12%	*	*	13%	5%	-	11%	-	-	-	-	-	
Mathematics	All	30%	24%	<b>11%</b>	14%	11%	*	*	-	-	*	9%	25%	9%	11%	4%	12%	8%	-	-	-	-	-	
	Students																							
		CWD	13%	7%	<b>9%</b>	*	*	-	*	-	-	10%	*	9%	-	*	*	*	-	-	-	-	-	
		CWOD	31%	26%	<b>11%</b>	0%	12%	*	-	-	*	9%	29%	-	11%	4%	12%	9%	-	-	-	-	-	
		EL	19%	13%	<b>4%</b>	-	4%	-	*	-	-	2%	*	*	4%	4%	6%	0%	-	-	-	-	-	
		Male	29%	24%	<b>12%</b>	*	11%	*	*	-	-	9%	*	*	12%	6%	12%	-	-	-	-	-	-	
		Female	30%	24%	<b>8%</b>	*	10%	*	-	-	*	9%	*	*	9%	0%	-	8%	-	-	-	-	-	
Science	All	16%	13%	<b>7%</b>	0%	8%	*	*	-	-	*	6%	*	*	8%	0%	8%	6%	-	-	-	-	-	
	Students																							
		CWD	9%	5%	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
		CWOD	17%	14%	<b>8%</b>	*	9%	*	-	-	*	7%	*	-	8%	0%	10%	6%	-	-	-	-	-	
		EL	7%	4%	<b>0%</b>	-	0%	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	-	
		Male	18%	14%	<b>8%</b>	*	9%	*	*	-	-	7%	*	*	10%	0%	8%	-	-	-	-	-	-	
		Female	15%	12%	<b>6%</b>	*	7%	*	-	-	*	6%	*	*	6%	0%	-	6%	-	-	-	-	-	
Grade 6	Reading	All	18%	17%	<b>13%</b>	0%	16%	*	-	-	*	12%	18%	*	13%	6%	9%	16%	-	*	-	-	-	
	Students																							
		CWD	8%	6%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	20%	19%	<b>13%</b>	0%	17%	*	-	-	*	13%	20%	-	13%	7%	10%	16%	-	*	-	-	-	
		EL	4%	5%	<b>6%</b>	-	6%	-	-	-	-	7%	*	*	7%	6%	6%	7%	-	*	-	-	-	
		Male	15%	13%	<b>9%</b>	*	11%	*	-	-	-	8%	*	*	10%	6%	9%	-	-	-	-	-	-	
		Female	22%	22%	<b>16%</b>	0%	21%	-	-	-	*	15%	*	*	16%	7%	-	16%	-	*	-	-	-	
Mathematics	All	18%	21%	<b>4%</b>	13%	3%	*	-	-	-	*	5%	0%	*	4%	0%	7%	2%	-	*	-	-	-	
	Students																							
		CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	19%	22%	<b>4%</b>	13%	3%	*	-	-	*	5%	0%	-	4%	0%	7%	2%	-	*	-	-	-	
		EL	6%	9%	<b>0%</b>	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-	-	
		Male	18%	21%	<b>7%</b>	*	3%	*	-	-	-	8%	*	*	7%	0%	7%	-	-	-	-	-	-	
		Female	17%	21%	<b>2%</b>	0%	3%	-	-	-	*	2%	*	*	2%	0%	-	2%	-	*	-	-	-	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
All Grades	All Subjects	All	77%	72%	<b>63%</b>	61%	63%	63%	*	*	-	*	66%	44%	33%	66%	57%	63%	62%	-	*	-	*								
	Students	CWD	45%	38%	<b>33%</b>	*	35%	*	*	-	*	38%	*	33%	-	26%	37%	27%	-	-	-	-									
		CWOD	80%	76%	<b>66%</b>	67%	65%	69%	*	*	-	*	68%	48%	-	66%	60%	66%	65%	-	*	-	*								
		EL	60%	59%	<b>57%</b>	-	58%	-	*	*	-	-	60%	43%	26%	60%	57%	59%	56%	-	*	-	*								
		Male	74%	69%	<b>63%</b>	62%	64%	75%	*	-	-	*	67%	42%	37%	66%	59%	63%	-	-	*	-	*								
		Female	79%	76%	<b>62%</b>	61%	62%	*	*	*	-	*	64%	46%	27%	65%	56%	-	62%	-	*	-	-								
Reading	All	All	73%	68%	<b>59%</b>	55%	60%	63%	*	*	-	*	63%	34%	26%	62%	54%	57%	61%	-	*	-	*								
	Students	CWD	39%	32%	<b>26%</b>	*	32%	*	*	-	-	*	30%	*	26%	-	*	31%	*	-	-	-	-								
		CWOD	77%	72%	<b>62%</b>	60%	62%	71%	*	*	-	*	66%	37%	-	62%	57%	60%	64%	-	*	-	*								
		EL	52%	51%	<b>54%</b>	-	54%	-	*	*	-	-	58%	28%	*	57%	54%	51%	57%	-	*	-	*								
		Male	69%	64%	<b>57%</b>	60%	57%	*	*	-	-	*	62%	32%	31%	60%	51%	57%	-	-	*	-	*								
		Female	77%	73%	<b>61%</b>	52%	63%	*	*	*	-	*	64%	37%	*	64%	57%	-	61%	-	*	-	-								
Mathematics	All	All	80%	75%	<b>67%</b>	66%	67%	67%	*	*	-	*	69%	54%	41%	69%	64%	70%	63%	-	*	-	*								
	Students	CWD	52%	42%	<b>41%</b>	*	42%	*	*	-	-	*	48%	*	41%	-	36%	44%	*	-	-	-	-								
		CWOD	83%	79%	<b>69%</b>	71%	69%	71%	*	*	-	*	71%	60%	-	69%	67%	73%	65%	-	*	-	*								
		EL	70%	69%	<b>64%</b>	-	65%	-	*	*	-	-	65%	63%	36%	67%	64%	70%	58%	-	*	-	*								
		Male	78%	73%	<b>70%</b>	56%	72%	83%	*	-	-	*	74%	54%	44%	73%	70%	70%	-	-	*	-	*								
		Female	82%	78%	<b>63%</b>	72%	62%	*	*	*	-	*	64%	56%	*	65%	58%	-	63%	-	*	-	-								
Science	All	All	79%	74%	<b>61%</b>	71%	61%	*	*	-	-	*	64%	*	*	66%	46%	61%	61%	-	-	-	-								
	Students	CWD	48%	40%	*	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-								
		CWOD	82%	78%	<b>66%</b>	*	65%	*	-	-	-	*	69%	*	-	66%	51%	67%	66%	-	-	-	-								
		EL	58%	57%	<b>46%</b>	-	47%	-	*	-	-	-	49%	*	*	51%	46%	47%	45%	-	-	-	-								
		Male	78%	72%	<b>61%</b>	*	61%	*	-	-	-	-	65%	*	*	67%	47%	61%	-	-	-	-	-								
		Female	80%	77%	<b>61%</b>	*	60%	*	-	-	-	*	62%	*	*	66%	45%	-	61%	-	-	-	-								

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>27%</b>	25%	27%	16%	*	*	-	*	29%	17%	10%	29%	20%	26%	28%	-	*	-	*
	Students	CWD	23%	19%	<b>10%</b>	*	7%	*	*	-	-	*	12%	*	10%	-	3%	17%	0%	-	-	-	-
		CWOD	50%	45%	<b>29%</b>	25%	29%	19%	*	*	-	*	30%	18%	-	29%	22%	27%	31%	-	*	-	*
		EL	26%	25%	<b>20%</b>	-	20%	-	*	*	-	-	21%	13%	3%	22%	20%	19%	22%	-	*	-	*
		Male	45%	40%	<b>26%</b>	29%	25%	25%	*	-	-	*	28%	15%	17%	27%	19%	26%	-	-	*	-	*
		Female	50%	45%	<b>28%</b>	22%	30%	*	*	*	-	*	29%	21%	0%	31%	22%	-	28%	-	*	-	-
Reading	All	All	46%	41%	<b>28%</b>	23%	28%	25%	*	*	-	*	29%	15%	7%	29%	22%	25%	30%	-	*	-	*
	Students	CWD	22%	18%	<b>7%</b>	*	5%	*	*	-	-	*	9%	*	7%	-	*	13%	*	-	-	-	-
		CWOD	48%	44%	<b>29%</b>	23%	30%	29%	*	*	-	*	31%	16%	-	29%	24%	27%	32%	-	*	-	*
		EL	21%	21%	<b>22%</b>	-	22%	-	*	*	-	-	24%	8%	*	24%	22%	18%	26%	-	*	-	*

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>25%</b>	27%	25%	*	*	-	-	*	28%	11%	13%	27%	18%	25%	-	-	*	-	*	
	Female	50%	47%	<b>30%</b>	20%	31%	*	*	*	-	*	31%	21%	*	32%	26%	-	30%	-	*	-	-	
Mathematics	All	48%	42%	<b>28%</b>	22%	29%	11%	*	*	-	*	29%	20%	14%	29%	22%	26%	29%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>14%</b>	*	11%	*	*	-	-	*	16%	*	14%	-	7%	22%	*	-	-	-	-	
	CWOD	51%	45%	<b>29%</b>	23%	30%	14%	*	*	-	*	30%	21%	-	29%	23%	27%	31%	-	*	-	*	
	EL	33%	31%	<b>22%</b>	-	22%	-	*	*	-	-	22%	21%	7%	23%	22%	21%	23%	-	*	-	*	
	Male	47%	41%	<b>26%</b>	25%	26%	17%	*	-	-	*	28%	18%	22%	27%	21%	26%	-	-	*	-	*	
	Female	49%	44%	<b>29%</b>	20%	32%	*	*	*	-	*	30%	22%	*	31%	23%	-	29%	-	*	-	-	
Science	All	49%	46%	<b>22%</b>	57%	19%	*	*	-	-	*	23%	*	*	24%	8%	24%	19%	-	-	-	-	
	Students																						
	CWD	23%	18%	*	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	52%	49%	<b>24%</b>	*	21%	*	-	-	-	*	25%	*	-	24%	9%	26%	22%	-	-	-	-	
	EL	21%	20%	<b>8%</b>	-	8%	-	*	-	-	-	9%	*	*	9%	8%	13%	0%	-	-	-	-	
	Male	50%	45%	<b>24%</b>	*	23%	*	*	-	-	-	26%	*	*	26%	13%	24%	-	-	-	-	-	
	Female	49%	46%	<b>19%</b>	*	13%	*	-	-	-	*	21%	*	*	22%	0%	-	19%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>9%</b>	5%	10%	0%	*	*	-	*	9%	6%	3%	9%	5%	8%	10%	-	*	-	*	
	Students																						
	CWD	8%	5%	<b>3%</b>	*	2%	*	*	-	-	*	3%	*	3%	-	0%	5%	0%	-	-	-	-	
	CWOD	23%	20%	<b>9%</b>	4%	10%	0%	*	*	-	*	10%	7%	-	9%	6%	9%	10%	-	*	-	*	
	EL	9%	8%	<b>5%</b>	-	5%	-	*	*	-	-	5%	4%	0%	6%	5%	5%	6%	-	*	-	*	
	Male	20%	17%	<b>8%</b>	9%	8%	0%	*	-	-	*	8%	6%	5%	9%	5%	8%	-	-	*	-	*	
	Female	22%	20%	<b>10%</b>	2%	11%	*	*	*	-	*	10%	5%	0%	10%	6%	-	10%	-	*	-	-	
Reading	All	19%	16%	<b>10%</b>	0%	12%	0%	*	*	-	*	11%	6%	0%	11%	7%	9%	12%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>0%</b>	*	0%	*	*	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	20%	18%	<b>11%</b>	0%	13%	0%	*	*	-	*	12%	7%	-	11%	7%	10%	12%	-	*	-	*	
	EL	7%	7%	<b>7%</b>	-	7%	-	*	*	-	-	7%	4%	*	7%	7%	6%	7%	-	*	-	*	
	Male	16%	13%	<b>9%</b>	0%	10%	*	*	-	-	*	10%	4%	0%	10%	6%	9%	-	-	*	-	*	
	Female	22%	20%	<b>12%</b>	0%	14%	*	*	*	-	*	12%	11%	*	12%	7%	-	12%	-	*	-	-	
Mathematics	All	23%	20%	<b>8%</b>	10%	8%	0%	*	*	-	*	9%	4%	7%	8%	5%	7%	9%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>7%</b>	*	5%	*	*	-	-	*	8%	*	7%	-	0%	11%	*	-	-	-	-	
	CWOD	25%	21%	<b>8%</b>	9%	8%	0%	*	*	-	*	9%	5%	-	8%	6%	7%	9%	-	*	-	*	
	EL	13%	11%	<b>5%</b>	-	5%	-	*	*	-	-	5%	4%	0%	6%	5%	4%	6%	-	*	-	*	
	Male	23%	19%	<b>7%</b>	19%	6%	0%	*	-	-	*	7%	7%	11%	7%	4%	7%	-	-	*	-	*	
	Female	24%	20%	<b>9%</b>	4%	10%	*	*	*	-	*	10%	0%	*	9%	6%	-	9%	-	*	-	-	
Science	All	22%	20%	<b>7%</b>	0%	8%	*	*	-	-	*	6%	*	*	8%	0%	8%	6%	-	-	-	-	
	Students																						
	CWD	7%	4%	*	*	*	-	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	8%	*	9%	*	-	-	-	*	7%	*	-	8%	0%	10%	6%	-	-	-	-
EL	5%	5%	0%	-	0%	-	*	-	-	0%	*	*	0%	0%	0%	0%	0%	-	-	-	-
Male	23%	20%	8%	*	9%	*	*	-	-	7%	*	*	10%	0%	8%	-	-	-	-	-	-
Female	21%	20%	6%	*	7%	*	-	-	-	6%	*	*	6%	0%	-	6%	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	52	67	*	*	*	-	*	65	61	71
CWD	61	*	73	*	*	-	-	*	60	61	63
CWOD	65	52	67	*	*	*	-	*	65	-	72
EL	71	-	71	-	*	*	-	-	71	63	71
Male	65	*	68	*	*	-	-	*	65	50	69
Female	65	53	66	*	*	*	-	*	64	75	72
<b>Mathematics</b>											
All Students	64	78	63	*	*	*	-	*	65	68	70
CWD	68	*	62	*	*	-	-	*	72	68	70
CWOD	64	78	63	*	*	*	-	*	65	-	70
EL	70	-	69	-	*	*	-	-	69	70	70
Male	62	70	61	*	*	-	-	*	63	64	69
Female	67	83	64	*	*	*	-	*	68	75	70

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
344	44	13%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	33	*	33	*	*	*	-	*	35	*	27
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	100%	*	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	*	-	-	100%	98%	100%	100%	100%	100%	99%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	98%	100%	100%	99%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	*	100%	98%	100%	100%	99%	100%	99%	-
	CWD	100%	100%	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	98%	-	100%	99%	100%	99%	-
	EL	99%	-	99%	-	*	*	-	-	100%	96%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	*	*	*	-	*	100%	95%	100%	99%	99%	-	99%	-
Science	All Students	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	*	-	-	-	100%	*	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	*	-	-	-	*	100%	*	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	*	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	*	-	-	0%	2%	0%	0%	0%	0%	1%	-
	Male	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	3%	0%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-



		African	American	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	Hispanic	Islander	More	Disadv	Econ						
		American	White	Indian	Races	Disadv	Disadv						
EL		0%	-	0%	*	*	-	0%	0%	0%	0%	0%	-
Male		0%	0%	0%	*	-	-	0%	0%	0%	0%	-	-
Female		0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	-
Mathematics	All	0%	0%	0%	*	*	-	0%	2%	0%	0%	1%	0%
	Students												
	CWD	0%	0%	0%	*	*	-	0%	*	0%	-	0%	0%
	CWOD	0%	0%	0%	*	*	-	0%	2%	-	0%	1%	0%
	EL	1%	-	1%	*	*	-	0%	4%	0%	1%	1%	0%
	Male	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	-
	Female	1%	0%	1%	*	*	-	0%	5%	0%	1%	1%	-
Science	All	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%
	Students												
	CWD	0%	*	0%	-	*	-	0%	*	0%	-	0%	0%
	CWOD	0%	0%	0%	*	-	-	0%	0%	-	0%	0%	0%
	EL	0%	-	0%	-	*	-	0%	0%	0%	0%	0%	0%
	Male	0%	*	0%	*	-	-	0%	0%	0%	0%	0%	-
	Female	0%	*	0%	*	-	-	0%	*	*	0%	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
											(Section	(Section
											504)	504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	17	*	8	5	*	*	*	*	*		
	Female	7	*	5	*	*	*	*	*	*		
	Total	24	*	13	5	*	*	*	*	*		
<b>Out-of-School Suspensions</b>												
	Male	10	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	*	*	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	9	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	9	*	5	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	38	8	23	5	*	*	*	*	11	5	*
	Female	24	*	17	5	*	*	*	*	11	*	*
	Total	62	10	40	10	*	*	*	*	22	5	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	41	*	32	5	*	*	*	*	29	*
	Female	36	*	32	*	*	*	*	*	26	*
	Total	77	*	64	7	*	*	*	*	55	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	9.0	19.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.1	0.2%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 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
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>5</b>	<b>1%</b>
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** REMYNSE EL

**Campus ID:** 220901159

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17													
	Rates												41%	
	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17													
	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African	American	Pacific	Two	Non												Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
<b>Grade 3</b>																								
Reading	All	77%	70%	<b>65%</b>	63%	64%	-	-	*	-	*	68%	59%	*	66%	58%	62%	70%	-	*	-	-	-	
	Students																							
	CWD	51%	46%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	*	-	-
	CWOD	79%	72%	<b>66%</b>	64%	66%	-	-	*	-	-	70%	58%	-	66%	63%	61%	73%	-	*	-	-	-	
	EL	70%	69%	<b>58%</b>	*	56%	-	-	-	-	-	57%	*	*	63%	58%	57%	58%	-	*	-	-	-	-
	Male	74%	68%	<b>62%</b>	61%	58%	-	-	*	-	*	71%	*	*	61%	57%	62%	-	-	*	-	-	-	-
	Female	79%	73%	<b>70%</b>	67%	71%	-	-	*	-	-	63%	82%	*	73%	58%	-	70%	-	*	-	-	-	-
Mathematics	All	77%	71%	<b>72%</b>	70%	75%	-	-	*	-	*	68%	82%	*	76%	73%	74%	70%	-	*	-	-	-	
	Students																							
	CWD	52%	43%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	*	-	-
	CWOD	80%	73%	<b>76%</b>	71%	81%	-	-	*	-	-	72%	84%	-	76%	79%	75%	77%	-	*	-	-	-	-
	EL	74%	73%	<b>73%</b>	*	72%	-	-	-	-	-	71%	*	*	79%	73%	71%	75%	-	*	-	-	-	-
	Male	77%	70%	<b>74%</b>	72%	74%	-	-	*	-	*	75%	73%	*	75%	71%	74%	-	-	*	-	-	-	-
	Female	78%	71%	<b>70%</b>	67%	76%	-	-	*	-	-	58%	91%	*	77%	75%	-	70%	-	*	-	-	-	-
<b>Grade 4</b>																								
Reading	All	72%	67%	<b>61%</b>	52%	63%	*	*	*	-	*	58%	69%	50%	62%	68%	62%	59%	-	*	-	-	-	
	Students																							
	CWD	46%	47%	<b>50%</b>	*	*	*	-	-	-	*	*	50%	-	*	*	*	-	-	*	-	-	-	-
	CWOD	75%	69%	<b>62%</b>	55%	62%	*	*	*	-	*	60%	69%	-	62%	70%	64%	60%	-	*	-	-	-	-
	EL	60%	56%	<b>68%</b>	*	67%	-	-	-	-	-	67%	*	*	70%	68%	73%	60%	-	-	-	-	-	-
	Male	70%	64%	<b>62%</b>	53%	64%	-	*	*	-	-	60%	67%	*	64%	73%	62%	-	-	*	-	-	-	-
	Female	75%	70%	<b>59%</b>	*	61%	*	-	-	-	*	56%	*	*	60%	60%	-	59%	-	-	-	-	-	-
Mathematics	All	77%	74%	<b>68%</b>	61%	72%	*	*	*	-	*	69%	63%	*	72%	80%	69%	66%	-	*	-	-	-	
	Students																							
	CWD	49%	49%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	*	-	-	-	-
	CWOD	81%	76%	<b>72%</b>	65%	76%	*	*	*	-	*	75%	62%	-	72%	87%	72%	72%	-	*	-	-	-	-
	EL	72%	72%	<b>80%</b>	*	79%	-	-	-	-	-	79%	*	*	87%	80%	73%	90%	-	-	-	-	-	-
	Male	77%	72%	<b>69%</b>	67%	68%	-	*	*	-	-	67%	75%	*	72%	73%	69%	-	-	*	-	-	-	-
	Female	78%	76%	<b>66%</b>	*	78%	*	-	-	-	*	72%	*	*	72%	90%	-	66%	-	-	-	-	-	-
<b>Grade 5</b>																								
Reading	All	83%	80%	<b>83%</b>	75%	89%	*	-	-	-	*	81%	92%	*	87%	83%	85%	81%	-	*	-	-	-	
	Students																							
	CWD	54%	47%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-

				African	American	Pacific	Two or More	Econ	Non Econ											Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>87%</b>	82%	93%	*	-	-	-	86%	92%	-	87%	88%	97%	79%	-	*	-	-	
	EL	73%	70%	<b>83%</b>	-	86%	*	-	-	-	86%	*	*	88%	83%	87%	80%	-	*	-	-	
	Male	81%	77%	<b>85%</b>	75%	92%	*	-	-	-	81%	100%	*	97%	87%	85%	-	-	-	-	-	
	Female	86%	82%	<b>81%</b>	75%	85%	*	-	-	-	80%	83%	*	79%	80%	-	81%	-	*	-	-	
Mathematics	All	90%	85%	<b>90%</b>	80%	98%	*	-	-	-	91%	85%	88%	90%	93%	91%	89%	-	*	-	-	
	Students																					
	CWD	70%	56%	<b>88%</b>	*	*	*	-	-	-	86%	*	88%	-	*	*	*	-	-	-	-	
	CWOD	92%	89%	<b>90%</b>	82%	98%	*	-	-	-	92%	83%	-	90%	92%	93%	88%	-	*	-	-	
	EL	86%	81%	<b>93%</b>	-	96%	*	-	-	-	96%	*	*	92%	93%	100%	87%	-	*	-	-	
	Male	89%	84%	<b>91%</b>	75%	100%	*	-	-	-	93%	86%	*	93%	100%	91%	-	-	-	-	-	
	Female	91%	86%	<b>89%</b>	83%	95%	*	-	-	-	90%	83%	*	88%	87%	-	89%	-	*	-	-	
Science	All	75%	69%	<b>70%</b>	55%	80%	*	-	-	-	70%	69%	*	74%	73%	74%	67%	-	*	-	-	
	Students																					
	CWD	48%	38%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	78%	72%	<b>74%</b>	59%	83%	*	-	-	-	74%	75%	-	74%	77%	83%	67%	-	*	-	-	
	EL	62%	57%	<b>73%</b>	-	75%	*	-	-	-	79%	*	*	77%	73%	73%	73%	-	*	-	-	
	Male	76%	69%	<b>74%</b>	63%	79%	*	-	-	-	74%	71%	*	83%	73%	74%	-	-	-	-	-	
	Female	75%	69%	<b>67%</b>	50%	80%	*	-	-	-	67%	*	*	67%	73%	-	67%	-	*	-	-	
Grade 6	All	68%	67%	<b>64%</b>	52%	68%	*	-	*	-	64%	65%	*	66%	36%	56%	73%	-	*	-	*	
	Reading																					
	Students																					
	CWD	35%	33%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	71%	70%	<b>66%</b>	59%	68%	*	-	*	-	67%	63%	-	66%	36%	55%	76%	-	*	-	*	
	EL	42%	46%	<b>36%</b>	*	42%	-	-	-	-	*	*	-	36%	36%	*	*	-	-	-	-	
	Male	63%	61%	<b>56%</b>	50%	58%	*	-	-	-	52%	64%	*	55%	*	56%	-	-	*	-	*	
	Female	72%	73%	<b>73%</b>	*	79%	*	-	*	-	75%	*	*	76%	*	-	73%	-	*	-	-	
Mathematics	All	76%	76%	<b>73%</b>	62%	84%	*	-	*	-	72%	76%	*	76%	71%	79%	67%	-	*	-	*	
	Students																					
	CWD	50%	46%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	79%	80%	<b>76%</b>	71%	84%	*	-	*	-	76%	75%	-	76%	71%	83%	69%	-	*	-	*	
	EL	61%	67%	<b>71%</b>	*	75%	-	-	-	-	78%	*	-	71%	71%	78%	*	-	-	-	-	
	Male	76%	76%	<b>79%</b>	57%	95%	*	-	-	-	83%	73%	*	83%	78%	79%	-	-	*	-	*	
	Female	77%	77%	<b>67%</b>	71%	74%	*	-	*	-	63%	83%	*	69%	*	-	67%	-	*	-	-	

**STAAR Percent at Meets Grade Level or Above**

Grade 3	All	43%	35%	<b>29%</b>	23%	33%	-	-	*	-	28%	32%	*	26%	31%	26%	33%	-	*	-	-	
	Reading																					
	Students																					
	CWD	28%	21%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	44%	36%	<b>26%</b>	21%	31%	-	-	*	-	26%	26%	-	26%	33%	22%	31%	-	*	-	-	
	EL	32%	32%	<b>31%</b>	*	28%	-	-	-	-	24%	*	*	33%	31%	21%	42%	-	*	-	-	
	Male	40%	33%	<b>26%</b>	22%	26%	-	-	*	-	25%	*	*	22%	21%	26%	-	-	*	-	-	
	Female	45%	37%	<b>33%</b>	25%	41%	-	-	*	-	32%	36%	*	31%	42%	-	33%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>28%</b>	23%	31%	-	-	*	-	*	28%	27%	*	26%	35%	26%	30%	-	*	-	
	Students																					
	CWD	30%	23%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	48%	38%	<b>26%</b>	21%	31%	-	-	*	-	-	28%	21%	-	26%	38%	22%	31%	-	*	-	-
	EL	39%	38%	<b>35%</b>	*	32%	-	-	-	-	-	33%	*	*	38%	35%	43%	25%	-	*	-	-
	Female	45%	35%	<b>30%</b>	42%	24%	-	-	*	-	-	26%	36%	*	31%	25%	-	30%	-	*	-	-
Grade 4 Reading	All	45%	40%	<b>32%</b>	26%	33%	*	*	*	-	*	35%	25%	30%	33%	32%	31%	34%	-	*	-	
	Students																					
	CWD	28%	30%	<b>30%</b>	*	*	*	-	-	-	-	*	*	30%	-	*	*	*	-	-	-	-
	CWOD	47%	41%	<b>33%</b>	25%	32%	*	*	*	-	*	35%	23%	-	33%	35%	31%	36%	-	*	-	-
	EL	29%	28%	<b>32%</b>	*	33%	-	-	-	-	-	33%	*	*	35%	32%	27%	40%	-	-	-	-
	Female	47%	42%	<b>34%</b>	*	28%	*	-	-	-	*	36%	*	*	36%	40%	-	34%	-	-	-	-
Mathematics	All	48%	40%	<b>27%</b>	17%	30%	*	*	*	-	*	27%	25%	*	28%	32%	36%	14%	-	*	-	
	Students																					
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>28%</b>	20%	30%	*	*	*	-	*	29%	23%	-	28%	35%	36%	16%	-	*	-	-
	EL	38%	35%	<b>32%</b>	*	29%	-	-	-	-	-	33%	*	*	35%	32%	40%	20%	-	-	-	-
	Female	47%	40%	<b>14%</b>	*	17%	*	-	-	-	*	16%	*	*	16%	20%	-	14%	-	-	-	-
Grade 5 Reading	All	53%	49%	<b>54%</b>	55%	55%	*	-	-	-	*	54%	54%	*	56%	53%	56%	53%	-	*	-	
	Students																					
	CWD	30%	25%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	56%	51%	<b>56%</b>	59%	56%	*	-	-	-	-	56%	58%	-	56%	54%	62%	52%	-	*	-	-
	EL	35%	30%	<b>53%</b>	-	54%	*	-	-	-	-	57%	*	*	54%	53%	53%	53%	-	*	-	-
	Female	56%	51%	<b>53%</b>	50%	55%	*	-	-	-	*	53%	50%	*	52%	53%	-	53%	-	*	-	-
Mathematics	All	57%	50%	<b>49%</b>	35%	53%	*	-	-	-	*	47%	62%	63%	48%	50%	51%	47%	-	*	-	
	Students																					
	CWD	34%	24%	<b>63%</b>	*	*	*	-	-	-	*	57%	*	63%	-	*	*	*	-	-	-	-
	CWOD	60%	52%	<b>48%</b>	35%	52%	*	-	-	-	-	45%	58%	-	48%	46%	53%	42%	-	*	-	-
	EL	46%	39%	<b>50%</b>	-	50%	*	-	-	-	-	54%	*	*	46%	50%	53%	47%	-	*	-	-
	Female	58%	50%	<b>47%</b>	33%	50%	*	-	-	-	*	43%	67%	*	42%	47%	-	47%	-	*	-	-
Science	All	40%	34%	<b>34%</b>	30%	34%	*	-	-	-	*	33%	38%	*	35%	27%	35%	33%	-	*	-	
	Students																					
	CWD	25%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	42%	35%	<b>35%</b>	29%	37%	*	-	-	-	-	34%	42%	-	35%	27%	38%	33%	-	*	-	-
	EL	24%	18%	<b>27%</b>	-	25%	*	-	-	-	-	29%	*	*	27%	27%	20%	33%	-	*	-	-
	Female	38%	32%	<b>33%</b>	17%	40%	*	-	-	-	*	33%	*	*	33%	33%	-	33%	-	*	-	-

					African	American	Two or Non			Econ			Econ						Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
Grade 6	Reading	All	38%	37%	<b>31%</b>	38%	24%	*	-	*	-	*	32%	29%	*	29%	7%	32%	30%	-	*	-	*
		Students																					
		CWD	22%	22%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	40%	38%	<b>29%</b>	41%	22%	*	-	*	-	*	31%	25%	-	29%	7%	28%	31%	-	*	-	*
		EL	14%	15%	<b>7%</b>	*	8%	-	-	-	-	-	*	*	-	7%	7%	*	*	-	-	-	-
		Male	34%	32%	<b>32%</b>	36%	26%	*	-	-	-	-	30%	36%	*	28%	*	32%	-	-	*	-	*
		Female	42%	42%	<b>30%</b>	*	21%	*	-	*	-	*	33%	*	*	31%	*	-	30%	-	*	-	-
	Mathematics	All	43%	46%	<b>45%</b>	29%	55%	*	-	*	-	*	45%	47%	*	45%	21%	47%	43%	-	*	-	*
		Students																					
		CWD	23%	27%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
		CWOD	46%	48%	<b>45%</b>	29%	54%	*	-	*	-	*	45%	44%	-	45%	21%	45%	45%	-	*	-	*
		EL	24%	31%	<b>21%</b>	*	25%	-	-	-	-	-	22%	*	-	21%	21%	22%	*	-	-	-	-
		Male	44%	46%	<b>47%</b>	29%	58%	*	-	-	-	-	43%	55%	*	45%	22%	47%	-	-	*	-	*
		Female	42%	46%	<b>43%</b>	29%	53%	*	-	*	-	*	46%	33%	*	45%	*	-	43%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>6%</b>	10%	0%	-	-	*	-	*	2%	14%	*	5%	4%	8%	3%	-	*	-	-
		Students																					
		CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
		CWOD	26%	20%	<b>5%</b>	11%	0%	-	-	*	-	-	2%	11%	-	5%	4%	6%	4%	-	*	-	-
		EL	15%	16%	<b>4%</b>	*	0%	-	-	-	-	-	5%	*	*	4%	4%	0%	8%	-	*	-	-
		Male	22%	17%	<b>8%</b>	11%	0%	-	-	*	-	*	0%	*	*	6%	0%	8%	-	-	*	-	-
		Female	26%	20%	<b>3%</b>	8%	0%	-	-	*	-	-	5%	0%	*	4%	8%	-	3%	-	*	-	-
	Mathematics	All	22%	15%	<b>13%</b>	13%	11%	-	-	*	-	*	17%	5%	*	13%	15%	15%	10%	-	*	-	-
		Students																					
		CWD	12%	5%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
		CWOD	24%	16%	<b>13%</b>	14%	13%	-	-	*	-	-	19%	0%	-	13%	17%	14%	12%	-	*	-	-
		EL	17%	16%	<b>15%</b>	*	12%	-	-	-	-	-	19%	*	*	17%	15%	21%	8%	-	*	-	-
		Male	23%	17%	<b>15%</b>	11%	16%	-	-	*	-	*	18%	9%	*	14%	21%	15%	-	-	*	-	-
		Female	21%	14%	<b>10%</b>	17%	6%	-	-	*	-	-	16%	0%	*	12%	8%	-	10%	-	*	-	-
Grade 4	Reading	All	23%	19%	<b>15%</b>	9%	16%	*	*	*	-	*	20%	0%	0%	18%	24%	14%	17%	-	*	-	-
		Students																					
		CWD	9%	9%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
		CWOD	25%	20%	<b>18%</b>	10%	19%	*	*	*	-	*	23%	0%	-	18%	26%	17%	20%	-	*	-	-
		EL	12%	11%	<b>24%</b>	*	25%	-	-	-	-	-	25%	*	*	26%	24%	20%	30%	-	*	-	-
		Male	22%	18%	<b>14%</b>	7%	16%	-	*	*	-	-	20%	0%	*	17%	20%	14%	-	-	*	-	-
		Female	25%	21%	<b>17%</b>	*	17%	-	-	-	-	*	20%	*	*	20%	30%	-	17%	-	-	-	-
	Mathematics	All	26%	20%	<b>10%</b>	13%	9%	*	*	*	-	*	9%	13%	*	10%	8%	12%	7%	-	*	-	-
		Students																					
		CWD	11%	10%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	28%	21%	<b>10%</b>	15%	8%	*	*	*	-	*	10%	8%	-	10%	9%	11%	8%	-	*	-	-
		EL	18%	14%	<b>8%</b>	*	4%	-	-	-	-	-	8%	*	*	9%	8%	7%	10%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	Male	27%	21%	<b>12%</b>	13%	12%	-	*	*	-	-	10%	17%	*	11%	7%	12%	-	-	*	-	-	
	Female	25%	19%	<b>7%</b>	*	6%	*	-	-	-	*	8%	*	*	8%	10%	-	7%	-	-	-	-	
Grade 5	All	26%	23%	<b>19%</b>	15%	20%	*	-	-	-	*	18%	23%	*	21%	20%	18%	19%	-	*	-	-	
Reading	Students																						
	CWD	9%	7%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	27%	24%	<b>21%</b>	18%	22%	*	-	-	-	-	20%	25%	-	21%	23%	21%	21%	-	*	-	-	
	EL	12%	8%	<b>20%</b>	-	21%	*	-	-	-	-	21%	*	*	23%	20%	20%	20%	-	*	-	-	
	Male	24%	21%	<b>18%</b>	13%	17%	*	-	-	-	-	15%	29%	*	21%	20%	18%	-	-	-	-	-	
	Female	28%	25%	<b>19%</b>	17%	25%	*	-	-	-	*	20%	17%	*	21%	20%	-	19%	-	*	-	-	
Mathematics	All	30%	24%	<b>17%</b>	15%	16%	*	-	-	-	*	12%	38%	0%	19%	10%	14%	19%	-	*	-	-	
	Students																						
	CWD	13%	7%	<b>0%</b>	*	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-	-
	CWOD	31%	26%	<b>19%</b>	18%	17%	*	-	-	-	-	14%	42%	-	19%	12%	17%	21%	-	*	-	-	
	EL	19%	13%	<b>10%</b>	-	11%	*	-	-	-	-	11%	*	*	12%	10%	13%	7%	-	*	-	-	
	Male	29%	24%	<b>14%</b>	13%	12%	*	-	-	-	-	11%	29%	*	17%	13%	14%	-	-	-	-	-	
	Female	30%	24%	<b>19%</b>	17%	20%	*	-	-	-	*	13%	50%	*	21%	7%	-	19%	-	*	-	-	
Science	All	16%	13%	<b>7%</b>	5%	7%	*	-	-	-	*	7%	8%	*	8%	3%	9%	6%	-	*	-	-	
	Students																						
	CWD	9%	5%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	17%	14%	<b>8%</b>	6%	7%	*	-	-	-	-	8%	8%	-	8%	4%	10%	6%	-	*	-	-	
	EL	7%	4%	<b>3%</b>	-	4%	*	-	-	-	-	4%	*	*	4%	3%	7%	0%	-	*	-	-	
	Male	18%	14%	<b>9%</b>	13%	4%	*	-	-	-	-	7%	14%	*	10%	7%	9%	-	-	-	-	-	
	Female	15%	12%	<b>6%</b>	0%	10%	*	-	-	-	*	7%	*	*	6%	0%	-	6%	-	*	-	-	
Grade 6	All	18%	17%	<b>8%</b>	5%	8%	*	-	*	-	*	6%	12%	*	9%	0%	3%	13%	-	*	-	*	
Reading	Students																						
	CWD	8%	6%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	20%	19%	<b>9%</b>	6%	8%	*	-	*	-	*	7%	13%	-	9%	0%	3%	14%	-	*	-	*	
	EL	4%	5%	<b>0%</b>	*	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	
	Male	15%	13%	<b>3%</b>	7%	0%	*	-	-	-	-	0%	9%	*	3%	*	3%	-	-	*	-	*	
	Female	22%	22%	<b>13%</b>	*	16%	*	-	*	-	*	13%	*	*	14%	*	-	13%	-	*	-	-	
Mathematics	All	18%	21%	<b>9%</b>	0%	13%	*	-	*	-	*	11%	6%	*	10%	0%	6%	13%	-	*	-	*	
	Students																						
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	19%	22%	<b>10%</b>	0%	14%	*	-	*	-	*	12%	6%	-	10%	0%	7%	14%	-	*	-	*	
	EL	6%	9%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Male	18%	21%	<b>6%</b>	0%	11%	*	-	-	-	-	9%	0%	*	7%	0%	6%	-	-	*	-	*	
	Female	17%	21%	<b>13%</b>	0%	16%	*	-	*	-	*	13%	17%	*	14%	*	-	13%	-	*	-	-	

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>72%</b>	63%	77%	56%	*	88%	-	67%	72%	72%	51%	74%	73%	72%	72%	-	21%	-	*	
	Students																						

				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ											Foster	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWD	45%	38%	<b>51%</b>	37%	55%	71%	-	-	*	45%	71%	51%	-	45%	51%	52%	-	*	-	-	
	CWOD	80%	76%	<b>74%</b>	67%	79%	50%	*	88%	-	*	75%	73%	-	74%	76%	75%	74%	-	23%	-	*
	EL	60%	59%	<b>73%</b>	63%	74%	*	-	-	-	*	76%	57%	45%	76%	73%	73%	74%	-	*	-	-
	Male	74%	69%	<b>72%</b>	63%	77%	63%	*	*	-	*	73%	70%	51%	75%	73%	72%	-	*	-	*	
	Female	79%	76%	<b>72%</b>	64%	78%	53%	-	*	-	*	70%	77%	52%	74%	74%	-	72%	-	*	-	-
Reading	All	73%	68%	<b>68%</b>	61%	71%	60%	*	*	-	*	68%	69%	52%	70%	65%	66%	71%	-	*	-	*
	Students																					
	CWD	39%	32%	<b>52%</b>	*	57%	*	-	-	-	*	43%	75%	52%	-	*	47%	58%	-	*	-	-
	CWOD	77%	72%	<b>70%</b>	65%	73%	*	*	*	-	*	71%	68%	-	70%	68%	68%	73%	-	*	-	*
	EL	52%	51%	<b>65%</b>	*	66%	*	-	-	-	-	67%	54%	*	68%	65%	64%	67%	-	*	-	-
	Male	69%	64%	<b>66%</b>	58%	69%	*	*	*	-	*	67%	63%	47%	68%	64%	66%	-	-	*	-	*
	Female	77%	73%	<b>71%</b>	64%	74%	*	-	*	-	*	69%	78%	58%	73%	67%	-	71%	-	*	-	-
Mathematics	All	80%	75%	<b>76%</b>	68%	83%	50%	*	*	-	*	76%	76%	55%	79%	81%	78%	74%	-	*	-	*
	Students																					
	CWD	52%	42%	<b>55%</b>	42%	57%	*	-	-	-	*	48%	75%	55%	-	*	63%	42%	-	*	-	-
	CWOD	83%	79%	<b>79%</b>	72%	85%	*	*	*	-	*	79%	77%	-	79%	84%	80%	77%	-	*	-	*
	EL	70%	69%	<b>81%</b>	*	82%	*	-	-	-	-	83%	69%	*	84%	81%	81%	81%	-	*	-	-
	Male	78%	73%	<b>78%</b>	67%	84%	*	*	*	-	*	79%	76%	63%	80%	81%	78%	-	-	*	-	*
	Female	82%	78%	<b>74%</b>	69%	81%	*	-	*	-	*	72%	78%	42%	77%	81%	-	74%	-	*	-	-
Science	All	79%	74%	<b>70%</b>	55%	80%	*	-	-	-	*	70%	69%	*	74%	73%	74%	67%	-	*	-	-
	Students																					
	CWD	48%	40%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	82%	78%	<b>74%</b>	59%	83%	*	-	-	-	-	74%	75%	-	74%	77%	83%	67%	-	*	-	-
	EL	58%	57%	<b>73%</b>	-	75%	*	-	-	-	-	79%	*	*	77%	73%	73%	73%	-	*	-	-
	Male	78%	72%	<b>74%</b>	63%	79%	*	-	-	-	-	74%	71%	*	83%	73%	74%	-	-	-	-	-
	Female	80%	77%	<b>67%</b>	50%	80%	*	-	-	-	*	67%	*	*	67%	73%	-	67%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>37%</b>	30%	39%	48%	*	50%	-	56%	37%	36%	40%	36%	35%	37%	36%	-	4%	-	*
	Students																					
	CWD	23%	19%	<b>40%</b>	30%	39%	71%	-	-	-	*	36%	53%	40%	-	30%	42%	37%	-	*	-	-
	CWOD	50%	45%	<b>36%</b>	30%	39%	39%	*	50%	-	*	37%	34%	-	36%	35%	37%	36%	-	5%	-	*
	EL	26%	25%	<b>35%</b>	38%	34%	*	-	-	-	-	36%	21%	30%	35%	35%	34%	35%	-	*	-	-
	Male	45%	40%	<b>37%</b>	28%	41%	63%	*	*	-	*	37%	37%	42%	37%	34%	37%	-	-	*	-	*
	Female	50%	45%	<b>36%</b>	32%	37%	41%	-	*	-	*	36%	35%	37%	36%	35%	-	36%	-	*	-	-
Reading	All	46%	41%	<b>37%</b>	34%	37%	50%	*	*	-	*	38%	34%	42%	36%	35%	36%	38%	-	*	-	*
	Students																					
	CWD	22%	18%	<b>42%</b>	*	43%	*	-	-	-	*	39%	50%	42%	-	*	42%	42%	-	*	-	-
	CWOD	48%	44%	<b>36%</b>	34%	36%	*	*	*	-	*	38%	32%	-	36%	36%	35%	38%	-	*	-	*
	EL	21%	21%	<b>35%</b>	*	35%	*	-	-	-	-	37%	23%	*	36%	35%	30%	40%	-	*	-	-
	Male	41%	37%	<b>36%</b>	31%	37%	*	*	*	-	*	36%	34%	42%	35%	30%	36%	-	-	*	-	*
	Female	50%	47%	<b>38%</b>	38%	36%	*	-	*	-	*	40%	33%	42%	38%	40%	-	38%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	48%	42%	<b>37%</b>	26%	43%	40%	*	*	-	*	37%	38%	42%	36%	37%	39%	34%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>42%</b>	25%	43%	*	-	-	-	*	35%	63%	42%	-	*	47%	33%	-	*	-	-	
	CWOD	51%	45%	<b>36%</b>	26%	43%	*	*	*	-	*	37%	35%	-	36%	37%	38%	35%	-	*	-	*	
	EL	33%	31%	<b>37%</b>	*	36%	*	-	-	-	-	39%	23%	*	37%	37%	42%	31%	-	*	-	-	
	Male	47%	41%	<b>39%</b>	22%	48%	*	*	*	-	*	39%	39%	47%	38%	42%	39%	-	-	*	-	*	
Female	49%	44%	<b>34%</b>	31%	36%	*	-	*	-	*	34%	37%	33%	35%	31%	-	34%	-	*	-	-		
Science	All	49%	46%	<b>34%</b>	30%	34%	*	-	-	-	*	33%	38%	*	35%	27%	35%	33%	-	*	-	-	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>35%</b>	29%	37%	*	-	-	-	-	34%	42%	-	35%	27%	38%	33%	-	*	-	-	
	EL	21%	20%	<b>27%</b>	-	25%	*	-	-	-	-	29%	*	*	27%	27%	20%	33%	-	*	-	-	
	Male	50%	45%	<b>35%</b>	50%	29%	*	-	-	-	-	33%	43%	*	38%	20%	35%	-	-	-	-	-	
Female	49%	46%	<b>33%</b>	17%	40%	*	-	-	-	*	33%	*	*	33%	33%	-	33%	-	*	-	-		

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>12%</b>	10%	11%	20%	*	38%	-	22%	11%	12%	4%	13%	10%	11%	12%	-	4%	-	*	
	Students																						
	CWD	8%	5%	<b>4%</b>	0%	3%	0%	-	-	-	*	0%	18%	4%	-	0%	7%	0%	-	*	-	-	
	CWOD	23%	20%	<b>13%</b>	11%	12%	28%	*	38%	-	*	13%	11%	-	13%	12%	12%	14%	-	5%	-	*	
	EL	9%	8%	<b>10%</b>	38%	10%	*	-	-	-	-	12%	0%	0%	12%	10%	11%	10%	-	*	-	-	
	Male	20%	17%	<b>11%</b>	9%	10%	38%	*	*	-	*	10%	13%	7%	12%	11%	11%	-	-	*	-	*	
Female	22%	20%	<b>12%</b>	10%	13%	12%	-	*	-	*	13%	10%	0%	14%	10%	-	12%	-	*	-	-		
Reading	All	19%	16%	<b>12%</b>	10%	12%	20%	*	*	-	*	12%	12%	3%	13%	14%	11%	14%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>3%</b>	*	0%	*	-	-	-	*	0%	13%	3%	-	*	5%	0%	-	*	-	-	
	CWOD	20%	18%	<b>13%</b>	11%	13%	*	*	*	-	*	14%	12%	-	13%	15%	12%	15%	-	*	-	*	
	EL	7%	7%	<b>14%</b>	*	13%	*	-	-	-	-	16%	0%	*	15%	14%	11%	17%	-	*	-	-	
	Male	16%	13%	<b>11%</b>	9%	9%	*	*	*	-	*	9%	15%	5%	12%	11%	11%	-	-	*	-	*	
Female	22%	20%	<b>14%</b>	10%	15%	*	-	*	-	*	15%	7%	0%	15%	17%	-	14%	-	*	-	-		
Mathematics	All	23%	20%	<b>12%</b>	11%	12%	20%	*	*	-	*	12%	13%	6%	13%	9%	12%	13%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>6%</b>	0%	7%	*	-	-	-	*	0%	25%	6%	-	*	11%	0%	-	*	-	-	
	CWOD	25%	21%	<b>13%</b>	12%	13%	*	*	*	-	*	14%	12%	-	13%	10%	12%	14%	-	*	-	*	
	EL	13%	11%	<b>9%</b>	*	8%	*	-	-	-	-	11%	0%	*	10%	9%	11%	7%	-	*	-	-	
	Male	23%	19%	<b>12%</b>	9%	13%	*	*	*	-	*	12%	12%	11%	12%	11%	12%	-	-	*	-	*	
Female	24%	20%	<b>13%</b>	13%	12%	*	-	*	-	*	12%	15%	0%	14%	7%	-	13%	-	*	-	-		
Science	All	22%	20%	<b>7%</b>	5%	7%	*	-	-	-	*	7%	8%	*	8%	3%	9%	6%	-	*	-	-	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	24%	22%	<b>8%</b>	6%	7%	*	-	-	-	-	8%	8%	-	8%	4%	10%	6%	-	*	-	-	
	EL	5%	5%	<b>3%</b>	-	4%	*	-	-	-	-	4%	*	*	4%	3%	7%	0%	-	*	-	-	
	Male	23%	20%	<b>9%</b>	13%	4%	*	-	-	-	-	7%	14%	*	10%	7%	9%	-	-	-	-	-	
Female	21%	20%	<b>6%</b>	0%	10%	*	-	-	-	*	7%	*	*	6%	0%	-	6%	-	*	-	-		



State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Reading</b>											
All Students	64	60	63	81	*	*	-	*	67	50	68
CWD	50	67	*	*	-	-	-	*	50	50	*
CWOD	66	59	66	100	*	*	-	*	69	-	72
EL	68	*	70	*	-	-	-	-	71	*	68
Male	55	50	55	*	*	*	-	-	59	43	58
Female	75	74	73	*	-	*	-	*	75	*	80
<b>Mathematics</b>											
All Students	74	75	73	69	*	*	-	*	72	84	68
CWD	84	89	75	*	-	-	-	*	79	84	*
CWOD	73	72	72	*	*	*	-	*	71	-	69
EL	68	*	69	*	-	-	-	-	68	*	68
Male	78	74	77	*	*	*	-	-	76	77	73
Female	70	76	67	*	-	*	-	*	68	100	63

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
176	32	18%

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	34	42	41	*	*	-	*	40	*	39
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y						Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	*	*	-	-	-	*	100%	*	100%	-	*	100%	*	-	
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-	
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	*	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	0%	0%	*	0%	0%	0%	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)	
<b>Students Without Disabilities</b>													
In-School Suspensions													
	Male	25	8	17	*	*	*	*	*	5			
	Female	9	5	*	*	*	*	*	*	*			
	Total	34	13	19	*	*	*	*	*	5			
Out-of-School Suspensions													
	Male	23	7	16	*	*	*	*	*	*			
	Female	13	7	*	*	*	*	*	*	*			
	Total	36	14	18	*	*	*	*	*	*			
Expulsions													
With Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Without Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Under Zero Tolerance Policies													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
School-Related Arrests													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Referrals to Law Enforcement													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
<b>Students With Disabilities</b>													
In-School Suspensions													

		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)
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	8	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	*	*	*	*	*	*	*	*	*	*	*
With Educational Services	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	37	11	20	*	*	*	*	*	8	8	*
	Female	30	*	26	*	*	*	*	*	11	*	*
	Total	67	13	46	*	*	*	*	*	19	10	*

Incidents of Violence

Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

**Total**

On the basis of sex	<b>Total</b>
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs	Male	9	5	*	*	*	*	*	*	*	*
	Female	24	11	11	*	*	*	*	*	8	*
	Total	33	16	13	*	*	*	*	*	10	*
Accelerated Coursework	Male	-	-	-	-	-	-	-	-	-	-
Advanced Placement Courses	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.8	20.9%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	2.0	5.0%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.5%

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-



	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	16	3%
Reading	43,730	1%	378	1%	7	3%
Mathematics	39,178	1%	351	1%	7	3%
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		Grade 8	Reading	Overall	29	24	44	40	26	32
Black	42			40	43	42	14	17	n/a	1
Hispanic	34			33	45	44	20	22	1	1
White	17			16	43	39	37	39	3	6
American Indian	*			37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12
Pacific Islander	*			35	*	42	*	22	*	2
Two or More Races	23			18	42	40	31	36	5	6
Econ Disadv	38			35	45	43	16	20	1	1
Students with Disabilities	65			61	29	29	6	9	n/a	1
English Language Learners	62		68	33	27	5	5	n/a	n/a	
Mathematics	Overall		30	30	37	36	24	24	9	10
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities	67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** ROARK EL

**Campus ID:** 220901110

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through												
		2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through												
		2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through												
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through												
		2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
<b>EL Progress</b>		Baseline 2016-17												
		Rates											41%	
		2017-18 through												
		2021-22												42%
		2022-23 through												
		2026-27												44%
	<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through												
		2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or Non		Econ		Econ				Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>73%</b>	57%	78%	*	-	-	-	*	78%	*	*	78%	80%	65%	81%	-	*	-	-
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>78%</b>	62%	81%	*	-	-	-	*	80%	*	-	78%	84%	70%	84%	-	*	-	-
	EL	70%	69%	<b>80%</b>	-	80%	-	-	-	-	-	78%	*	*	84%	80%	73%	84%	-	-	-	-
	Male	74%	68%	<b>65%</b>	*	78%	*	-	-	-	*	70%	*	*	70%	73%	65%	-	-	*	-	-
	Female	79%	73%	<b>81%</b>	*	79%	-	-	-	-	-	84%	*	*	84%	84%	-	81%	-	*	-	-
	Mathematics	All	77%	71%	<b>79%</b>	71%	83%	*	-	-	-	*	83%	56%	*	83%	83%	77%	81%	-	*	-
Students																						
CWD	52%	43%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
CWOD	80%	73%	<b>83%</b>	77%	84%	*	-	-	-	*	84%	71%	-	83%	84%	81%	84%	-	*	-	-	
EL	74%	73%	<b>83%</b>	-	83%	-	-	-	-	-	83%	*	*	84%	83%	87%	80%	-	-	-	-	
Male	77%	70%	<b>77%</b>	60%	89%	*	-	-	-	*	87%	*	*	81%	87%	77%	-	-	*	-	-	
Female	78%	71%	<b>81%</b>	*	79%	-	-	-	-	-	81%	*	*	84%	80%	-	81%	-	*	-	-	
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>52%</b>	46%	54%	*	-	*	-	*	51%	63%	*	55%	57%	54%	50%	-	*	-	*
	Students																					
	CWD	46%	47%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>55%</b>	46%	57%	*	-	*	-	*	54%	63%	-	55%	61%	57%	52%	-	*	-	*
	EL	60%	56%	<b>57%</b>	-	59%	-	-	*	-	-	56%	*	*	61%	57%	58%	56%	-	-	-	-
	Male	70%	64%	<b>54%</b>	55%	54%	*	-	*	-	-	54%	*	*	57%	58%	54%	-	-	*	-	*
Female	75%	70%	<b>50%</b>	*	55%	*	-	-	-	*	46%	*	*	52%	56%	-	50%	-	-	-	-	
Mathematics	All	77%	74%	<b>69%</b>	54%	75%	*	-	*	-	*	68%	75%	*	72%	91%	69%	68%	-	*	-	*
	Students																					
	CWD	49%	49%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	81%	76%	<b>72%</b>	54%	78%	*	-	*	-	*	71%	75%	-	72%	97%	73%	70%	-	*	-	*
	EL	72%	72%	<b>91%</b>	-	91%	-	-	*	-	-	91%	*	*	97%	91%	89%	94%	-	-	-	-
	Male	77%	72%	<b>69%</b>	64%	73%	*	-	*	-	-	71%	*	*	73%	89%	69%	-	-	*	-	*
Female	78%	76%	<b>68%</b>	*	77%	*	-	-	-	*	63%	*	*	70%	94%	-	68%	-	-	-	-	
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>85%</b>	100%	81%	*	-	*	-	*	88%	*	*	90%	76%	81%	88%	-	-	-	-
	Students																					
CWD	54%	47%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	

				African	Hispanic	White	American	Asian	Pacific	Two or More	Econ	Non Econ				EL	Male	Female	Migrant	Homeless	Foster	Care	Military
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	CWOD	87%	83%	<b>90%</b>	100%	88%	*	-	*	-	*	93%	*	-	90%	82%	93%	88%	-	-	-	-	
	EL	73%	70%	<b>76%</b>	-	76%	-	-	*	-	*	82%	*	*	82%	76%	67%	83%	-	-	-	-	
	Male	81%	77%	<b>81%</b>	100%	76%	*	-	-	*	86%	*	*	*	93%	67%	81%	-	-	-	-	-	
	Female	86%	82%	<b>88%</b>	*	86%	*	-	*	-	90%	*	*	*	88%	83%	-	88%	-	-	-	-	
Mathematics	All	90%	85%	<b>94%</b>	100%	94%	*	-	*	-	*	93%	100%	*	97%	95%	91%	97%	-	-	-	-	
	Students																						
	CWD	70%	56%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	92%	89%	<b>97%</b>	100%	98%	*	-	*	-	*	96%	100%	*	97%	97%	96%	97%	-	-	-	-	
	EL	86%	81%	<b>95%</b>	-	95%	-	-	*	-	94%	100%	*	*	97%	95%	93%	96%	-	-	-	-	
	Male	89%	84%	<b>91%</b>	100%	92%	*	-	-	*	90%	*	*	*	96%	93%	91%	-	-	-	-	-	
	Female	91%	86%	<b>97%</b>	*	96%	*	-	*	-	97%	*	*	*	97%	96%	-	97%	-	-	-	-	
Science	All	75%	69%	<b>75%</b>	89%	72%	*	-	*	-	*	74%	83%	*	79%	68%	78%	71%	-	-	-	-	
	Students																						
	CWD	48%	38%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	78%	72%	<b>79%</b>	89%	77%	*	-	*	-	*	79%	*	-	79%	71%	86%	73%	-	-	-	-	
	EL	62%	57%	<b>68%</b>	-	68%	-	-	*	-	67%	*	*	*	71%	68%	73%	65%	-	-	-	-	
	Male	76%	69%	<b>78%</b>	*	80%	*	-	-	*	76%	*	*	*	86%	73%	78%	-	-	-	-	-	
	Female	75%	69%	<b>71%</b>	*	66%	*	-	*	-	72%	*	*	*	73%	65%	-	71%	-	-	-	-	
Grade 6	All	68%	67%	<b>56%</b>	*	58%	*	-	-	-	57%	*	*	*	60%	44%	50%	61%	-	*	-	-	
	Students																						
	CWD	35%	33%	*	-	*	-	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>60%</b>	*	64%	*	-	-	-	62%	*	-	-	60%	50%	53%	65%	-	*	-	-	
	EL	42%	46%	<b>44%</b>	-	44%	-	-	-	-	50%	*	*	*	50%	44%	*	50%	-	-	-	-	
	Male	63%	61%	<b>50%</b>	*	56%	-	-	-	-	47%	*	*	*	53%	*	50%	-	-	*	-	-	
	Female	72%	73%	<b>61%</b>	*	59%	*	-	-	-	65%	*	*	*	65%	50%	-	61%	-	*	-	-	
Mathematics	All	76%	76%	<b>76%</b>	*	79%	*	-	-	-	74%	83%	*	*	84%	81%	67%	82%	-	*	-	-	
	Students																						
	CWD	50%	46%	*	-	*	-	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>84%</b>	*	91%	*	-	-	-	84%	83%	-	-	84%	91%	82%	85%	-	*	-	-	
	EL	61%	67%	<b>81%</b>	-	81%	-	-	-	-	83%	*	*	*	91%	81%	70%	88%	-	-	-	-	
	Male	76%	76%	<b>67%</b>	*	71%	-	-	-	-	65%	*	*	*	82%	70%	67%	-	-	*	-	-	
	Female	77%	77%	<b>82%</b>	*	86%	*	-	-	-	83%	*	*	*	85%	88%	-	82%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>32%</b>	21%	35%	*	-	-	-	*	33%	*	*	34%	40%	26%	38%	-	*	-	-	
	Students																						
	CWD	28%	21%	*	*	*	-	-	-	*	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>34%</b>	23%	37%	*	-	-	*	35%	*	-	-	34%	43%	30%	39%	-	*	-	-	
	EL	32%	32%	<b>40%</b>	-	40%	-	-	-	-	39%	*	*	*	43%	40%	33%	44%	-	-	-	-	
	Male	40%	33%	<b>26%</b>	*	28%	*	-	-	*	26%	*	*	*	30%	33%	26%	-	-	*	-	-	
	Female	45%	37%	<b>38%</b>	*	39%	-	-	-	-	39%	*	*	*	39%	44%	-	38%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>40%</b>	43%	39%	*	-	-	-	*	44%	11%	*	43%	45%	39%	41%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	*	-	-
	CWOD	48%	38%	<b>43%</b>	46%	42%	*	-	-	-	*	47%	14%	-	43%	49%	44%	42%	-	*	-	-	
	EL	39%	38%	<b>45%</b>	-	45%	-	-	-	-	-	47%	*	*	49%	45%	47%	44%	-	-	-	-	-
	Male	47%	38%	<b>39%</b>	40%	39%	*	-	-	-	*	48%	*	*	44%	47%	39%	-	-	*	-	-	-
Female	45%	35%	<b>41%</b>	*	39%	-	-	-	-	-	42%	*	*	42%	44%	-	41%	-	*	-	-	-	
Grade 4 Reading	All	45%	40%	<b>19%</b>	8%	19%	*	-	*	-	*	19%	25%	*	20%	20%	10%	32%	-	*	-	*	
	Students																						
	CWD	28%	30%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>20%</b>	8%	20%	*	-	*	-	*	20%	25%	-	20%	21%	11%	33%	-	*	-	*	
	EL	29%	28%	<b>20%</b>	-	21%	-	-	*	-	-	19%	*	*	21%	20%	11%	31%	-	-	-	-	-
	Male	43%	39%	<b>10%</b>	9%	8%	*	-	*	-	-	11%	*	*	11%	11%	10%	-	-	*	-	-	*
Female	47%	42%	<b>32%</b>	*	32%	*	-	-	-	*	29%	*	*	33%	31%	-	32%	-	-	-	-	-	
Mathematics	All	48%	40%	<b>30%</b>	23%	33%	*	-	*	-	*	29%	38%	*	31%	34%	28%	32%	-	*	-	*	
	Students																						
	CWD	29%	30%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>31%</b>	23%	35%	*	-	*	-	*	30%	38%	-	31%	36%	30%	33%	-	*	-	*	
	EL	38%	35%	<b>34%</b>	-	35%	-	-	*	-	-	34%	*	*	36%	34%	32%	38%	-	-	-	-	-
	Male	48%	41%	<b>28%</b>	27%	31%	*	-	*	-	-	29%	*	*	30%	32%	28%	-	-	*	-	-	*
Female	47%	40%	<b>32%</b>	*	36%	*	-	-	-	*	29%	*	*	33%	38%	-	32%	-	-	-	-	-	
Grade 5 Reading	All	53%	49%	<b>39%</b>	88%	30%	*	-	*	-	*	40%	*	*	43%	24%	38%	41%	-	-	-	-	
	Students																						
	CWD	30%	25%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>43%</b>	88%	33%	*	-	*	-	*	44%	*	-	43%	26%	43%	44%	-	-	-	-	-
	EL	35%	30%	<b>24%</b>	-	22%	-	-	*	-	-	24%	*	*	26%	24%	13%	30%	-	-	-	-	-
	Male	50%	46%	<b>38%</b>	80%	28%	*	-	-	-	*	41%	*	*	43%	13%	38%	-	-	-	-	-	-
Female	56%	51%	<b>41%</b>	*	31%	*	-	*	-	-	39%	*	*	44%	30%	-	41%	-	-	-	-	-	
Mathematics	All	57%	50%	<b>45%</b>	75%	40%	*	-	*	-	*	46%	33%	*	49%	42%	34%	55%	-	-	-	-	
	Students																						
	CWD	34%	24%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>49%</b>	75%	45%	*	-	*	-	*	50%	40%	-	49%	47%	39%	58%	-	-	-	-	-
	EL	46%	39%	<b>42%</b>	-	41%	-	-	*	-	-	42%	40%	*	47%	42%	13%	61%	-	-	-	-	-
	Male	57%	49%	<b>34%</b>	80%	24%	*	-	-	-	*	34%	*	*	39%	13%	34%	-	-	-	-	-	-
Female	58%	50%	<b>55%</b>	*	54%	*	-	*	-	-	57%	*	*	58%	61%	-	55%	-	-	-	-	-	
Science	All	40%	34%	<b>25%</b>	67%	17%	*	-	*	-	*	26%	17%	*	28%	13%	34%	17%	-	-	-	-	
	Students																						
	CWD	25%	18%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>28%</b>	67%	19%	*	-	*	-	*	29%	*	-	28%	15%	39%	18%	-	-	-	-	-
	EL	24%	18%	<b>13%</b>	-	11%	-	-	*	-	-	12%	*	*	15%	13%	13%	13%	-	-	-	-	-
	Male	42%	35%	<b>34%</b>	*	24%	*	-	-	-	*	34%	*	*	39%	13%	34%	-	-	-	-	-	-
Female	38%	32%	<b>17%</b>	*	10%	*	-	*	-	-	19%	*	*	18%	13%	-	17%	-	-	-	-	-	



					African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Races	Two or More	Econ	Disadv	Non Econ	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Grade 6																													
Reading	All	38%	37%	<b>19%</b>	*	18%	*	-	-	-	-	-	-	17%	*	*	21%	4%	15%	21%	-	*	-	-	-	-	-		
	Students																												
	CWD	22%	22%	*	-	*	-	-	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	
	CWOD	40%	38%	<b>21%</b>	*	21%	*	-	-	-	-	-	-	19%	*	-	21%	5%	18%	23%	-	*	-	-	-	-	-	-	
	EL	14%	15%	<b>4%</b>	-	4%	-	-	-	-	-	-	-	5%	*	*	5%	4%	*	6%	-	-	-	-	-	-	-	-	
	Male	34%	32%	<b>15%</b>	*	19%	-	-	-	-	-	-	-	16%	*	*	18%	*	15%	-	-	-	-	-	-	-	-	-	
	Female	42%	42%	<b>21%</b>	*	18%	*	-	-	-	-	-	-	17%	*	*	23%	6%	-	21%	-	*	-	-	-	-	-	-	
Mathematics	All	43%	46%	<b>47%</b>	*	54%	*	-	-	-	-	-	47%	50%	*	53%	54%	52%	43%	-	*	-	-	-	-	-			
	Students																												
	CWD	23%	27%	*	-	*	-	-	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	
	CWOD	46%	48%	<b>53%</b>	*	64%	*	-	-	-	-	-	-	54%	50%	-	53%	64%	65%	46%	-	*	-	-	-	-	-	-	
	EL	24%	31%	<b>54%</b>	-	54%	-	-	-	-	-	-	-	61%	*	*	64%	54%	60%	50%	-	-	-	-	-	-	-	-	
	Male	44%	46%	<b>52%</b>	*	65%	-	-	-	-	-	-	-	50%	*	*	65%	60%	52%	-	-	-	-	-	-	-	-	-	
	Female	42%	46%	<b>43%</b>	*	45%	*	-	-	-	-	-	-	43%	*	*	46%	50%	-	43%	-	*	-	-	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																													
Grade 3																													
Reading	All	24%	19%	<b>22%</b>	14%	24%	*	-	-	-	*	22%	*	*	24%	28%	19%	25%	-	*	-	-	-	-	-	-	-		
	Students																												
	CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	
	CWOD	26%	20%	<b>24%</b>	15%	26%	*	-	-	-	*	24%	*	-	24%	30%	22%	26%	-	*	-	-	-	-	-	-	-	-	
	EL	15%	16%	<b>28%</b>	-	28%	-	-	-	-	-	25%	*	*	30%	28%	27%	28%	-	-	-	-	-	-	-	-	-	-	
	Male	22%	17%	<b>19%</b>	*	22%	*	-	-	-	*	17%	*	*	22%	27%	19%	-	-	-	-	-	-	-	-	-	-	-	
	Female	26%	20%	<b>25%</b>	*	25%	-	-	-	-	-	26%	*	*	26%	28%	-	25%	-	*	-	-	-	-	-	-	-	-	
Mathematics	All	22%	15%	<b>16%</b>	14%	15%	*	-	-	-	*	19%	0%	*	17%	18%	16%	16%	-	*	-	-	-	-	-	-	-		
	Students																												
	CWD	12%	5%	*	*	*	-	-	-	-	*	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	
	CWOD	24%	16%	<b>17%</b>	15%	16%	*	-	-	-	*	20%	0%	-	17%	19%	19%	16%	-	*	-	-	-	-	-	-	-	-	
	EL	17%	16%	<b>18%</b>	-	18%	-	-	-	-	-	19%	*	*	19%	18%	20%	16%	-	-	-	-	-	-	-	-	-	-	
	Male	23%	17%	<b>16%</b>	10%	17%	*	-	-	-	*	22%	*	*	19%	20%	16%	-	-	-	-	-	-	-	-	-	-	-	
	Female	21%	14%	<b>16%</b>	*	14%	-	-	-	-	-	16%	*	*	16%	16%	-	16%	-	*	-	-	-	-	-	-	-	-	
Grade 4																													
Reading	All	23%	19%	<b>9%</b>	0%	10%	*	-	*	-	*	10%	0%	*	9%	11%	5%	14%	-	*	-	-	-	-	-	-	*		
	Students																												
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	
	CWOD	25%	20%	<b>9%</b>	0%	11%	*	-	*	-	*	11%	0%	-	9%	12%	5%	15%	-	*	-	-	-	-	-	-	-	*	
	EL	12%	11%	<b>11%</b>	-	12%	-	-	*	-	-	13%	*	*	12%	11%	11%	13%	-	-	-	-	-	-	-	-	-	-	
	Male	22%	18%	<b>5%</b>	0%	8%	*	-	*	-	-	6%	*	*	5%	11%	5%	-	-	-	-	-	-	-	-	-	-	*	
	Female	25%	21%	<b>14%</b>	*	14%	*	-	-	-	-	17%	*	*	15%	13%	-	14%	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	26%	20%	<b>12%</b>	0%	17%	*	-	*	-	*	14%	0%	*	13%	14%	13%	11%	-	*	-	-	-	-	-	-	*		
	Students																												
	CWD	11%	10%	*	-	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	

					African	American		Pacific			Two or More	Econ	Non Econ							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
		CWOD	28%	21%	<b>13%</b>	0%	17%	*	-	*	-	*	14%	0%	-	13%	15%	14%	11%	-	*	-	*
		EL	18%	14%	<b>14%</b>	-	15%	-	-	*	-	16%	*	*	15%	14%	21%	6%	-	-	-	-	*
		Male	27%	21%	<b>13%</b>	0%	19%	*	-	*	-	14%	*	*	14%	21%	13%	-	-	-	*	-	*
		Female	25%	19%	<b>11%</b>	*	14%	*	-	-	-	13%	*	*	11%	6%	-	11%	-	-	-	-	-
Grade 5																							
	Reading	All	26%	23%	<b>14%</b>	25%	11%	*	-	*	-	*	15%	*	*	15%	5%	19%	9%	-	-	-	-
		Students																					
		CWD	9%	7%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	27%	24%	<b>15%</b>	25%	13%	*	-	*	-	16%	*	-	15%	6%	21%	9%	-	-	-	-	-
		EL	12%	8%	<b>5%</b>	-	5%	-	-	*	-	6%	*	*	6%	5%	7%	4%	-	-	-	-	-
		Male	24%	21%	<b>19%</b>	40%	12%	*	-	-	-	21%	*	*	21%	7%	19%	-	-	-	-	-	-
		Female	28%	25%	<b>9%</b>	*	10%	*	-	*	-	10%	*	*	9%	4%	-	9%	-	-	-	-	-
	Mathematics	All	30%	24%	<b>18%</b>	38%	17%	*	-	*	-	*	19%	17%	*	20%	13%	19%	18%	-	-	-	-
		Students																					
		CWD	13%	7%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	31%	26%	<b>20%</b>	38%	19%	*	-	*	-	20%	20%	-	20%	15%	21%	19%	-	-	-	-	-
		EL	19%	13%	<b>13%</b>	-	14%	-	-	*	-	12%	20%	*	15%	13%	7%	17%	-	-	-	-	-
		Male	29%	24%	<b>19%</b>	40%	16%	*	-	-	-	21%	*	*	21%	7%	19%	-	-	-	-	-	-
		Female	30%	24%	<b>18%</b>	*	18%	*	-	*	-	17%	*	*	19%	17%	-	18%	-	-	-	-	-
	Science	All	16%	13%	<b>10%</b>	33%	4%	*	-	*	-	*	11%	0%	*	11%	5%	16%	6%	-	-	-	-
		Students																					
		CWD	9%	5%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	17%	14%	<b>11%</b>	33%	4%	*	-	*	-	13%	*	-	11%	6%	18%	6%	-	-	-	-	-
		EL	7%	4%	<b>5%</b>	-	3%	-	-	*	-	6%	*	*	6%	5%	7%	4%	-	-	-	-	-
		Male	18%	14%	<b>16%</b>	*	8%	*	-	-	-	17%	*	*	18%	7%	16%	-	-	-	-	-	-
		Female	15%	12%	<b>6%</b>	*	0%	*	-	*	-	6%	*	*	6%	4%	-	6%	-	-	-	-	-
Grade 6																							
	Reading	All	18%	17%	<b>17%</b>	*	16%	*	-	-	-	14%	*	*	19%	0%	15%	18%	-	*	-	-	-
		Students																					
		CWD	8%	6%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	20%	19%	<b>19%</b>	*	18%	*	-	-	-	16%	*	-	19%	0%	18%	19%	-	-	*	-	-
		EL	4%	5%	<b>0%</b>	-	0%	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-	-
		Male	15%	13%	<b>15%</b>	*	19%	-	-	-	-	16%	*	*	18%	*	15%	-	-	-	*	-	-
		Female	22%	22%	<b>18%</b>	*	14%	*	-	-	-	13%	*	*	19%	0%	-	18%	-	-	*	-	-
	Mathematics	All	18%	21%	<b>18%</b>	*	21%	*	-	-	-	19%	17%	*	21%	12%	19%	18%	-	*	-	-	-
		Students																					
		CWD	9%	7%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
		CWOD	19%	22%	<b>21%</b>	*	24%	*	-	-	-	22%	17%	-	21%	14%	24%	19%	-	-	*	-	-
		EL	6%	9%	<b>12%</b>	-	12%	-	-	-	-	13%	*	*	14%	12%	10%	13%	-	-	-	-	-
		Male	18%	21%	<b>19%</b>	*	24%	-	-	-	-	20%	*	*	24%	10%	19%	-	-	-	*	-	-
		Female	17%	21%	<b>18%</b>	*	18%	*	-	-	-	17%	*	*	19%	13%	-	18%	-	-	*	-	-

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
All Grades	All Subjects	All	77%	72%	<b>74%</b>	65%	76%	62%	-	*	-	78%	75%	66%	29%	77%	76%	71%	76%	-	75%	-	*	
	Students																							
		CWD	45%	38%	<b>29%</b>	*	33%	*	-	-	*	29%	*	29%	-	34%	22%	43%	-	-	-	-	-	
		CWOD	80%	76%	<b>77%</b>	67%	80%	72%	-	*	-	100%	78%	70%	-	77%	80%	77%	78%	-	75%	-	*	
		EL	60%	59%	<b>76%</b>	-	76%	-	-	*	-	-	77%	71%	34%	80%	76%	73%	78%	-	-	-	-	
		Male	74%	69%	<b>71%</b>	62%	74%	*	-	*	-	71%	72%	60%	22%	77%	73%	71%	-	-	75%	-	*	
		Female	79%	76%	<b>76%</b>	73%	77%	69%	-	*	-	*	77%	72%	43%	78%	78%	-	76%	-	*	-	-	
Reading	All	All	73%	68%	<b>67%</b>	58%	69%	70%	-	*	-	*	69%	52%	*	71%	67%	63%	71%	-	*	-	*	
	Students																							
		CWD	39%	32%	*	*	*	*	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-
		CWOD	77%	72%	<b>71%</b>	60%	73%	88%	-	*	-	*	73%	58%	-	71%	71%	69%	73%	-	*	-	*	
		EL	52%	51%	<b>67%</b>	-	67%	-	-	*	-	-	68%	53%	*	71%	67%	60%	71%	-	-	-	-	
		Male	69%	64%	<b>63%</b>	53%	66%	*	-	*	-	*	65%	50%	*	69%	60%	63%	-	-	*	-	*	
		Female	77%	73%	<b>71%</b>	69%	71%	*	-	*	-	*	73%	54%	*	73%	71%	-	71%	-	*	-	-	
Mathematics	All	All	80%	75%	<b>80%</b>	67%	83%	50%	-	*	-	*	80%	76%	35%	83%	88%	76%	83%	-	83%	-	*	
	Students																							
		CWD	52%	42%	<b>35%</b>	*	41%	*	-	-	*	33%	*	35%	-	46%	*	*	-	-	-	-	-	
		CWOD	83%	79%	<b>83%</b>	69%	88%	63%	-	*	-	*	84%	81%	-	83%	92%	83%	84%	-	83%	-	*	
		EL	70%	69%	<b>88%</b>	-	88%	-	-	*	-	-	88%	87%	46%	92%	88%	86%	89%	-	-	-	-	
		Male	78%	73%	<b>76%</b>	67%	81%	*	-	*	-	*	79%	63%	*	83%	86%	76%	-	-	*	-	*	
		Female	82%	78%	<b>83%</b>	69%	85%	*	-	*	-	*	81%	92%	*	84%	89%	-	83%	-	*	-	-	
Science	All	All	79%	74%	<b>75%</b>	89%	72%	*	-	*	-	*	74%	83%	*	79%	68%	78%	71%	-	-	-	-	
	Students																							
		CWD	48%	40%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	82%	78%	<b>79%</b>	89%	77%	*	-	*	-	*	79%	*	-	79%	71%	86%	73%	-	-	-	-	
		EL	58%	57%	<b>68%</b>	-	68%	-	-	*	-	-	67%	*	*	71%	68%	73%	65%	-	-	-	-	
		Male	78%	72%	<b>78%</b>	*	80%	*	-	-	-	*	76%	*	*	86%	73%	78%	-	-	-	-	-	
		Female	80%	77%	<b>71%</b>	*	66%	*	-	*	-	-	72%	*	*	73%	65%	-	71%	-	-	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>33%</b>	34%	31%	33%	-	*	-	78%	33%	28%	0%	36%	31%	30%	36%	-	8%	-	*
	Students																						
		CWD	23%	19%	<b>0%</b>	*	0%	*	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-	-
		CWOD	50%	45%	<b>36%</b>	34%	34%	39%	-	*	-	100%	36%	32%	-	36%	34%	34%	38%	-	8%	-	*
		EL	26%	25%	<b>31%</b>	-	31%	-	-	*	-	-	32%	26%	0%	34%	31%	24%	36%	-	-	-	-
		Male	45%	40%	<b>30%</b>	34%	28%	*	-	*	-	71%	31%	20%	0%	34%	24%	30%	-	-	13%	-	*
		Female	50%	45%	<b>36%</b>	33%	34%	46%	-	*	-	*	35%	38%	0%	38%	36%	-	36%	-	*	-	-
Reading	All	All	46%	41%	<b>28%</b>	26%	26%	50%	-	*	-	*	28%	28%	*	30%	24%	22%	34%	-	*	-	*
	Students																						
		CWD	22%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
		CWOD	48%	44%	<b>30%</b>	26%	28%	63%	-	*	-	*	30%	31%	-	30%	26%	25%	35%	-	*	-	*
		EL	21%	21%	<b>24%</b>	-	24%	-	-	*	-	-	24%	27%	*	26%	24%	16%	30%	-	-	-	-

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	Male	41%	37%	<b>22%</b>	23%	20%	*	-	*	-	*	24%	13%	*	25%	16%	22%	-	-	*	-	*	
	Female	50%	47%	<b>34%</b>	31%	31%	*	-	*	-	*	32%	46%	*	35%	30%	-	34%	-	*	-	-	
Mathematics	All	48%	42%	<b>40%</b>	35%	41%	20%	-	*	-	*	41%	31%	0%	43%	43%	37%	43%	-	17%	-	*	
	Students																						
	CWD	26%	21%	<b>0%</b>	*	0%	*	-	-	-	*	0%	*	0%	-	0%	*	*	-	-	-	-	-
	CWOD	51%	45%	<b>43%</b>	36%	45%	25%	-	*	-	*	44%	35%	-	43%	48%	41%	45%	-	17%	-	*	
	EL	33%	31%	<b>43%</b>	-	43%	-	-	*	-	-	45%	27%	0%	48%	43%	36%	49%	-	-	-	-	
	Male	47%	41%	<b>37%</b>	37%	37%	*	-	*	-	*	38%	25%	*	41%	36%	37%	-	-	*	-	*	
	Female	49%	44%	<b>43%</b>	31%	44%	*	-	*	-	*	44%	38%	*	45%	49%	-	43%	-	*	-	-	
Science	All	49%	46%	<b>25%</b>	67%	17%	*	-	*	-	*	26%	17%	*	28%	13%	34%	17%	-	-	-	-	
	Students																						
	CWD	23%	18%	<b>*</b>	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>28%</b>	67%	19%	*	-	*	-	*	29%	*	-	28%	15%	39%	18%	-	-	-	-	
	EL	21%	20%	<b>13%</b>	-	11%	-	-	*	-	-	12%	*	*	15%	13%	13%	13%	-	-	-	-	
	Male	50%	45%	<b>34%</b>	*	24%	*	-	-	-	*	34%	*	*	39%	13%	34%	-	-	-	-	-	
	Female	49%	46%	<b>17%</b>	*	10%	*	-	*	-	-	19%	*	*	18%	13%	-	17%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>15%</b>	13%	15%	19%	-	*	-	44%	16%	9%	0%	16%	12%	15%	15%	-	0%	-	*	
	Students																						
	CWD	8%	5%	<b>0%</b>	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-	
	CWOD	23%	20%	<b>16%</b>	13%	16%	22%	-	*	-	57%	17%	11%	-	16%	14%	17%	16%	-	0%	-	*	
	EL	9%	8%	<b>12%</b>	-	12%	-	-	*	-	-	13%	9%	0%	14%	12%	13%	12%	-	-	-	-	
	Male	20%	17%	<b>15%</b>	12%	15%	*	-	*	-	57%	17%	6%	0%	17%	13%	15%	-	-	0%	-	*	
	Female	22%	20%	<b>15%</b>	13%	14%	31%	-	*	-	*	15%	14%	0%	16%	12%	-	15%	-	*	-	-	
Reading	All	19%	16%	<b>15%</b>	9%	15%	30%	-	*	-	*	15%	14%	*	16%	12%	14%	16%	-	*	-	*	
	Students																						
	CWD	7%	5%	<b>*</b>	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	20%	18%	<b>16%</b>	10%	16%	38%	-	*	-	*	17%	15%	-	16%	13%	16%	17%	-	*	-	*	
	EL	7%	7%	<b>12%</b>	-	13%	-	-	*	-	-	12%	13%	*	13%	12%	12%	13%	-	-	-	-	
	Male	16%	13%	<b>14%</b>	10%	14%	*	-	*	-	*	14%	13%	*	16%	12%	14%	-	-	*	-	*	
	Female	22%	20%	<b>16%</b>	8%	16%	*	-	*	-	*	17%	15%	*	17%	13%	-	16%	-	*	-	-	
Mathematics	All	23%	20%	<b>16%</b>	12%	17%	10%	-	*	-	*	17%	7%	0%	17%	14%	16%	16%	-	0%	-	*	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	0%	*	-	-	-	*	0%	*	0%	-	0%	*	*	-	-	-	-	
	CWOD	25%	21%	<b>17%</b>	12%	19%	13%	-	*	-	*	19%	8%	-	17%	16%	18%	17%	-	0%	-	*	
	EL	13%	11%	<b>14%</b>	-	15%	-	-	*	-	-	15%	7%	0%	16%	14%	15%	14%	-	-	-	-	
	Male	23%	19%	<b>16%</b>	10%	19%	*	-	*	-	*	19%	0%	*	18%	15%	16%	-	-	*	-	*	
	Female	24%	20%	<b>16%</b>	15%	16%	*	-	*	-	*	16%	15%	*	17%	14%	-	16%	-	*	-	-	
Science	All	22%	20%	<b>10%</b>	33%	4%	*	-	*	-	*	11%	0%	*	11%	5%	16%	6%	-	-	-	-	
	Students																						
	CWD	7%	4%	<b>*</b>	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	11%	33%	4%	*	-	*	-	*	13%	*	-	11%	6%	18%	6%	-	-	-	-
EL	5%	5%	5%	-	3%	-	-	*	-	-	6%	*	*	6%	5%	7%	4%	-	-	-	-
Male	23%	20%	16%	*	8%	*	-	-	-	*	17%	*	*	18%	7%	16%	-	-	-	-	-
Female	21%	20%	6%	*	0%	*	-	*	-	-	6%	*	*	6%	4%	-	6%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	62	57	64	*	-	*	-	*	62	54	59
CWD	54	-	58	*	-	-	-	-	50	54	*
CWOD	63	57	64	*	-	*	-	*	63	-	60
EL	59	-	59	-	-	*	-	-	57	*	59
Male	64	56	67	*	-	*	-	*	64	*	61
Female	61	61	61	*	-	*	-	-	60	*	57
<b>Mathematics</b>											
All Students	67	61	70	*	-	*	-	*	68	67	74
CWD	67	-	71	*	-	-	-	-	64	67	70
CWOD	67	61	69	*	-	*	-	*	68	-	74
EL	74	-	73	-	-	*	-	-	74	70	74
Male	61	53	65	*	-	*	-	*	62	60	64
Female	73	78	74	*	-	*	-	*	74	*	82

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
245	41	17%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	41	37	41	*	-	*	-	*	41	*	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	91%	-	100%	-	100%	100%	100%	96%	100%	100%	99%	100%	-
	CWD	96%	*	100%	*	-	-	-	*	95%	100%	96%	-	100%	94%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	78%	-	*	-	100%	99%	100%	94%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	90%	-	*	-	*	100%	100%	95%	100%	100%	99%	100%	-
	CWD	95%	*	100%	*	-	-	-	*	94%	*	95%	-	100%	93%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	*	-	*	-	*	99%	100%	93%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	90%	-	*	-	*	100%	100%	95%	100%	100%	99%	100%	-
	CWD	95%	*	100%	*	-	-	-	*	94%	*	95%	-	100%	93%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	*	-	*	-	*	99%	100%	93%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	*	*	*	-
	CWOD	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	*	*	100%	100%	100%	-	-
	Female	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	9%	-	0%	-	0%	0%	0%	4%	0%	0%	1%	0%	-
	CWD	4%	*	0%	*	-	-	-	*	5%	0%	4%	-	0%	6%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	22%	-	*	-	0%	1%	0%	6%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	10%	-	*	-	*	0%	0%	5%	0%	0%	1%	0%	-
	CWD	5%	*	0%	*	-	-	-	*	6%	*	5%	-	0%	7%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-



		African	American		American	Pacific	Two or	Econ	Non								
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	*	-	*	-	*	1%	0%	7%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	10%	-	*	-	*	0%	0%	5%	0%	0%	1%	0%	-
	Students																
	CWD	5%	*	0%	*	-	-	-	*	6%	*	5%	-	0%	7%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	*	-	*	-	*	1%	0%	7%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
<b>Students Without Disabilities</b>												
In-School Suspensions	Male	15	*	11	*	*	*	*	*	8		
	Female	7	*	5	*	*	*	*	*	*		
	Total	22	*	16	*	*	*	*	*	10		
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	19	8	11	*	*	*	*	*	8	5	*
	Female	28	5	17	*	*	*	*	*	11	8	*
	Total	47	13	28	*	*	*	*	*	19	13	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	30	5	23	*	*	*	*	*	17	*
	Female	23	5	14	*	*	*	*	*	11	*
	Total	53	10	37	*	*	*	*	*	28	*
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	6.7	16.5%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.3	0.8%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 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
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** SAM HOUSTON H S

**Campus ID:** 220901002

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
			2017-18 through 2021-22											
<b>EL Progress</b>		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		Student Achievement by Proficiency Level																				
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
End of Course																						
English I	All	64%	58%	<b>49%</b>	45%	50%	45%	*	59%	*	*	50%	46%	12%	54%	31%	43%	56%	-	39%	*	*
	Students																					
	CWD	25%	17%	<b>12%</b>	10%	12%	*	-	*	-	-	12%	13%	12%	-	9%	14%	8%	-	*	-	*
	CWOD	68%	63%	<b>54%</b>	51%	54%	50%	*	63%	*	*	54%	51%	-	54%	34%	48%	60%	-	45%	*	*
	EL	30%	31%	<b>31%</b>	38%	31%	*	*	36%	-	*	30%	37%	9%	34%	31%	31%	31%	-	*	*	*
	Male	57%	51%	<b>43%</b>	36%	45%	36%	*	61%	*	*	44%	41%	14%	48%	31%	43%	-	-	27%	-	*
	Female	71%	66%	<b>56%</b>	57%	55%	56%	*	56%	-	*	56%	53%	8%	60%	31%	-	56%	-	57%	*	*
English II	All	66%	61%	<b>51%</b>	46%	51%	52%	*	60%	-	60%	53%	43%	12%	55%	26%	50%	52%	-	31%	*	38%
	Students																					
	CWD	25%	18%	<b>12%</b>	14%	13%	*	*	*	-	-	13%	*	12%	-	*	13%	*	-	*	-	*
	CWOD	71%	66%	<b>55%</b>	51%	55%	58%	*	63%	-	60%	56%	48%	-	55%	28%	54%	55%	-	34%	*	50%
	EL	27%	27%	<b>26%</b>	29%	25%	*	*	35%	-	*	26%	21%	*	28%	26%	24%	27%	-	*	*	*
	Male	61%	57%	<b>50%</b>	45%	51%	48%	*	55%	-	*	51%	43%	13%	54%	24%	50%	-	-	30%	-	*
	Female	72%	66%	<b>52%</b>	49%	52%	56%	*	67%	-	*	55%	41%	*	55%	27%	-	52%	-	31%	*	*
Algebra I	All	82%	78%	<b>72%</b>	64%	74%	68%	*	84%	-	*	75%	62%	32%	80%	69%	69%	76%	-	50%	*	*
	Students																					
	CWD	47%	35%	<b>32%</b>	17%	38%	*	-	*	-	-	32%	33%	32%	-	39%	33%	31%	-	*	-	*
	CWOD	86%	83%	<b>80%</b>	77%	81%	76%	*	94%	-	*	83%	67%	-	80%	75%	78%	83%	-	64%	*	*
	EL	67%	65%	<b>69%</b>	80%	69%	*	*	79%	-	-	71%	57%	39%	75%	69%	68%	70%	-	*	*	*
	Male	78%	73%	<b>69%</b>	57%	73%	47%	*	92%	-	*	71%	58%	33%	78%	68%	69%	-	-	60%	-	*
	Female	87%	83%	<b>76%</b>	74%	76%	89%	*	71%	-	*	78%	66%	31%	83%	70%	-	76%	-	*	*	*
Biology	All	86%	82%	<b>77%</b>	74%	78%	80%	*	92%	*	*	79%	70%	43%	83%	67%	74%	81%	-	61%	*	75%
	Students																					
	CWD	56%	49%	<b>43%</b>	38%	41%	60%	-	*	-	-	40%	52%	43%	-	42%	43%	39%	-	*	-	*
	CWOD	89%	87%	<b>83%</b>	81%	82%	83%	*	94%	*	*	85%	72%	-	83%	71%	80%	85%	-	71%	*	83%
	EL	64%	64%	<b>67%</b>	76%	66%	50%	*	84%	-	-	69%	55%	42%	71%	67%	64%	71%	-	*	-	*
	Male	83%	79%	<b>74%</b>	68%	75%	67%	*	95%	*	*	74%	73%	43%	80%	64%	74%	-	-	63%	-	*
	Female	88%	86%	<b>81%</b>	80%	80%	94%	*	87%	-	*	84%	64%	39%	85%	71%	-	81%	-	54%	*	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
End of Course																						
English I	All	43%	39%	<b>27%</b>	22%	28%	29%	*	45%	*	*	28%	24%	7%	30%	10%	22%	34%	-	16%	*	*
	Students																					

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	14%	10%	<b>7%</b>	6%	7%	*	-	*	-	-	7%	8%	7%	-	2%	7%	7%	-	*	-	*	
	CWOD	47%	43%	<b>30%</b>	25%	30%	33%	*	49%	*	*	30%	27%	-	30%	11%	24%	36%	-	17%	*	*	
	EL	10%	11%	<b>10%</b>	15%	9%	*	*	20%	-	*	9%	14%	2%	11%	10%	10%	10%	-	*	*	*	
	Male	37%	32%	<b>22%</b>	13%	23%	21%	*	46%	*	*	22%	20%	7%	24%	10%	22%	-	-	13%	-	*	
	Female	51%	47%	<b>34%</b>	32%	33%	40%	*	44%	-	*	34%	31%	7%	36%	10%	-	34%	-	19%	*	*	
English II	All	47%	43%	<b>31%</b>	22%	32%	37%	*	51%	-	20%	32%	26%	10%	33%	10%	29%	33%	-	16%	*	23%	
	Students																						
	CWD	14%	9%	<b>10%</b>	11%	11%	*	*	*	-	-	12%	*	10%	-	*	12%	*	-	*	-	*	
	CWOD	51%	47%	<b>33%</b>	23%	33%	42%	*	53%	-	20%	33%	29%	-	33%	11%	31%	34%	-	18%	*	30%	
	EL	9%	10%	<b>10%</b>	8%	9%	*	*	22%	-	*	10%	11%	*	11%	10%	10%	10%	-	*	*	*	
	Male	41%	37%	<b>29%</b>	19%	32%	27%	*	48%	-	*	30%	24%	12%	31%	10%	29%	-	-	10%	-	*	
	Female	54%	50%	<b>33%</b>	26%	31%	47%	*	54%	-	*	34%	27%	*	34%	10%	-	33%	-	21%	*	*	
Algebra I	All	53%	49%	<b>28%</b>	22%	28%	34%	*	58%	-	*	28%	25%	8%	32%	21%	25%	32%	-	16%	*	*	
	Students																						
	CWD	19%	13%	<b>8%</b>	7%	8%	*	-	*	-	-	7%	12%	8%	-	6%	10%	5%	-	*	-	*	
	CWOD	58%	53%	<b>32%</b>	27%	32%	38%	*	69%	-	*	33%	28%	-	32%	24%	28%	35%	-	18%	*	*	
	EL	29%	27%	<b>21%</b>	33%	19%	*	*	50%	-	-	21%	23%	6%	24%	21%	22%	20%	-	*	*	*	
	Male	49%	43%	<b>25%</b>	19%	26%	21%	*	58%	-	*	25%	22%	10%	28%	22%	25%	-	-	20%	-	*	
	Female	58%	55%	<b>32%</b>	27%	31%	47%	*	57%	-	*	32%	29%	5%	35%	20%	-	32%	-	*	*	*	
Biology	All	57%	56%	<b>44%</b>	37%	44%	55%	*	67%	*	*	45%	38%	14%	48%	22%	44%	44%	-	26%	*	50%	
	Students																						
	CWD	22%	18%	<b>14%</b>	15%	12%	20%	-	*	-	-	13%	16%	14%	-	9%	16%	9%	-	*	-	*	
	CWOD	61%	61%	<b>48%</b>	41%	48%	63%	*	73%	*	*	50%	41%	-	48%	24%	49%	48%	-	29%	*	50%	
	EL	20%	24%	<b>22%</b>	18%	22%	8%	*	42%	-	-	22%	23%	9%	24%	22%	27%	16%	-	*	-	*	
	Male	55%	53%	<b>44%</b>	35%	45%	48%	*	62%	*	*	45%	38%	16%	49%	27%	44%	-	-	37%	-	*	
	Female	59%	59%	<b>44%</b>	38%	43%	61%	*	73%	-	*	45%	37%	9%	48%	16%	-	44%	-	8%	*	*	

**STAAR Percent at Masters Grade Level**

End of Course

English I	All	7%	6%	<b>2%</b>	1%	2%	3%	*	7%	*	*	2%	2%	2%	2%	0%	1%	3%	-	0%	*	*	
	Students																						
	CWD	3%	1%	<b>2%</b>	0%	2%	*	-	*	-	-	3%	0%	2%	-	1%	2%	3%	-	*	-	*	
	CWOD	7%	7%	<b>2%</b>	1%	2%	2%	*	7%	*	*	2%	2%	-	2%	0%	1%	3%	-	0%	*	*	
	EL	0%	1%	<b>0%</b>	0%	0%	*	*	0%	-	*	0%	0%	1%	0%	0%	0%	0%	-	*	*	*	
	Male	5%	4%	<b>1%</b>	1%	1%	3%	*	4%	*	*	1%	1%	2%	1%	0%	1%	-	-	0%	-	*	
	Female	9%	9%	<b>3%</b>	2%	3%	4%	*	13%	-	*	3%	3%	3%	3%	0%	-	3%	-	0%	*	*	
English II	All	8%	7%	<b>2%</b>	2%	2%	3%	*	8%	-	10%	2%	3%	4%	2%	0%	2%	3%	-	2%	*	0%	
	Students																						
	CWD	4%	1%	<b>4%</b>	5%	3%	*	*	*	-	-	3%	*	4%	-	*	3%	*	-	*	-	*	
	CWOD	8%	7%	<b>2%</b>	1%	2%	3%	*	8%	-	10%	2%	3%	-	2%	0%	1%	3%	-	2%	*	0%	
	EL	0%	0%	<b>0%</b>	0%	0%	*	*	0%	-	*	0%	1%	*	0%	0%	0%	0%	-	*	*	*	
	Male	5%	5%	<b>2%</b>	2%	1%	3%	*	3%	-	*	1%	3%	3%	1%	0%	2%	-	-	0%	-	*	
	Female	10%	9%	<b>3%</b>	2%	3%	3%	*	13%	-	*	3%	4%	*	3%	0%	-	3%	-	3%	*	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All	31%	29%	8%	7%	8%	8%	*	37%	-	*	8%	11%	3%	9%	6%	7%	9%	-	3%	*	*	
	Students																						
	CWD	7%	3%	3%	0%	4%	*	-	*	-	-	3%	3%	3%	-	3%	3%	3%	-	*	-	*	
	CWOD	34%	32%	9%	8%	9%	7%	*	44%	-	*	8%	12%	-	9%	6%	8%	10%	-	5%	*	*	
	EL	12%	11%	6%	20%	4%	*	*	36%	-	-	5%	10%	3%	6%	6%	6%	5%	-	*	*	*	
	Male	28%	25%	7%	6%	7%	5%	*	33%	-	*	6%	11%	3%	8%	6%	7%	-	-	5%	-	*	
Female	34%	33%	9%	8%	9%	11%	*	43%	-	*	9%	11%	3%	10%	5%	-	9%	-	*	*	*		
Biology	All	23%	23%	12%	10%	11%	14%	*	42%	*	*	12%	10%	0%	13%	3%	12%	11%	-	3%	*	13%	
	Students																						
	CWD	5%	3%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*	
	CWOD	25%	25%	13%	12%	12%	17%	*	45%	*	*	14%	11%	-	13%	3%	15%	12%	-	4%	*	17%	
	EL	3%	5%	3%	6%	2%	0%	*	16%	-	-	3%	1%	0%	3%	3%	4%	1%	-	*	-	*	
	Male	22%	22%	12%	10%	12%	15%	*	38%	*	*	13%	8%	0%	15%	4%	12%	-	-	5%	-	*	
Female	23%	24%	11%	10%	10%	11%	*	47%	-	*	11%	12%	0%	12%	1%	-	11%	-	0%	*	*		

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	60%	55%	61%	59%	59%	70%	*	69%	62%	54%	24%	65%	45%	57%	65%	-	43%	*	53%	
	Students																						
	CWD	45%	38%	24%	19%	26%	33%	*	*	-	-	24%	25%	24%	-	23%	25%	23%	-	16%	-	*	
	CWOD	80%	76%	65%	63%	66%	64%	62%	74%	*	69%	67%	58%	-	65%	48%	62%	69%	-	50%	*	59%	
	EL	60%	59%	45%	51%	45%	28%	*	54%	-	*	45%	42%	23%	48%	45%	44%	47%	-	29%	*	38%	
	Male	74%	69%	57%	49%	59%	50%	*	71%	*	50%	57%	53%	25%	62%	44%	57%	-	-	43%	-	52%	
Female	79%	76%	65%	64%	64%	70%	83%	69%	-	86%	66%	55%	23%	69%	47%	-	65%	-	43%	*	54%		
Reading	All	73%	68%	50%	46%	51%	49%	46%	60%	*	56%	51%	44%	12%	54%	29%	46%	54%	-	35%	*	39%	
	Students																						
	CWD	39%	32%	12%	11%	13%	*	*	*	-	-	12%	11%	12%	-	7%	14%	9%	-	*	-	*	
	CWOD	77%	72%	54%	51%	55%	55%	50%	63%	*	56%	55%	49%	-	54%	31%	51%	58%	-	40%	*	44%	
	EL	52%	51%	29%	34%	28%	15%	*	35%	-	*	28%	30%	7%	31%	29%	28%	29%	-	29%	*	*	
	Male	69%	64%	46%	40%	48%	42%	*	58%	*	*	47%	42%	14%	51%	28%	46%	-	-	28%	-	33%	
Female	77%	73%	54%	53%	53%	56%	71%	63%	-	78%	55%	47%	9%	58%	29%	-	54%	-	42%	*	*		
Mathematics	All	80%	75%	72%	64%	74%	68%	*	84%	-	*	75%	62%	32%	80%	69%	69%	76%	-	50%	*	*	
	Students																						
	CWD	52%	42%	32%	17%	38%	*	-	*	-	-	32%	33%	32%	-	39%	33%	31%	-	*	-	*	
	CWOD	83%	79%	80%	77%	81%	76%	*	94%	-	*	83%	67%	-	80%	75%	78%	83%	-	64%	*	*	
	EL	70%	69%	69%	80%	69%	*	*	79%	-	-	71%	57%	39%	75%	69%	68%	70%	-	*	*	*	
	Male	78%	73%	69%	57%	73%	47%	*	92%	-	*	71%	58%	33%	78%	68%	69%	-	-	60%	-	*	
Female	82%	78%	76%	74%	76%	89%	*	71%	-	*	78%	66%	31%	83%	70%	-	76%	-	*	*	*		
Science	All	79%	74%	77%	74%	78%	80%	*	92%	*	*	79%	70%	43%	83%	67%	74%	81%	-	61%	*	75%	
	Students																						
	CWD	48%	40%	43%	38%	41%	60%	-	*	-	-	40%	52%	43%	-	42%	43%	39%	-	*	-	*	
	CWOD	82%	78%	83%	81%	82%	83%	*	94%	*	*	85%	72%	-	83%	71%	80%	85%	-	71%	*	83%	
	EL	58%	57%	67%	76%	66%	50%	*	84%	-	-	69%	55%	42%	71%	67%	64%	71%	-	*	-	*	
Male	78%	72%	74%	68%	75%	67%	*	95%	*	*	74%	73%	43%	80%	64%	74%	-	-	63%	-	*		

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
State	80%	77%	<b>81%</b>	80%	80%	94%	*	87%	-	*	84%	64%	39%	85%	71%	-	81%	-	54%	*	*	
District																						
Campus																						

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>32%</b>	25%	33%	38%	36%	54%	*	42%	33%	28%	10%	35%	15%	29%	35%	-	18%	*	33%
	Students																					
	CWD	23%	19%	<b>10%</b>	9%	9%	15%	*	*	-	-	9%	10%	10%	-	5%	11%	7%	-	10%	-	*
	CWOD	50%	45%	<b>35%</b>	28%	35%	43%	38%	58%	*	42%	36%	31%	-	35%	16%	32%	38%	-	20%	*	33%
	EL	26%	25%	<b>15%</b>	17%	14%	9%	*	31%	-	*	14%	17%	5%	16%	15%	16%	13%	-	7%	*	19%
	Male	45%	40%	<b>29%</b>	20%	31%	30%	*	52%	*	17%	30%	26%	11%	32%	16%	29%	-	-	19%	-	22%
	Female	50%	45%	<b>35%</b>	31%	35%	48%	50%	56%	-	64%	36%	31%	7%	38%	13%	-	35%	-	16%	*	54%
Reading	All	46%	41%	<b>29%</b>	22%	29%	34%	38%	48%	*	28%	30%	25%	8%	31%	10%	25%	33%	-	16%	*	26%
	Students																					
	CWD	22%	18%	<b>8%</b>	8%	9%	*	*	*	-	-	9%	7%	8%	-	3%	9%	7%	-	*	-	*
	CWOD	48%	44%	<b>31%</b>	24%	32%	38%	42%	51%	*	28%	32%	28%	-	31%	11%	28%	35%	-	17%	*	28%
	EL	21%	21%	<b>10%</b>	12%	9%	6%	*	21%	-	*	9%	12%	3%	11%	10%	10%	10%	-	6%	*	*
	Male	41%	37%	<b>25%</b>	16%	27%	24%	*	47%	*	*	26%	22%	9%	28%	10%	25%	-	-	12%	-	13%
	Female	50%	47%	<b>33%</b>	29%	32%	44%	57%	50%	-	56%	34%	29%	7%	35%	10%	-	33%	-	20%	*	*
Mathematics	All	48%	42%	<b>28%</b>	22%	28%	34%	*	58%	-	*	28%	25%	8%	32%	21%	25%	32%	-	16%	*	*
	Students																					
	CWD	26%	21%	<b>8%</b>	7%	8%	*	-	*	-	-	7%	12%	8%	-	6%	10%	5%	-	*	-	*
	CWOD	51%	45%	<b>32%</b>	27%	32%	38%	*	69%	-	*	33%	28%	-	32%	24%	28%	35%	-	18%	*	*
	EL	33%	31%	<b>21%</b>	33%	19%	*	*	50%	-	-	21%	23%	6%	24%	21%	22%	20%	-	*	*	*
	Male	47%	41%	<b>25%</b>	19%	26%	21%	*	58%	-	*	25%	22%	10%	28%	22%	25%	-	-	20%	-	*
	Female	49%	44%	<b>32%</b>	27%	31%	47%	*	57%	-	*	32%	29%	5%	35%	20%	-	32%	-	*	*	*
Science	All	49%	46%	<b>44%</b>	37%	44%	55%	*	67%	*	*	45%	38%	14%	48%	22%	44%	44%	-	26%	*	50%
	Students																					
	CWD	23%	18%	<b>14%</b>	15%	12%	20%	-	*	-	-	13%	16%	14%	-	9%	16%	9%	-	*	-	*
	CWOD	52%	49%	<b>48%</b>	41%	48%	63%	*	73%	*	*	50%	41%	-	48%	24%	49%	48%	-	29%	*	50%
	EL	21%	20%	<b>22%</b>	18%	22%	8%	*	42%	-	-	22%	23%	9%	24%	22%	27%	16%	-	*	-	*
	Male	50%	45%	<b>44%</b>	35%	45%	48%	*	62%	*	*	45%	38%	16%	49%	27%	44%	-	-	37%	-	*
	Female	49%	46%	<b>44%</b>	38%	43%	61%	*	73%	-	*	45%	37%	9%	48%	16%	-	44%	-	8%	*	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>5%</b>	4%	5%	6%	0%	19%	*	8%	5%	6%	2%	6%	2%	5%	6%	-	2%	*	8%
	Students																					
	CWD	8%	5%	<b>2%</b>	1%	2%	5%	*	*	-	-	2%	2%	2%	-	1%	2%	3%	-	0%	-	*
	CWOD	23%	20%	<b>6%</b>	5%	5%	6%	0%	21%	*	8%	6%	6%	-	6%	2%	5%	6%	-	2%	*	7%
	EL	9%	8%	<b>2%</b>	5%	1%	0%	*	10%	-	*	2%	3%	1%	2%	2%	2%	1%	-	0%	*	5%
	Male	20%	17%	<b>5%</b>	4%	5%	6%	*	16%	*	0%	5%	5%	2%	5%	2%	5%	-	-	2%	-	4%
	Female	22%	20%	<b>6%</b>	5%	6%	6%	0%	24%	-	14%	6%	7%	3%	6%	1%	-	6%	-	1%	*	15%

				African		American		Pacific		Two or More		Econ		Non Econ						Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Reading	All	19%	16%	2%	1%	2%	3%	0%	7%	*	6%	2%	3%	3%	2%	0%	1%	3%	-	1%	*	0%
	Students																					
	CWD	7%	5%	3%	2%	3%	*	*	*	-	-	3%	3%	3%	-	1%	2%	4%	-	*	-	*
	CWOD	20%	18%	2%	1%	2%	3%	0%	8%	*	6%	2%	2%	-	2%	0%	1%	3%	-	1%	*	0%
	EL	7%	7%	0%	0%	0%	0%	*	0%	-	*	0%	1%	1%	0%	0%	0%	0%	-	0%	*	*
	Female	22%	20%	3%	2%	3%	3%	0%	13%	-	11%	3%	3%	4%	3%	0%	-	3%	-	2%	*	*
Mathematics	All	23%	20%	8%	7%	8%	8%	*	37%	-	*	8%	11%	3%	9%	6%	7%	9%	-	3%	*	*
	Students																					
	CWD	10%	5%	3%	0%	4%	*	-	*	-	-	3%	3%	3%	-	3%	3%	3%	-	*	-	*
	CWOD	25%	21%	9%	8%	9%	7%	*	44%	-	*	8%	12%	-	9%	6%	8%	10%	-	5%	*	*
	EL	13%	11%	6%	20%	4%	*	*	36%	-	-	5%	10%	3%	6%	6%	6%	5%	-	*	*	*
	Female	24%	20%	9%	8%	9%	11%	*	43%	-	*	9%	11%	3%	10%	5%	-	9%	-	*	*	*
Science	All	22%	20%	12%	10%	11%	14%	*	42%	*	*	12%	10%	0%	13%	3%	12%	11%	-	3%	*	13%
	Students																					
	CWD	7%	4%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	24%	22%	13%	12%	12%	17%	*	45%	*	*	14%	11%	-	13%	3%	15%	12%	-	4%	*	17%
	EL	5%	5%	3%	6%	2%	0%	*	16%	-	-	3%	1%	0%	3%	3%	4%	1%	-	*	-	*
	Female	21%	20%	11%	10%	10%	11%	*	47%	-	*	11%	12%	0%	12%	1%	-	11%	-	0%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWDC	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	62	56	64	63	*	61	-	*	64	43	58
CWD	43	33	46	*	-	*	-	-	43	43	32
CWOD	64	60	65	63	*	60	-	*	65	-	60
EL	58	*	57	*	*	67	-	-	58	32	58
Male	61	52	63	63	-	61	-	*	61	45	57
Female	64	61	65	63	*	60	-	*	66	40	59
<b>Mathematics</b>											
All Students	59	52	59	58	*	94	-	*	59	25	54
CWD	25	*	24	*	-	*	-	-	22	25	21

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWOD	63	58	63	64	*	100	-	*	64	-	58
EL	54	*	53	*	-	92	-	-	53	21	54
Male	55	47	57	42	*	92	-	*	56	25	53
Female	62	57	62	77	*	*	-	*	62	24	54

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	78.7%	79.3%	78.6%	67.4%	83.3%	91.1%	*	63.6%	83.1%	68.8%	75.7%	74.6%	-
CWD	68.8%	60.7%	74.4%	66.7%	-	*	-	*	74.2%	68.8%	81.0%	55.6%	-
CWOD	79.7%	82.9%	78.9%	67.6%	83.3%	90.5%	*	70.0%	84.0%	-	75.4%	77.9%	-
EL	75.7%	82.4%	74.1%	85.7%	*	82.6%	*	*	79.3%	81.0%	75.7%	60.9%	-
Male	75.6%	75.2%	76.4%	69.0%	*	93.3%	-	33.3%	80.6%	69.0%	76.1%	67.8%	-
Female	82.1%	84.9%	80.9%	64.3%	*	90.0%	*	100.0%	85.8%	68.4%	75.5%	81.0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
963	124	13%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	32	28	33	34	*	48	*	*	33	12	21

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	31%	18%	33%	31%	*	63%	*	*	33%	*	28%
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	N
Interim Goals (2023-2027)	44%
Target Met	N
Interim Goals (2028-2032)	46%
Target Met	N
Long-Term Goals	46%
Target Met	N

**Federal Graduation Status**



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N		Y			N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N		N			N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		N			N	N	N

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	97%	97%	97%	97%	100%	99%	*	100%	98%	95%	96%	98%	98%	97%	98%	-
	CWD	96%	96%	96%	90%	*	100%	-	-	97%	92%	96%	-	97%	96%	95%	-
	CWOD	98%	98%	98%	99%	100%	99%	*	100%	98%	95%	-	98%	98%	98%	98%	-
	EL	98%	100%	98%	98%	100%	99%	-	*	99%	93%	97%	98%	98%	97%	98%	-
	Male	97%	97%	97%	96%	100%	100%	*	100%	98%	94%	96%	98%	97%	97%	-	-
	Female	98%	97%	98%	99%	100%	99%	-	100%	98%	95%	95%	98%	98%	-	98%	-
Reading	All Students	98%	98%	98%	98%	100%	99%	*	100%	98%	95%	96%	98%	99%	98%	98%	-
	CWD	96%	96%	96%	90%	*	100%	-	-	96%	94%	96%	-	97%	96%	96%	-
	CWOD	98%	98%	98%	99%	100%	99%	*	100%	99%	95%	-	98%	99%	98%	98%	-
	EL	99%	100%	98%	100%	*	98%	-	*	99%	94%	97%	99%	99%	98%	99%	-
	Male	98%	98%	98%	97%	100%	100%	*	100%	98%	94%	96%	98%	98%	98%	-	-
	Female	98%	98%	98%	98%	100%	98%	-	100%	98%	96%	96%	98%	99%	-	98%	-
Mathematics	All Students	97%	97%	97%	97%	100%	100%	-	*	98%	94%	96%	97%	96%	96%	98%	-
	CWD	96%	96%	97%	90%	-	*	-	-	98%	91%	96%	-	96%	95%	98%	-
	CWOD	97%	97%	96%	100%	100%	100%	-	*	98%	94%	-	97%	97%	96%	98%	-
	EL	96%	100%	96%	100%	*	100%	-	-	98%	90%	96%	97%	96%	95%	98%	-
	Male	96%	96%	96%	95%	*	100%	-	*	97%	92%	95%	96%	95%	96%	-	-
	Female	98%	98%	98%	100%	*	100%	-	*	98%	97%	98%	98%	98%	-	98%	-
Science	All Students	97%	97%	97%	96%	*	100%	*	*	97%	95%	95%	97%	97%	98%	97%	-
	CWD	95%	95%	95%	90%	-	*	-	-	96%	88%	95%	-	96%	97%	91%	-
	CWOD	97%	97%	97%	97%	*	100%	*	*	98%	96%	-	97%	97%	98%	97%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	97%	100%	97%	92%	*	100%	-	-	98%	93%	96%	97%	97%	97%	97%	-
	Male	98%	97%	98%	93%	*	100%	*	*	98%	97%	97%	98%	97%	98%	-	-
	Female	97%	97%	96%	100%	*	100%	-	*	97%	92%	91%	97%	97%	-	97%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	3%	3%	3%	3%	0%	1%	*	0%	2%	5%	4%	2%	2%	3%	2%	-
	CWD	4%	4%	4%	10%	*	0%	-	-	3%	8%	4%	-	3%	4%	5%	-
	CWOD	2%	2%	2%	1%	0%	1%	*	0%	2%	5%	-	2%	2%	2%	2%	-
	EL	2%	0%	2%	2%	0%	1%	-	*	1%	7%	3%	2%	2%	3%	2%	-
	Male	3%	3%	3%	4%	0%	0%	*	0%	2%	6%	4%	2%	3%	3%	-	-
	Female	2%	3%	2%	1%	0%	1%	-	0%	2%	5%	5%	2%	2%	-	2%	-
Reading	All Students	2%	2%	2%	2%	0%	1%	*	0%	2%	5%	4%	2%	1%	2%	2%	-
	CWD	4%	4%	4%	10%	*	0%	-	-	4%	6%	4%	-	3%	4%	4%	-
	CWOD	2%	2%	2%	1%	0%	1%	*	0%	1%	5%	-	2%	1%	2%	2%	-
	EL	1%	0%	2%	0%	*	2%	-	*	1%	6%	3%	1%	1%	2%	1%	-
	Male	2%	2%	2%	3%	0%	0%	*	0%	2%	6%	4%	2%	2%	2%	-	-
	Female	2%	2%	2%	2%	0%	2%	-	0%	2%	4%	4%	2%	1%	-	2%	-
Mathematics	All Students	3%	3%	3%	3%	0%	0%	-	*	2%	6%	4%	3%	4%	4%	2%	-
	CWD	4%	4%	3%	10%	-	*	-	-	2%	9%	4%	-	4%	5%	2%	-
	CWOD	3%	3%	4%	0%	0%	0%	-	*	2%	6%	-	3%	3%	4%	2%	-
	EL	4%	0%	4%	0%	*	0%	-	-	2%	10%	4%	3%	4%	5%	2%	-
	Male	4%	4%	4%	5%	*	0%	-	*	3%	8%	5%	4%	5%	4%	-	-
	Female	2%	2%	2%	0%	*	0%	-	*	2%	3%	2%	2%	2%	-	2%	-
Science	All Students	3%	3%	3%	4%	*	0%	*	*	3%	5%	5%	3%	3%	2%	3%	-
	CWD	5%	5%	5%	10%	-	*	-	-	4%	12%	5%	-	4%	3%	9%	-
	CWOD	3%	3%	3%	3%	*	0%	*	*	2%	4%	-	3%	3%	2%	3%	-
	EL	3%	0%	3%	8%	*	0%	-	-	2%	7%	4%	3%	3%	3%	3%	-
	Male	2%	3%	2%	7%	*	0%	*	*	2%	3%	3%	2%	3%	2%	-	-
	Female	3%	3%	4%	0%	*	0%	-	*	3%	8%	9%	3%	3%	-	3%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities	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)
											In-School Suspensions
	Male	317	71	218	14	*	5	*	5	104	

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	(Section
											504)	
Out-of-School Suspensions	Female	223	65	143	8	*	*	*	5	68		
	Total	540	136	361	22	*	7	*	10	172		
	Male	165	67	85	7	*	*	*	*	43		
Expulsions	Female	100	37	52	5	*	*	*	*	25		
	Total	265	104	137	12	*	*	*	*	68		
	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Female	73	29	32	8	*	*	*	*	26		11
	Total	26	14	8	*	*	*	*	*	5		*
	Male	99	43	40	8	*	*	*	*	31		13
Out-of-School Suspensions	Female	60	25	22	7	*	*	*	*	16		10
	Total	15	7	*	*	*	*	*	*	*		*
	Male	75	32	26	9	*	*	*	*	18		12
Expulsions	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*

		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)
<b>All Students</b>	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
	<b>Chronic Absenteeism</b>											
	Male	563	122	371	44	*	14	*	8	143	86	20
	Female	516	104	356	41	*	8	*	5	155	50	5
	Total	1,079	226	727	85	*	22	*	13	298	136	25

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	6
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	6
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		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	-	-	-	-	-	-	-	-	-	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework											
Advanced Placement Courses	Male	306	68	176	26	*	29	*	5	38	*
	Female	394	62	281	26	*	20	*	5	56	*
	Total	700	130	457	52	*	49	*	10	94	*
International Baccalaureate Courses	Male	85	20	47	5	*	11	*	*	17	*
	Female	212	29	149	11	*	17	*	*	35	5
	Total	297	49	196	16	*	28	*	*	52	5

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - '-' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	43.7	17.4%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	14.8	6.1%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	29.9	12.4%

- '-' Indicates there are no data available in the group.
- Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	<b>11</b>	<b>1%</b>
English II	4,556	1%	26	0%	<b>10</b>	<b>1%</b>
Algebra I	4,884	1%	46	1%	<b>11</b>	<b>1%</b>
Biology	4,861	1%	47	1%	<b>11</b>	<b>1%</b>
All Grades						
All Subjects	99,020	1%	865	1%	<b>43</b>	<b>1%</b>
Reading	43,730	1%	378	1%	<b>21</b>	<b>1%</b>

	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	39,178	1%	351	1%	11	1%
Science	16,112	1%	136	1%	11	1%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 '- Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

#### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.





**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** SEGUIN H S

**Campus ID:** 220901009

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

			African		American		Pacific		Two or More		Non Econ				Foster								
			State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
End of Course																							
English I	All	64%	58%	<b>61%</b>	49%	60%	82%	*	78%	*	56%	60%	63%	*	67%	42%	51%	72%	-	29%	-	*	
	Students																						
	CWD	25%	17%	*	*	*	*	*	*	-	*	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	68%	63%	<b>67%</b>	55%	65%	87%	*	81%	*	71%	66%	68%	-	67%	49%	57%	77%	-	*	-	*	
	EL	30%	31%	<b>42%</b>	71%	38%	*	*	43%	-	-	44%	37%	*	49%	42%	38%	48%	-	*	-	*	
	Male	57%	51%	<b>51%</b>	37%	53%	82%	*	73%	-	*	53%	50%	*	57%	38%	51%	-	-	*	-	*	
	Female	71%	66%	<b>72%</b>	66%	71%	82%	*	82%	*	*	69%	75%	*	77%	48%	-	72%	-	*	-	*	
English II	All	66%	61%	<b>64%</b>	56%	63%	75%	*	87%	*	71%	62%	66%	22%	70%	34%	54%	77%	-	*	*	*	
	Students																						
	CWD	25%	18%	<b>22%</b>	17%	*	*	*	*	-	*	18%	26%	22%	-	*	20%	26%	-	*	-	-	
	CWOD	71%	66%	<b>70%</b>	63%	67%	77%	*	88%	*	83%	67%	73%	-	70%	40%	60%	81%	-	*	*	*	
	EL	27%	27%	<b>34%</b>	*	31%	*	*	38%	-	-	31%	40%	*	40%	34%	32%	37%	-	*	-	*	
	Male	61%	57%	<b>54%</b>	42%	53%	73%	*	83%	*	*	54%	55%	20%	60%	32%	54%	-	-	*	-	*	
	Female	72%	66%	<b>77%</b>	74%	75%	76%	*	91%	*	*	73%	82%	26%	81%	37%	-	77%	-	*	*	*	
Algebra I	All	82%	78%	<b>77%</b>	73%	79%	85%	*	86%	-	*	77%	78%	39%	83%	83%	74%	82%	-	77%	-	*	
	Students																						
	CWD	47%	35%	<b>39%</b>	24%	67%	*	*	*	-	*	43%	*	39%	-	64%	29%	53%	-	*	-	-	
	CWOD	86%	83%	<b>83%</b>	82%	80%	91%	*	90%	-	*	83%	83%	-	83%	87%	81%	86%	-	83%	-	*	
	EL	67%	65%	<b>83%</b>	100%	78%	*	*	93%	-	-	84%	79%	64%	87%	83%	83%	83%	-	*	-	-	
	Male	78%	73%	<b>74%</b>	72%	76%	75%	*	80%	-	*	77%	68%	29%	81%	83%	74%	-	-	80%	-	*	
	Female	87%	83%	<b>82%</b>	75%	84%	92%	*	92%	-	*	78%	87%	53%	86%	83%	-	82%	-	*	-	*	
Biology	All	86%	82%	<b>86%</b>	82%	87%	88%	*	97%	*	100%	87%	86%	56%	89%	76%	83%	89%	-	73%	*	*	
	Students																						
	CWD	56%	49%	<b>56%</b>	50%	64%	*	*	*	-	*	68%	*	56%	-	75%	56%	57%	-	-	*	-	
	CWOD	89%	87%	<b>89%</b>	86%	89%	90%	*	97%	*	100%	89%	90%	-	89%	76%	87%	92%	-	73%	-	*	
	EL	64%	64%	<b>76%</b>	*	72%	*	-	90%	-	-	82%	63%	75%	76%	76%	73%	81%	-	*	-	-	
	Male	83%	79%	<b>83%</b>	78%	85%	84%	*	97%	-	*	86%	79%	56%	87%	73%	83%	-	-	78%	*	*	
	Female	88%	86%	<b>89%</b>	86%	89%	90%	*	97%	*	*	88%	91%	57%	92%	81%	-	89%	-	*	-	-	

**STAAR Percent at Meets Grade Level or Above**

End of Course																							
English I	All	43%	39%	<b>42%</b>	31%	38%	60%	*	68%	*	44%	38%	48%	*	46%	17%	31%	54%	-	0%	-	*	
	Students																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	14%	10%	*	*	*	*	*	*	-	*	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	47%	43%	<b>46%</b>	35%	40%	63%	*	71%	*	57%	42%	51%	-	46%	19%	35%	59%	-	*	-	*	
	EL	10%	11%	<b>17%</b>	14%	8%	*	*	33%	-	-	14%	26%	*	19%	17%	7%	29%	-	*	-	*	
	Male	37%	32%	<b>31%</b>	22%	28%	54%	*	58%	-	*	30%	34%	*	35%	7%	31%	-	-	*	-	*	
	Female	51%	47%	<b>54%</b>	43%	53%	64%	*	76%	*	*	49%	61%	*	59%	29%	-	54%	-	*	-	*	
English II	All	47%	43%	<b>46%</b>	40%	43%	51%	*	70%	*	43%	43%	49%	5%	51%	20%	35%	59%	-	*	*	*	
	Students																						
	CWD	14%	9%	<b>5%</b>	0%	*	*	*	*	-	*	3%	6%	5%	-	*	4%	5%	-	*	-	-	
	CWOD	51%	47%	<b>51%</b>	47%	47%	55%	*	71%	*	50%	48%	55%	-	51%	25%	40%	64%	-	*	*	*	
	EL	9%	10%	<b>20%</b>	*	17%	*	*	23%	-	-	20%	20%	*	25%	20%	15%	27%	-	*	-	*	
	Male	41%	37%	<b>35%</b>	24%	35%	40%	*	66%	*	*	34%	36%	4%	40%	15%	35%	-	-	*	-	*	
	Female	54%	50%	<b>59%</b>	60%	53%	67%	*	75%	*	*	55%	65%	5%	64%	27%	-	59%	-	*	*	*	
Algebra I	All	53%	49%	<b>40%</b>	36%	42%	38%	*	68%	-	*	42%	37%	5%	45%	33%	37%	43%	-	15%	-	*	
	Students																						
	CWD	19%	13%	<b>5%</b>	0%	22%	*	*	*	-	*	4%	*	5%	-	9%	4%	6%	-	*	-	-	
	CWOD	58%	53%	<b>45%</b>	43%	44%	43%	*	75%	-	*	48%	40%	-	45%	38%	42%	48%	-	17%	-	*	
	EL	29%	27%	<b>33%</b>	40%	20%	*	*	71%	-	-	36%	26%	9%	38%	33%	29%	38%	-	*	-	-	
	Male	49%	43%	<b>37%</b>	30%	42%	38%	*	70%	-	*	41%	30%	4%	42%	29%	37%	-	-	20%	-	*	
	Female	58%	55%	<b>43%</b>	45%	42%	38%	*	67%	-	*	43%	44%	6%	48%	38%	-	43%	-	*	-	*	
Biology	All	57%	56%	<b>62%</b>	54%	59%	70%	*	79%	*	86%	59%	66%	10%	67%	28%	56%	68%	-	27%	*	*	
	Students																						
	CWD	22%	18%	<b>10%</b>	11%	14%	*	*	*	-	*	14%	*	10%	-	17%	11%	7%	-	-	*	-	
	CWOD	61%	61%	<b>67%</b>	59%	63%	75%	*	82%	*	100%	64%	71%	-	67%	30%	62%	73%	-	27%	-	*	
	EL	20%	24%	<b>28%</b>	*	17%	*	-	52%	-	-	31%	21%	17%	30%	28%	25%	32%	-	*	-	-	
	Male	55%	53%	<b>56%</b>	44%	58%	72%	*	70%	-	*	55%	56%	11%	62%	25%	56%	-	-	33%	*	*	
	Female	59%	59%	<b>68%</b>	66%	59%	69%	*	86%	*	*	63%	75%	7%	73%	32%	-	68%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

End of Course

English I	All	7%	6%	<b>9%</b>	3%	7%	14%	*	27%	*	11%	7%	12%	*	10%	4%	7%	11%	-	0%	-	*	
	Students																						
	CWD	3%	1%	<b>*</b>	*	*	*	*	*	-	*	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	7%	7%	<b>10%</b>	3%	7%	15%	*	28%	*	14%	7%	13%	-	10%	5%	8%	12%	-	*	-	*	
	EL	0%	1%	<b>4%</b>	0%	2%	*	*	7%	-	-	3%	7%	*	5%	4%	0%	8%	-	*	-	*	
	Male	5%	4%	<b>7%</b>	2%	6%	14%	*	21%	-	*	6%	8%	*	8%	0%	7%	-	-	*	-	*	
	Female	9%	9%	<b>11%</b>	4%	8%	14%	*	31%	*	*	7%	17%	*	12%	8%	-	11%	-	*	-	*	
English II	All	8%	7%	<b>7%</b>	3%	6%	4%	*	25%	*	0%	7%	7%	0%	8%	0%	4%	11%	-	*	*	*	
	Students																						
	CWD	4%	1%	<b>0%</b>	0%	*	*	*	*	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-	
	CWOD	8%	7%	<b>8%</b>	4%	7%	5%	*	26%	*	0%	8%	8%	-	8%	0%	5%	12%	-	*	*	*	
	EL	0%	0%	<b>0%</b>	*	0%	*	*	0%	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	*	
	Male	5%	5%	<b>4%</b>	1%	7%	0%	*	14%	*	*	3%	5%	0%	5%	0%	4%	-	-	*	-	*	
	Female	10%	9%	<b>11%</b>	6%	6%	10%	*	38%	*	*	11%	10%	0%	12%	0%	-	11%	-	*	*	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All	31%	29%	17%	17%	16%	8%	*	41%	-	*	16%	18%	0%	19%	13%	18%	15%	-	8%	-	*	
	Students																						
	CWD	7%	3%	0%	0%	0%	*	*	*	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	34%	32%	19%	20%	18%	9%	*	45%	-	*	19%	20%	-	19%	15%	21%	17%	-	8%	-	*	
	EL	12%	11%	13%	20%	3%	*	*	43%	-	-	11%	16%	0%	15%	13%	9%	17%	-	*	-	-	
	Male	28%	25%	18%	18%	18%	6%	*	40%	-	*	18%	19%	0%	21%	9%	18%	-	-	10%	-	*	
Female	34%	33%	15%	15%	13%	8%	*	42%	-	*	14%	16%	0%	17%	17%	-	15%	-	*	-	*		
Biology	All	23%	23%	26%	16%	19%	30%	*	61%	*	29%	23%	29%	5%	28%	12%	20%	32%	-	9%	*	*	
	Students																						
	CWD	5%	3%	5%	0%	14%	*	*	*	-	*	7%	*	5%	-	17%	7%	0%	-	-	*	-	
	CWOD	25%	25%	28%	18%	19%	32%	*	63%	*	33%	25%	32%	-	28%	11%	22%	34%	-	9%	-	*	
	EL	3%	5%	12%	*	9%	*	-	24%	-	-	12%	13%	17%	11%	12%	11%	13%	-	*	-	-	
	Male	22%	22%	20%	8%	19%	28%	*	53%	-	*	22%	17%	7%	22%	11%	20%	-	-	11%	*	*	
Female	23%	24%	32%	26%	19%	31%	*	68%	*	*	25%	40%	0%	34%	13%	-	32%	-	*	-	-		
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	72%	71%	63%	70%	82%	31%	87%	100%	78%	70%	72%	28%	76%	57%	63%	79%	-	50%	*	50%	
	Students																						
	CWD	45%	38%	28%	22%	34%	43%	*	*	-	*	32%	22%	28%	-	34%	25%	34%	-	*	*	-	
	CWOD	80%	76%	76%	69%	74%	86%	*	88%	100%	86%	75%	77%	-	76%	61%	69%	83%	-	50%	*	50%	
	EL	60%	59%	57%	72%	52%	73%	*	64%	-	-	58%	53%	34%	61%	57%	54%	60%	-	60%	-	*	
	Male	74%	69%	63%	54%	65%	79%	*	83%	*	92%	65%	61%	25%	69%	54%	63%	-	-	48%	*	*	
Female	79%	76%	79%	74%	79%	85%	*	90%	100%	67%	76%	83%	34%	83%	60%	-	79%	-	58%	*	*		
Reading	All	73%	68%	62%	53%	61%	79%	*	82%	100%	63%	61%	64%	15%	68%	39%	53%	74%	-	29%	*	*	
	Students																						
	CWD	39%	32%	15%	13%	14%	42%	*	*	-	*	14%	17%	15%	-	*	14%	18%	-	*	-	-	
	CWOD	77%	72%	68%	59%	66%	83%	*	84%	100%	77%	67%	70%	-	68%	46%	59%	79%	-	25%	*	*	
	EL	52%	51%	39%	67%	35%	*	*	42%	-	-	39%	38%	*	46%	39%	35%	44%	-	*	-	*	
	Male	69%	64%	53%	40%	53%	78%	*	78%	*	83%	53%	52%	14%	59%	35%	53%	-	-	21%	-	*	
Female	77%	73%	74%	70%	73%	80%	*	86%	*	50%	71%	79%	18%	79%	44%	-	74%	-	*	*	*		
Mathematics	All	80%	75%	77%	73%	79%	85%	*	86%	-	*	77%	78%	39%	83%	83%	74%	82%	-	77%	-	*	
	Students																						
	CWD	52%	42%	39%	24%	67%	*	*	*	-	*	43%	*	39%	-	64%	29%	53%	-	*	-	-	
	CWOD	83%	79%	83%	82%	80%	91%	*	90%	-	*	83%	83%	-	83%	87%	81%	86%	-	83%	-	*	
	EL	70%	69%	83%	100%	78%	*	*	93%	-	-	84%	79%	64%	87%	83%	83%	83%	-	*	-	-	
	Male	78%	73%	74%	72%	76%	75%	*	80%	-	*	77%	68%	29%	81%	83%	74%	-	-	80%	-	*	
Female	82%	78%	82%	75%	84%	92%	*	92%	-	*	78%	87%	53%	86%	83%	-	82%	-	*	-	*		
Science	All	79%	74%	86%	82%	87%	88%	*	97%	*	100%	87%	86%	56%	89%	76%	83%	89%	-	73%	*	*	
	Students																						
	CWD	48%	40%	56%	50%	64%	*	*	*	-	*	68%	*	56%	-	75%	56%	57%	-	-	*	-	
	CWOD	82%	78%	89%	86%	89%	90%	*	97%	*	100%	89%	90%	-	89%	76%	87%	92%	-	73%	-	*	
	EL	58%	57%	76%	*	72%	*	-	90%	-	-	82%	63%	75%	76%	76%	73%	81%	-	*	-	-	
	Male	78%	72%	83%	78%	85%	84%	*	97%	-	*	86%	79%	56%	87%	73%	83%	-	-	78%	*	*	

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	80%	77%	<b>89%</b>	86%	89%	90%	*	97%	*	*	88%	91%	57%	92%	81%	-	89%	-	*	-	-
District																					
Campus																					

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>47%</b>	40%	45%	57%	13%	72%	67%	48%	45%	51%	5%	52%	24%	39%	57%	-	11%	*	25%
	Students																					
	CWD	23%	19%	<b>5%</b>	2%	10%	14%	*	*	-	*	6%	4%	5%	-	8%	6%	4%	-	*	*	-
	CWOD	50%	45%	<b>52%</b>	45%	48%	61%	*	74%	67%	59%	50%	56%	-	52%	27%	44%	62%	-	12%	*	25%
	EL	26%	25%	<b>24%</b>	22%	15%	40%	*	44%	-	-	24%	23%	8%	27%	24%	18%	31%	-	0%	-	*
	Male	45%	40%	<b>39%</b>	29%	40%	52%	*	65%	*	50%	39%	39%	6%	44%	18%	39%	-	-	12%	*	*
	Female	50%	45%	<b>57%</b>	54%	52%	61%	*	78%	60%	47%	53%	63%	4%	62%	31%	-	57%	-	8%	*	*
Reading	All	46%	41%	<b>44%</b>	35%	40%	56%	*	69%	60%	44%	41%	48%	4%	48%	18%	33%	57%	-	3%	*	*
	Students																					
	CWD	22%	18%	<b>4%</b>	0%	6%	25%	*	*	-	*	4%	4%	4%	-	*	5%	3%	-	*	-	-
	CWOD	48%	44%	<b>48%</b>	41%	44%	59%	*	71%	60%	54%	45%	53%	-	48%	21%	37%	61%	-	4%	*	*
	EL	21%	21%	<b>18%</b>	22%	12%	*	*	30%	-	-	16%	23%	*	21%	18%	10%	28%	-	*	-	*
	Male	41%	37%	<b>33%</b>	23%	32%	47%	*	62%	*	50%	32%	35%	5%	37%	10%	33%	-	-	0%	-	*
	Female	50%	47%	<b>57%</b>	52%	53%	65%	*	75%	*	40%	52%	63%	3%	61%	28%	-	57%	-	*	*	*
Mathematics	All	48%	42%	<b>40%</b>	36%	42%	38%	*	68%	-	*	42%	37%	5%	45%	33%	37%	43%	-	15%	-	*
	Students																					
	CWD	26%	21%	<b>5%</b>	0%	22%	*	*	*	-	*	4%	*	5%	-	9%	4%	6%	-	*	-	-
	CWOD	51%	45%	<b>45%</b>	43%	44%	43%	*	75%	-	*	48%	40%	-	45%	38%	42%	48%	-	17%	-	*
	EL	33%	31%	<b>33%</b>	40%	20%	*	*	71%	-	-	36%	26%	9%	38%	33%	29%	38%	-	*	-	-
	Male	47%	41%	<b>37%</b>	30%	42%	38%	*	70%	-	*	41%	30%	4%	42%	29%	37%	-	-	20%	-	*
	Female	49%	44%	<b>43%</b>	45%	42%	38%	*	67%	-	*	43%	44%	6%	48%	38%	-	43%	-	*	-	*
Science	All	49%	46%	<b>62%</b>	54%	59%	70%	*	79%	*	86%	59%	66%	10%	67%	28%	56%	68%	-	27%	*	*
	Students																					
	CWD	23%	18%	<b>10%</b>	11%	14%	*	*	*	-	*	14%	*	10%	-	17%	11%	7%	-	-	*	-
	CWOD	52%	49%	<b>67%</b>	59%	63%	75%	*	82%	*	100%	64%	71%	-	67%	30%	62%	73%	-	27%	-	*
	EL	21%	20%	<b>28%</b>	*	17%	*	-	52%	-	-	31%	21%	17%	30%	28%	25%	32%	-	*	-	-
	Male	50%	45%	<b>56%</b>	44%	58%	72%	*	70%	-	*	55%	56%	11%	62%	25%	56%	-	-	33%	*	*
	Female	49%	46%	<b>68%</b>	66%	59%	69%	*	86%	*	*	63%	75%	7%	73%	32%	-	68%	-	*	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>14%</b>	8%	11%	15%	0%	38%	33%	11%	12%	16%	1%	15%	7%	11%	17%	-	4%	*	0%
	Students																					
	CWD	8%	5%	<b>1%</b>	0%	3%	0%	*	*	-	*	2%	0%	1%	-	4%	2%	0%	-	*	*	-
	CWOD	23%	20%	<b>15%</b>	10%	12%	17%	*	39%	33%	14%	14%	18%	-	15%	7%	12%	18%	-	4%	*	0%
	EL	9%	8%	<b>7%</b>	6%	3%	7%	*	17%	-	-	6%	9%	4%	7%	7%	5%	9%	-	0%	-	*
	Male	20%	17%	<b>11%</b>	6%	11%	12%	*	30%	*	25%	11%	11%	2%	12%	5%	11%	-	-	5%	*	*
	Female	22%	20%	<b>17%</b>	12%	11%	17%	*	44%	40%	0%	14%	21%	0%	18%	9%	-	17%	-	0%	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All	19%	16%	8%	3%	7%	10%	*	26%	20%	6%	7%	10%	0%	9%	2%	5%	11%	-	0%	*	*	
	Students																						
	CWD	7%	5%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-	
	CWOD	20%	18%	9%	3%	7%	11%	*	27%	20%	8%	8%	11%	-	9%	3%	6%	12%	-	0%	*	*	
	EL	7%	7%	2%	0%	1%	*	*	5%	-	-	2%	4%	*	3%	2%	0%	5%	-	*	-	*	
	Female	22%	20%	11%	5%	7%	12%	*	34%	*	0%	9%	14%	0%	12%	5%	-	11%	-	*	*	*	
Mathematics	All	23%	20%	17%	17%	16%	8%	*	41%	-	*	16%	18%	0%	19%	13%	18%	15%	-	8%	-	*	
	Students																						
	CWD	10%	5%	0%	0%	0%	*	*	*	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	25%	21%	19%	20%	18%	9%	*	45%	-	*	19%	20%	-	19%	15%	21%	17%	-	8%	-	*	
	EL	13%	11%	13%	20%	3%	*	*	43%	-	-	11%	16%	0%	15%	13%	9%	17%	-	*	-	-	
	Female	24%	20%	15%	15%	13%	8%	*	42%	-	*	14%	16%	0%	17%	17%	-	15%	-	*	-	*	
Science	All	22%	20%	26%	16%	19%	30%	*	61%	*	29%	23%	29%	5%	28%	12%	20%	32%	-	9%	*	*	
	Students																						
	CWD	7%	4%	5%	0%	14%	*	*	*	-	*	7%	*	5%	-	17%	7%	0%	-	-	*	-	
	CWOD	24%	22%	28%	18%	19%	32%	*	63%	*	33%	25%	32%	-	28%	11%	22%	34%	-	9%	-	*	
	EL	5%	5%	12%	*	9%	*	-	24%	-	-	12%	13%	17%	11%	12%	11%	13%	-	*	-	-	
	Female	21%	20%	32%	26%	19%	31%	*	68%	*	*	25%	40%	0%	34%	13%	-	32%	-	*	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	66	69	64	*	77	*	*	69	44	77
CWD	44	*	*	*	*	-	-	*	46	44	*
CWOD	71	69	71	63	*	77	*	*	70	-	78
EL	77	-	78	-	*	71	-	-	76	*	77
Male	67	59	71	77	-	76	*	*	67	45	62
Female	70	74	68	56	*	78	*	*	70	*	92
<b>Mathematics</b>											
All Students	71	73	70	71	*	78	-	*	72	34	64
CWD	34	*	*	*	*	*	-	*	33	34	*



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWOD	75	78	72	75	-	84	-	*	78	-	68
EL	64	*	54	*	-	83	-	-	66	*	64
Male	65	70	64	62	*	75	-	*	70	*	56
Female	77	76	79	78	*	81	-	*	76	*	76

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	95.7%	95.3%	94.2%	97.0%	*	100.0%	*	*	96.9%	96.6%	94.5%	77.4%	*
CWD	96.6%	94.1%	*	100.0%	-	*	-	-	93.8%	96.6%	100.0%	*	-
CWOD	95.6%	95.4%	94.0%	96.6%	*	100.0%	*	*	97.2%	-	94.0%	75.9%	*
EL	94.5%	*	89.3%	*	-	100.0%	-	-	97.6%	100.0%	94.5%	*	-
Male	93.4%	90.8%	92.2%	96.8%	*	100.0%	-	*	95.0%	94.4%	93.5%	70.6%	*
Female	98.4%	100.0%	96.9%	97.1%	*	100.0%	*	*	99.1%	100.0%	95.8%	85.7%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
164	34	21%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	44	37	42	51	*	66	*	*	42	*	29

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	40%	30%	41%	41%	*	68%	*	*	37%	*	30%
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N	N	N	N	N	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	N	N	N	N	N	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	99%	100%	99%	100%	100%	100%	100%	99%	100%	100%	99%	100%	99%	100%	-	
	CWD	100%	100%	98%	100%	100%	100%	-	100%	100%	99%	100%	-	100%	99%	100%	-
	CWOD	99%	100%	99%	100%	100%	100%	100%	99%	100%	-	99%	100%	99%	100%	-	
	EL	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	99%	100%	98%	100%	100%	100%	*	100%	99%	100%	99%	99%	100%	99%	-	
	Female	100%	100%	100%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	99%	100%	99%	99%	100%	99%	100%	99%	99%	99%	99%	99%	100%	99%	99%	-
	CWD	99%	100%	97%	100%	*	*	-	*	100%	98%	99%	-	100%	99%	100%	-
	CWOD	99%	99%	99%	99%	100%	99%	100%	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	*	100%	*	100%	99%	99%	99%	99%	100%	99%	-	-
	Female	99%	99%	100%	99%	100%	99%	*	100%	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	99%	100%	100%	100%	100%	-	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	-	*	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	*	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	100%	100%	*	100%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All	100%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	99%	100%	-
	Students																
	CWD	100%	100%	100%	*	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	*	100%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	1%	0%	-
	Students																
	CWD	0%	0%	2%	0%	0%	0%	-	0%	0%	1%	0%	-	0%	1%	0%	-
	CWOD	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	0%	0%	*	0%	1%	0%	1%	1%	0%	1%	-	-
	Female	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All	1%	0%	1%	1%	0%	1%	0%	0%	1%	1%	1%	1%	0%	1%	1%	-
	Students																
	CWD	1%	0%	3%	0%	*	*	-	*	0%	2%	1%	-	0%	1%	0%	-
	CWOD	1%	1%	1%	1%	0%	1%	0%	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	*	0%	*	0%	1%	1%	1%	1%	0%	1%	-	-
	Female	1%	1%	0%	1%	0%	1%	*	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All	0%	1%	0%	0%	0%	0%	-	*	1%	0%	0%	0%	0%	1%	0%	-
	Students																
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	-	*	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	0%	0%	*	0%	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	1%	0%	-
	Students																
	CWD	0%	0%	0%	*	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	*	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	*	0%	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	136	62	47	23	*	*	*	*	14		
	Female	100	44	38	14	*	*	*	*	14		
	Total	236	106	85	37	*	*	*	*	28		
Out-of-School Suspensions												
	Male	55	28	16	7	*	*	*	*	5		
	Female	33	16	11	*	*	*	*	*	*		
	Total	88	44	27	9	*	*	*	*	7		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	29	17	5	5	*	*	*	*	5		8
	Female	12	5	5	*	*	*	*	*	*		5
	Total	41	22	10	7	*	*	*	*	7		13
Out-of-School Suspensions												
	Male	18	10	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	20	10	6	*	*	*	*	*	*		6
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>											
Chronic Absenteeism											
Male	108	32	41	26	*	5	*	*	11	11	8
Female	126	38	47	29	*	5	*	5	11	8	11
Total	234	70	88	55	*	10	*	7	22	19	19

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Advanced Placement Courses	Male	237	56	74	38	*	62	*	5	8	*
	Female	275	98	74	41	*	50	*	8	11	*
	Total	512	154	148	79	*	112	*	13	19	*
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*\*' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 '-' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School Number	All School Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	24.9	20.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	7.9	6.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	10.0	8.4%

'-' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-

personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

#### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

'\*' Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** SHACKELFORD J H

**Campus ID:** 220901048

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>		2017-18 through 2021-22											42%	
		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
		Baseline 2016-17												
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African	American	Pacific	Two	More	Econ	Non										Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 7</b>																							
Reading	All	73%	70%	<b>66%</b>	41%	61%	87%	*	100%	-	100%	59%	77%	21%	71%	38%	59%	73%	-	*	-	*	
	Students																						
	CWD	37%	35%	<b>21%</b>	*	25%	*	*	*	-	-	*	*	21%	-	*	*	*	-	-	-	-	
	CWOD	77%	73%	<b>71%</b>	48%	66%	89%	*	100%	-	100%	65%	80%	-	71%	42%	65%	77%	-	*	-	*	
	EL	44%	46%	<b>38%</b>	*	36%	*	-	*	-	-	38%	*	*	42%	38%	37%	38%	-	*	-	-	
	Male	69%	65%	<b>59%</b>	33%	55%	81%	*	100%	-	100%	52%	73%	*	65%	37%	59%	-	-	*	-	-	
	Female	79%	76%	<b>73%</b>	52%	68%	92%	*	*	-	*	68%	80%	*	77%	38%	-	73%	-	*	-	*	
Mathematics	All	71%	70%	<b>62%</b>	30%	62%	83%	*	100%	-	86%	59%	68%	24%	67%	47%	57%	68%	-	*	-	*	
	Students																						
	CWD	42%	32%	<b>24%</b>	*	25%	*	*	*	-	-	25%	*	24%	-	*	29%	*	-	-	-	-	
	CWOD	75%	74%	<b>67%</b>	35%	67%	86%	*	*	-	86%	64%	73%	-	67%	53%	61%	74%	-	*	-	*	
	EL	52%	53%	<b>47%</b>	*	44%	*	-	*	-	-	49%	*	*	53%	47%	49%	44%	-	*	-	-	
	Male	69%	66%	<b>57%</b>	24%	58%	78%	*	*	-	*	52%	69%	29%	61%	49%	57%	-	-	*	-	-	
	Female	73%	73%	<b>68%</b>	38%	67%	87%	*	*	-	*	69%	68%	*	74%	44%	-	68%	-	*	-	*	
<b>Grade 8</b>																							
Reading	All	85%	82%	<b>74%</b>	63%	65%	93%	*	100%	*	86%	67%	84%	26%	78%	49%	71%	77%	-	*	-	*	
	Students																						
	CWD	49%	40%	<b>26%</b>	*	*	71%	-	-	-	*	50%	26%	-	*	*	*	-	-	-	-	*	
	CWOD	88%	86%	<b>78%</b>	73%	69%	94%	*	100%	*	86%	72%	87%	-	78%	53%	76%	80%	-	*	-	*	
	EL	58%	59%	<b>49%</b>	-	48%	-	-	*	-	-	49%	56%	*	53%	49%	42%	56%	-	-	-	*	
	Male	82%	78%	<b>71%</b>	71%	55%	94%	-	*	*	83%	60%	85%	*	76%	42%	71%	-	-	*	-	*	
	Female	88%	86%	<b>77%</b>	55%	75%	91%	*	100%	-	88%	73%	83%	*	80%	56%	-	77%	-	*	-	*	
Mathematics	All	85%	74%	<b>61%</b>	44%	54%	85%	*	*	*	75%	57%	66%	36%	63%	48%	59%	63%	-	*	-	*	
	Students																						
	CWD	53%	37%	<b>36%</b>	*	*	*	-	-	-	*	56%	36%	-	*	*	*	-	-	-	-	*	
	CWOD	89%	79%	<b>63%</b>	50%	54%	90%	*	*	*	75%	60%	68%	-	63%	48%	61%	65%	-	*	-	*	
	EL	73%	65%	<b>48%</b>	-	47%	-	-	*	-	-	50%	*	*	48%	48%	47%	48%	-	-	-	*	
	Male	82%	72%	<b>59%</b>	55%	47%	84%	-	-	*	*	51%	71%	*	61%	47%	59%	-	-	*	-	*	
	Female	87%	77%	<b>63%</b>	35%	61%	86%	*	*	-	83%	64%	61%	*	65%	48%	-	63%	-	*	-	*	
Science	All	75%	70%	<b>71%</b>	58%	62%	91%	*	88%	*	100%	64%	83%	27%	75%	49%	68%	75%	-	*	-	*	
	Students																						
	CWD	39%	30%	<b>27%</b>	*	*	*	-	-	-	*	56%	27%	-	*	33%	*	-	-	-	-	*	
	CWOD	78%	75%	<b>75%</b>	67%	65%	95%	*	88%	*	100%	69%	85%	-	75%	52%	71%	79%	-	*	-	*	

					African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Economic Disadv		Non-Economic Disadv		CWD		CWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military																		
EL		46%	48%	<b>49%</b>	-	49%	-	-	*	-	-	49%	*	*	52%	49%	58%	39%	-	-	-	-																		
Male		74%	67%	<b>68%</b>	52%	59%	89%	-	*	*	100%	59%	83%	33%	71%	58%	68%	-	-	*	-	-																		
Female		76%	74%	<b>75%</b>	63%	65%	93%	*	83%	-	100%	69%	84%	*	79%	39%	-	75%	-	*	-	-																		
End of Course																																								
Algebra I																																								
All		82%	78%	<b>99%</b>	100%	98%	100%	*	100%	*	100%	98%	100%	*	99%	100%	100%	99%	-	*	-	-																		
Students																																								
CWD		47%	35%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-																		
CWOD		86%	83%	<b>99%</b>	100%	97%	100%	*	100%	*	100%	98%	100%	-	99%	100%	100%	99%	-	*	-	-																		
EL		67%	65%	<b>100%</b>	-	100%	-	-	*	-	-	100%	*	*	100%	100%	*	100%	-	-	-	-																		
Male		78%	73%	<b>100%</b>	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	*	100%	-	-	-	-	-																		
Female		87%	83%	<b>99%</b>	100%	96%	100%	*	100%	-	*	97%	100%	*	99%	100%	-	99%	-	*	-	-																		
Biology																																								
All		86%	82%	<b>100%</b>	-	*	100%	-	-	-	*	-	100%	*	100%	-	100%	*	-	-	-	-																		
Students																																								
CWD		56%	49%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-																		
CWOD		89%	87%	<b>100%</b>	-	*	100%	-	-	-	*	-	100%	-	100%	-	100%	*	-	-	-	-																		
EL		64%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																		
Male		83%	79%	<b>100%</b>	-	*	100%	-	-	-	*	-	100%	-	100%	-	100%	-	-	-	-	-																		
Female		88%	86%	*	-	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-																		
STAAR Percent at Meets Grade Level or Above																																								
Grade 7																																								
Reading																																								
All		47%	44%	<b>39%</b>	16%	31%	62%	*	80%	-	88%	30%	53%	3%	43%	12%	28%	52%	-	*	-	-																		
Students																																								
CWD		23%	21%	<b>3%</b>	*	0%	*	*	*	-	-	*	*	3%	-	*	*	*	-	-	-	-																		
CWOD		50%	46%	<b>43%</b>	18%	36%	63%	*	89%	-	88%	34%	58%	-	43%	15%	31%	55%	-	*	-	-																		
EL		16%	18%	<b>12%</b>	*	10%	*	-	*	-	-	12%	*	*	15%	12%	7%	18%	-	*	-	-																		
Male		42%	39%	<b>28%</b>	9%	17%	54%	*	86%	-	80%	19%	45%	*	31%	7%	28%	-	-	-	-	-																		
Female		53%	50%	<b>52%</b>	24%	49%	69%	*	*	-	*	45%	61%	*	55%	18%	-	52%	-	*	-	-																		
Mathematics																																								
All		39%	39%	<b>26%</b>	5%	23%	38%	*	80%	-	71%	21%	33%	3%	28%	14%	22%	30%	-	*	-	-																		
Students																																								
CWD		20%	16%	<b>3%</b>	*	5%	*	*	*	-	-	0%	*	3%	-	*	5%	*	-	-	-	-																		
CWOD		41%	41%	<b>28%</b>	6%	25%	41%	*	*	-	71%	24%	36%	-	28%	18%	24%	32%	-	*	-	-																		
EL		17%	19%	<b>14%</b>	*	13%	*	-	*	-	-	13%	*	*	18%	14%	16%	12%	-	*	-	-																		
Male		38%	38%	<b>22%</b>	3%	23%	28%	*	*	-	*	16%	35%	5%	24%	16%	22%	-	-	-	-	-																		
Female		40%	39%	<b>30%</b>	8%	23%	46%	*	*	-	*	28%	32%	*	32%	12%	-	30%	-	*	-	-																		
Grade 8																																								
Reading																																								
All		48%	45%	<b>43%</b>	27%	31%	67%	*	75%	*	64%	31%	60%	19%	45%	12%	40%	45%	-	*	-	-																		
Students																																								
CWD		23%	17%	<b>19%</b>	*	*	57%	-	-	-	-	*	40%	19%	-	*	*	*	-	-	-	-																		
CWOD		51%	48%	<b>45%</b>	31%	33%	68%	*	75%	*	64%	33%	61%	-	45%	13%	42%	48%	-	*	-	-																		
EL		13%	14%	<b>12%</b>	-	11%	-	-	*	-	-	12%	11%	*	13%	12%	13%	10%	-	-	-	-																		
Male		44%	39%	<b>40%</b>	25%	27%	71%	-	*	*	50%	27%	58%	*	42%	13%	40%	-	-	-	-	-																		
Female		53%	52%	<b>45%</b>	29%	35%	64%	*	83%	-	75%	35%	61%	*	48%	10%	-	45%	-	*	-	-																		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	50%	32%	<b>15%</b>	2%	8%	39%	*	*	*	38%	9%	26%	5%	16%	3%	14%	17%	-	*	-	*	
	Students																						
	CWD	25%	16%	<b>5%</b>	*	*	*	-	-	-	-	*	11%	5%	-	*	*	*	-	-	-	-	*
	CWOD	53%	34%	<b>16%</b>	3%	8%	44%	*	*	*	38%	10%	27%	-	16%	3%	15%	17%	-	*	-	-	*
	EL	30%	19%	<b>3%</b>	-	3%	-	-	*	-	-	3%	*	*	3%	3%	0%	6%	-	-	-	-	*
	Male	48%	30%	<b>14%</b>	0%	6%	41%	-	-	*	*	5%	29%	*	15%	0%	14%	-	-	*	-	-	*
Female	53%	34%	<b>17%</b>	4%	10%	36%	*	*	-	50%	14%	22%	*	17%	6%	-	17%	-	*	-	-	*	
Science	All	50%	45%	<b>41%</b>	32%	31%	62%	*	75%	*	62%	33%	54%	8%	44%	13%	35%	46%	-	*	-	*	
	Students																						
	CWD	23%	18%	<b>8%</b>	*	*	*	-	-	-	-	*	11%	8%	-	*	13%	*	-	-	-	-	*
	CWOD	53%	48%	<b>44%</b>	37%	34%	65%	*	75%	*	62%	36%	58%	-	44%	14%	38%	50%	-	*	-	-	*
	EL	19%	19%	<b>13%</b>	-	12%	-	-	*	-	-	12%	*	*	14%	13%	13%	13%	-	-	-	-	*
	Male	51%	44%	<b>35%</b>	33%	23%	63%	-	*	*	40%	26%	52%	13%	38%	13%	35%	-	-	*	-	-	*
Female	50%	46%	<b>46%</b>	30%	40%	61%	*	83%	-	75%	40%	57%	*	50%	13%	-	46%	-	*	-	-	*	
End of Course Algebra I	All	53%	49%	<b>78%</b>	64%	70%	80%	*	100%	*	100%	74%	81%	*	79%	56%	76%	79%	-	*	-	*	
	Students																						
	CWD	19%	13%	<b>*</b>	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	58%	53%	<b>79%</b>	64%	72%	79%	*	100%	*	100%	75%	81%	-	79%	63%	76%	80%	-	*	-	-	*
	EL	29%	27%	<b>56%</b>	-	50%	-	-	*	-	-	50%	*	*	63%	56%	*	40%	-	-	-	-	*
	Male	49%	43%	<b>76%</b>	50%	60%	85%	-	100%	*	*	72%	79%	*	76%	*	76%	-	-	-	-	-	*
Female	58%	55%	<b>79%</b>	75%	76%	76%	*	100%	-	*	75%	83%	*	80%	40%	-	79%	-	*	-	-	-	
Biology	All	57%	56%	<b>100%</b>	-	*	100%	-	-	-	*	-	100%	*	100%	-	100%	*	-	-	-	-	
	Students																						
	CWD	22%	18%	<b>*</b>	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	-
	CWOD	61%	61%	<b>100%</b>	-	*	100%	-	-	-	-	*	-	100%	-	100%	-	100%	*	-	-	-	-
	EL	20%	24%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	55%	53%	<b>100%</b>	-	*	100%	-	-	-	-	*	-	100%	-	100%	-	100%	-	-	-	-	-
Female	59%	59%	<b>*</b>	-	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 7																							
Reading	All	28%	26%	<b>24%</b>	9%	18%	40%	*	60%	-	63%	16%	36%	3%	26%	8%	15%	34%	-	*	-	*	
	Students																						
	CWD	10%	10%	<b>3%</b>	*	0%	*	*	*	-	-	*	*	3%	-	*	*	*	-	-	-	-	-
	CWOD	30%	27%	<b>26%</b>	10%	20%	40%	*	67%	-	63%	18%	39%	-	26%	10%	17%	36%	-	*	-	-	*
	EL	6%	8%	<b>8%</b>	*	6%	*	-	*	-	-	7%	*	*	10%	8%	7%	9%	-	*	-	-	-
	Male	24%	21%	<b>15%</b>	3%	9%	32%	*	57%	-	40%	8%	30%	*	17%	7%	15%	-	-	*	-	-	-
Female	33%	31%	<b>34%</b>	16%	29%	46%	*	*	-	*	27%	42%	*	36%	9%	-	34%	-	*	-	-	-	
Mathematics	All	18%	19%	<b>9%</b>	2%	7%	13%	*	40%	-	43%	6%	14%	0%	10%	3%	8%	10%	-	*	-	*	
	Students																						
	CWD	7%	2%	<b>0%</b>	*	0%	*	*	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	-
	CWOD	19%	21%	<b>10%</b>	2%	8%	14%	*	*	-	43%	7%	15%	-	10%	3%	10%	11%	-	*	-	-	*
	EL	5%	6%	<b>3%</b>	*	3%	*	-	*	-	-	3%	*	*	3%	3%	2%	3%	-	*	-	-	-
Male	17%	19%	<b>8%</b>	0%	6%	16%	*	*	-	*	6%	13%	0%	10%	2%	8%	-	-	*	-	-	-	



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
		Female	18%	19%	<b>10%</b>	4%	8%	11%	*	*	-	*	7%	15%	*	11%	3%	-	10%	-	*	-	*
Grade 8 Reading	All Students	26%	23%	<b>26%</b>	7%	17%	46%	*	75%	*	50%	16%	40%	11%	27%	6%	23%	28%	-	*	-	*	
	CWD	8%	6%	<b>11%</b>	*	*	29%	-	-	-	-	*	30%	11%	-	*	*	*	-	-	-	-	*
	CWOD	28%	25%	<b>27%</b>	8%	18%	48%	*	75%	*	50%	17%	41%	-	27%	7%	25%	29%	-	*	-	-	*
	EL	4%	4%	<b>6%</b>	-	5%	-	-	*	-	-	6%	11%	*	7%	6%	5%	8%	-	-	-	-	*
	Male	22%	18%	<b>23%</b>	11%	13%	46%	-	*	*	33%	13%	38%	*	25%	5%	23%	-	-	*	-	-	*
	Female	30%	29%	<b>28%</b>	3%	20%	47%	*	83%	-	63%	18%	43%	*	29%	8%	-	28%	-	*	-	-	*
	Students																						
Mathematics	All Students	15%	5%	<b>2%</b>	0%	0%	6%	*	*	*	25%	0%	6%	0%	2%	0%	1%	3%	-	*	-	*	
	CWD	9%	3%	<b>0%</b>	*	*	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-	*
	CWOD	16%	5%	<b>2%</b>	0%	0%	6%	*	*	*	25%	0%	6%	-	2%	0%	1%	4%	-	*	-	-	*
	EL	6%	1%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	*
	Male	14%	4%	<b>1%</b>	0%	0%	3%	-	-	*	*	0%	2%	*	1%	0%	1%	-	-	*	-	-	*
	Female	16%	6%	<b>3%</b>	0%	0%	9%	*	*	-	33%	0%	10%	*	4%	0%	-	3%	-	*	-	-	*
	Students																						
Science	All Students	27%	24%	<b>22%</b>	14%	14%	40%	*	50%	*	38%	13%	38%	4%	24%	1%	21%	23%	-	*	-	*	
	CWD	8%	5%	<b>4%</b>	*	*	*	-	-	-	-	*	0%	4%	-	*	7%	*	-	-	-	-	*
	CWOD	29%	26%	<b>24%</b>	16%	15%	43%	*	50%	*	38%	13%	41%	-	24%	1%	23%	25%	-	*	-	-	*
	EL	6%	5%	<b>1%</b>	-	0%	-	-	*	-	-	0%	*	*	1%	1%	0%	3%	-	-	-	-	*
	Male	29%	24%	<b>21%</b>	15%	11%	45%	-	*	*	40%	12%	36%	7%	23%	0%	21%	-	-	*	-	-	*
	Female	25%	24%	<b>23%</b>	13%	16%	36%	*	50%	-	38%	13%	39%	*	25%	3%	-	23%	-	*	-	-	*
	Students																						
End of Course Algebra I	All Students	31%	29%	<b>50%</b>	29%	43%	51%	*	73%	*	86%	44%	53%	*	50%	33%	51%	49%	-	*	-	*	
	CWD	7%	3%	<b>*</b>	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	34%	32%	<b>50%</b>	29%	44%	52%	*	73%	*	86%	46%	53%	-	50%	38%	52%	49%	-	*	-	-	*
	EL	12%	11%	<b>33%</b>	-	25%	-	-	*	-	-	25%	*	*	38%	33%	*	20%	-	-	-	-	-
	Male	28%	25%	<b>51%</b>	17%	40%	65%	-	60%	*	*	44%	55%	*	52%	*	51%	-	-	-	-	-	*
	Female	34%	33%	<b>49%</b>	38%	44%	41%	*	83%	-	*	44%	53%	*	49%	20%	-	49%	-	*	-	-	-
	Students																						
Biology	All Students	23%	23%	<b>76%</b>	-	*	79%	-	-	-	*	-	76%	*	75%	-	77%	*	-	-	-	-	-
	CWD	5%	3%	<b>*</b>	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	-
	CWOD	25%	25%	<b>75%</b>	-	*	79%	-	-	-	*	-	75%	-	75%	-	77%	*	-	-	-	-	-
	EL	3%	5%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	22%	<b>77%</b>	-	*	82%	-	-	-	*	-	77%	-	77%	-	77%	-	-	-	-	-	-
	Female	23%	24%	<b>*</b>	-	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	Students																						

**STAAR Percent at Approaches Grade Level or Above**

All Grades																						
All Subjects	All	77%	72%	<b>70%</b>	50%	63%	90%	50%	98%	100%	91%	63%	80%	28%	74%	47%	66%	74%	-	52%	-	45%
	CWD	45%	38%	<b>28%</b>	*	28%	54%	*	*	-	-	20%	44%	28%	-	22%	27%	28%	-	-	-	*

				African	American	Pacific	Two or Non	Econ	Econ											Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	80%	76%	<b>74%</b>	57%	66%	92%	50%	98%	100%	91%	68%	83%	-	74%	51%	70%	78%	-	52%	-	*
	EL	60%	59%	<b>47%</b>	*	46%	83%	-	88%	-	-	48%	42%	22%	51%	47%	47%	47%	-	*	-	*
	Male	74%	69%	<b>66%</b>	48%	57%	88%	*	100%	100%	89%	56%	80%	27%	70%	47%	66%	-	-	47%	-	*
	Female	79%	76%	<b>74%</b>	52%	69%	92%	50%	96%	-	93%	71%	79%	28%	78%	47%	-	74%	-	54%	-	*
Reading	All	73%	68%	<b>70%</b>	52%	63%	90%	*	100%	*	91%	63%	81%	23%	75%	44%	65%	75%	-	50%	-	*
	Students																					
	CWD	39%	32%	<b>23%</b>	*	22%	60%	*	*	-	-	15%	42%	23%	-	*	19%	29%	-	-	-	*
	CWOD	77%	72%	<b>75%</b>	60%	67%	92%	*	100%	*	91%	68%	83%	-	75%	48%	70%	79%	-	50%	-	*
	EL	52%	51%	<b>44%</b>	*	42%	*	-	*	-	-	43%	44%	*	48%	44%	40%	48%	-	*	-	*
	Male	69%	64%	<b>65%</b>	51%	55%	88%	*	100%	*	91%	56%	80%	19%	70%	40%	65%	-	-	*	-	*
	Female	77%	73%	<b>75%</b>	54%	71%	92%	*	100%	-	91%	71%	82%	29%	79%	48%	-	75%	-	*	-	*
Mathematics	All	80%	75%	<b>68%</b>	44%	63%	88%	*	100%	*	86%	63%	76%	31%	72%	50%	64%	73%	-	42%	-	*
	Students																					
	CWOD	52%	42%	<b>31%</b>	*	33%	45%	*	*	-	-	28%	37%	31%	-	30%	32%	29%	-	-	-	*
	CWOD	83%	79%	<b>72%</b>	50%	66%	91%	*	100%	*	86%	67%	79%	-	72%	53%	68%	76%	-	42%	-	*
	EL	70%	69%	<b>50%</b>	*	49%	*	-	*	-	-	52%	33%	30%	53%	50%	51%	50%	-	*	-	*
	Male	78%	73%	<b>64%</b>	43%	57%	86%	*	100%	*	82%	56%	78%	32%	68%	51%	64%	-	-	*	-	*
	Female	82%	78%	<b>73%</b>	45%	69%	91%	*	100%	-	91%	72%	75%	29%	76%	50%	-	73%	-	*	-	*
Science	All	79%	74%	<b>73%</b>	58%	63%	93%	*	88%	*	100%	64%	85%	30%	77%	49%	70%	75%	-	*	-	*
	Students																					
	CWD	48%	40%	<b>30%</b>	*	*	*	-	-	-	-	*	60%	30%	-	*	33%	*	-	-	-	*
	CWOD	82%	78%	<b>77%</b>	67%	65%	96%	*	88%	*	100%	69%	87%	-	77%	52%	74%	79%	-	*	-	*
	EL	58%	57%	<b>49%</b>	-	49%	-	-	*	-	-	49%	*	*	52%	49%	58%	39%	-	-	-	*
	Male	78%	72%	<b>70%</b>	52%	60%	92%	-	*	*	100%	59%	86%	33%	74%	58%	70%	-	-	*	-	*
	Female	80%	77%	<b>75%</b>	63%	66%	94%	*	83%	-	100%	69%	85%	*	79%	39%	-	75%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>38%</b>	19%	28%	60%	29%	82%	33%	69%	28%	52%	8%	41%	12%	33%	43%	-	24%	-	27%
	Students																					
	CWD	23%	19%	<b>8%</b>	*	5%	29%	*	*	-	-	4%	17%	8%	-	0%	8%	8%	-	-	-	*
	CWOD	50%	45%	<b>41%</b>	22%	30%	62%	33%	86%	33%	69%	31%	55%	-	41%	14%	35%	46%	-	24%	-	*
	EL	26%	25%	<b>12%</b>	*	11%	33%	-	63%	-	-	12%	16%	0%	14%	12%	12%	13%	-	*	-	*
	Male	45%	40%	<b>33%</b>	15%	21%	59%	*	80%	33%	61%	21%	51%	8%	35%	12%	33%	-	-	24%	-	*
	Female	50%	45%	<b>43%</b>	23%	35%	60%	33%	83%	-	77%	36%	54%	8%	46%	13%	-	43%	-	23%	-	*
Reading	All	46%	41%	<b>41%</b>	21%	31%	65%	*	78%	*	73%	31%	57%	10%	44%	12%	34%	49%	-	33%	-	*
	Students																					
	CWD	22%	18%	<b>10%</b>	*	3%	50%	*	*	-	-	5%	21%	10%	-	*	8%	13%	-	-	-	*
	CWOD	48%	44%	<b>44%</b>	25%	34%	66%	*	82%	*	73%	34%	59%	-	44%	14%	37%	51%	-	33%	-	*
	EL	21%	21%	<b>12%</b>	*	10%	*	-	*	-	-	12%	11%	*	14%	12%	10%	14%	-	*	-	*
	Male	41%	37%	<b>34%</b>	16%	22%	64%	*	78%	*	64%	23%	52%	8%	37%	10%	34%	-	-	*	-	*
	Female	50%	47%	<b>49%</b>	27%	42%	66%	*	78%	-	82%	39%	61%	13%	51%	14%	-	49%	-	*	-	*
Mathematics	All	48%	42%	<b>31%</b>	11%	23%	50%	*	89%	*	68%	23%	44%	5%	34%	12%	27%	36%	-	17%	-	*
	Students																					

				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	CWD	26%	21%	<b>5%</b>	*	7%	9%	*	*	-	-	3%	11%	5%	-	0%	6%	4%	-	-	*		
	CWOD	51%	45%	<b>34%</b>	13%	24%	52%	*	94%	*	68%	25%	46%	-	34%	14%	30%	38%	-	17%	-	*	
	EL	33%	31%	<b>12%</b>	*	10%	*	-	*	-	-	11%	17%	0%	14%	12%	13%	11%	-	*	-	*	
	Male	47%	41%	<b>27%</b>	7%	20%	46%	*	89%	*	64%	17%	44%	6%	30%	13%	27%	-	-	*	-	*	
	Female	49%	44%	<b>36%</b>	16%	26%	53%	*	89%	-	73%	30%	43%	4%	38%	11%	-	36%	-	*	-	*	
Science	All	49%	46%	<b>44%</b>	32%	32%	68%	*	75%	*	64%	33%	60%	11%	47%	13%	40%	48%	-	*	-	*	
	Students																						
	CWD	23%	18%	<b>11%</b>	*	*	*	-	-	-	-	*	20%	11%	-	*	13%	*	-	-	-	*	
	CWOD	52%	49%	<b>47%</b>	37%	34%	71%	*	75%	*	64%	36%	63%	-	47%	14%	43%	51%	-	*	-	*	
	EL	21%	20%	<b>13%</b>	-	12%	-	-	*	-	-	12%	*	*	14%	13%	13%	13%	-	-	-	*	
	Male	50%	45%	<b>40%</b>	33%	24%	71%	-	*	*	50%	26%	61%	13%	43%	13%	40%	-	-	*	-	*	
	Female	49%	46%	<b>48%</b>	30%	40%	64%	*	83%	-	75%	40%	59%	*	51%	13%	-	48%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>21%</b>	8%	13%	35%	14%	59%	0%	48%	12%	33%	4%	22%	4%	18%	24%	-	17%	-	18%	
	Students																						
	CWD	8%	5%	<b>4%</b>	*	3%	14%	*	*	-	-	2%	8%	4%	-	0%	2%	7%	-	-	-	*	
	CWOD	23%	20%	<b>22%</b>	9%	14%	36%	17%	62%	0%	48%	13%	35%	-	22%	5%	19%	25%	-	17%	-	*	
	EL	9%	8%	<b>4%</b>	*	3%	17%	-	50%	-	4%	9%	0%	5%	4%	4%	5%	-	-	*	-	*	
	Male	20%	17%	<b>18%</b>	6%	9%	36%	*	50%	0%	39%	9%	31%	2%	19%	4%	18%	-	-	18%	-	*	
	Female	22%	20%	<b>24%</b>	9%	18%	34%	17%	67%	-	57%	16%	35%	7%	25%	5%	-	24%	-	15%	-	*	
Reading	All	19%	16%	<b>25%</b>	8%	18%	43%	*	67%	*	55%	16%	38%	7%	27%	7%	19%	31%	-	25%	-	*	
	Students																						
	CWD	7%	5%	<b>7%</b>	*	3%	30%	*	*	-	-	2%	16%	7%	-	*	3%	13%	-	-	-	*	
	CWOD	20%	18%	<b>27%</b>	9%	19%	44%	*	71%	*	55%	17%	40%	-	27%	8%	21%	32%	-	25%	-	*	
	EL	7%	7%	<b>7%</b>	*	5%	*	-	*	-	7%	11%	*	8%	7%	6%	8%	-	-	*	-	*	
	Male	16%	13%	<b>19%</b>	7%	11%	40%	*	56%	*	36%	10%	34%	3%	21%	6%	19%	-	-	*	-	*	
	Female	22%	20%	<b>31%</b>	9%	25%	46%	*	78%	-	73%	23%	43%	13%	32%	8%	-	31%	-	*	-	*	
Mathematics	All	23%	20%	<b>14%</b>	4%	9%	21%	*	56%	*	50%	9%	22%	0%	15%	3%	12%	16%	-	17%	-	*	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	*	
	CWOD	25%	21%	<b>15%</b>	5%	10%	22%	*	59%	*	50%	10%	24%	-	15%	4%	13%	17%	-	17%	-	*	
	EL	13%	11%	<b>3%</b>	*	3%	*	-	*	-	3%	6%	0%	4%	3%	4%	3%	-	-	*	-	*	
	Male	23%	19%	<b>12%</b>	2%	7%	23%	*	44%	*	45%	7%	20%	0%	13%	4%	12%	-	-	*	-	*	
	Female	24%	20%	<b>16%</b>	7%	11%	20%	*	67%	-	55%	10%	24%	0%	17%	3%	-	16%	-	*	-	*	
Science	All	22%	20%	<b>25%</b>	14%	15%	46%	*	50%	*	36%	13%	42%	7%	26%	1%	26%	24%	-	*	-	*	
	Students																						
	CWD	7%	4%	<b>7%</b>	*	*	*	-	-	-	-	*	10%	7%	-	*	7%	*	-	-	-	*	
	CWOD	24%	22%	<b>26%</b>	16%	15%	48%	*	50%	*	36%	13%	45%	-	26%	1%	27%	25%	-	*	-	*	
	EL	5%	5%	<b>1%</b>	-	0%	-	-	*	-	-	0%	*	*	1%	1%	0%	3%	-	-	-	*	
	Male	23%	20%	<b>26%</b>	15%	12%	53%	-	*	*	33%	12%	44%	7%	27%	0%	26%	-	-	*	-	*	
	Female	21%	20%	<b>24%</b>	13%	17%	38%	*	50%	-	38%	13%	41%	*	25%	3%	-	24%	-	*	-	*	

**Two or More Races**      **Non Econ**      **Foster Care**  
**African American**      **American Indian**      **Pacific Islander**      **Disadv**      **CWDCWOD**      **EL**      **Male**      **Female**      **Migrant**      **Homeless**      **Care**      **Military**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	70	59	70	77	*	91	*	80	69	60	71
CWD	60	40	66	75	*	*	-	-	53	60	59
CWOD	71	62	70	77	*	91	*	80	71	-	73
EL	71	*	71	*	-	*	-	-	70	59	71
Male	64	52	65	71	*	89	*	59	64	56	71
Female	77	67	75	82	*	94	-	100	75	65	71
<b>Mathematics</b>											
All Students	60	50	59	64	83	85	*	75	60	55	60
CWD	55	43	64	*	*	*	-	-	59	55	73
CWOD	60	52	58	66	*	84	*	75	60	-	58
EL	60	*	60	*	-	*	-	-	61	73	60
Male	54	44	53	57	*	83	*	64	51	47	55
Female	66	58	65	69	*	88	-	89	69	66	67

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv CWD EL Homeless Foster Care**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
149	17	11%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	26	35	62	*	80	*	69	34	13	21
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	Y					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y					N	N	N
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	100%	100%	99%	86%	100%	100%	100%	100%	99%	100%	99%	99%	100%	99%	-
	CWD	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	99%	83%	100%	100%	100%	99%	99%	-	99%	99%	100%	99%	-
	EL	99%	*	99%	100%	-	100%	-	-	100%	98%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	99%	83%	100%	-	100%	99%	99%	100%	99%	99%	99%	-	99%
Reading	All Students	100%	100%	100%	99%	83%	100%	*	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	*	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	99%	*	100%	-	100%	99%	99%	100%	99%	100%	100%	-	99%
Mathematics	All Students	99%	100%	99%	99%	86%	100%	*	100%	100%	99%	100%	99%	99%	100%	99%	-
	CWD	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	99%	83%	100%	*	100%	99%	99%	-	99%	99%	100%	99%	-
	EL	99%	*	99%	*	-	*	-	-	100%	94%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	99%	83%	100%	-	100%	99%	99%	100%	99%	99%	99%	-	99%
Science	All Students	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	100%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	99%	100%	-	100%	99%	100%	99%	-
	EL	99%	-	99%	-	-	*	-	-	99%	100%	100%	99%	99%	100%	97%	-
	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	100%	*	100%	-	100%	99%	100%	100%	99%	97%	97%	-	99%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	0%	0%	1%	14%	0%	0%	0%	0%	1%	0%	1%	1%	0%	1%	-
	CWD	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	1%	17%	0%	0%	0%	1%	1%	-	1%	1%	0%	1%	-
	EL	1%	*	1%	0%	-	0%	-	-	0%	2%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	1%	17%	0%	-	0%	1%	1%	0%	1%	1%	-	1%	-
Reading	All Students	0%	0%	0%	1%	17%	0%	*	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	*	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	1%	*	0%	-	0%	1%	1%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	0%	1%	1%	14%	0%	*	0%	0%	1%	0%	1%	1%	0%	1%	-
	CWD	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	1%	17%	0%	*	0%	1%	1%	-	1%	1%	0%	1%	-
	EL	1%	*	1%	*	-	*	-	-	0%	6%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	1%	17%	0%	-	0%	1%	1%	0%	1%	1%	-	1%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	1%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	*	1%	0%	-	0%	1%	0%	1%	0%	-
	EL	1%	-	1%	-	-	*	-	1%	0%	0%	1%	1%	0%	3%	-	-
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	-	-	-
	Female	1%	0%	1%	0%	*	0%	-	0%	1%	0%	1%	3%	-	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	89	26	50	11	*	*	*	*	26		
	Female	49	17	23	5	*	*	*	*	17		
	Total	138	43	73	16	*	*	*	*	43		
Out-of-School Suspensions												
	Male	47	16	22	7	*	*	*	*	10		
	Female	24	*	10	*	*	*	*	*	7		
	Total	71	20	32	11	*	*	*	*	17		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												



		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	Male	29	5	17	5	*	*	*	*	11		5
	Female	9	5	*	*	*	*	*	*	*		*
	Total	38	10	19	7	*	*	*	*	13		7
Expulsions	Male	20	*	10	*	*	*	*	*	10		*
	Female	8	*	*	*	*	*	*	*	*		*
	Total	28	8	12	6	*	*	*	*	10		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	54	8	20	20	*	*	*	*	8	17	5
	Female	41	5	17	17	*	*	*	*	11	*	5
	Total	95	13	37	37	*	*	*	*	19	19	10

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		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	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	6.8	12.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.8	3.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	7.7	15.4%

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** SHERROD EL

**Campus ID:** 220901134

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates												72%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	2017-18 through 2021-22	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2022-23 through 2026-27	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)



C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or More		Econ		Non				Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>55%</b>	37%	71%	86%	-	-	-	78%	53%	58%	*	60%	89%	50%	64%	-	*	-	*
	Students																					
	CWD	51%	46%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	79%	72%	<b>60%</b>	43%	74%	86%	-	-	-	78%	58%	63%	-	60%	89%	56%	68%	-	*	-	*
	EL	70%	69%	<b>89%</b>	-	86%	*	-	-	-	-	86%	*	-	89%	89%	*	83%	-	-	-	-
	Male	74%	68%	<b>50%</b>	34%	63%	*	-	-	-	71%	46%	57%	*	56%	*	50%	-	-	*	-	*
	Female	79%	73%	<b>64%</b>	41%	83%	*	-	-	-	*	65%	60%	*	68%	83%	-	64%	-	*	-	*
Mathematics	All	77%	71%	<b>48%</b>	41%	46%	86%	-	-	-	67%	45%	55%	*	53%	56%	40%	64%	-	*	-	*
	Students																					
	CWD	52%	43%	*	*	*	-	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	73%	<b>53%</b>	48%	48%	86%	-	-	-	67%	49%	60%	-	53%	56%	44%	68%	-	*	-	*
	EL	74%	73%	<b>56%</b>	-	*	*	-	-	-	-	*	*	-	56%	56%	*	*	-	-	-	-
	Male	77%	70%	<b>40%</b>	31%	38%	*	-	-	-	*	35%	48%	*	44%	*	40%	-	-	*	-	*
	Female	78%	71%	<b>64%</b>	59%	58%	*	-	-	-	*	61%	70%	*	68%	*	-	64%	-	*	-	*
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>61%</b>	58%	67%	*	*	*	-	*	61%	61%	73%	59%	50%	52%	71%	-	*	-	*
	Students																					
	CWD	46%	47%	<b>73%</b>	71%	*	*	-	-	-	-	86%	*	73%	-	*	73%	-	-	-	-	-
	CWOD	75%	69%	<b>59%</b>	56%	64%	*	*	*	-	*	57%	63%	-	59%	46%	46%	71%	-	*	-	*
	EL	60%	56%	<b>50%</b>	*	60%	-	-	*	-	*	*	*	*	46%	50%	*	*	-	-	-	-
	Male	70%	64%	<b>52%</b>	48%	60%	*	-	-	-	*	56%	44%	73%	46%	*	52%	-	-	*	-	*
	Female	75%	70%	<b>71%</b>	68%	78%	-	*	*	-	*	68%	75%	-	71%	*	-	71%	-	*	-	*
Mathematics	All	77%	74%	<b>66%</b>	54%	96%	*	*	*	-	*	66%	67%	55%	68%	79%	64%	69%	-	*	-	*
	Students																					
	CWD	49%	49%	<b>55%</b>	*	*	*	-	-	-	-	71%	*	55%	-	*	55%	-	-	-	-	-
	CWOD	81%	76%	<b>68%</b>	56%	95%	*	*	*	-	*	65%	72%	-	68%	77%	67%	69%	-	*	-	*
	EL	72%	72%	<b>79%</b>	*	90%	-	-	*	-	-	86%	71%	*	77%	79%	78%	*	-	-	-	-
	Male	77%	72%	<b>64%</b>	48%	100%	*	-	-	-	*	68%	56%	55%	67%	78%	64%	-	-	*	-	*
	Female	78%	76%	<b>69%</b>	61%	89%	-	*	*	-	*	64%	75%	-	69%	*	-	69%	-	*	-	*
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>64%</b>	66%	61%	75%	-	*	*	*	60%	71%	*	65%	67%	50%	76%	-	*	-	*
	Students																					
	CWD	54%	47%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-

				African		American		Pacific		Two or More		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military											
	CWOD	87%	83%	<b>65%</b>	67%	64%	78%	-	*	*	58%	75%	-	65%	64%	50%	77%	-	*	-	*										
	EL	73%	70%	<b>67%</b>	-	63%	*	-	*	-	*	*	*	64%	67%	*	*	-	-	-	-										
	Male	81%	77%	<b>50%</b>	44%	56%	*	-	*	-	43%	60%	*	50%	* 50%	-	-	*	-	*											
	Female	86%	82%	<b>76%</b>	85%	64%	100%	-	-	*	73%	81%	*	77%	* -	76%	-	*	-	*											
Mathematics	All	90%	85%	<b>80%</b>	83%	78%	92%	-	*	*	76%	87%	*	84%	75%	81%	79%	-	83%	-	*										
	Students																														
	CWOD	70%	56%	*	*	*	*	-	*	*	*	*	*	-	*	*	*	-	*	-	*										
	CWOD	92%	89%	<b>84%</b>	84%	82%	100%	-	*	*	80%	89%	-	84%	73%	82%	85%	-	*	-	*										
	EL	86%	81%	<b>75%</b>	-	63%	*	-	*	-	63%	*	*	73%	75%	71%	*	-	-	-											
	Male	89%	84%	<b>81%</b>	84%	78%	86%	-	*	*	77%	87%	*	82%	71%	81%	-	-	*	-	*										
	Female	91%	86%	<b>79%</b>	81%	79%	100%	-	-	*	74%	88%	*	85%	* -	79%	-	*	-	*											
Science	All	75%	69%	<b>64%</b>	62%	61%	91%	-	*	*	59%	72%	*	66%	75%	59%	68%	-	*	-	*										
	Students																														
	CWOD	48%	38%	*	*	*	*	-	*	*	*	*	*	-	*	*	*	-	*	-	*										
	CWOD	78%	72%	<b>66%</b>	62%	64%	100%	-	*	*	60%	76%	-	66%	73%	61%	71%	-	*	-	*										
	EL	62%	57%	<b>75%</b>	-	63%	*	-	*	-	63%	*	*	73%	75%	71%	*	-	-	-											
	Male	76%	69%	<b>59%</b>	53%	56%	86%	-	*	*	52%	69%	*	61%	71%	59%	-	-	*	-	*										
	Female	75%	69%	<b>68%</b>	70%	64%	*	-	*	*	64%	75%	*	71%	* -	68%	-	*	-	*											
Grade 6	All	68%	67%	<b>60%</b>	55%	63%	75%	-	-	*	57%	63%	33%	69%	*	47%	74%	-	*	-	-										
	Students																														
	CWOD	35%	33%	<b>33%</b>	*	*	*	-	*	*	*	*	33%	-	*	*	*	-	*	-	*										
	CWOD	71%	70%	<b>69%</b>	64%	77%	*	-	*	-	72%	64%	-	69%	*	59%	78%	-	*	-	*										
	EL	42%	46%	*	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-	-	-										
	Male	63%	61%	<b>47%</b>	37%	54%	*	-	*	-	43%	53%	*	59%	*	47%	-	-	*	-	*										
	Female	72%	73%	<b>74%</b>	68%	83%	*	-	*	-	74%	73%	*	78%	-	74%	-	*	-	*											
Mathematics	All	76%	76%	<b>61%</b>	59%	58%	75%	-	-	*	57%	67%	33%	70%	*	61%	62%	-	*	-	-										
	Students																														
	CWOD	50%	46%	<b>33%</b>	*	*	*	-	*	*	*	*	33%	-	*	*	*	-	*	-	*										
	CWOD	79%	80%	<b>70%</b>	72%	62%	*	-	*	-	69%	72%	-	70%	*	74%	67%	-	*	-	*										
	EL	61%	67%	*	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-	-	-										
	Male	76%	76%	<b>61%</b>	58%	62%	*	-	*	-	52%	73%	*	74%	*	61%	-	-	*	-	*										
	Female	77%	77%	<b>62%</b>	60%	*	*	-	*	-	63%	60%	*	67%	-	62%	-	*	-	*											
<b>STAAR Percent at Meets Grade Level or Above</b>																															
Grade 3	All	43%	35%	<b>33%</b>	20%	46%	71%	-	-	-	33%	32%	36%	*	36%	44%	23%	52%	-	*	-	-									
	Students																														
	CWOD	28%	21%	*	*	*	-	-	*	*	*	*	*	-	*	*	*	-	*	-	*										
	CWOD	44%	36%	<b>36%</b>	24%	48%	71%	-	*	*	33%	35%	40%	-	36%	44%	26%	55%	-	*	-	*									
	EL	32%	32%	<b>44%</b>	-	29%	*	-	*	-	43%	*	-	44%	44%	*	50%	-	-	-	-										
	Male	40%	33%	<b>23%</b>	13%	38%	*	-	*	-	14%	22%	26%	*	26%	* 23%	-	-	*	-	*										
	Female	45%	37%	<b>52%</b>	35%	58%	*	-	*	-	48%	60%	*	55%	50%	-	52%	-	*	-	*										

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>20%</b>	10%	25%	71%	-	-	-	22%	15%	30%	*	22%	33%	15%	30%	-	*	-	*
	Students																					
	CWD	30%	23%	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>22%</b>	12%	26%	71%	-	-	-	22%	16%	33%	-	22%	33%	17%	32%	-	*	-	*
	EL	39%	38%	<b>33%</b>	-	*	*	-	-	-	-	*	*	-	33%	33%	*	*	-	-	-	-
	Male	47%	38%	<b>15%</b>	6%	25%	*	-	-	-	*	11%	22%	*	17%	*	15%	-	-	*	-	*
	Female	45%	35%	<b>30%</b>	18%	25%	*	-	-	-	*	22%	50%	*	32%	*	-	30%	-	*	-	*
Grade 4	All	45%	40%	<b>34%</b>	32%	38%	*	*	*	-	*	30%	39%	45%	32%	14%	30%	38%	-	*	-	*
	Students																					
	CWD	28%	30%	<b>45%</b>	43%	*	*	-	-	-	-	57%	*	45%	-	*	45%	-	-	-	-	-
	CWOD	47%	41%	<b>32%</b>	30%	36%	*	*	*	-	*	27%	41%	-	32%	8%	26%	38%	-	*	-	*
	EL	29%	28%	<b>14%</b>	*	20%	-	-	*	-	-	*	*	*	8%	14%	*	*	-	-	-	-
	Male	43%	39%	<b>30%</b>	28%	33%	*	-	-	-	*	29%	31%	45%	26%	*	30%	-	-	*	-	-
	Female	47%	42%	<b>38%</b>	36%	44%	-	*	*	-	*	32%	45%	-	38%	*	-	38%	-	*	-	*
Mathematics	All	48%	40%	<b>26%</b>	18%	42%	*	*	*	-	*	30%	19%	45%	23%	21%	28%	24%	-	*	-	*
	Students																					
	CWD	29%	30%	<b>45%</b>	*	*	*	-	-	-	-	57%	*	45%	-	*	45%	-	-	-	-	-
	CWOD	50%	42%	<b>23%</b>	16%	36%	*	*	*	-	*	27%	19%	-	23%	15%	23%	24%	-	*	-	*
	EL	38%	35%	<b>21%</b>	*	20%	-	-	*	-	-	29%	14%	*	15%	21%	22%	*	-	-	-	-
	Male	48%	41%	<b>28%</b>	17%	47%	*	-	-	-	*	38%	6%	45%	23%	22%	28%	-	-	*	-	-
	Female	47%	40%	<b>24%</b>	18%	33%	-	*	*	-	*	18%	30%	-	24%	*	-	24%	-	*	-	*
Grade 5	All	53%	49%	<b>40%</b>	39%	39%	50%	-	*	*	*	34%	48%	*	39%	33%	42%	38%	-	*	-	*
	Students																					
	CWD	30%	25%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	56%	51%	<b>39%</b>	39%	41%	44%	-	*	*	*	33%	50%	-	39%	27%	41%	38%	-	*	-	*
	EL	35%	30%	<b>33%</b>	-	13%	*	-	*	-	-	*	*	*	27%	33%	*	*	-	-	-	-
	Male	50%	46%	<b>42%</b>	39%	33%	*	-	*	*	-	38%	47%	*	41%	*	42%	-	-	*	-	*
	Female	56%	51%	<b>38%</b>	40%	43%	40%	-	-	*	*	31%	50%	*	38%	*	-	38%	-	*	-	*
Mathematics	All	57%	50%	<b>30%</b>	28%	26%	50%	-	*	*	*	22%	42%	*	30%	42%	30%	30%	-	50%	-	*
	Students																					
	CWD	34%	24%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	60%	52%	<b>30%</b>	29%	27%	44%	-	*	*	*	22%	43%	-	30%	36%	27%	33%	-	*	-	*
	EL	46%	39%	<b>42%</b>	-	25%	*	-	*	-	-	25%	*	*	36%	42%	43%	*	-	-	-	-
	Male	57%	49%	<b>30%</b>	21%	22%	57%	-	*	*	-	23%	40%	*	27%	43%	30%	-	-	*	-	*
	Female	58%	50%	<b>30%</b>	33%	29%	40%	-	-	*	*	22%	44%	*	33%	*	-	30%	-	*	-	*
Science	All	40%	34%	<b>42%</b>	36%	39%	82%	-	*	*	*	37%	50%	*	42%	42%	41%	44%	-	*	-	*
	Students																					
	CWD	25%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	42%	35%	<b>42%</b>	35%	41%	88%	-	*	*	*	36%	52%	-	42%	36%	39%	45%	-	*	-	*
	EL	24%	18%	<b>42%</b>	-	13%	*	-	*	-	-	13%	*	*	36%	42%	57%	*	-	-	-	-
	Male	42%	35%	<b>41%</b>	26%	44%	71%	-	*	*	-	33%	50%	*	39%	57%	41%	-	-	*	-	*
	Female	38%	32%	<b>44%</b>	45%	36%	*	-	-	*	*	40%	50%	*	45%	*	-	44%	-	*	-	*

					African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
<b>Grade 6</b>																								
Reading		All	38%	37%	<b>25%</b>	14%	32%	63%	-	-	*	-	21%	30%	28%	24%	*	18%	32%	-	*	-	-	
		Students																						
		CWD	22%	22%	<b>28%</b>	*	*	*	-	-	*	-	*	*	28%	-	*	*	*	-	*	-	-	
		CWOD	40%	38%	<b>24%</b>	17%	31%	*	-	-	-	-	21%	28%	-	24%	*	19%	30%	-	*	-	-	
		EL	14%	15%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	
		Male	34%	32%	<b>18%</b>	5%	23%	*	-	-	-	-	13%	27%	*	19%	*	18%	-	-	*	-	-	
		Female	42%	42%	<b>32%</b>	20%	50%	*	-	-	*	-	32%	33%	*	30%	-	-	32%	-	*	-	-	
Mathematics		All	43%	46%	<b>26%</b>	18%	26%	63%	-	-	*	-	21%	33%	28%	26%	*	26%	26%	-	*	-	-	
		Students																						
		CWD	23%	27%	<b>28%</b>	*	*	*	-	-	*	-	*	*	28%	-	*	*	*	-	*	-	-	
		CWOD	46%	48%	<b>26%</b>	22%	23%	*	-	-	-	-	21%	32%	-	26%	*	30%	22%	-	*	-	-	
		EL	24%	31%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	
		Male	44%	46%	<b>26%</b>	21%	23%	*	-	-	-	-	17%	40%	*	30%	*	26%	-	-	*	-	-	
		Female	42%	46%	<b>26%</b>	16%	*	*	-	-	*	-	26%	27%	*	22%	-	-	26%	-	*	-	-	
<b>STAAR Percent at Masters Grade Level</b>																								
<b>Grade 3</b>																								
Reading		All	24%	19%	<b>23%</b>	12%	29%	71%	-	-	-	22%	20%	27%	*	25%	22%	13%	39%	-	*	-	*	
		Students																						
		CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
		CWOD	26%	20%	<b>25%</b>	14%	30%	71%	-	-	-	22%	22%	30%	-	25%	22%	15%	42%	-	*	-	*	
		EL	15%	16%	<b>22%</b>	-	0%	*	-	-	-	-	14%	*	-	22%	22%	*	17%	-	-	-	-	
		Male	22%	17%	<b>13%</b>	3%	25%	*	-	-	-	0%	14%	13%	*	15%	*	13%	-	-	*	-	*	
		Female	26%	20%	<b>39%</b>	29%	33%	*	-	-	-	*	30%	60%	*	42%	17%	-	39%	-	*	-	*	
Mathematics		All	22%	15%	<b>8%</b>	2%	4%	57%	-	-	-	11%	8%	6%	*	8%	11%	7%	9%	-	*	-	*	
		Students																						
		CWD	12%	5%	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
		CWOD	24%	16%	<b>8%</b>	2%	4%	57%	-	-	-	11%	9%	7%	-	8%	11%	7%	10%	-	*	-	*	
		EL	17%	16%	<b>11%</b>	-	*	*	-	-	-	-	*	*	-	11%	11%	*	*	-	-	-	-	
		Male	23%	17%	<b>7%</b>	0%	6%	*	-	-	-	*	8%	4%	*	7%	*	7%	-	-	*	-	*	
		Female	21%	14%	<b>9%</b>	6%	0%	*	-	-	-	*	9%	10%	*	10%	*	-	9%	-	*	-	*	
<b>Grade 4</b>																								
Reading		All	23%	19%	<b>14%</b>	12%	13%	*	*	*	-	*	14%	14%	9%	15%	0%	14%	14%	-	*	-	*	
		Students																						
		CWD	9%	9%	<b>9%</b>	14%	*	*	-	-	-	-	14%	*	9%	-	*	9%	-	-	-	-	-	
		CWOD	25%	20%	<b>15%</b>	12%	14%	*	*	*	-	*	14%	16%	-	15%	0%	15%	14%	-	*	-	*	
		EL	12%	11%	<b>0%</b>	*	0%	-	-	*	-	-	*	*	*	0%	0%	*	*	-	-	-	-	
		Male	22%	18%	<b>14%</b>	17%	7%	*	-	-	-	*	12%	19%	9%	15%	*	14%	-	-	*	-	*	
		Female	25%	21%	<b>14%</b>	7%	22%	-	*	*	-	*	18%	10%	-	14%	*	-	14%	-	*	-	*	
Mathematics		All	26%	20%	<b>9%</b>	7%	17%	*	*	*	-	*	11%	6%	0%	10%	0%	10%	7%	-	*	-	*	
		Students																						
		CWD	11%	10%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	-	-	-	-	-	

		State			African American		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		28%	21%	10%	8%	18%	*	*	*	-	*	12%	6%	-	10%	0%	13%	7%	-	*	-	-	*	-	*	-	*	-	*			
	CWOD	18%	14%	0%	*	0%	-	-	*	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-	-	-	-	-	-	-	-	-			
	EL	27%	21%	10%	10%	13%	*	-	-	*	15%	0%	0%	13%	0%	10%	10%	-	-	-	-	-	-	-	-	-	-	-	-			
	Male	25%	19%	7%	4%	22%	-	*	*	-	5%	10%	-	7%	*	-	7%	-	-	-	-	-	-	-	-	-	-	-	-			
	Female	26%	23%	19%	18%	22%	17%	-	*	*	17%	23%	*	20%	8%	19%	19%	-	-	-	-	-	-	-	-	-	-	-	-			
Grade 5	Reading	All	26%	23%	19%	18%	22%	17%	-	*	*	17%	23%	*	20%	8%	19%	19%	-	-	-	-	-	-	-	-	-	-	-	-		
		Students																														
		CWD	9%	7%	*	*	*	*	-	-	*	*	*	*	-	*	*	*	-	*	*	*	-	*	-	*	-	*	-	*		
		CWOD	27%	24%	20%	19%	23%	11%	-	*	16%	25%	-	20%	9%	19%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-		
		EL	12%	8%	8%	-	0%	*	-	*	*	*	*	9%	8%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Male	24%	21%	19%	17%	22%	*	-	*	19%	20%	*	19%	*	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Female	28%	25%	19%	20%	21%	20%	-	-	15%	25%	*	21%	*	-	19%	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Mathematics	All	30%	24%	14%	10%	13%	25%	-	*	8%	23%	*	14%	17%	14%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Students																														
		CWD	13%	7%	*	*	*	*	-	-	*	*	*	-	*	*	*	-	*	*	*	-	*	-	*	-	*	-	*	-	*	
		CWOD	31%	26%	14%	11%	14%	22%	-	*	7%	25%	-	14%	18%	12%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		EL	19%	13%	17%	-	13%	*	-	*	0%	*	*	18%	17%	14%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	29%	24%	14%	5%	11%	29%	-	*	14%	13%	*	12%	14%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	30%	24%	14%	14%	14%	20%	-	-	4%	31%	*	15%	*	-	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Science	All	16%	13%	14%	8%	22%	27%	-	*	9%	22%	*	15%	8%	8%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Students																														
		CWD	9%	5%	*	*	*	*	-	-	*	*	*	-	*	*	*	-	*	*	*	-	*	-	*	-	*	-	*	-	*	
		CWOD	17%	14%	15%	8%	23%	38%	-	*	10%	24%	-	15%	9%	9%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		EL	7%	4%	8%	-	13%	*	-	*	0%	*	*	9%	8%	0%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	18%	14%	8%	5%	11%	14%	-	*	5%	13%	*	9%	0%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	15%	12%	20%	10%	29%	*	-	12%	31%	*	21%	*	-	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grade 6	Reading	All	18%	17%	8%	7%	11%	13%	-	-	10%	7%	0%	11%	*	5%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Students																														
		CWD	8%	6%	0%	*	*	*	-	-	*	*	0%	-	*	*	*	-	*	*	*	-	*	-	*	-	*	-	*	-	*	
		CWOD	20%	19%	11%	8%	15%	*	-	-	14%	8%	-	11%	*	7%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		EL	4%	5%	*	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	15%	13%	5%	5%	0%	*	-	-	4%	7%	*	7%	*	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	22%	22%	12%	8%	33%	*	-	-	16%	7%	*	15%	-	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Mathematics	All	18%	21%	7%	0%	11%	38%	-	-	2%	13%	6%	7%	*	11%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Students																														
		CWD	9%	7%	6%	*	*	*	-	-	*	*	6%	-	*	*	*	-	*	*	*	-	*	-	*	-	*	-	*	-	*	
		CWOD	19%	22%	7%	0%	15%	*	-	-	3%	12%	-	7%	*	11%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		EL	6%	9%	*	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	18%	21%	11%	0%	15%	*	-	-	4%	20%	*	11%	*	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	17%	21%	3%	0%	*	*	-	-	0%	7%	*	4%	-	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>62%</b>	56%	67%	82%	*	86%	*	65%	59%	66%	38%	65%	68%	55%	70%	-	50%	-	75%
	Students	CWD	45%	38%	<b>38%</b>	24%	43%	63%	-	-	*	*	39%	36%	38%	-	67%	38%	37%	-	*	-	-
		CWOD	80%	76%	<b>65%</b>	60%	69%	88%	*	86%	*	68%	62%	70%	-	65%	69%	58%	73%	-	48%	-	75%
		EL	60%	59%	<b>68%</b>	*	66%	92%	-	86%	-	-	63%	78%	67%	69%	68%	65%	73%	-	-	-	-
		Male	74%	69%	<b>55%</b>	47%	63%	73%	-	*	*	55%	52%	60%	38%	58%	65%	55%	-	-	42%	-	100%
		Female	79%	76%	<b>70%</b>	66%	72%	100%	*	*	*	79%	67%	74%	37%	73%	73%	-	70%	-	57%	-	64%
Reading	All	All	73%	68%	<b>60%</b>	53%	66%	77%	*	*	*	69%	58%	63%	41%	63%	65%	50%	72%	-	47%	-	71%
	Students	CWD	39%	32%	<b>41%</b>	29%	*	63%	-	-	*	*	41%	40%	41%	-	*	38%	50%	-	*	-	-
		CWOD	77%	72%	<b>63%</b>	57%	69%	82%	*	*	*	67%	60%	66%	-	63%	67%	53%	73%	-	43%	-	71%
		EL	52%	51%	<b>65%</b>	*	67%	*	-	*	-	-	62%	71%	*	67%	65%	58%	75%	-	-	-	-
		Male	69%	64%	<b>50%</b>	41%	58%	67%	-	*	*	60%	48%	54%	38%	53%	58%	50%	-	-	*	-	*
		Female	77%	73%	<b>72%</b>	67%	76%	100%	*	*	*	83%	70%	74%	50%	73%	75%	-	72%	-	67%	-	*
Mathematics	All	All	80%	75%	<b>64%</b>	58%	69%	83%	*	*	*	63%	60%	68%	34%	68%	70%	59%	69%	-	47%	-	71%
	Students	CWD	52%	42%	<b>34%</b>	*	50%	63%	-	-	*	*	34%	33%	34%	-	*	38%	*	-	*	-	-
		CWOD	83%	79%	<b>68%</b>	64%	71%	91%	*	*	*	67%	65%	73%	-	68%	69%	63%	73%	-	50%	-	71%
		EL	70%	69%	<b>70%</b>	*	67%	100%	-	*	-	-	65%	79%	*	69%	70%	71%	69%	-	-	-	-
		Male	78%	73%	<b>59%</b>	52%	68%	76%	-	*	*	50%	56%	64%	38%	63%	71%	59%	-	-	*	-	*
		Female	82%	78%	<b>69%</b>	65%	71%	100%	*	*	*	83%	66%	74%	*	73%	69%	-	69%	-	*	-	*
Science	All	All	79%	74%	<b>64%</b>	62%	61%	91%	-	*	*	*	59%	72%	*	66%	75%	59%	68%	-	*	-	*
	Students	CWD	48%	40%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
		CWOD	82%	78%	<b>66%</b>	62%	64%	100%	-	*	*	*	60%	76%	-	66%	73%	61%	71%	-	*	-	*
		EL	58%	57%	<b>75%</b>	-	63%	*	-	*	-	-	63%	*	*	73%	75%	71%	*	-	-	-	-
		Male	78%	72%	<b>59%</b>	53%	56%	86%	-	*	*	-	52%	69%	*	61%	71%	59%	-	-	*	-	*
		Female	80%	77%	<b>68%</b>	70%	64%	*	-	-	*	*	64%	75%	*	71%	*	-	68%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>31%</b>	23%	35%	61%	*	57%	*	29%	27%	36%	29%	31%	29%	27%	35%	-	33%	-	31%
	Students	CWD	23%	19%	<b>29%</b>	14%	33%	63%	-	-	*	*	31%	27%	29%	-	56%	29%	30%	-	*	-	-
		CWOD	50%	45%	<b>31%</b>	25%	35%	60%	*	57%	*	32%	27%	37%	-	31%	27%	27%	35%	-	30%	-	31%
		EL	26%	25%	<b>29%</b>	*	18%	85%	-	57%	-	-	20%	47%	56%	27%	29%	33%	24%	-	-	-	-
		Male	45%	40%	<b>27%</b>	19%	32%	55%	-	*	*	15%	25%	31%	29%	27%	33%	27%	-	-	32%	-	20%
		Female	50%	45%	<b>35%</b>	28%	39%	73%	*	*	*	50%	30%	42%	30%	35%	24%	-	35%	-	33%	-	36%
Reading	All	All	46%	41%	<b>33%</b>	26%	39%	57%	*	*	*	38%	30%	38%	30%	34%	25%	28%	40%	-	35%	-	14%
	Students	CWD	22%	18%	<b>30%</b>	17%	*	63%	-	-	*	*	31%	27%	30%	-	*	28%	33%	-	*	-	-
		CWOD	48%	44%	<b>34%</b>	27%	40%	55%	*	*	*	40%	30%	40%	-	34%	22%	28%	40%	-	36%	-	14%
		EL	21%	21%	<b>25%</b>	*	17%	*	-	*	-	-	19%	36%	*	22%	25%	25%	25%	-	-	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>28%</b>	20%	32%	52%	-	*	*	20%	25%	32%	28%	28%	25%	28%	-	-	*	-	*	
	Female	50%	47%	<b>40%</b>	32%	49%	67%	*	*	*	67%	36%	46%	33%	40%	25%	-	40%	-	44%	-	*	
Mathematics	All	48%	42%	<b>26%</b>	18%	30%	57%	*	*	*	25%	22%	31%	27%	25%	30%	24%	28%	-	18%	-	29%	
	Students																						
	CWD	26%	21%	<b>27%</b>	*	40%	63%	-	-	*	*	28%	27%	27%	-	*	28%	*	-	*	-	-	
	CWOD	51%	45%	<b>25%</b>	19%	29%	55%	*	*	*	27%	21%	31%	-	25%	28%	23%	28%	-	14%	-	29%	
	EL	33%	31%	<b>30%</b>	*	20%	80%	-	*	-	-	23%	43%	*	28%	30%	33%	25%	-	-	-	-	
	Male	47%	41%	<b>24%</b>	15%	30%	52%	-	*	*	10%	22%	26%	28%	23%	33%	24%	-	-	*	-	*	
	Female	49%	44%	<b>28%</b>	21%	29%	67%	*	*	*	50%	22%	36%	*	28%	25%	-	28%	-	*	-	*	
Science	All	49%	46%	<b>42%</b>	36%	39%	82%	-	*	*	*	37%	50%	*	42%	42%	41%	44%	-	*	-	*	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	52%	49%	<b>42%</b>	35%	41%	88%	-	*	*	*	36%	52%	-	42%	36%	39%	45%	-	*	-	*	
	EL	21%	20%	<b>42%</b>	-	13%	*	-	*	-	-	13%	*	*	36%	42%	57%	*	-	-	-	-	
	Male	50%	45%	<b>41%</b>	26%	44%	71%	-	*	*	-	33%	50%	*	39%	57%	41%	-	-	*	-	*	
	Female	49%	46%	<b>44%</b>	45%	36%	*	-	-	*	*	40%	50%	*	45%	*	-	44%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>13%</b>	8%	16%	30%	*	29%	*	18%	11%	15%	4%	14%	9%	11%	15%	-	20%	-	6%	
	Students																						
	CWD	8%	5%	<b>4%</b>	2%	0%	16%	-	-	*	*	5%	3%	4%	-	0%	6%	0%	-	*	-	-	
	CWOD	23%	20%	<b>14%</b>	9%	17%	35%	*	29%	*	19%	12%	17%	-	14%	10%	12%	16%	-	18%	-	6%	
	EL	9%	8%	<b>9%</b>	*	4%	23%	-	29%	-	-	5%	16%	0%	10%	9%	9%	8%	-	-	-	-	
	Male	20%	17%	<b>11%</b>	7%	12%	27%	-	*	*	5%	11%	12%	6%	12%	9%	11%	-	-	16%	-	0%	
	Female	22%	20%	<b>15%</b>	10%	20%	36%	*	*	*	36%	12%	20%	0%	16%	8%	-	15%	-	24%	-	9%	
Reading	All	19%	16%	<b>16%</b>	12%	19%	27%	*	*	*	31%	16%	18%	5%	18%	8%	13%	21%	-	24%	-	14%	
	Students																						
	CWD	7%	5%	<b>5%</b>	4%	*	13%	-	-	*	*	7%	0%	5%	-	*	6%	0%	-	*	-	-	
	CWOD	20%	18%	<b>18%</b>	13%	21%	32%	*	*	*	33%	17%	20%	-	18%	8%	14%	22%	-	21%	-	14%	
	EL	7%	7%	<b>8%</b>	*	0%	*	-	*	-	-	4%	14%	*	8%	8%	8%	6%	-	-	-	-	
	Male	16%	13%	<b>13%</b>	10%	13%	24%	-	*	*	10%	12%	14%	6%	14%	8%	13%	-	-	*	-	*	
	Female	22%	20%	<b>21%</b>	14%	27%	33%	*	*	*	67%	20%	21%	0%	22%	6%	-	21%	-	33%	-	*	
Mathematics	All	23%	20%	<b>9%</b>	5%	11%	33%	*	*	*	6%	8%	12%	5%	10%	10%	10%	9%	-	12%	-	0%	
	Students																						
	CWD	10%	5%	<b>5%</b>	*	0%	25%	-	-	*	*	3%	7%	5%	-	*	6%	*	-	*	-	-	
	CWOD	25%	21%	<b>10%</b>	5%	12%	36%	*	*	*	7%	8%	12%	-	10%	11%	10%	9%	-	7%	-	0%	
	EL	13%	11%	<b>10%</b>	*	7%	20%	-	*	-	-	8%	14%	*	11%	10%	13%	6%	-	-	-	-	
	Male	23%	19%	<b>10%</b>	4%	11%	33%	-	*	*	0%	10%	9%	6%	10%	13%	10%	-	-	*	-	*	
	Female	24%	20%	<b>9%</b>	5%	10%	33%	*	*	*	17%	4%	15%	*	9%	6%	-	9%	-	*	-	*	
Science	All	22%	20%	<b>14%</b>	8%	22%	27%	-	*	*	*	9%	22%	*	15%	8%	8%	20%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	15%	8%	23%	38%	-	*	*	*	10%	24%	-	15%	9%	9%	21%	-	*	-	*
EL	5%	5%	8%	-	13%	*	-	*	-	-	0%	*	*	9%	8%	0%	*	-	-	-	-
Male	23%	20%	8%	5%	11%	14%	-	*	*	-	5%	13%	*	9%	0%	8%	-	-	*	-	*
Female	21%	20%	20%	10%	29%	*	-	-	*	*	12%	31%	*	21%	*	-	20%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	62	66	61	*	*	*	*	63	59	69
CWD	59	60	*	71	-	-	*	*	57	59	*
CWOD	65	63	71	57	*	*	-	*	64	-	72
EL	69	*	69	*	-	*	-	-	67	*	69
Male	61	60	64	60	-	-	-	*	62	56	72
Female	67	65	70	*	*	*	*	*	64	67	61
<b>Mathematics</b>											
All Students	65	61	76	66	*	*	*	*	67	64	73
CWD	64	60	78	*	-	-	*	*	68	64	*
CWOD	65	61	76	77	*	*	-	*	67	-	73
EL	73	*	80	*	-	*	-	-	82	*	73
Male	66	61	74	70	-	-	-	*	70	63	66
Female	64	60	78	*	*	*	*	*	64	67	89

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
71	6	8%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	29	39	58	*	*	*	37	32	*	35
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Y	Y					N	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	Y					N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	*	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	*	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	-	-	-	*	*	*	100%	-	*	*	*	-
	CWOD	100%	100%	100%	100%	-	*	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	*	*	100%	100%	*	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant		
EL		0%	*	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%	0%	-	
Male		0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-	
Female		0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-	
Mathematics	All	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																	
	CWD	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	-	*	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-	
Science	All	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																	
	CWD	0%	*	*	*	-	-	-	*	*	*	0%	-	*	*	*	-	
	CWOD	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	-	*	*	-	0%	0%	*	0%	0%	0%	-	-	
	Female	0%	0%	0%	*	-	-	*	*	0%	0%	*	0%	0%	-	0%	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	34	26	*	*	*	*	*	*	*		
	Female	8	8	*	*	*	*	*	*	*		
	Total	42	34	*	*	*	*	*	*	*		
<b>Out-of-School Suspensions</b>												
	Male	32	22	*	*	*	*	*	*	*		
	Female	10	10	*	*	*	*	*	*	*		
	Total	42	32	*	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	10	8	*	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	10	*	*	*	*	*	*	*		7
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	64	29	17	5	*	*	*	11	8	11	5
	Female	44	23	14	5	*	*	*	*	5	5	*
	Total	108	52	31	10	*	*	*	13	13	16	7

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	36	11	14	5	*	*	*	*	14	*
	Female	40	20	14	*	*	*	*	*	8	*
	Total	76	31	28	7	*	*	*	*	22	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.1	11.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.8	4.3%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	5	7%
Mathematics	5,677	1%	58	1%	5	7%
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	25	3%
Reading	43,730	1%	378	1%	11	3%
Mathematics	39,178	1%	351	1%	11	3%
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2017 Percentages at NAEP Achievement Levels



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** SHORT EL

**Campus ID:** 220901123

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17													
	Rates												41%	
	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17													
	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

										Two or More Races		Non Econ Disadv		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military
		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>67%</b>	63%	64%	79%	-	-	-	*	61%	86%	*	65%	69%	71%	62%	-	*	-	
	Students																					
	CWD	51%	46%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	*	-	
	CWOD	79%	72%	<b>65%</b>	63%	65%	73%	-	-	-	*	60%	85%	-	65%	73%	69%	62%	-	*	-	
	EL	70%	69%	<b>69%</b>	-	70%	*	-	-	-	-	64%	*	*	73%	69%	70%	*	-	-	-	
	Male	74%	68%	<b>71%</b>	56%	71%	100%	-	-	-	*	64%	89%	*	69%	70%	71%	-	-	*	-	
	Female	79%	73%	<b>62%</b>	70%	55%	63%	-	-	-	-	58%	*	-	62%	*	-	62%	-	-	-	
	Mathematics																					
Mathematics	All	77%	71%	<b>67%</b>	65%	82%	47%	-	-	-	*	63%	81%	*	67%	88%	72%	61%	-	*	-	
	Students																					
	CWD	52%	43%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	*	-	
	CWOD	80%	73%	<b>67%</b>	65%	81%	46%	-	-	-	*	62%	86%	-	67%	87%	73%	61%	-	*	-	
	EL	74%	73%	<b>88%</b>	-	100%	*	-	-	-	-	86%	*	*	87%	88%	92%	*	-	-	-	
	Female	78%	71%	<b>61%</b>	60%	69%	*	-	-	-	-	60%	*	-	61%	*	-	61%	-	-	-	
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>51%</b>	54%	48%	45%	-	*	-	*	47%	70%	*	53%	*	46%	54%	-	*	-	
	Students																					
	CWD	46%	47%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	
	CWOD	75%	69%	<b>53%</b>	54%	52%	50%	-	*	-	*	50%	70%	-	53%	*	48%	57%	-	*	-	
	EL	60%	56%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	
	Female	75%	70%	<b>54%</b>	60%	45%	*	-	*	-	*	48%	83%	*	57%	*	-	54%	-	*	-	
Mathematics	All	77%	74%	<b>58%</b>	57%	56%	67%	-	*	-	*	55%	75%	*	63%	69%	65%	54%	-	*	-	
	Students																					
	CWD	49%	49%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	
	CWOD	81%	76%	<b>63%</b>	62%	58%	73%	-	*	-	*	60%	75%	-	63%	75%	70%	57%	-	*	-	
	EL	72%	72%	<b>69%</b>	-	75%	-	-	*	-	-	73%	*	*	75%	69%	71%	*	-	-	-	
	Female	78%	76%	<b>54%</b>	56%	43%	63%	-	*	-	*	49%	83%	*	57%	*	-	54%	-	*	-	
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>70%</b>	52%	83%	77%	*	-	-	*	64%	88%	*	75%	70%	68%	72%	-	*	-	
	Students																					
CWD	54%	47%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-		

				African	American	Two or Non	Econ	Non												Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>75%</b>	57%	90%	90%	*	-	-	*	70%	93%	-	75%	88%	76%	74%	-	*	-	*	
	EL	73%	70%	<b>70%</b>	-	75%	*	-	-	-	*	67%	*	*	88%	70%	*	*	-	-	-	-	
	Male	81%	77%	<b>68%</b>	56%	77%	70%	*	-	-	*	63%	89%	*	76%	*	68%	-	-	*	-	-	
	Female	86%	82%	<b>72%</b>	*	91%	*	-	-	-	*	67%	86%	*	74%	*	-	72%	-	-	-	*	
Mathematics	All	90%	85%	<b>71%</b>	62%	88%	75%	*	-	-	*	71%	71%	*	79%	80%	77%	63%	-	*	-	*	
	Students																						
	CWOD	70%	56%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	92%	89%	<b>79%</b>	70%	91%	89%	*	-	-	*	77%	86%	-	79%	78%	85%	71%	-	*	-	*	
	EL	86%	81%	<b>80%</b>	-	88%	*	-	-	-	-	78%	*	*	80%	80%	*	*	-	-	-	-	
	Male	89%	84%	<b>77%</b>	75%	83%	78%	*	-	-	*	77%	78%	*	85%	*	77%	-	-	*	-	-	
	Female	91%	86%	<b>63%</b>	*	92%	*	-	-	-	*	63%	63%	*	71%	*	-	63%	-	-	-	*	
Science	All	75%	69%	<b>45%</b>	38%	50%	62%	*	-	-	*	40%	59%	*	53%	*	49%	39%	-	*	-	*	
	Students																						
	CWOD	48%	38%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	78%	72%	<b>53%</b>	43%	57%	80%	*	-	-	*	47%	71%	-	53%	*	59%	44%	-	*	-	*	
	EL	62%	57%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	76%	69%	<b>49%</b>	50%	46%	60%	*	-	-	*	41%	78%	*	59%	*	49%	-	-	*	-	-	
	Female	75%	69%	<b>39%</b>	*	54%	*	-	-	-	*	40%	*	*	44%	*	-	39%	-	-	-	*	
Grade 6	All	68%	67%	<b>64%</b>	52%	69%	64%	-	*	-	*	62%	73%	*	66%	75%	55%	74%	-	*	-	-	
	Students																						
	CWOD	35%	33%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	-
	CWOD	71%	70%	<b>66%</b>	52%	71%	69%	-	*	-	*	65%	73%	-	66%	75%	54%	78%	-	*	-	-	
	EL	42%	46%	<b>75%</b>	-	80%	*	-	*	-	-	73%	*	-	75%	75%	*	100%	-	-	-	-	
	Male	63%	61%	<b>55%</b>	53%	61%	*	-	*	-	*	53%	*	*	54%	*	55%	-	-	*	-	-	
	Female	72%	73%	<b>74%</b>	50%	78%	88%	-	*	-	*	73%	*	*	78%	100%	-	74%	-	*	-	-	
Mathematics	All	76%	76%	<b>66%</b>	56%	63%	87%	-	*	-	*	66%	67%	*	68%	44%	57%	76%	-	*	-	-	
	Students																						
	CWOD	50%	46%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	79%	80%	<b>68%</b>	62%	64%	86%	-	*	-	*	69%	67%	-	68%	44%	59%	78%	-	*	-	-	
	EL	61%	67%	<b>44%</b>	-	36%	*	-	*	-	-	44%	*	-	44%	44%	*	*	-	-	-	-	
	Male	76%	76%	<b>57%</b>	47%	58%	*	-	*	-	*	61%	*	*	59%	*	57%	-	-	*	-	-	
	Female	77%	77%	<b>76%</b>	70%	67%	100%	-	*	-	*	72%	100%	*	78%	*	-	76%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>30%</b>	37%	28%	29%	-	-	-	*	20%	64%	*	33%	23%	29%	31%	-	*	-	-	
	Students																						
	CWOD	28%	21%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	*	-	-	
	CWOD	44%	36%	<b>33%</b>	37%	30%	36%	-	-	-	*	21%	69%	-	33%	27%	35%	31%	-	*	-	-	
	EL	32%	32%	<b>23%</b>	-	20%	*	-	-	-	-	9%	*	*	27%	23%	20%	*	-	-	-	-	
	Male	40%	33%	<b>29%</b>	33%	36%	17%	-	-	-	*	9%	78%	*	35%	20%	29%	-	-	*	-	-	
	Female	45%	37%	<b>31%</b>	40%	18%	38%	-	-	-	-	29%	*	-	31%	*	-	31%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>31%</b>	30%	39%	24%	-	-	-	*	22%	63%	*	33%	29%	36%	26%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	*	-	-	
	CWOD	48%	38%	<b>33%</b>	30%	42%	23%	-	-	-	*	23%	64%	-	33%	33%	40%	26%	-	*	-	-	
	EL	39%	38%	<b>29%</b>	-	38%	*	-	-	-	-	14%	*	*	33%	29%	33%	*	-	-	-	-	
	Male	47%	38%	<b>36%</b>	30%	47%	*	-	-	-	*	19%	80%	*	40%	33%	36%	-	-	*	-	-	
	Female	45%	35%	<b>26%</b>	30%	31%	*	-	-	-	-	24%	*	-	26%	*	-	26%	-	-	-	-	
Grade 4	All	45%	40%	<b>29%</b>	32%	17%	45%	-	*	-	*	27%	40%	*	30%	*	32%	27%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	47%	41%	<b>30%</b>	31%	19%	50%	-	*	-	*	28%	40%	-	30%	*	32%	29%	-	*	-	-	
	EL	29%	28%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	43%	39%	<b>32%</b>	38%	25%	*	-	-	-	-	29%	*	*	32%	*	32%	-	-	*	-	-	
	Female	47%	42%	<b>27%</b>	27%	9%	*	-	*	-	*	26%	33%	*	29%	*	-	27%	-	*	-	-	
Mathematics	All	48%	40%	<b>22%</b>	23%	15%	33%	-	*	-	*	17%	50%	*	25%	15%	19%	24%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	50%	42%	<b>25%</b>	27%	17%	36%	-	*	-	*	19%	50%	-	25%	17%	22%	27%	-	*	-	-	
	EL	38%	35%	<b>15%</b>	-	17%	-	-	*	-	-	9%	*	*	17%	15%	14%	*	-	-	-	-	
	Male	48%	41%	<b>19%</b>	21%	15%	*	-	-	-	-	12%	*	*	22%	14%	19%	-	-	*	-	-	
	Female	47%	40%	<b>24%</b>	25%	14%	38%	-	*	-	*	20%	50%	*	27%	*	-	24%	-	*	-	-	
Grade 5	All	53%	49%	<b>35%</b>	28%	46%	31%	*	-	-	*	30%	50%	*	40%	30%	32%	40%	-	*	-	*	
	Students																						
	CWD	30%	25%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	56%	51%	<b>40%</b>	30%	52%	40%	*	-	-	*	35%	57%	-	40%	38%	38%	43%	-	*	-	*	
	EL	35%	30%	<b>30%</b>	-	38%	*	-	-	-	-	22%	*	*	38%	30%	*	*	-	-	-	-	
	Male	50%	46%	<b>32%</b>	38%	23%	30%	*	-	-	*	28%	44%	*	38%	*	32%	-	-	*	-	-	
	Female	56%	51%	<b>40%</b>	*	73%	*	-	-	-	*	33%	57%	*	43%	*	-	40%	-	-	-	*	
Mathematics	All	57%	50%	<b>27%</b>	23%	42%	17%	*	-	-	*	22%	41%	*	32%	30%	26%	30%	-	*	-	*	
	Students																						
	CWD	34%	24%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	60%	52%	<b>32%</b>	26%	45%	22%	*	-	-	*	26%	50%	-	32%	33%	30%	33%	-	*	-	*	
	EL	46%	39%	<b>30%</b>	-	38%	*	-	-	-	-	33%	*	*	33%	30%	*	*	-	-	-	-	
	Male	57%	49%	<b>26%</b>	31%	25%	22%	*	-	-	*	20%	44%	*	30%	*	26%	-	-	*	-	-	
	Female	58%	50%	<b>30%</b>	*	58%	*	-	-	-	*	26%	38%	*	33%	*	-	30%	-	-	-	*	
Science	All	40%	34%	<b>20%</b>	23%	15%	31%	*	-	-	*	12%	47%	*	24%	*	24%	14%	-	*	-	*	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	42%	35%	<b>24%</b>	26%	17%	40%	*	-	-	*	13%	57%	-	24%	*	29%	16%	-	*	-	*	
	EL	24%	18%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	42%	35%	<b>24%</b>	25%	15%	40%	*	-	-	*	13%	67%	*	29%	*	24%	-	-	*	-	-	
	Female	38%	32%	<b>14%</b>	*	15%	*	-	-	-	*	10%	*	*	16%	*	-	14%	-	-	-	*	

					African	American	Pacific	Two or More	Econ	Non Econ										Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6 Reading	All	38%	37%	<b>33%</b>	24%	33%	43%	-	*	-	*	32%	36%	*	34%	17%	21%	45%	-	*	-	-	
	Students																						
	CWD	22%	22%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>34%</b>	24%	34%	46%	-	*	-	*	34%	36%	-	34%	17%	22%	47%	-	*	-	-	
	EL	14%	15%	<b>17%</b>	-	10%	*	-	*	-	-	18%	*	-	17%	17%	*	40%	-	-	-	-	-
	Male	34%	32%	<b>21%</b>	20%	17%	*	-	*	-	*	22%	*	*	22%	*	21%	-	-	*	-	-	-
	Female	42%	42%	<b>45%</b>	30%	50%	50%	-	*	-	*	42%	*	*	47%	40%	-	45%	-	*	-	-	-
Mathematics	All	43%	46%	<b>24%</b>	20%	18%	40%	-	*	-	*	20%	50%	*	24%	17%	20%	29%	-	*	-	-	
	Students																						
	CWD	23%	27%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	-
	CWOD	46%	48%	<b>24%</b>	19%	18%	43%	-	*	-	*	19%	50%	-	24%	17%	18%	30%	-	*	-	-	-
	EL	24%	31%	<b>17%</b>	-	14%	*	-	*	-	-	13%	*	-	17%	17%	*	*	-	-	-	-	-
	Male	44%	46%	<b>20%</b>	20%	11%	*	-	*	-	*	21%	*	*	18%	*	20%	-	-	*	-	-	-
	Female	42%	46%	<b>29%</b>	20%	24%	44%	-	*	-	*	19%	83%	*	30%	*	-	29%	-	*	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3 Reading	All	24%	19%	<b>15%</b>	16%	12%	21%	-	-	-	*	11%	29%	*	16%	8%	10%	21%	-	*	-	-	
	Students																						
	CWD	9%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	*	-	-	-
	CWOD	26%	20%	<b>16%</b>	16%	13%	27%	-	-	-	*	12%	31%	-	16%	9%	12%	21%	-	*	-	-	-
	EL	15%	16%	<b>8%</b>	-	0%	*	-	-	-	-	9%	*	*	9%	8%	0%	*	-	-	-	-	-
	Male	22%	17%	<b>10%</b>	11%	7%	17%	-	-	-	*	5%	22%	*	12%	0%	10%	-	-	*	-	-	-
	Female	26%	20%	<b>21%</b>	20%	18%	25%	-	-	-	-	17%	*	-	21%	*	-	21%	-	-	-	-	-
Mathematics	All	22%	15%	<b>10%</b>	5%	14%	12%	-	-	-	*	2%	38%	*	11%	18%	14%	6%	-	*	-	-	
	Students																						
	CWD	12%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	*	-	-	-
	CWOD	24%	16%	<b>11%</b>	5%	15%	15%	-	-	-	*	2%	43%	-	11%	20%	17%	6%	-	*	-	-	-
	EL	17%	16%	<b>18%</b>	-	23%	*	-	-	-	-	0%	*	*	20%	18%	17%	*	-	-	-	-	-
	Male	23%	17%	<b>14%</b>	10%	20%	*	-	-	-	*	0%	50%	*	17%	17%	14%	-	-	*	-	-	-
	Female	21%	14%	<b>6%</b>	0%	8%	*	-	-	-	-	4%	*	-	6%	*	-	6%	-	-	-	-	-
Grade 4 Reading	All	23%	19%	<b>9%</b>	7%	4%	27%	-	*	-	*	7%	20%	*	10%	*	11%	8%	-	*	-	-	
	Students																						
	CWD	9%	9%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>10%</b>	8%	5%	30%	-	*	-	*	8%	20%	-	10%	*	12%	9%	-	*	-	-	-
	EL	12%	11%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	22%	18%	<b>11%</b>	8%	8%	*	-	-	-	-	8%	*	*	12%	*	11%	-	-	*	-	-	-
	Female	25%	21%	<b>8%</b>	7%	0%	*	-	*	-	*	6%	17%	*	9%	*	-	8%	-	*	-	-	-
Mathematics	All	26%	20%	<b>8%</b>	7%	4%	17%	-	*	-	*	5%	25%	*	9%	0%	6%	10%	-	*	-	-	
	Students																						
	CWD	11%	10%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	EL	18%	14%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	-



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	27%	21%	6%	7%	8%	*	-	-	-	-	4%	*	*	7%	0%	6%	-	-	*	-	-	
	Female	25%	19%	10%	6%	0%	25%	-	*	-	*	6%	33%	*	11%	*	-	10%	-	*	-	-	
Grade 5	All	26%	23%	17%	16%	21%	15%	*	-	-	*	16%	19%	*	19%	10%	17%	16%	-	*	-	*	
Reading	Students																						
	CWD	9%	7%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	27%	24%	19%	17%	24%	20%	*	-	-	*	19%	21%	-	19%	13%	21%	17%	-	*	-	*	
	EL	12%	8%	10%	-	13%	*	-	-	-	-	11%	*	*	13%	10%	*	*	-	-	-	-	
	Male	24%	21%	17%	25%	8%	20%	*	-	-	*	16%	22%	*	21%	*	17%	-	-	*	-	-	
	Female	28%	25%	16%	*	36%	*	-	-	-	*	17%	14%	*	17%	*	-	16%	-	-	-	*	
Mathematics	All	30%	24%	14%	8%	21%	17%	*	-	-	*	6%	35%	*	16%	0%	13%	15%	-	*	-	*	
	Students																						
	CWD	13%	7%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	31%	26%	16%	9%	23%	22%	*	-	-	*	7%	43%	-	16%	0%	15%	17%	-	*	-	*	
	EL	19%	13%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-	
	Male	29%	24%	13%	13%	8%	22%	*	-	-	*	3%	44%	*	15%	*	13%	-	-	*	-	-	
	Female	30%	24%	15%	*	33%	*	-	-	-	*	11%	25%	*	17%	*	-	15%	-	-	-	*	
Science	All	16%	13%	7%	8%	0%	23%	*	-	-	*	0%	29%	*	8%	*	10%	4%	-	*	-	*	
	Students																						
	CWD	9%	5%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	17%	14%	8%	9%	0%	30%	*	-	-	*	0%	36%	-	8%	*	12%	4%	-	*	-	*	
	EL	7%	4%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	18%	14%	10%	6%	0%	30%	*	-	-	*	0%	44%	*	12%	*	10%	-	-	*	-	-	
	Female	15%	12%	4%	*	0%	*	-	-	-	*	0%	*	*	4%	*	-	4%	-	-	-	*	
Grade 6	All	18%	17%	21%	16%	17%	36%	-	*	-	*	19%	36%	*	22%	0%	14%	29%	-	*	-	-	
Reading	Students																						
	CWD	8%	6%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	20%	19%	22%	14%	17%	38%	-	*	-	*	19%	36%	-	22%	0%	14%	31%	-	*	-	-	
	EL	4%	5%	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-	
	Male	15%	13%	14%	13%	6%	*	-	*	-	*	14%	*	*	14%	*	14%	-	-	*	-	-	
	Female	22%	22%	29%	20%	28%	38%	-	*	-	*	24%	*	*	31%	0%	-	29%	-	*	-	-	
Mathematics	All	18%	21%	10%	20%	3%	20%	-	*	-	*	8%	25%	*	10%	11%	9%	12%	-	*	-	-	
	Students																						
	CWD	9%	7%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	19%	22%	10%	19%	3%	21%	-	*	-	*	7%	25%	-	10%	11%	8%	13%	-	*	-	-	
	EL	6%	9%	11%	-	7%	*	-	*	-	-	6%	*	-	11%	11%	*	*	-	-	-	-	
	Male	18%	21%	9%	20%	0%	*	-	*	-	*	8%	*	*	8%	*	9%	-	-	*	-	-	
	Female	17%	21%	12%	20%	5%	22%	-	*	-	*	8%	33%	*	13%	*	-	12%	-	*	-	-	

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	62%	55%	67%	67%	*	56%	-	57%	59%	74%	33%	65%	62%	62%	62%	-	55%	-	*
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Students

				African	American	Pacific	Two or Non	Econ	Non											Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWD	45%	38%	<b>33%</b>	23%	32%	40%	-	-	*	35%	*	33%	-	*	40%	*	-	*	-	-		
	CWOD	80%	76%	<b>65%</b>	58%	70%	72%	*	56%	-	56%	62%	79%	-	65%	65%	66%	65%	-	50%	-	*	
	EL	60%	59%	<b>62%</b>	-	66%	56%	-	*	-	61%	71%	*	65%	62%	60%	65%	-	-	-	-	-	
	Male	74%	69%	<b>62%</b>	56%	67%	63%	*	*	-	56%	59%	75%	40%	66%	60%	62%	-	-	56%	-	-	
	Female	79%	76%	<b>62%</b>	53%	66%	71%	-	*	-	58%	59%	74%	*	65%	65%	-	62%	-	*	-	*	
Reading	All	73%	68%	<b>63%</b>	55%	67%	67%	*	*	-	78%	59%	80%	42%	65%	64%	61%	65%	-	50%	-	*	
	Students																						
	CWD	39%	32%	<b>42%</b>	*	*	*	-	-	*	39%	*	42%	-	*	50%	*	-	*	-	-	-	
	CWOD	77%	72%	<b>65%</b>	56%	70%	70%	*	*	-	71%	61%	81%	-	65%	70%	62%	67%	-	*	-	*	
	EL	52%	51%	<b>64%</b>	-	68%	*	-	*	-	63%	*	*	70%	64%	55%	81%	-	-	-	-	-	
	Male	69%	64%	<b>61%</b>	53%	65%	64%	*	*	-	56%	79%	50%	62%	55%	61%	-	-	*	-	-	-	
	Female	77%	73%	<b>65%</b>	57%	69%	70%	-	*	-	61%	83%	*	67%	81%	-	65%	-	*	-	-	*	
Mathematics	All	80%	75%	<b>66%</b>	59%	71%	68%	*	*	-	56%	64%	74%	37%	69%	69%	67%	64%	-	60%	-	*	
	Students																						
	CWD	52%	42%	<b>37%</b>	*	*	*	-	-	*	40%	*	37%	-	*	43%	*	-	*	-	-	-	
	CWOD	83%	79%	<b>69%</b>	64%	72%	72%	*	*	-	67%	79%	-	69%	69%	71%	67%	-	56%	-	-	*	
	EL	70%	69%	<b>69%</b>	-	72%	63%	-	*	-	68%	75%	*	69%	69%	73%	64%	-	-	-	-	-	
	Male	78%	73%	<b>67%</b>	62%	75%	64%	*	*	-	66%	71%	43%	71%	73%	67%	-	-	63%	-	-	-	
	Female	82%	78%	<b>64%</b>	57%	67%	71%	-	*	-	61%	77%	*	67%	64%	-	64%	-	*	-	-	*	
Science	All	79%	74%	<b>45%</b>	38%	50%	62%	*	-	-	40%	59%	*	53%	*	49%	39%	-	*	-	-	*	
	Students																						
	CWD	48%	40%	*	*	*	*	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	82%	78%	<b>53%</b>	43%	57%	80%	*	-	-	47%	71%	-	53%	*	59%	44%	-	*	-	-	*	
	EL	58%	57%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	
	Male	78%	72%	<b>49%</b>	50%	46%	60%	*	-	-	41%	78%	*	59%	*	49%	-	-	*	-	-	-	
	Female	80%	77%	<b>39%</b>	*	54%	*	-	-	-	40%	*	*	44%	*	-	39%	-	-	-	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All	47%	42%	<b>28%</b>	26%	28%	32%	*	44%	-	14%	23%	50%	8%	30%	20%	26%	30%	-	14%	-	*	
	Students																						
	CWD	23%	19%	<b>8%</b>	14%	0%	5%	-	-	*	7%	*	8%	-	*	10%	*	-	*	-	-	-	
	CWOD	50%	45%	<b>30%</b>	28%	30%	38%	*	44%	-	13%	24%	54%	-	30%	22%	29%	31%	-	15%	-	*	
	EL	26%	25%	<b>20%</b>	-	22%	19%	-	*	-	15%	57%	*	22%	20%	15%	28%	-	-	-	-	-	
	Male	45%	40%	<b>26%</b>	28%	23%	30%	*	*	-	11%	20%	53%	10%	29%	15%	26%	-	-	11%	-	-	
	Female	50%	45%	<b>30%</b>	24%	32%	34%	-	*	-	17%	26%	46%	*	31%	28%	-	30%	-	*	-	*	
Reading	All	46%	41%	<b>32%</b>	30%	31%	37%	*	*	-	11%	28%	49%	8%	34%	22%	28%	36%	-	20%	-	*	
	Students																						
	CWD	22%	18%	<b>8%</b>	*	*	*	-	-	*	9%	*	8%	-	*	10%	*	-	*	-	-	-	
	CWOD	48%	44%	<b>34%</b>	30%	34%	43%	*	*	-	14%	30%	52%	-	34%	25%	31%	37%	-	*	-	*	
	EL	21%	21%	<b>22%</b>	-	22%	*	-	*	-	18%	*	*	25%	22%	10%	44%	-	-	-	-	-	
	Male	41%	37%	<b>28%</b>	32%	25%	28%	*	*	-	23%	50%	10%	31%	10%	28%	-	-	*	-	-	-	
	Female	50%	47%	<b>36%</b>	27%	39%	44%	-	*	-	33%	48%	*	37%	44%	-	36%	-	*	-	-	*	

					African	Hispanic		American	Pacific		Two	Econ	Non							Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Mathematics	All	48%	42%	<b>26%</b>	24%	27%	29%	*	*	-	22%	20%	51%	10%	28%	22%	25%	27%	-	10%	-	*	
	Students																						
	CWD	26%	21%	<b>10%</b>	*	*	*	-	-	-	*	8%	*	10%	-	*	14%	*	-	*	-	-	
	CWOD	51%	45%	<b>28%</b>	26%	29%	32%	*	*	-	*	22%	54%	-	28%	24%	27%	29%	-	11%	-	*	
	EL	33%	31%	<b>22%</b>	-	26%	13%	-	*	-	-	16%	63%	*	24%	22%	21%	24%	-	-	-	-	
	Male	47%	41%	<b>25%</b>	25%	24%	29%	*	*	-	*	18%	52%	14%	27%	21%	25%	-	-	0%	-	-	
Female	49%	44%	<b>27%</b>	22%	30%	29%	-	*	-	*	22%	50%	*	29%	24%	-	27%	-	*	-	*		
Science	All	49%	46%	<b>20%</b>	23%	15%	31%	*	-	-	*	12%	47%	*	24%	*	24%	14%	-	*	-	*	
	Students																						
	CWD	23%	18%	<b>*</b>	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	52%	49%	<b>24%</b>	26%	17%	40%	*	-	-	*	13%	57%	-	24%	*	29%	16%	-	*	-	*	
	EL	21%	20%	<b>*</b>	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	50%	45%	<b>24%</b>	25%	15%	40%	*	-	-	*	13%	67%	*	29%	*	24%	-	-	*	-	-	
Female	49%	46%	<b>14%</b>	*	15%	*	-	-	-	*	10%	*	*	16%	*	-	14%	-	-	-	-		

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>13%</b>	11%	10%	21%	*	22%	-	5%	8%	29%	3%	14%	6%	12%	13%	-	5%	-	*	
	Students																						
	CWD	8%	5%	<b>3%</b>	9%	0%	0%	-	-	-	*	4%	*	3%	-	*	4%	*	-	*	-	-	
	CWOD	23%	20%	<b>14%</b>	11%	11%	25%	*	22%	-	6%	9%	32%	-	14%	7%	13%	14%	-	5%	-	*	
	EL	9%	8%	<b>6%</b>	-	5%	13%	-	*	-	-	3%	29%	*	7%	6%	3%	11%	-	-	-	-	
	Male	20%	17%	<b>12%</b>	13%	7%	21%	*	*	-	0%	7%	31%	4%	13%	3%	12%	-	-	6%	-	-	
Female	22%	20%	<b>13%</b>	9%	14%	21%	-	*	-	8%	10%	26%	*	14%	11%	-	13%	-	*	-	*		
Reading	All	19%	16%	<b>16%</b>	13%	14%	25%	*	*	-	0%	14%	25%	4%	17%	4%	13%	19%	-	10%	-	*	
	Students																						
	CWD	7%	5%	<b>4%</b>	*	*	*	-	-	-	*	4%	*	4%	-	*	5%	*	-	*	-	-	
	CWOD	20%	18%	<b>17%</b>	13%	15%	30%	*	*	-	0%	15%	27%	-	17%	5%	15%	20%	-	*	-	*	
	EL	7%	7%	<b>4%</b>	-	3%	*	-	*	-	-	5%	*	*	5%	4%	0%	13%	-	-	-	-	
	Male	16%	13%	<b>13%</b>	15%	7%	24%	*	*	-	*	11%	21%	5%	15%	0%	13%	-	-	*	-	-	
Female	22%	20%	<b>19%</b>	11%	22%	26%	-	*	-	*	16%	30%	*	20%	13%	-	19%	-	*	-	*		
Mathematics	All	23%	20%	<b>11%</b>	10%	9%	16%	*	*	-	11%	6%	32%	3%	11%	9%	11%	11%	-	0%	-	*	
	Students																						
	CWD	10%	5%	<b>3%</b>	*	*	*	-	-	-	*	4%	*	3%	-	*	5%	*	-	*	-	-	
	CWOD	25%	21%	<b>11%</b>	10%	10%	19%	*	*	-	*	6%	35%	-	11%	9%	12%	11%	-	0%	-	*	
	EL	13%	11%	<b>9%</b>	-	9%	13%	-	*	-	-	2%	50%	*	9%	9%	6%	12%	-	-	-	-	
	Male	23%	19%	<b>11%</b>	13%	8%	14%	*	*	-	*	4%	35%	5%	12%	6%	11%	-	-	0%	-	-	
Female	24%	20%	<b>11%</b>	7%	10%	18%	-	*	-	*	7%	27%	*	11%	12%	-	11%	-	*	-	*		
Science	All	22%	20%	<b>7%</b>	8%	0%	23%	*	-	-	*	0%	29%	*	8%	*	10%	4%	-	*	-	*	
	Students																						
	CWD	7%	4%	<b>*</b>	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	24%	22%	<b>8%</b>	9%	0%	30%	*	-	-	*	0%	36%	-	8%	*	12%	4%	-	*	-	*	
	EL	5%	5%	<b>*</b>	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	23%	20%	<b>10%</b>	6%	0%	30%	*	-	-	*	0%	44%	*	12%	*	10%	-	-	*	-	-	
Female	21%	20%	<b>4%</b>	*	0%	*	-	-	-	*	0%	*	*	4%	*	-	4%	-	-	-	-		

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	53	46	60	47	*	*	-	*	52	48	75
CWD	48	*	*	*	-	-	-	*	42	48	*
CWOD	54	45	60	52	*	*	-	*	53	-	76
EL	75	-	76	*	-	*	-	-	75	*	75
Male	52	51	61	33	*	*	-	*	51	54	71
Female	54	40	58	61	-	*	-	*	53	*	82
<b>Mathematics</b>											
All Students	64	62	59	72	*	*	-	92	62	65	57
CWD	65	65	*	*	-	-	-	*	65	65	*
CWOD	63	62	60	72	*	*	-	*	62	-	59
EL	57	-	58	*	-	*	-	-	55	*	57
Male	65	67	60	71	*	*	-	*	65	71	53
Female	62	56	59	73	-	*	-	*	60	56	61

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>94</b>	<b>10</b>	<b>11%</b>

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	31	35	40	*	*	-	*	30	*	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	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%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	-	-	-	*	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	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%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	0%	0%	*	0%	0%	0%	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities	
<b>Students Without Disabilities</b>													
In-School Suspensions													
	Male	37	20	8	*	*	*	*	5	*			
	Female	11	5	*	*	*	*	*	*	*			
	Total	48	25	10	*	*	*	*	7	*			
Out-of-School Suspensions													
	Male	18	10	*	*	*	*	*	*	*			
	Female	6	*	*	*	*	*	*	*	*			
	Total	24	12	*	6	*	*	*	*	*			
Expulsions													
With Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Without Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Under Zero Tolerance Policies													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
School-Related Arrests													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Referrals to Law Enforcement													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
<b>Students With Disabilities</b>													
In-School Suspensions													



		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
Out-of-School Suspensions	Male	13	8	5	*	*	*	*	*	*	8	8
	Female	6	*	*	*	*	*	*	*	*	*	*
	Total	19	10	5	*	*	*	*	*	*	10	10
Expulsions	Male	8	*	*	*	*	*	*	*	*	*	7
	Female	6	*	*	*	*	*	*	*	*	*	*
	Total	14	*	*	*	*	*	*	*	*	*	9
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	39	14	14	11	*	*	*	*	*	8	5
	Female	43	14	11	11	*	*	*	5	11	*	*
	Total	82	28	25	22	*	*	*	5	13	10	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*

Allegations of Harassment or bullying	<b>Total</b>
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs											
	Male	26	8	11	5	*	*	*	*	5	*
	Female	39	11	14	8	*	*	*	*	14	*
	Total	65	19	25	13	*	*	*	*	19	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	11.0	28.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	5.0	13.5%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8 Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades All Subjects	99,020	1%	865	1%	*	*
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
	Mathematics	Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Overall	18	20	40	39	33	32	8	8		
		Black	30	37	46	44	22	17	3	2		
		Hispanic	21	29	45	44	29	23	5	3		
		White	9	12	32	37	46	40	13	11		
		American Indian	*	31	*	44	*	21	*	3		
		Asian	8	8	18	25	40	42	34	25		
		Pacific Islander	*	29	*	42	*	25	*	4		
		Two or More Races	13	15	30	39	41	35	17	11		
		Econ Disadv	23	31	46	44	25	22	4	3		
		Students with Disabilities	43	51	38	32	16	14	2	3		
		English Language Learners	29	47	44	39	23	13	4	2		
		Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
				Hispanic	34	33	45	44	20	22	1	1
				White	17	16	43	39	37	39	3	6
				American Indian	*	37	*	41	*	20	*	1
Asian	8			13	29	30	53	45	10	12		
Pacific Islander	*			35	*	42	*	22	*	2		
Two or More Races	23			18	42	40	31	36	5	6		
Econ Disadv	38			35	45	43	16	20	1	1		
Students with Disabilities	65			61	29	29	6	9	n/a	1		
English Language Learners	62			68	33	27	5	5	n/a	n/a		
	Mathematics			Overall	30	30	37	36	24	24	9	10
				Black	44	53	41	34	13	11	1	2
				Hispanic	38	43	39	37	19	16	4	4
				White	16	20	33	37	35	31	16	13
				American Indian	*	44	*	38	*	14	*	4
				Asian	3	12	19	24	37	32	40	32
				Pacific Islander	*	36	*	39	*	18	*	6
				Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
		Mathematics	79
Grade 8	Reading	Limited English Proficient	94
		Students with Disabilities	81

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** SOUTH DAVIS EL

**Campus ID:** 220901111

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)



C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or More		Econ		Non				Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>48%</b>	39%	54%	*	*	*	-	*	49%	47%	*	51%	53%	44%	53%	-	*	*	-
	Students																					
	CWD	51%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	79%	72%	<b>51%</b>	41%	56%	*	*	*	-	*	51%	50%	-	51%	54%	47%	56%	-	*	-	-
	EL	70%	69%	<b>53%</b>	*	51%	*	*	*	-	-	51%	63%	*	54%	53%	38%	68%	-	*	-	-
	Male	74%	68%	<b>44%</b>	45%	48%	*	*	-	-	*	42%	50%	*	47%	38%	44%	-	-	*	*	-
	Female	79%	73%	<b>53%</b>	*	62%	*	-	*	-	-	56%	*	*	56%	68%	-	53%	-	*	-	-
Mathematics	All	77%	71%	<b>49%</b>	38%	54%	*	*	*	-	*	53%	35%	*	52%	59%	49%	49%	-	*	*	-
	Students																					
	CWD	52%	43%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	80%	73%	<b>52%</b>	41%	55%	*	*	*	-	*	56%	39%	-	52%	58%	51%	54%	-	*	-	-
	EL	74%	73%	<b>59%</b>	*	56%	*	*	*	-	-	61%	*	*	58%	59%	46%	72%	-	*	-	-
	Male	77%	70%	<b>49%</b>	45%	52%	*	*	-	-	*	51%	*	*	51%	46%	49%	-	-	*	*	-
	Female	78%	71%	<b>49%</b>	*	58%	*	*	*	-	-	54%	*	*	54%	72%	-	49%	-	*	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>65%</b>	43%	67%	100%	-	-	*	-	64%	75%	*	65%	65%	64%	66%	-	*	-	-
	Students																					
	CWD	46%	47%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>65%</b>	43%	67%	100%	-	-	*	-	64%	71%	-	65%	67%	65%	65%	-	*	-	-
	EL	60%	56%	<b>65%</b>	-	66%	*	-	-	*	-	63%	*	*	67%	65%	70%	60%	-	*	-	-
	Male	70%	64%	<b>64%</b>	*	70%	*	-	-	*	-	64%	*	*	65%	70%	64%	-	-	*	-	-
Mathematics	All	77%	74%	<b>67%</b>	47%	68%	91%	-	-	*	-	67%	63%	56%	68%	67%	69%	64%	-	*	-	-
	Students																					
	CWD	49%	49%	<b>56%</b>	-	*	*	-	-	-	-	*	*	56%	-	*	*	*	-	-	-	-
	CWOD	81%	76%	<b>68%</b>	47%	71%	100%	-	-	*	-	69%	*	-	68%	69%	70%	65%	-	*	-	-
	EL	72%	72%	<b>67%</b>	-	67%	*	-	-	*	-	67%	*	*	69%	67%	72%	60%	-	*	-	-
	Male	77%	72%	<b>69%</b>	45%	75%	86%	-	-	*	-	69%	*	*	70%	72%	69%	-	-	*	-	-
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>79%</b>	75%	78%	100%	*	-	-	*	82%	58%	71%	79%	71%	73%	85%	-	*	-	-
	Students																					
	CWD	54%	47%	<b>71%</b>	*	*	*	-	-	-	-	71%	-	71%	-	*	*	*	-	-	-	-

				African		American		Pacific		Two or Non Econ		Non Econ		CWDCW		EL		Male	Female	Migrant	Homeless	Foster	Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	EL	Male	Female	Migrant	Homeless	Foster	Care	Military				
	CWOD	87%	83%	<b>79%</b>	72%	80%	100%	*	-	-	*	83%	58%	-	79%	73%	74%	85%	-	*	-	-		
	EL	73%	70%	<b>71%</b>	*	71%	*	-	-	-	-	75%	*	*	73%	71%	65%	78%	-	*	-	-		
	Male	81%	77%	<b>73%</b>	71%	70%	*	*	-	-	-	78%	56%	*	74%	65%	73%	-	-	*	-	-		
	Female	86%	82%	<b>85%</b>	83%	85%	*	-	-	-	*	86%	*	*	85%	78%	-	85%	-	*	-	-		
Mathematics	All	90%	85%	<b>71%</b>	73%	73%	63%	*	-	-	*	73%	58%	33%	78%	66%	67%	76%	-	*	-	-		
	Students																							
	CWOD	70%	56%	<b>33%</b>	*	*	*	-	-	-	-	33%	-	33%	-	*	42%	*	-	-	-	-		
	CWOD	92%	89%	<b>78%</b>	78%	80%	83%	*	-	-	*	82%	58%	-	78%	73%	74%	82%	-	*	-	-		
	EL	86%	81%	<b>66%</b>	*	66%	*	-	-	-	-	69%	*	*	73%	66%	60%	74%	-	*	-	-		
	Male	89%	84%	<b>67%</b>	80%	65%	*	*	-	-	-	69%	56%	42%	74%	60%	67%	-	-	*	-	-		
	Female	91%	86%	<b>76%</b>	*	82%	*	-	-	-	*	77%	*	*	82%	74%	-	76%	-	*	-	-		
Science	All	75%	69%	<b>65%</b>	59%	64%	88%	*	-	-	*	67%	50%	40%	69%	59%	57%	74%	-	*	-	-		
	Students																							
	CWOD	48%	38%	<b>40%</b>	*	*	*	-	-	-	-	40%	-	40%	-	*	*	*	-	-	-	-		
	CWOD	78%	72%	<b>69%</b>	56%	72%	100%	*	-	-	*	73%	50%	-	69%	65%	64%	74%	-	*	-	-		
	EL	62%	57%	<b>59%</b>	*	59%	*	-	-	-	-	62%	*	*	65%	59%	56%	63%	-	*	-	-		
	Male	76%	69%	<b>57%</b>	47%	61%	*	*	-	-	-	60%	*	*	64%	56%	57%	-	-	*	-	-		
	Female	75%	69%	<b>74%</b>	86%	68%	*	-	-	-	*	74%	*	*	74%	63%	-	74%	-	*	-	-		
Grade 6	All	68%	67%	<b>58%</b>	61%	55%	88%	-	*	*	-	62%	38%	*	59%	31%	50%	71%	-	*	-	-		
	Reading																							
	Students																							
	CWOD	35%	33%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-		
	CWOD	71%	70%	<b>59%</b>	61%	56%	86%	-	*	*	-	63%	38%	-	59%	31%	50%	71%	-	*	-	-		
	EL	42%	46%	<b>31%</b>	*	31%	-	-	-	-	-	34%	*	*	31%	31%	30%	*	-	-	-	-		
	Male	63%	61%	<b>50%</b>	54%	45%	*	-	*	*	-	52%	*	*	50%	30%	50%	-	-	*	-	-		
	Female	72%	73%	<b>71%</b>	70%	68%	*	-	-	-	-	75%	*	-	71%	*	-	71%	-	-	-	-		
Mathematics	All	76%	76%	<b>69%</b>	67%	71%	75%	-	*	*	-	70%	62%	*	72%	62%	64%	77%	-	*	-	-		
	Students																							
	CWOD	50%	46%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-		
	CWOD	79%	80%	<b>72%</b>	70%	74%	86%	-	*	*	-	74%	62%	-	72%	63%	69%	77%	-	*	-	-		
	EL	61%	67%	<b>62%</b>	*	58%	-	-	-	-	-	65%	*	*	63%	62%	56%	78%	-	-	-	-		
	Male	76%	76%	<b>64%</b>	71%	64%	*	-	*	*	-	65%	60%	*	69%	56%	64%	-	-	*	-	-		
	Female	77%	77%	<b>77%</b>	60%	82%	*	-	-	-	-	78%	*	-	77%	78%	-	77%	-	-	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																								
Grade 3	All	43%	35%	<b>22%</b>	22%	23%	*	*	*	-	*	19%	32%	*	23%	24%	21%	23%	-	*	*	-		
	Reading																							
	Students																							
	CWOD	28%	21%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-		
	CWOD	44%	36%	<b>23%</b>	23%	24%	*	*	*	-	*	21%	33%	-	23%	25%	22%	24%	-	*	-	-		
	EL	32%	32%	<b>24%</b>	*	23%	*	*	*	-	-	22%	38%	*	25%	24%	17%	32%	-	*	-	-		
	Male	40%	33%	<b>21%</b>	36%	19%	*	-	-	-	*	16%	40%	*	22%	17%	21%	-	-	*	*	-		
	Female	45%	37%	<b>23%</b>	*	27%	*	-	*	-	-	24%	*	*	24%	32%	-	23%	-	*	-	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>26%</b>	29%	26%	*	*	*	-	*	26%	25%	*	28%	27%	24%	27%	-	*	*	-
	Students																					
	CWD	30%	23%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	48%	38%	<b>28%</b>	32%	27%	*	*	*	-	*	28%	28%	-	28%	27%	27%	29%	-	*	-	-
	EL	39%	38%	<b>27%</b>	*	23%	*	*	*	-	-	27%	*	*	27%	27%	17%	36%	-	*	-	-
	Male	47%	38%	<b>24%</b>	36%	26%	*	*	-	-	*	23%	*	*	27%	17%	24%	-	-	*	*	-
	Female	45%	35%	<b>27%</b>	*	27%	*	*	*	-	-	29%	*	*	29%	36%	-	27%	-	*	-	-
Grade 4	All	45%	40%	<b>45%</b>	36%	42%	88%	-	-	*	-	43%	63%	*	44%	44%	38%	54%	-	*	-	-
	Students																					
	CWD	28%	30%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	47%	41%	<b>44%</b>	36%	42%	86%	-	-	*	-	43%	57%	-	44%	45%	37%	53%	-	*	-	-
	EL	29%	28%	<b>44%</b>	-	44%	*	-	-	*	-	44%	*	*	45%	44%	39%	50%	-	*	-	-
	Male	43%	39%	<b>38%</b>	*	37%	*	-	-	*	-	38%	*	*	37%	39%	38%	-	-	*	-	-
	Female	47%	42%	<b>54%</b>	*	48%	*	-	-	-	-	50%	*	*	53%	50%	-	54%	-	-	-	-
Mathematics	All	48%	40%	<b>32%</b>	20%	35%	36%	-	-	*	-	33%	25%	11%	35%	40%	35%	28%	-	*	-	-
	Students																					
	CWD	29%	30%	<b>11%</b>	-	*	*	-	-	-	-	*	*	11%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>35%</b>	20%	38%	43%	-	-	*	-	37%	*	-	35%	43%	41%	26%	-	*	-	-
	EL	38%	35%	<b>40%</b>	-	40%	*	-	-	*	-	40%	*	*	43%	40%	44%	35%	-	*	-	-
	Male	48%	41%	<b>35%</b>	18%	44%	29%	-	-	*	-	35%	*	*	41%	44%	35%	-	-	*	-	-
	Female	47%	40%	<b>28%</b>	*	25%	*	-	-	-	-	29%	*	*	26%	35%	-	28%	-	-	-	-
Grade 5	All	53%	49%	<b>36%</b>	40%	31%	57%	*	-	-	*	36%	42%	14%	38%	17%	31%	43%	-	*	-	-
	Students																					
	CWD	30%	25%	<b>14%</b>	*	*	*	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-
	CWOD	56%	51%	<b>38%</b>	44%	32%	67%	*	-	-	*	38%	42%	-	38%	16%	33%	44%	-	*	-	-
	EL	35%	30%	<b>17%</b>	*	16%	*	-	-	-	-	17%	*	*	16%	17%	26%	6%	-	*	-	-
	Male	50%	46%	<b>31%</b>	29%	33%	*	*	-	-	-	31%	33%	*	33%	26%	31%	-	-	*	-	-
	Female	56%	51%	<b>43%</b>	67%	30%	*	-	-	-	*	41%	*	*	44%	6%	-	43%	-	*	-	-
Mathematics	All	57%	50%	<b>30%</b>	5%	36%	50%	*	-	-	*	32%	17%	0%	36%	30%	18%	45%	-	*	-	-
	Students																					
	CWD	34%	24%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	60%	52%	<b>36%</b>	6%	42%	67%	*	-	-	*	39%	17%	-	36%	35%	23%	49%	-	*	-	-
	EL	46%	39%	<b>30%</b>	*	32%	*	-	-	-	-	33%	*	*	35%	30%	20%	42%	-	*	-	-
	Male	57%	49%	<b>18%</b>	0%	26%	*	*	-	-	-	19%	11%	0%	23%	20%	18%	-	-	*	-	-
	Female	58%	50%	<b>45%</b>	*	46%	*	-	-	-	*	46%	*	*	49%	42%	-	45%	-	*	-	-
Science	All	40%	34%	<b>23%</b>	14%	24%	38%	*	-	-	*	23%	17%	7%	26%	25%	16%	31%	-	*	-	-
	Students																					
	CWD	25%	18%	<b>7%</b>	*	*	*	-	-	-	-	7%	-	7%	-	*	*	*	-	-	-	-
	CWOD	42%	35%	<b>26%</b>	11%	28%	50%	*	-	-	*	27%	17%	-	26%	30%	18%	33%	-	*	-	-
	EL	24%	18%	<b>25%</b>	*	27%	*	-	-	-	-	26%	*	*	30%	25%	20%	32%	-	*	-	-
	Male	42%	35%	<b>16%</b>	13%	19%	*	*	-	-	-	17%	*	*	18%	20%	16%	-	-	*	-	-
	Female	38%	32%	<b>31%</b>	14%	29%	*	-	-	-	*	31%	*	*	33%	32%	-	31%	-	*	-	-

					African	American	Two or Non		Econ		Non		Foster										
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	38%	37%	<b>20%</b>	13%	24%	25%	-	*	*	-	21%	15%	*	21%	16%	15%	29%	-	*	-	-
		Students																					
		CWD	22%	22%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
		CWOD	40%	38%	<b>21%</b>	13%	25%	29%	-	*	*	-	22%	15%	-	21%	17%	16%	29%	-	*	-	-
		EL	14%	15%	<b>16%</b>	*	17%	-	-	-	-	-	17%	*	*	17%	16%	17%	*	-	-	-	-
		Male	34%	32%	<b>15%</b>	8%	21%	*	-	*	*	-	16%	*	*	16%	17%	15%	-	-	*	-	-
		Female	42%	42%	<b>29%</b>	20%	27%	*	-	-	-	-	28%	*	-	29%	*	-	29%	-	-	-	-
	Mathematics	All	43%	46%	<b>34%</b>	38%	38%	13%	-	*	*	-	35%	31%	*	36%	26%	33%	37%	-	*	-	-
		Students																					
		CWD	23%	27%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
		CWOD	46%	48%	<b>36%</b>	39%	40%	14%	-	*	*	-	37%	31%	-	36%	27%	35%	37%	-	*	-	-
		EL	24%	31%	<b>26%</b>	*	23%	-	-	-	-	-	29%	*	*	27%	26%	32%	11%	-	-	-	-
		Male	44%	46%	<b>33%</b>	36%	39%	*	-	*	*	-	33%	30%	*	35%	32%	33%	-	-	*	-	-
		Female	42%	46%	<b>37%</b>	40%	36%	*	-	-	-	-	38%	*	-	37%	11%	-	37%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>10%</b>	13%	9%	*	*	*	-	*	7%	21%	*	10%	10%	10%	9%	-	*	*	-
		Students																					
		CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
		CWOD	26%	20%	<b>10%</b>	14%	9%	*	*	*	-	*	7%	22%	-	10%	10%	11%	10%	-	*	-	-
		EL	15%	16%	<b>10%</b>	*	9%	*	*	*	-	-	7%	25%	*	10%	10%	8%	12%	-	*	-	-
		Male	22%	17%	<b>10%</b>	18%	10%	*	*	-	-	*	5%	30%	*	11%	8%	10%	-	-	*	*	-
		Female	26%	20%	<b>9%</b>	*	8%	*	-	*	-	-	9%	*	*	10%	12%	-	9%	-	*	-	-
	Mathematics	All	22%	15%	<b>9%</b>	21%	4%	*	*	*	-	*	8%	10%	*	9%	8%	6%	11%	-	*	*	-
		Students																					
		CWD	12%	5%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	*	-
		CWOD	24%	16%	<b>9%</b>	23%	4%	*	*	*	-	*	9%	11%	-	9%	8%	7%	12%	-	*	-	-
		EL	17%	16%	<b>8%</b>	*	5%	*	*	*	-	-	10%	*	*	8%	8%	0%	16%	-	*	-	-
		Male	23%	17%	<b>6%</b>	27%	0%	*	*	-	-	*	3%	*	*	7%	0%	6%	-	-	*	*	-
		Female	21%	14%	<b>11%</b>	*	8%	*	*	*	-	-	14%	*	*	12%	16%	-	11%	-	*	-	-
Grade 4	Reading	All	23%	19%	<b>18%</b>	29%	14%	25%	-	-	*	-	17%	25%	*	18%	19%	18%	17%	-	*	-	-
		Students																					
		CWD	9%	9%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	25%	20%	<b>18%</b>	29%	15%	29%	-	-	*	-	17%	29%	-	18%	19%	19%	18%	-	*	-	-
		EL	12%	11%	<b>19%</b>	-	17%	*	-	-	*	-	20%	*	*	19%	19%	22%	15%	-	*	-	-
		Male	22%	18%	<b>18%</b>	*	20%	*	-	-	*	-	19%	*	*	19%	22%	18%	-	-	*	-	-
		Female	25%	21%	<b>17%</b>	*	7%	*	-	-	-	-	13%	*	*	18%	15%	-	17%	-	-	-	-
	Mathematics	All	26%	20%	<b>14%</b>	7%	17%	9%	-	-	*	-	15%	0%	0%	15%	20%	14%	14%	-	*	-	-
		Students																					
		CWD	11%	10%	<b>0%</b>	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-

		State			African American		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL Male		Female		Migrant		Homeless		Foster Care		Military	
	CWOD	28%	21%	<b>15%</b>	7%	18%	14%	-	-	*	-	17%	*	-	15%	21%	16%	15%	-	*	-	-	-	-	-	-	-	-	-	
	EL	18%	14%	<b>20%</b>	-	19%	*	-	-	*	-	21%	*	*	21%	20%	20%	20%	-	*	-	-	-	-	-	-	-	-		
	Male	27%	21%	<b>14%</b>	9%	19%	0%	-	-	*	-	15%	*	*	16%	20%	14%	-	-	*	-	-	-	-	-	-	-	-		
	Female	25%	19%	<b>14%</b>	*	14%	*	-	-	-	-	16%	*	*	15%	20%	-	14%	-	-	-	-	-	-	-	-	-	-		
Grade 5	Reading	All	26%	23%	<b>11%</b>	10%	6%	29%	*	-	-	*	10%	17%	0%	12%	0%	0%	23%	-	*	-	-	-	-	-	-	-	-	
		Students																												
		CWD	9%	7%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	
		CWOD	27%	24%	<b>12%</b>	11%	6%	33%	*	-	-	*	11%	17%	-	12%	0%	0%	23%	-	*	-	-	-	-	-	-	-	-	
		EL	12%	8%	<b>0%</b>	*	0%	*	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-	*	-	-	-	-	-	-	-	-	
		Male	24%	21%	<b>0%</b>	0%	0%	*	*	-	-	0%	0%	*	0%	0%	0%	-	-	*	-	-	-	-	-	-	-	-	-	
		Female	28%	25%	<b>23%</b>	33%	11%	*	-	-	-	19%	*	*	23%	0%	-	23%	-	*	-	-	-	-	-	-	-	-		
	Mathematics	All	30%	24%	<b>8%</b>	5%	8%	0%	*	-	-	*	7%	8%	0%	9%	11%	2%	14%	-	*	-	-	-	-	-	-	-	-	
		Students																												
		CWD	13%	7%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-	-	-	-	-	-	-	
		CWOD	31%	26%	<b>9%</b>	6%	10%	0%	*	-	-	*	9%	8%	-	9%	14%	3%	15%	-	*	-	-	-	-	-	-	-	-	
		EL	19%	13%	<b>11%</b>	*	12%	*	-	-	-	13%	*	*	14%	11%	4%	21%	-	*	-	-	-	-	-	-	-	-	-	
		Male	29%	24%	<b>2%</b>	0%	3%	*	*	-	-	2%	0%	0%	3%	4%	2%	-	-	*	-	-	-	-	-	-	-	-	-	
		Female	30%	24%	<b>14%</b>	*	14%	*	-	-	-	13%	*	*	15%	21%	-	14%	-	*	-	-	-	-	-	-	-	-	-	
	Science	All	16%	13%	<b>2%</b>	0%	2%	13%	*	-	-	*	2%	0%	0%	3%	2%	2%	2%	-	*	-	-	-	-	-	-	-	-	
		Students																												
		CWD	9%	5%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-
		CWOD	17%	14%	<b>3%</b>	0%	2%	17%	*	-	-	*	3%	0%	-	3%	3%	3%	3%	-	*	-	-	-	-	-	-	-	-	
		EL	7%	4%	<b>2%</b>	*	2%	*	-	-	-	3%	*	*	3%	2%	4%	0%	-	*	-	-	-	-	-	-	-	-	-	
		Male	18%	14%	<b>2%</b>	0%	3%	*	*	-	-	2%	*	*	3%	4%	2%	-	-	*	-	-	-	-	-	-	-	-	-	
		Female	15%	12%	<b>2%</b>	0%	0%	*	-	-	-	3%	*	*	3%	0%	-	2%	-	*	-	-	-	-	-	-	-	-	-	
Grade 6	Reading	All	18%	17%	<b>3%</b>	0%	5%	0%	-	*	*	-	3%	8%	*	4%	0%	2%	6%	-	*	-	-	-	-	-	-	-	-	
		Students																												
		CWD	8%	6%	<b>*</b>	-	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	20%	19%	<b>4%</b>	0%	6%	0%	-	*	*	-	3%	8%	-	4%	0%	2%	6%	-	*	-	-	-	-	-	-	-	-	
		EL	4%	5%	<b>0%</b>	*	0%	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	-	-	-	-	-	-	-	
		Male	15%	13%	<b>2%</b>	0%	3%	*	-	*	*	-	2%	*	*	2%	0%	2%	-	-	*	-	-	-	-	-	-	-	-	
		Female	22%	22%	<b>6%</b>	0%	9%	*	-	-	-	3%	*	-	6%	*	-	6%	-	-	-	-	-	-	-	-	-	-	-	
	Mathematics	All	18%	21%	<b>9%</b>	4%	12%	0%	-	*	*	-	9%	8%	*	9%	3%	5%	14%	-	*	-	-	-	-	-	-	-	-	
		Students																												
		CWD	9%	7%	<b>*</b>	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	19%	22%	<b>9%</b>	4%	13%	0%	-	*	*	-	10%	8%	-	9%	3%	6%	14%	-	*	-	-	-	-	-	-	-	-	
		EL	6%	9%	<b>3%</b>	*	3%	-	-	-	-	3%	*	*	3%	3%	4%	0%	-	-	-	-	-	-	-	-	-	-	-	
		Male	18%	21%	<b>5%</b>	0%	8%	*	-	*	*	-	6%	0%	*	6%	4%	5%	-	-	*	-	-	-	-	-	-	-	-	
		Female	17%	21%	<b>14%</b>	10%	18%	*	-	-	-	13%	*	-	14%	0%	-	14%	-	-	-	-	-	-	-	-	-	-	-	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>63%</b>	56%	65%	74%	*	88%	*	62%	65%	51%	38%	66%	60%	60%	68%	-	50%	*	-
		Students																					
		CWD	45%	38%	<b>38%</b>	50%	34%	41%	*	-	-	-	38%	*	38%	-	35%	40%	31%	-	-	*	-
		CWOD	80%	76%	<b>66%</b>	57%	68%	85%	*	88%	*	62%	68%	52%	-	66%	62%	62%	70%	-	50%	-	-
		EL	60%	59%	<b>60%</b>	64%	59%	70%	*	100%	*	-	61%	46%	35%	62%	60%	55%	66%	-	*	-	-
		Male	74%	69%	<b>60%</b>	57%	61%	67%	*	*	*	*	61%	51%	40%	62%	55%	60%	-	-	64%	*	-
		Female	79%	76%	<b>68%</b>	55%	70%	83%	*	100%	-	67%	70%	52%	31%	70%	66%	-	68%	-	*	-	-
Reading	All	All	73%	68%	<b>62%</b>	55%	63%	79%	*	*	*	*	64%	52%	47%	63%	56%	57%	69%	-	*	*	-
		Students																					
		CWD	39%	32%	<b>47%</b>	*	*	*	-	-	-	-	47%	*	47%	-	*	47%	*	-	-	*	-
		CWOD	77%	72%	<b>63%</b>	55%	65%	83%	*	*	*	*	65%	52%	-	63%	58%	58%	69%	-	*	-	-
		EL	52%	51%	<b>56%</b>	*	56%	*	*	*	*	-	57%	50%	*	58%	56%	51%	64%	-	*	-	-
		Male	69%	64%	<b>57%</b>	54%	58%	73%	*	*	*	*	59%	50%	47%	58%	51%	57%	-	-	*	*	-
		Female	77%	73%	<b>69%</b>	56%	70%	85%	-	*	-	*	71%	55%	*	69%	64%	-	69%	-	*	-	-
Mathematics	All	All	80%	75%	<b>64%</b>	56%	67%	67%	*	*	*	*	66%	51%	33%	67%	63%	62%	66%	-	56%	*	-
		Students																					
		CWD	52%	42%	<b>33%</b>	*	38%	*	*	-	-	-	33%	*	33%	-	40%	40%	*	-	-	*	-
		CWOD	83%	79%	<b>67%</b>	59%	69%	83%	*	*	*	*	70%	52%	-	67%	66%	66%	69%	-	56%	-	-
		EL	70%	69%	<b>63%</b>	100%	62%	*	*	*	*	-	66%	44%	40%	66%	63%	59%	70%	-	*	-	-
		Male	78%	73%	<b>62%</b>	63%	64%	60%	*	*	*	*	64%	53%	40%	66%	59%	62%	-	-	*	*	-
		Female	82%	78%	<b>66%</b>	47%	70%	77%	*	*	-	*	69%	48%	*	69%	70%	-	66%	-	*	-	-
Science	All	All	79%	74%	<b>65%</b>	59%	64%	88%	*	-	-	*	67%	50%	40%	69%	59%	57%	74%	-	*	-	-
		Students																					
		CWD	48%	40%	<b>40%</b>	*	*	*	-	-	-	-	40%	-	40%	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>69%</b>	56%	72%	100%	*	-	-	*	73%	50%	-	69%	65%	64%	74%	-	*	-	-
		EL	58%	57%	<b>59%</b>	*	59%	*	-	-	-	-	62%	*	*	65%	59%	56%	63%	-	*	-	-
		Male	78%	72%	<b>57%</b>	47%	61%	*	*	-	-	-	60%	*	*	64%	56%	57%	-	-	*	-	-
		Female	80%	77%	<b>74%</b>	86%	68%	*	-	-	-	*	74%	*	*	74%	63%	-	74%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>30%</b>	24%	31%	36%	*	50%	*	38%	30%	28%	8%	32%	28%	25%	35%	-	23%	*	-
		Students																					
		CWD	23%	19%	<b>8%</b>	7%	7%	12%	*	-	-	-	6%	*	8%	-	6%	7%	13%	-	-	*	-
		CWOD	50%	45%	<b>32%</b>	25%	33%	44%	*	50%	*	38%	32%	28%	-	32%	30%	28%	36%	-	23%	-	-
		EL	26%	25%	<b>28%</b>	27%	28%	30%	*	67%	*	-	29%	22%	6%	30%	28%	26%	31%	-	*	-	-
		Male	45%	40%	<b>25%</b>	22%	29%	18%	*	*	*	*	26%	25%	7%	28%	26%	25%	-	-	36%	*	-
		Female	50%	45%	<b>35%</b>	26%	33%	60%	*	67%	-	56%	35%	34%	13%	36%	31%	-	35%	-	*	-	-
Reading	All	All	46%	41%	<b>30%</b>	26%	30%	46%	*	*	*	*	30%	35%	16%	31%	26%	26%	37%	-	*	*	-
		Students																					
		CWD	22%	18%	<b>16%</b>	*	*	*	-	-	-	-	12%	*	16%	-	*	13%	*	-	-	*	-
		CWOD	48%	44%	<b>31%</b>	27%	31%	52%	*	*	*	*	31%	34%	-	31%	27%	27%	37%	-	*	-	-
		EL	21%	21%	<b>26%</b>	*	26%	*	*	*	*	-	26%	28%	*	27%	26%	25%	28%	-	*	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>26%</b>	25%	27%	27%	*	*	*	*	25%	28%	13%	27%	25%	26%	-	-	*	*	-	
	Female	50%	47%	<b>37%</b>	28%	33%	69%	-	*	-	*	35%	45%	*	37%	28%	-	37%	-	*	-	-	
Mathematics	All	48%	42%	<b>31%</b>	24%	34%	27%	*	*	*	*	32%	25%	5%	34%	31%	28%	34%	-	33%	*	-	
	Students																						
	CWD	26%	21%	<b>5%</b>	*	5%	*	*	-	-	-	3%	*	5%	-	7%	3%	*	-	-	*	-	
	CWOD	51%	45%	<b>34%</b>	26%	37%	35%	*	*	*	*	35%	24%	-	34%	33%	32%	36%	-	33%	-	-	
	EL	33%	31%	<b>31%</b>	60%	30%	*	*	*	*	-	32%	17%	7%	33%	31%	28%	34%	-	*	-	-	
	Male	47%	41%	<b>28%</b>	22%	34%	15%	*	*	*	*	28%	25%	3%	32%	28%	28%	-	-	*	*	-	
	Female	49%	44%	<b>34%</b>	26%	34%	46%	*	*	-	*	36%	24%	*	36%	34%	-	34%	-	*	-	-	
Science	All	49%	46%	<b>23%</b>	14%	24%	38%	*	-	-	*	23%	17%	7%	26%	25%	16%	31%	-	*	-	-	
	Students																						
	CWD	23%	18%	<b>7%</b>	*	*	*	-	-	-	-	7%	-	7%	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>26%</b>	11%	28%	50%	*	-	-	*	27%	17%	-	26%	30%	18%	33%	-	*	-	-	
	EL	21%	20%	<b>25%</b>	*	27%	*	-	-	-	-	26%	*	*	30%	25%	20%	32%	-	*	-	-	
	Male	50%	45%	<b>16%</b>	13%	19%	*	*	-	-	-	17%	*	*	18%	20%	16%	-	-	*	-	-	
	Female	49%	46%	<b>31%</b>	14%	29%	*	-	-	-	*	31%	*	*	33%	32%	-	31%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>9%</b>	9%	9%	9%	*	25%	*	23%	9%	11%	0%	10%	9%	6%	12%	-	0%	*	-	
	Students																						
	CWD	8%	5%	<b>0%</b>	0%	0%	0%	*	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	*	-	
	CWOD	23%	20%	<b>10%</b>	10%	9%	12%	*	25%	*	23%	10%	12%	-	10%	9%	7%	13%	-	0%	-	-	
	EL	9%	8%	<b>9%</b>	9%	8%	20%	*	33%	*	-	9%	5%	0%	9%	9%	7%	11%	-	*	-	-	
	Male	20%	17%	<b>6%</b>	7%	7%	0%	*	*	*	*	6%	7%	0%	7%	7%	6%	-	-	0%	*	-	
	Female	22%	20%	<b>12%</b>	12%	10%	20%	*	33%	-	33%	11%	18%	0%	13%	11%	-	12%	-	*	-	-	
Reading	All	19%	16%	<b>10%</b>	11%	9%	14%	*	*	*	*	9%	17%	0%	11%	8%	7%	14%	-	*	*	-	
	Students																						
	CWD	7%	5%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-	
	CWOD	20%	18%	<b>11%</b>	12%	9%	17%	*	*	*	*	9%	18%	-	11%	8%	8%	14%	-	*	-	-	
	EL	7%	7%	<b>8%</b>	*	7%	*	*	*	*	-	7%	11%	*	8%	8%	8%	8%	-	*	-	-	
	Male	16%	13%	<b>7%</b>	8%	8%	0%	*	*	*	*	7%	9%	0%	8%	8%	7%	-	-	*	*	-	
	Female	22%	20%	<b>14%</b>	16%	9%	31%	-	*	-	*	11%	30%	*	14%	8%	-	14%	-	*	-	-	
Mathematics	All	23%	20%	<b>10%</b>	9%	10%	3%	*	*	*	*	10%	8%	0%	11%	11%	7%	13%	-	0%	*	-	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	*	-	
	CWOD	25%	21%	<b>11%</b>	10%	11%	4%	*	*	*	*	11%	8%	-	11%	12%	8%	14%	-	0%	-	-	
	EL	13%	11%	<b>11%</b>	20%	10%	*	*	*	*	-	12%	0%	0%	12%	11%	7%	16%	-	*	-	-	
	Male	23%	19%	<b>7%</b>	8%	8%	0%	*	*	*	*	7%	6%	0%	8%	7%	7%	-	-	*	*	-	
	Female	24%	20%	<b>13%</b>	12%	13%	8%	*	*	-	*	14%	10%	*	14%	16%	-	13%	-	*	-	-	
Science	All	22%	20%	<b>2%</b>	0%	2%	13%	*	-	-	*	2%	0%	0%	3%	2%	2%	2%	-	*	-	-	
	Students																						
	CWD	7%	4%	<b>0%</b>	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	3%	0%	2%	17%	*	-	-	*	3%	0%	-	3%	3%	3%	3%	-	*	-	-
EL	5%	5%	2%	*	2%	*	-	-	-	-	3%	*	*	3%	2%	4%	0%	-	*	-	-
Male	23%	20%	2%	0%	3%	*	*	-	-	-	2%	*	*	3%	4%	2%	-	-	*	-	-
Female	21%	20%	2%	0%	0%	*	-	-	-	*	3%	*	*	3%	0%	-	2%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	61	64	73	*	-	*	*	65	77	69
CWD	77	*	75	*	-	-	-	-	77	77	71
CWOD	63	59	63	74	*	-	*	*	64	-	68
EL	69	*	71	*	-	-	*	-	69	71	69
Male	61	62	63	59	*	-	*	-	63	77	69
Female	66	59	66	89	-	-	-	*	66	-	68
<b>Mathematics</b>											
All Students	69	64	73	63	*	-	*	*	69	66	77
CWD	66	*	71	*	-	-	-	-	66	66	79
CWOD	70	64	74	66	*	-	*	*	70	-	76
EL	77	*	75	*	-	-	*	-	76	79	77
Male	68	66	73	53	*	-	*	-	67	73	78
Female	71	61	74	78	-	-	-	*	71	*	75

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
300	23	8%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	34	30	35	40	*	*	*	*	35	*	32	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N	N					N		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	*	-	
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	100%	100%	*	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	*	-	-	-	100%	*	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	100%	100%	*	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	*	-	
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	*	-	-	-	*	100%	*	*	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	0%	0%	0%	*	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	*	-	
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	

		African	American		American	Pacific	Two or	Econ	Non								
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	0%	0%	*	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	*	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	*	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students	Students
		students	American			Alaska		Islander	More		with	with	with
						Native			Races		Disabilities	Disabilities	Disabilities
													(Section
													504)
<b>Students Without Disabilities</b>													
In-School Suspensions	Male	51	8	32	5	*	*	*	*	20			
	Female	7	*	5	*	*	*	*	*	*			
	Total	58	10	37	5	*	*	*	*	22			
Out-of-School Suspensions	Male	25	*	13	*	*	*	*	*	13			
	Female	6	*	*	*	*	*	*	*	*			
	Total	31	6	17	*	*	*	*	*	13			
Expulsions													
With Educational Services	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Without Educational Services	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	12	*	5	5	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	*	5	5	*	*	*	*	*		*
Out-of-School Suspensions	Male	8	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	46	5	26	11	*	*	*	*	20	8	*
	Female	41	11	23	5	*	*	*	*	17	*	*
	Total	87	16	49	16	*	*	*	*	37	10	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	36	8	20	*	*	*	*	*	23	*
	Female	40	11	23	*	*	*	*	*	23	*
	Total	76	19	43	*	*	*	*	*	46	*
Accelerated Coursework											
	Advanced Placement Courses										
	Male	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	-	-	-	-	
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.0	8.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	2.3%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.3	0.7%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 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
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	*	*
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.



## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** SPEER EL  
**Campus ID:** 220901112  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	77%	70%	<b>68%</b>	33%	73%	100%	*	-	-	*	72%	50%	*	70%	77%	64%	72%	-	*	-	*
	CWD	51%	46%	*	*	-	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	79%	72%	<b>70%</b>	38%	73%	100%	-	-	-	*	74%	53%	-	70%	77%	65%	75%	-	*	-	*
	EL	70%	69%	<b>77%</b>	-	76%	*	-	-	-	-	80%	60%	-	77%	77%	72%	83%	-	*	-	*
	Male	74%	68%	<b>64%</b>	*	69%	*	-	-	-	*	67%	55%	*	65%	72%	64%	-	-	*	-	*
	Female	79%	73%	<b>72%</b>	*	77%	100%	*	-	-	*	78%	*	*	75%	83%	-	72%	-	*	-	*
	Mathematics	All Students	77%	71%	<b>62%</b>	40%	68%	*	*	-	-	*	65%	50%	*	64%	70%	60%	65%	-	*	-
	CWD	52%	43%	*	*	-	-	*	-	-	*	*	*	*	-	-	*	*	-	-	-	*
	CWOD	80%	73%	<b>64%</b>	46%	68%	*	-	-	-	*	66%	53%	-	64%	70%	60%	67%	-	*	-	*
	EL	74%	73%	<b>70%</b>	-	72%	*	-	-	-	-	73%	50%	-	70%	70%	72%	69%	-	*	-	*
	Male	77%	70%	<b>60%</b>	*	67%	*	-	-	-	*	63%	45%	*	60%	72%	60%	-	-	*	-	*
	Female	78%	71%	<b>65%</b>	*	69%	*	*	-	-	*	67%	56%	*	67%	69%	-	65%	-	*	-	*
<b>Grade 4</b>																						
Reading	All Students	72%	67%	<b>44%</b>	29%	44%	*	*	*	-	-	43%	47%	*	45%	46%	46%	42%	-	*	-	-
	CWD	46%	47%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>45%</b>	31%	46%	*	*	*	-	-	45%	47%	-	45%	48%	48%	43%	-	*	-	-
	EL	60%	56%	<b>46%</b>	-	44%	*	-	*	-	-	43%	67%	*	48%	46%	51%	40%	-	*	-	-
	Male	70%	64%	<b>46%</b>	*	46%	*	-	*	-	-	41%	71%	*	48%	51%	46%	-	-	*	-	-
	Female	75%	70%	<b>42%</b>	*	43%	-	*	*	-	-	44%	*	*	43%	40%	-	42%	-	-	-	-
Mathematics	All Students	77%	74%	<b>61%</b>	47%	63%	*	*	*	-	-	62%	59%	*	63%	69%	64%	58%	-	*	-	-
	CWD	49%	49%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	81%	76%	<b>63%</b>	50%	64%	*	*	*	-	-	64%	59%	-	63%	70%	65%	61%	-	*	-	-
	EL	72%	72%	<b>69%</b>	-	68%	*	-	*	-	-	67%	78%	*	70%	69%	70%	67%	-	*	-	-
	Male	77%	72%	<b>64%</b>	*	63%	*	-	*	-	-	63%	71%	*	65%	70%	64%	-	-	*	-	-
	Female	78%	76%	<b>58%</b>	45%	63%	-	*	*	-	-	60%	50%	*	61%	67%	-	58%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	83%	80%	<b>69%</b>	60%	70%	*	-	*	-	*	67%	76%	*	71%	57%	58%	80%	-	*	-	-
	CWD	54%	47%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-

				African		American		Pacific		Two or More Econ		Non Econ						Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>71%</b>	60%	71%	*	-	*	-	*	70%	76%	-	71%	58%	62%	80%	-	*	-	-	
	EL	73%	70%	<b>57%</b>	-	56%	-	-	*	-	-	55%	71%	*	58%	57%	46%	68%	-	-	-	-	
	Male	81%	77%	<b>58%</b>	*	59%	*	-	*	-	*	57%	63%	*	62%	46%	58%	-	-	*	-	-	
	Female	86%	82%	<b>80%</b>	*	80%	*	-	-	-	*	78%	89%	*	80%	68%	-	80%	-	-	-	-	
Mathematics	All	90%	85%	<b>77%</b>	42%	83%	71%	-	*	-	*	77%	78%	*	79%	76%	75%	80%	-	*	-	-	
	Students																						
	CWD	70%	56%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	92%	89%	<b>79%</b>	45%	82%	*	-	*	-	*	80%	78%	-	79%	75%	79%	80%	-	*	-	-	
	EL	86%	81%	<b>76%</b>	-	75%	-	-	*	-	*	74%	86%	*	75%	76%	79%	72%	-	-	-	-	
	Male	89%	84%	<b>75%</b>	*	82%	*	-	*	-	*	77%	67%	*	79%	79%	75%	-	-	*	-	-	
	Female	91%	86%	<b>80%</b>	*	83%	*	-	-	-	*	78%	89%	*	80%	72%	-	80%	-	-	-	-	
Science	All	75%	69%	<b>59%</b>	42%	60%	*	-	*	-	*	59%	58%	*	60%	46%	61%	57%	-	*	-	-	
	Students																						
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	78%	72%	<b>60%</b>	45%	60%	*	-	*	-	*	61%	58%	-	60%	47%	65%	56%	-	*	-	-	
	EL	62%	57%	<b>46%</b>	-	45%	-	-	*	-	-	43%	63%	*	47%	46%	50%	42%	-	-	-	-	
	Male	76%	69%	<b>61%</b>	*	62%	*	-	*	-	*	62%	56%	*	65%	50%	61%	-	-	*	-	-	
	Female	75%	69%	<b>57%</b>	*	58%	*	-	-	-	*	56%	60%	*	56%	42%	-	57%	-	-	-	-	
Grade 6	All	68%	67%	<b>48%</b>	67%	45%	*	*	*	-	*	45%	60%	-	48%	29%	36%	60%	-	*	-	-	
	Reading																						
	Students																						
	CWD	35%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	71%	70%	<b>48%</b>	67%	45%	*	*	*	-	*	45%	60%	-	48%	29%	36%	60%	-	*	-	-	
	EL	42%	46%	<b>29%</b>	*	28%	-	*	-	-	-	23%	*	-	29%	29%	21%	41%	-	*	-	-	
	Male	63%	61%	<b>36%</b>	*	33%	-	*	-	-	*	35%	*	-	36%	21%	36%	-	-	*	-	-	
	Female	72%	73%	<b>60%</b>	*	57%	*	*	*	-	-	57%	75%	-	60%	41%	-	60%	-	-	-	-	
Mathematics	All	76%	76%	<b>76%</b>	71%	79%	*	*	*	*	*	77%	75%	*	79%	65%	66%	87%	-	*	-	-	
	Students																						
	CWD	50%	46%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	79%	80%	<b>79%</b>	83%	80%	*	*	*	*	*	78%	80%	-	79%	66%	70%	87%	-	*	-	-	
	EL	61%	67%	<b>65%</b>	*	69%	-	*	-	*	-	62%	83%	*	66%	65%	62%	68%	-	*	-	-	
	Male	76%	76%	<b>66%</b>	*	73%	-	*	-	-	*	69%	*	*	70%	62%	66%	-	-	*	-	-	
	Female	77%	77%	<b>87%</b>	100%	86%	*	*	*	*	-	85%	100%	-	87%	68%	-	87%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>36%</b>	7%	44%	29%	*	-	-	*	41%	15%	*	37%	46%	29%	44%	-	*	-	*	
	Reading																						
	Students																						
	CWD	28%	21%	*	*	-	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	*	
	CWOD	44%	36%	<b>37%</b>	8%	44%	29%	-	-	-	*	42%	16%	-	37%	46%	29%	46%	-	*	-	*	
	EL	32%	32%	<b>46%</b>	-	47%	*	-	-	-	-	48%	30%	-	46%	46%	38%	54%	-	*	-	*	
	Male	40%	33%	<b>29%</b>	*	36%	*	-	-	-	*	29%	27%	*	29%	38%	29%	-	-	*	-	*	
	Female	45%	37%	<b>44%</b>	*	54%	33%	*	-	-	*	53%	*	*	46%	54%	-	44%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>33%</b>	20%	37%	*	*	-	-	*	36%	20%	*	35%	38%	33%	33%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	-	-	*	-	-	*	*	*	*	-	-	*	*	-	-	-	-	*
	CWOD	48%	38%	<b>35%</b>	23%	37%	*	-	-	-	*	38%	21%	-	35%	38%	35%	35%	-	*	-	*	
	EL	39%	38%	<b>38%</b>	-	39%	*	-	-	-	-	39%	30%	-	38%	38%	41%	34%	-	*	-	*	
	Male	47%	38%	<b>33%</b>	*	38%	*	-	-	-	*	35%	27%	*	35%	41%	33%	-	-	*	-	*	
	Female	45%	35%	<b>33%</b>	*	36%	*	*	-	-	*	38%	11%	*	35%	34%	-	33%	-	*	-	*	
Grade 4	All	45%	40%	<b>18%</b>	12%	18%	*	*	*	-	-	19%	12%	*	19%	17%	17%	19%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>19%</b>	13%	19%	*	*	*	-	-	21%	12%	-	19%	18%	18%	20%	-	*	-	-	
	EL	29%	28%	<b>17%</b>	-	15%	*	-	*	-	-	16%	22%	*	18%	17%	23%	10%	-	*	-	-	
	Male	43%	39%	<b>17%</b>	*	16%	*	-	*	-	-	17%	14%	*	18%	23%	17%	-	-	*	-	-	
	Female	47%	42%	<b>19%</b>	*	20%	-	*	*	-	-	21%	*	*	20%	10%	-	19%	-	-	-	-	
Mathematics	All	48%	40%	<b>22%</b>	12%	22%	*	*	*	-	-	22%	24%	*	23%	25%	24%	21%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>23%</b>	13%	22%	*	*	*	-	-	23%	24%	-	23%	25%	24%	22%	-	*	-	-	
	EL	38%	35%	<b>25%</b>	-	23%	*	-	*	-	-	24%	33%	*	25%	25%	27%	23%	-	*	-	-	
	Male	48%	41%	<b>24%</b>	*	21%	*	-	*	-	-	21%	43%	*	24%	27%	24%	-	-	*	-	-	
	Female	47%	40%	<b>21%</b>	18%	23%	-	*	*	-	-	23%	10%	*	22%	23%	-	21%	-	-	-	-	
Grade 5	All	53%	49%	<b>34%</b>	20%	34%	*	-	*	-	*	31%	47%	*	34%	16%	36%	32%	-	*	-	-	
	Students																						
	CWD	30%	25%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>34%</b>	20%	34%	*	-	*	-	*	32%	47%	-	34%	17%	38%	31%	-	*	-	-	
	EL	35%	30%	<b>16%</b>	-	15%	-	-	*	-	-	12%	43%	*	17%	16%	21%	12%	-	-	-	-	
	Male	50%	46%	<b>36%</b>	*	33%	*	-	*	-	*	33%	50%	*	38%	21%	36%	-	-	*	-	-	
	Female	56%	51%	<b>32%</b>	*	34%	*	-	-	-	*	29%	44%	*	31%	12%	-	32%	-	-	-	-	
Mathematics	All	57%	50%	<b>38%</b>	25%	41%	29%	-	*	-	*	38%	39%	*	39%	33%	31%	46%	-	*	-	-	
	Students																						
	CWD	34%	24%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>39%</b>	27%	42%	*	-	*	-	*	39%	39%	-	39%	33%	33%	45%	-	*	-	-	
	EL	46%	39%	<b>33%</b>	-	33%	-	-	*	-	-	31%	43%	*	33%	33%	21%	44%	-	-	-	-	
	Male	57%	49%	<b>31%</b>	*	28%	*	-	*	-	*	30%	33%	*	33%	21%	31%	-	-	*	-	-	
	Female	58%	50%	<b>46%</b>	*	54%	*	-	-	-	*	46%	44%	*	45%	44%	-	46%	-	-	-	-	
Science	All	40%	34%	<b>27%</b>	17%	28%	*	-	*	-	*	28%	26%	*	28%	14%	31%	24%	-	*	-	-	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>28%</b>	18%	28%	*	-	*	-	*	28%	26%	-	28%	14%	33%	22%	-	*	-	-	
	EL	24%	18%	<b>14%</b>	-	14%	-	-	*	-	-	12%	25%	*	14%	14%	17%	12%	-	-	-	-	
	Male	42%	35%	<b>31%</b>	*	31%	*	-	*	-	*	31%	33%	*	33%	17%	31%	-	-	*	-	-	
	Female	38%	32%	<b>24%</b>	*	26%	*	-	-	-	*	24%	20%	*	22%	12%	-	24%	-	-	-	-	

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
<b>Grade 6</b>																							
Reading	All	38%	37%	<b>18%</b>	17%	18%	*	*	*	-	*	18%	20%	-	18%	2%	11%	27%	-	*	-	-	
	Students																						
	CWD	22%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	38%	<b>18%</b>	17%	18%	*	*	*	-	*	18%	20%	-	18%	2%	11%	27%	-	*	-	-	-
	EL	14%	15%	<b>2%</b>	*	2%	-	*	-	-	-	3%	*	-	2%	2%	0%	6%	-	*	-	-	-
	Male	34%	32%	<b>11%</b>	*	10%	-	*	-	-	*	13%	*	-	11%	0%	11%	-	-	*	-	-	-
	Female	42%	42%	<b>27%</b>	*	26%	*	*	*	-	-	24%	38%	-	27%	6%	-	27%	-	-	-	-	-
Mathematics	All	43%	46%	<b>32%</b>	14%	36%	*	*	*	*	*	32%	31%	*	33%	21%	20%	45%	-	*	-	-	
	Students																						
	CWD	23%	27%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-
	CWOD	46%	48%	<b>33%</b>	17%	36%	*	*	*	*	*	33%	33%	-	33%	21%	21%	45%	-	*	-	-	-
	EL	24%	31%	<b>21%</b>	*	22%	-	*	-	*	-	19%	33%	*	21%	21%	7%	42%	-	*	-	-	-
	Male	44%	46%	<b>20%</b>	*	23%	-	*	-	-	*	24%	*	*	21%	7%	20%	-	-	*	-	-	-
	Female	42%	46%	<b>45%</b>	17%	50%	*	*	*	*	-	41%	63%	-	45%	42%	-	45%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All	24%	19%	<b>14%</b>	7%	17%	0%	*	-	-	*	14%	10%	*	14%	18%	11%	17%	-	*	-	*	
	Students																						
	CWD	9%	7%	*	*	-	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	*
	CWOD	26%	20%	<b>14%</b>	8%	17%	0%	-	-	-	*	15%	11%	-	14%	18%	11%	17%	-	*	-	-	*
	EL	15%	16%	<b>18%</b>	-	18%	*	-	-	-	-	17%	20%	-	18%	18%	15%	20%	-	*	-	-	*
	Male	22%	17%	<b>11%</b>	*	13%	*	-	-	-	*	9%	18%	*	11%	15%	11%	-	-	*	-	-	*
	Female	26%	20%	<b>17%</b>	*	21%	0%	*	-	-	*	20%	*	*	17%	20%	-	17%	-	*	-	-	*
Mathematics	All	22%	15%	<b>14%</b>	7%	17%	*	*	-	-	*	16%	5%	*	15%	16%	12%	17%	-	*	-	*	
	Students																						
	CWD	12%	5%	*	*	-	-	*	-	-	*	*	*	*	-	-	*	*	-	-	-	-	*
	CWOD	24%	16%	<b>15%</b>	8%	17%	*	-	-	-	*	17%	5%	-	15%	16%	13%	17%	-	*	-	-	*
	EL	17%	16%	<b>16%</b>	-	17%	*	-	-	-	-	17%	10%	-	16%	16%	15%	17%	-	*	-	-	*
	Male	23%	17%	<b>12%</b>	*	16%	*	-	-	-	*	13%	9%	*	13%	15%	12%	-	-	*	-	-	*
	Female	21%	14%	<b>17%</b>	*	18%	*	*	-	-	*	20%	0%	*	17%	17%	-	17%	-	*	-	-	*
<b>Grade 4</b>																							
Reading	All	23%	19%	<b>8%</b>	0%	8%	*	*	*	-	-	8%	6%	*	8%	12%	13%	4%	-	*	-	-	
	Students																						
	CWD	9%	9%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>8%</b>	0%	8%	*	*	*	-	-	9%	6%	-	8%	13%	14%	4%	-	*	-	-	-
	EL	12%	11%	<b>12%</b>	-	10%	*	-	*	-	-	13%	11%	*	13%	12%	17%	7%	-	*	-	-	-
	Male	22%	18%	<b>13%</b>	*	11%	*	-	*	-	-	15%	0%	*	14%	17%	13%	-	-	*	-	-	-
	Female	25%	21%	<b>4%</b>	*	5%	-	*	*	-	-	2%	*	*	4%	7%	-	4%	-	-	-	-	-
Mathematics	All	26%	20%	<b>8%</b>	0%	5%	*	*	*	-	-	7%	12%	*	8%	10%	12%	4%	-	*	-	-	
	Students																						
	CWD	11%	10%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-



		State			African American		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
		28%	21%	8%	0%	5%	*	*	*	-	-	8%	12%	-	8%	11%	13%	4%	-	*	-	-	-	-	-	*	-	-	-				
	CWOD	28%	21%	8%	0%	5%	*	*	*	-	-	8%	12%	-	8%	11%	13%	4%	-	*	-	-	-	-	-	*	-	-	-				
	EL	18%	14%	10%	-	6%	*	-	*	-	-	10%	11%	*	11%	10%	14%	7%	-	*	-	-	-	-	-	*	-	-	-				
	Male	27%	21%	12%	*	5%	*	-	*	-	-	9%	29%	*	13%	14%	12%	-	-	*	-	-	-	-	-	*	-	-	-				
	Female	25%	19%	4%	0%	5%	-	*	*	-	-	5%	0%	*	4%	7%	-	4%	-	-	-	-	-	-	-	-	-	-	-				
Grade 5	Reading	All	26%	23%	11%	10%	10%	*	-	*	-	*	11%	12%	*	11%	4%	16%	6%	-	*	-	-	-	-	*	-	-	-	-			
		Students																															
		CWD	9%	7%	*	-	*	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
		CWOD	27%	24%	11%	10%	10%	*	-	*	-	*	11%	12%	-	11%	4%	17%	6%	-	*	-	-	-	-	*	-	-	-	-	-		
		EL	12%	8%	4%	-	4%	-	-	*	-	-	2%	14%	*	4%	4%	8%	0%	-	-	-	-	-	-	-	-	-	-	-	-		
		Male	24%	21%	16%	*	13%	*	-	*	-	*	14%	25%	*	17%	8%	16%	-	-	*	-	-	-	-	*	-	-	-	-	-		
		Female	28%	25%	6%	*	7%	*	-	-	-	*	7%	0%	*	6%	0%	-	6%	-	-	-	-	-	-	-	-	-	-	-	-		
	Mathematics	All	30%	24%	10%	8%	10%	0%	-	*	-	*	12%	0%	*	10%	4%	10%	10%	-	*	-	-	-	-	*	-	-	-	-	-		
		Students																															
		CWD	13%	7%	*	*	*	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	31%	26%	10%	9%	10%	*	-	*	-	*	13%	0%	-	10%	4%	10%	10%	-	*	-	-	-	-	*	-	-	-	-	-	-	
		EL	19%	13%	4%	-	4%	-	-	*	-	-	5%	0%	*	4%	4%	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	29%	24%	10%	*	8%	*	-	*	-	*	12%	0%	*	10%	4%	10%	-	-	*	-	-	-	-	*	-	-	-	-	-	-	
		Female	30%	24%	10%	*	12%	*	-	-	-	*	12%	0%	*	10%	4%	-	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Science	All	16%	13%	5%	8%	5%	*	-	*	-	*	4%	11%	*	5%	4%	8%	2%	-	*	-	-	-	-	*	-	-	-	-	-		
		Students																															
		CWD	9%	5%	*	*	*	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	17%	14%	5%	9%	5%	*	-	*	-	*	4%	11%	-	5%	4%	8%	2%	-	*	-	-	-	-	*	-	-	-	-	-	-	
		EL	7%	4%	4%	-	4%	-	-	*	-	-	2%	13%	*	4%	4%	8%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	18%	14%	8%	*	8%	*	-	*	-	*	7%	11%	*	8%	8%	8%	-	-	*	-	-	-	-	*	-	-	-	-	-	-	
		Female	15%	12%	2%	*	2%	*	-	-	-	*	0%	10%	*	2%	0%	-	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grade 6	Reading	All	18%	17%	5%	0%	5%	*	*	*	-	*	6%	0%	-	5%	0%	4%	7%	-	*	-	-	-	-	*	-	-	-	-	-		
		Students																															
		CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	20%	19%	5%	0%	5%	*	*	*	-	*	6%	0%	-	5%	0%	4%	7%	-	*	-	-	-	-	*	-	-	-	-	-	-	-
		EL	4%	5%	0%	*	0%	-	*	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	15%	13%	4%	*	5%	-	*	-	-	*	5%	*	-	4%	0%	4%	-	-	*	-	-	-	-	*	-	-	-	-	-	-	
		Female	22%	22%	7%	*	6%	*	*	*	-	-	8%	0%	-	7%	0%	-	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Mathematics	All	18%	21%	10%	7%	11%	*	*	*	*	*	11%	6%	*	11%	2%	8%	13%	-	*	-	-	-	-	*	-	-	-	-	-	-	
		Students																															
		CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	19%	22%	11%	8%	11%	*	*	*	*	*	11%	7%	-	11%	2%	9%	13%	-	*	-	-	-	-	*	-	-	-	-	-	-	-
		EL	6%	9%	2%	*	2%	-	*	-	*	-	2%	0%	*	2%	2%	0%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	18%	21%	8%	*	8%	-	*	-	*	*	10%	*	-	9%	0%	8%	-	-	*	-	-	-	-	*	-	-	-	-	-	-	
		Female	17%	21%	13%	0%	14%	*	*	*	*	-	13%	13%	-	13%	5%	-	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>63%</b>	47%	65%	74%	*	75%	*	60%	63%	61%	23%	64%	61%	59%	67%	-	50%	-	*
	Students	CWD	45%	38%	<b>23%</b>	*	*	*	*	-	-	*	25%	*	23%	-	*	21%	*	-	-	-	*
		CWOD	80%	76%	<b>64%</b>	51%	66%	84%	*	75%	*	57%	65%	62%	-	64%	61%	61%	67%	-	50%	-	*
		EL	60%	59%	<b>61%</b>	*	61%	*	*	80%	*	-	60%	68%	*	61%	61%	59%	62%	-	*	-	*
		Male	74%	69%	<b>59%</b>	44%	62%	59%	*	80%	-	50%	60%	57%	21%	61%	59%	59%	-	-	58%	-	*
		Female	79%	76%	<b>67%</b>	49%	68%	86%	*	*	*	*	67%	65%	*	67%	62%	-	67%	-	*	-	*
Reading	All	All	73%	68%	<b>58%</b>	44%	58%	76%	*	71%	-	*	57%	58%	*	59%	55%	52%	63%	-	*	-	*
	Students	CWD	39%	32%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	*
		CWOD	77%	72%	<b>59%</b>	47%	59%	86%	*	71%	-	*	59%	59%	-	59%	56%	53%	64%	-	*	-	*
		EL	52%	51%	<b>55%</b>	*	54%	*	*	*	-	-	53%	66%	*	56%	55%	50%	61%	-	*	-	*
		Male	69%	64%	<b>52%</b>	44%	53%	*	*	*	-	*	51%	58%	*	53%	50%	52%	-	-	*	-	*
		Female	77%	73%	<b>63%</b>	45%	65%	90%	*	*	-	*	64%	58%	*	64%	61%	-	63%	-	*	-	*
Mathematics	All	All	80%	75%	<b>69%</b>	50%	73%	71%	*	75%	*	*	70%	65%	28%	71%	70%	66%	72%	-	*	-	*
	Students	CWD	52%	42%	<b>28%</b>	*	*	*	*	-	-	*	31%	*	28%	-	*	*	*	-	-	-	*
		CWOD	83%	79%	<b>71%</b>	56%	74%	79%	*	75%	*	*	72%	67%	-	71%	70%	68%	73%	-	*	-	*
		EL	70%	69%	<b>70%</b>	*	71%	*	*	*	-	-	69%	72%	*	70%	70%	71%	69%	-	*	-	*
		Male	78%	73%	<b>66%</b>	45%	71%	*	*	*	-	*	68%	57%	*	68%	71%	66%	-	-	*	-	*
		Female	82%	78%	<b>72%</b>	55%	75%	80%	*	*	*	*	72%	72%	*	73%	69%	-	72%	-	*	-	*
Science	All	All	79%	74%	<b>59%</b>	42%	60%	*	-	*	-	*	59%	58%	*	60%	46%	61%	57%	-	*	-	-
	Students	CWD	48%	40%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>60%</b>	45%	60%	*	-	*	-	*	61%	58%	-	60%	47%	65%	56%	-	*	-	-
		EL	58%	57%	<b>46%</b>	-	45%	-	-	*	-	-	43%	63%	*	47%	46%	50%	42%	-	-	-	-
		Male	78%	72%	<b>61%</b>	*	62%	*	-	*	-	*	62%	56%	*	65%	50%	61%	-	-	*	-	-
		Female	80%	77%	<b>57%</b>	*	58%	*	-	-	-	*	56%	60%	*	56%	42%	-	57%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>29%</b>	15%	31%	36%	*	50%	*	27%	30%	26%	11%	30%	25%	26%	32%	-	25%	-	*
	Students	CWD	23%	19%	<b>11%</b>	*	*	*	*	-	-	*	13%	*	11%	-	*	4%	*	-	-	-	*
		CWOD	50%	45%	<b>30%</b>	17%	32%	35%	*	50%	*	29%	31%	26%	-	30%	26%	27%	32%	-	25%	-	*
		EL	26%	25%	<b>25%</b>	*	25%	*	*	40%	*	-	25%	29%	*	26%	25%	23%	28%	-	*	-	*
		Male	45%	40%	<b>26%</b>	18%	27%	35%	*	40%	-	30%	26%	26%	4%	27%	23%	26%	-	-	25%	-	*
		Female	50%	45%	<b>32%</b>	13%	36%	36%	*	*	*	*	34%	26%	*	32%	28%	-	32%	-	*	-	*
Reading	All	All	46%	41%	<b>27%</b>	13%	29%	35%	*	57%	-	*	28%	23%	*	28%	23%	23%	31%	-	*	-	*
	Students	CWD	22%	18%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	*
		CWOD	48%	44%	<b>28%</b>	14%	29%	36%	*	57%	-	*	29%	24%	-	28%	24%	24%	31%	-	*	-	*
		EL	21%	21%	<b>23%</b>	*	23%	*	*	*	-	-	23%	25%	*	24%	23%	22%	24%	-	*	-	*

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	41%	37%	<b>23%</b>	12%	24%	*	*	*	-	*	23%	24%	*	24%	22%	23%	-	-	*	-	*	
	Female	50%	47%	<b>31%</b>	14%	34%	40%	*	*	-	*	33%	22%	*	31%	24%	-	31%	-	*	-	*	
Mathematics	All	48%	42%	<b>31%</b>	17%	34%	35%	*	50%	*	*	32%	28%	11%	32%	30%	27%	36%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>11%</b>	*	*	*	*	-	-	*	13%	*	11%	-	*	*	*	-	-	-	-	*
	CWOD	51%	45%	<b>32%</b>	19%	34%	36%	*	50%	*	*	33%	29%	-	32%	30%	29%	36%	-	*	-	*	
	EL	33%	31%	<b>30%</b>	*	30%	*	*	*	*	-	29%	34%	*	30%	30%	26%	35%	-	*	-	*	
	Male	47%	41%	<b>27%</b>	21%	28%	*	*	*	-	*	28%	26%	*	29%	26%	27%	-	-	*	-	*	
	Female	49%	44%	<b>36%</b>	14%	40%	30%	*	*	*	*	37%	31%	*	36%	35%	-	36%	-	*	-	*	
Science	All	49%	46%	<b>27%</b>	17%	28%	*	-	*	-	*	28%	26%	*	28%	14%	31%	24%	-	*	-	-	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>28%</b>	18%	28%	*	-	*	-	*	28%	26%	-	28%	14%	33%	22%	-	*	-	-	
	EL	21%	20%	<b>14%</b>	-	14%	-	-	*	-	-	12%	25%	*	14%	14%	17%	12%	-	-	-	-	
	Male	50%	45%	<b>31%</b>	*	31%	*	-	*	-	*	31%	33%	*	33%	17%	31%	-	-	*	-	-	
	Female	49%	46%	<b>24%</b>	*	26%	*	-	-	-	*	24%	20%	*	22%	12%	-	24%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>10%</b>	5%	10%	13%	*	31%	*	13%	10%	7%	0%	10%	9%	10%	9%	-	13%	-	*	
	Students																						
	CWD	8%	5%	<b>0%</b>	*	*	*	*	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-	*
	CWOD	23%	20%	<b>10%</b>	5%	10%	16%	*	31%	*	14%	11%	7%	-	10%	9%	11%	9%	-	13%	-	*	
	EL	9%	8%	<b>9%</b>	*	8%	*	*	30%	*	-	9%	10%	*	9%	9%	10%	8%	-	*	-	*	
	Male	20%	17%	<b>10%</b>	7%	10%	24%	*	30%	-	20%	10%	10%	0%	11%	10%	10%	-	-	17%	-	*	
	Female	22%	20%	<b>9%</b>	3%	10%	5%	*	*	*	*	10%	4%	*	9%	8%	-	9%	-	*	-	*	
Reading	All	19%	16%	<b>10%</b>	4%	10%	12%	*	29%	-	*	10%	7%	*	10%	10%	11%	8%	-	*	-	*	
	Students																						
	CWD	7%	5%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	*
	CWOD	20%	18%	<b>10%</b>	4%	10%	14%	*	29%	-	*	11%	7%	-	10%	10%	11%	9%	-	*	-	*	
	EL	7%	7%	<b>10%</b>	*	9%	*	*	*	-	-	9%	13%	*	10%	10%	11%	8%	-	*	-	*	
	Male	16%	13%	<b>11%</b>	4%	11%	*	*	*	-	*	11%	12%	*	11%	11%	11%	-	-	*	-	*	
	Female	22%	20%	<b>8%</b>	3%	10%	0%	*	*	-	*	10%	3%	*	9%	8%	-	8%	-	*	-	*	
Mathematics	All	23%	20%	<b>11%</b>	5%	11%	18%	*	38%	*	*	12%	6%	0%	11%	9%	11%	11%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	*	*	*	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-	*
	CWOD	25%	21%	<b>11%</b>	6%	11%	21%	*	38%	*	*	12%	6%	-	11%	9%	11%	11%	-	*	-	*	
	EL	13%	11%	<b>9%</b>	*	8%	*	*	*	*	-	10%	6%	*	9%	9%	9%	9%	-	*	-	*	
	Male	23%	19%	<b>11%</b>	7%	9%	*	*	*	-	*	11%	9%	*	11%	9%	11%	-	-	*	-	*	
	Female	24%	20%	<b>11%</b>	3%	12%	10%	*	*	*	*	13%	3%	*	11%	9%	-	11%	-	*	-	*	
Science	All	22%	20%	<b>5%</b>	8%	5%	*	-	*	-	*	4%	11%	*	5%	4%	8%	2%	-	*	-	-	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	5%	9%	5%	*	-	*	-	*	4%	11%	-	5%	4%	8%	2%	-	*	-	-
EL	5%	5%	4%	-	4%	-	-	*	-	-	2%	13%	*	4%	4%	8%	0%	-	-	-	-
Male	23%	20%	8%	*	8%	*	-	*	-	*	7%	11%	*	8%	8%	8%	-	-	*	-	-
Female	21%	20%	2%	*	2%	*	-	-	-	*	0%	10%	*	2%	0%	-	2%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	47	59	75	*	86	-	*	59	86	64
CWD	86	-	*	*	-	-	-	-	86	86	*
CWOD	58	47	58	*	*	86	-	*	58	-	64
EL	64	*	63	*	*	*	-	-	63	*	64
Male	58	46	56	*	*	*	-	*	58	*	60
Female	61	47	62	*	*	*	-	*	60	*	70
<b>Mathematics</b>											
All Students	67	66	66	88	*	75	*	*	68	68	71
CWD	68	*	*	*	-	-	-	-	68	68	*
CWOD	67	67	66	83	*	75	*	*	68	-	71
EL	71	*	71	*	*	*	*	-	74	*	71
Male	68	65	66	*	*	*	-	*	69	61	72
Female	66	67	66	*	*	*	*	*	67	*	71

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
409	46	11%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	22	35	41	*	52	*	*	34	*	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African Campus	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	-	100%	100%	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%	-	-
	Female	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	*	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	-	0%	0%	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%	-	-
	Female	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	35	14	17	*	*	*	*	*	5		
	Female	7	5	*	*	*	*	*	*	*		
	Total	42	19	17	*	*	*	*	*	5		
<b>Out-of-School Suspensions</b>												
	Male	15	5	10	*	*	*	*	*	7		
	Female	6	*	*	*	*	*	*	*	*		
	Total	21	7	12	*	*	*	*	*	7		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		



		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	73	11	53	5	*	*	*	*	29	8	*
	Female	45	11	29	5	*	*	*	*	17	*	*
	Total	118	22	82	10	*	*	*	*	46	8	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	32	5	23	*	*	*	*	*	17	*
	Female	30	5	20	5	*	*	*	*	17	*
	Total	62	10	43	7	*	*	*	*	34	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	12.0	24.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	4.0	8.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	1.3%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** STARRETT EL

**Campus ID:** 220901140

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>		Baseline 2016-17												
		Rates											41%	
		2017-18 through 2021-22											42%	
		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)



on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All	77%	70%	<b>75%</b>	86%	62%	78%	-	-	-	*	70%	82%	*	74%	67%	71%	78%	-	*	*	*	
	Students																						
	CWD	51%	46%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	79%	72%	<b>74%</b>	85%	64%	*	-	-	-	*	71%	79%	-	74%	67%	69%	78%	-	*	*	*	
	EL	70%	69%	<b>67%</b>	*	64%	-	-	-	-	-	67%	*	-	67%	67%	70%	*	-	-	-	-	
	Male	74%	68%	<b>71%</b>	73%	67%	*	-	-	-	*	63%	80%	*	69%	70%	71%	-	-	-	*	*	
	Female	79%	73%	<b>78%</b>	92%	58%	*	-	-	-	*	74%	83%	*	78%	*	-	78%	-	*	-	-	
	Mathematics	All	77%	71%	<b>63%</b>	56%	66%	70%	-	-	-	*	58%	70%	50%	65%	73%	61%	65%	-	*	*	*
Students																							
CWD	52%	43%	<b>50%</b>	*	*	*	-	-	-	-	*	*	50%	-	-	*	*	-	-	*	-	-	
CWOD	80%	73%	<b>65%</b>	60%	67%	*	-	-	-	*	59%	73%	-	65%	73%	64%	65%	-	*	*	*	*	
EL	74%	73%	<b>73%</b>	*	71%	-	-	-	-	-	67%	83%	-	73%	73%	70%	*	-	-	-	-	-	
Male	77%	70%	<b>61%</b>	47%	67%	*	-	-	-	*	55%	67%	*	64%	70%	61%	-	-	-	*	*	*	
Female	78%	71%	<b>65%</b>	63%	65%	*	-	-	-	*	59%	74%	*	65%	*	-	65%	-	*	*	*	-	
<b>Grade 4</b>																							
Reading	All	72%	67%	<b>76%</b>	73%	78%	91%	-	*	-	*	73%	81%	*	77%	56%	73%	81%	-	*	-	*	
	Students																						
	CWD	46%	47%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	75%	69%	<b>77%</b>	72%	77%	100%	-	*	-	*	74%	82%	-	77%	59%	75%	80%	-	*	-	*	
	EL	60%	56%	<b>56%</b>	*	57%	*	-	*	-	-	60%	*	*	59%	56%	64%	*	-	-	-	-	
	Male	70%	64%	<b>73%</b>	71%	87%	*	-	*	-	*	73%	71%	*	75%	64%	73%	-	-	*	-	-	
Female	75%	70%	<b>81%</b>	78%	71%	100%	-	*	-	*	71%	86%	*	80%	*	-	81%	-	-	-	*		
Mathematics	All	77%	74%	<b>72%</b>	79%	67%	75%	-	*	-	*	62%	83%	*	77%	58%	68%	76%	-	*	-	*	
	Students																						
	CWD	49%	49%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	81%	76%	<b>77%</b>	88%	68%	89%	-	*	-	*	71%	85%	-	77%	65%	78%	77%	-	*	-	*	
	EL	72%	72%	<b>58%</b>	*	60%	*	-	*	-	-	55%	63%	*	65%	58%	50%	71%	-	-	-	-	
	Male	77%	72%	<b>68%</b>	74%	75%	*	-	*	-	*	60%	86%	*	78%	50%	68%	-	-	*	-	-	
Female	78%	76%	<b>76%</b>	90%	59%	88%	-	*	-	*	67%	82%	*	77%	71%	-	76%	-	-	-	*		
<b>Grade 5</b>																							
Reading	All	83%	80%	<b>72%</b>	69%	72%	79%	-	*	-	*	78%	67%	*	75%	62%	72%	73%	-	*	-	*	
	Students																						
CWD	54%	47%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-		

				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ										Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Care	Military			
	CWOD	87%	83%	<b>75%</b>	75%	72%	83%	-	*	-	*	82%	68%	-	75%	62%	76%	74%	-	*	-	*	
	EL	73%	70%	<b>62%</b>	-	64%	-	-	*	-	-	71%	*	-	62%	62%	*	*	-	-	-	-	
	Male	81%	77%	<b>72%</b>	58%	92%	67%	-	*	-	-	82%	63%	*	76%	*	72%	-	-	-	-	*	
	Female	86%	82%	<b>73%</b>	79%	58%	100%	-	*	-	*	74%	71%	*	74%	*	-	73%	-	*	-	-	
Mathematics	All	90%	85%	<b>79%</b>	73%	78%	87%	-	*	-	*	83%	76%	*	83%	92%	78%	80%	-	*	-	*	
	Students																						
	CWD	70%	56%	*	*	-	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-
	CWOD	92%	89%	<b>83%</b>	79%	78%	100%	-	*	-	*	87%	79%	-	83%	92%	85%	82%	-	*	-	*	
	EL	86%	81%	<b>92%</b>	-	91%	-	-	*	-	-	100%	83%	-	92%	92%	100%	86%	-	-	-	-	
	Male	89%	84%	<b>78%</b>	58%	92%	80%	-	*	-	-	76%	80%	*	85%	100%	78%	-	-	-	-	*	
	Female	91%	86%	<b>80%</b>	86%	68%	100%	-	*	-	*	87%	71%	*	82%	86%	-	80%	-	*	-	-	
Science	All	75%	69%	<b>62%</b>	54%	58%	73%	-	*	-	*	53%	71%	*	64%	54%	66%	58%	-	*	-	*	
	Students																						
	CWOD	48%	38%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-
	CWOD	78%	72%	<b>64%</b>	54%	59%	83%	-	*	-	*	55%	74%	-	64%	54%	73%	56%	-	*	-	*	
	EL	62%	57%	<b>54%</b>	-	45%	-	-	*	-	-	*	*	-	54%	54%	83%	*	-	-	-	-	
	Male	76%	69%	<b>66%</b>	42%	79%	70%	-	*	-	-	53%	76%	*	73%	83%	66%	-	-	-	-	*	
	Female	75%	69%	<b>58%</b>	64%	42%	*	-	*	-	*	52%	65%	*	56%	*	-	58%	-	*	-	-	
Grade 6	All	68%	67%	<b>66%</b>	67%	73%	54%	*	*	-	*	68%	64%	*	67%	*	61%	73%	-	*	-	*	
	Reading																						
	Students																						
	CWD	35%	33%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	*
	CWOD	71%	70%	<b>67%</b>	70%	73%	50%	*	*	-	*	69%	65%	-	67%	*	59%	76%	-	*	-	*	
	EL	42%	46%	*	*	*	-	-	*	-	*	*	*	-	*	*	*	*	-	-	-	-	-
	Male	63%	61%	<b>61%</b>	61%	71%	*	-	*	-	*	62%	60%	*	59%	*	61%	-	-	-	-	-	
	Female	72%	73%	<b>73%</b>	73%	75%	*	*	*	-	-	75%	69%	*	76%	*	-	73%	-	*	-	*	
Mathematics	All	76%	76%	<b>71%</b>	67%	70%	85%	*	*	-	*	65%	79%	43%	76%	67%	71%	71%	-	*	-	*	
	Students																						
	CWD	50%	46%	<b>43%</b>	*	*	*	-	-	-	*	*	43%	-	*	50%	*	-	-	*	-	*	
	CWOD	79%	80%	<b>76%</b>	70%	80%	83%	*	*	-	*	71%	82%	-	76%	75%	76%	76%	-	*	-	*	
	EL	61%	67%	<b>67%</b>	*	*	-	-	*	-	*	*	*	-	75%	67%	*	*	-	-	-	-	
	Male	76%	76%	<b>71%</b>	75%	70%	71%	-	*	-	*	60%	86%	50%	76%	*	71%	-	-	*	-	*	
	Female	77%	77%	<b>71%</b>	56%	71%	100%	*	*	-	-	72%	71%	*	76%	*	-	71%	-	*	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>33%</b>	26%	30%	78%	-	-	-	*	26%	42%	*	31%	13%	32%	33%	-	*	*	*	
	Reading																						
	Students																						
	CWD	28%	21%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
	CWOD	44%	36%	<b>31%</b>	26%	31%	*	-	-	-	*	27%	38%	-	31%	13%	28%	33%	-	*	*	*	
	EL	32%	32%	<b>13%</b>	*	14%	-	-	-	-	11%	*	-	13%	13%	10%	*	-	-	-	-	-	
	Male	40%	33%	<b>32%</b>	36%	22%	*	-	-	-	*	26%	40%	*	28%	10%	32%	-	-	-	*	*	
	Female	45%	37%	<b>33%</b>	21%	37%	*	-	-	-	*	26%	44%	*	33%	*	-	33%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>28%</b>	21%	26%	60%	-	-	-	*	21%	38%	40%	27%	20%	26%	29%	-	*	*	*	
	Students																						
	CWD	30%	23%	<b>40%</b>	*	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	-	*	*	-
	CWOD	48%	38%	<b>27%</b>	20%	28%	*	-	-	-	*	22%	33%	-	27%	20%	24%	28%	-	*	*	*	
	EL	39%	38%	<b>20%</b>	*	21%	-	-	-	-	-	0%	50%	-	20%	20%	20%	*	-	-	-	-	
	Female	45%	35%	<b>29%</b>	25%	25%	*	-	-	-	*	22%	42%	*	28%	*	-	29%	-	*	*	*	-
Grade 4 Reading	All	45%	40%	<b>36%</b>	23%	38%	55%	-	*	-	*	38%	33%	*	34%	17%	33%	39%	-	*	-	*	
	Students																						
	CWD	28%	30%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>34%</b>	20%	35%	56%	-	*	-	*	37%	30%	-	34%	18%	31%	37%	-	*	-	*	
	EL	29%	28%	<b>17%</b>	*	21%	*	-	*	-	-	30%	*	*	18%	17%	27%	*	-	-	-	-	
	Female	47%	42%	<b>39%</b>	22%	29%	63%	-	*	-	*	43%	36%	*	37%	*	-	39%	-	-	-	*	
Mathematics	All	48%	40%	<b>35%</b>	28%	39%	33%	-	*	-	*	31%	39%	*	35%	21%	34%	35%	-	*	-	*	
	Students																						
	CWD	29%	30%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	50%	42%	<b>35%</b>	28%	39%	33%	-	*	-	*	34%	36%	-	35%	24%	36%	34%	-	*	-	*	
	EL	38%	35%	<b>21%</b>	*	27%	*	-	*	-	-	18%	25%	*	24%	21%	25%	14%	-	-	-	-	
	Female	47%	40%	<b>35%</b>	30%	35%	38%	-	*	-	*	47%	27%	*	34%	14%	-	35%	-	-	-	*	
Grade 5 Reading	All	53%	49%	<b>33%</b>	27%	28%	50%	-	*	-	*	35%	31%	*	33%	15%	28%	38%	-	*	-	*	
	Students																						
	CWD	30%	25%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	56%	51%	<b>33%</b>	29%	28%	50%	-	*	-	*	37%	29%	-	33%	15%	27%	38%	-	*	-	*	
	EL	35%	30%	<b>15%</b>	-	9%	-	-	*	-	-	14%	*	-	15%	15%	*	*	-	-	-	-	
	Female	56%	51%	<b>38%</b>	43%	26%	60%	-	*	-	*	48%	24%	*	38%	*	-	38%	-	*	-	-	
Mathematics	All	57%	50%	<b>35%</b>	42%	31%	27%	-	*	-	*	38%	32%	*	36%	31%	38%	33%	-	*	-	*	
	Students																						
	CWD	34%	24%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	60%	52%	<b>36%</b>	46%	31%	25%	-	*	-	*	39%	32%	-	36%	31%	39%	33%	-	*	-	*	
	EL	46%	39%	<b>31%</b>	-	18%	-	-	*	-	-	29%	33%	-	31%	31%	33%	29%	-	-	-	-	
	Female	58%	50%	<b>33%</b>	43%	26%	40%	-	*	-	*	43%	18%	*	33%	29%	-	33%	-	*	-	-	
Science	All	40%	34%	<b>18%</b>	12%	18%	27%	-	*	-	*	15%	21%	*	19%	0%	18%	18%	-	*	-	*	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	42%	35%	<b>19%</b>	13%	19%	33%	-	*	-	*	16%	24%	-	19%	0%	21%	18%	-	*	-	*	
	EL	24%	18%	<b>0%</b>	-	0%	-	-	*	-	-	*	*	-	0%	0%	0%	*	-	-	-	-	
	Female	38%	32%	<b>18%</b>	14%	11%	*	-	*	-	*	17%	18%	*	18%	*	-	18%	-	*	-	-	

					African	American	Two or Non	Pacific	More	Econ	Econ										Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6 Reading	All	38%	37%	<b>34%</b>	24%	45%	31%	*	*	-	*	32%	36%	*	33%	*	30%	38%	-	*	-	*	
	Students																						
	CWD	22%	22%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	*
	CWOD	40%	38%	<b>33%</b>	23%	47%	25%	*	*	-	*	31%	35%	-	33%	*	27%	39%	-	*	-	*	
	EL	14%	15%	*	*	*	-	-	*	-	*	*	*	-	*	*	*	*	-	-	-	-	-
	Male	34%	32%	<b>30%</b>	28%	35%	*	-	*	-	*	27%	35%	*	27%	*	30%	-	-	-	-	-	-
	Female	42%	42%	<b>38%</b>	20%	56%	*	*	*	-	-	38%	38%	*	39%	*	-	38%	-	*	-	-	*
Mathematics	All	43%	46%	<b>32%</b>	33%	27%	38%	*	*	-	*	36%	26%	14%	35%	22%	33%	31%	-	*	-	*	
	Students																						
	CWD	23%	27%	<b>14%</b>	*	*	*	-	-	-	-	*	*	14%	-	*	20%	*	-	*	-	*	
	CWOD	46%	48%	<b>35%</b>	37%	30%	42%	*	*	-	*	40%	29%	-	35%	25%	37%	34%	-	*	-	*	
	EL	24%	31%	<b>22%</b>	*	*	-	-	*	-	*	*	*	*	25%	22%	*	*	-	-	-	-	-
	Male	44%	46%	<b>33%</b>	40%	30%	29%	-	*	-	*	37%	29%	20%	37%	*	33%	-	-	*	-	-	
	Female	42%	46%	<b>31%</b>	25%	24%	50%	*	*	-	-	36%	24%	*	34%	*	-	31%	-	*	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3 Reading	All	24%	19%	<b>20%</b>	14%	19%	56%	-	-	-	*	16%	27%	*	19%	0%	15%	24%	-	*	*	*	
	Students																						
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	26%	20%	<b>19%</b>	15%	19%	*	-	-	-	*	16%	24%	-	19%	0%	13%	24%	-	*	*	*	
	EL	15%	16%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Male	22%	17%	<b>15%</b>	9%	17%	*	-	-	-	*	16%	13%	*	13%	0%	15%	-	-	-	*	*	
	Female	26%	20%	<b>24%</b>	17%	21%	*	-	-	-	*	16%	39%	*	24%	*	-	24%	-	*	-	-	
Mathematics	All	22%	15%	<b>13%</b>	5%	16%	40%	-	-	-	*	8%	22%	20%	13%	13%	16%	12%	-	*	*	*	
	Students																						
	CWD	12%	5%	<b>20%</b>	*	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	-	*	-	
	CWOD	24%	16%	<b>13%</b>	6%	17%	*	-	-	-	*	8%	20%	-	13%	13%	15%	11%	-	*	*	*	
	EL	17%	16%	<b>13%</b>	*	14%	-	-	-	-	-	0%	33%	-	13%	13%	10%	*	-	-	-	-	
	Male	23%	17%	<b>16%</b>	7%	17%	*	-	-	-	*	15%	17%	*	15%	10%	16%	-	-	-	*	*	
	Female	21%	14%	<b>12%</b>	4%	15%	*	-	-	-	*	3%	26%	*	11%	*	-	12%	-	*	*	-	
Grade 4 Reading	All	23%	19%	<b>14%</b>	0%	19%	36%	-	*	-	*	20%	8%	*	14%	11%	15%	14%	-	*	-	*	
	Students																						
	CWD	9%	9%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	25%	20%	<b>14%</b>	0%	19%	33%	-	*	-	*	18%	9%	-	14%	12%	14%	14%	-	*	-	*	
	EL	12%	11%	<b>11%</b>	*	14%	*	-	*	-	-	20%	*	*	12%	11%	18%	*	-	-	-	-	
	Male	22%	18%	<b>15%</b>	0%	27%	*	-	*	-	*	19%	7%	*	14%	18%	15%	-	-	*	-	-	
	Female	25%	21%	<b>14%</b>	0%	12%	38%	-	*	-	*	21%	9%	*	14%	*	-	14%	-	-	-	-	
Mathematics	All	26%	20%	<b>12%</b>	10%	12%	25%	-	*	-	*	13%	11%	*	11%	11%	9%	16%	-	*	-	*	
	Students																						
	CWD	11%	10%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	28%	21%	<b>11%</b>	12%	10%	22%	-	*	-	*	13%	9%	-	11%	12%	8%	14%	-	*	-	*	
EL	18%	14%	<b>11%</b>	*	13%	*	-	*	-	-	9%	13%	*	12%	11%	8%	14%	-	-	-	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	27%	21%	9%	11%	6%	*	-	*	-	*	10%	7%	*	8%	8%	9%	-	-	*	-	-
	Female	25%	19%	16%	10%	18%	25%	-	*	-	*	20%	14%	*	14%	14%	-	16%	-	-	-	*
Grade 5	All	26%	23%	13%	8%	9%	21%	-	*	-	*	15%	11%	*	14%	15%	8%	18%	-	*	-	*
Reading	Students																					
	CWD	9%	7%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	27%	24%	14%	8%	9%	25%	-	*	-	*	16%	12%	-	14%	15%	9%	18%	-	*	-	*
	EL	12%	8%	15%	-	9%	-	-	*	-	-	14%	*	-	15%	15%	*	*	-	-	-	-
	Male	24%	21%	8%	0%	8%	11%	-	*	-	-	6%	11%	*	9%	*	8%	-	-	-	-	*
	Female	28%	25%	18%	14%	11%	40%	-	*	-	*	22%	12%	*	18%	*	-	18%	-	*	-	-
Mathematics	All	30%	24%	17%	23%	9%	20%	-	*	-	*	18%	16%	*	18%	8%	16%	18%	-	*	-	*
	Students																					
	CWD	13%	7%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	31%	26%	18%	25%	9%	25%	-	*	-	*	18%	18%	-	18%	8%	18%	18%	-	*	-	*
	EL	19%	13%	8%	-	0%	-	-	*	-	-	0%	17%	-	8%	8%	17%	0%	-	-	-	-
	Male	29%	24%	16%	17%	15%	10%	-	*	-	-	12%	20%	*	18%	17%	16%	-	-	-	-	*
	Female	30%	24%	18%	29%	5%	40%	-	*	-	*	22%	12%	*	18%	0%	-	18%	-	*	-	-
Science	All	16%	13%	5%	0%	6%	13%	-	*	-	*	3%	8%	*	6%	0%	8%	3%	-	*	-	*
	Students																					
	CWD	9%	5%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	17%	14%	6%	0%	6%	17%	-	*	-	*	3%	9%	-	6%	0%	9%	3%	-	*	-	*
	EL	7%	4%	0%	-	0%	-	-	*	-	-	*	*	-	0%	0%	0%	*	-	-	-	-
	Male	18%	14%	8%	0%	14%	10%	-	*	-	-	6%	10%	*	9%	0%	8%	-	-	-	-	*
	Female	15%	12%	3%	0%	0%	*	-	*	-	*	0%	6%	*	3%	*	-	3%	-	*	-	-
Grade 6	All	18%	17%	17%	12%	24%	8%	*	*	-	*	18%	17%	*	18%	*	15%	20%	-	*	-	*
Reading	Students																					
	CWD	8%	6%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	20%	19%	18%	13%	23%	8%	*	*	-	*	18%	18%	-	18%	*	15%	21%	-	*	-	*
	EL	4%	5%	*	*	*	-	-	*	-	*	*	*	-	*	*	*	*	-	-	-	-
	Male	15%	13%	15%	11%	18%	*	-	*	-	*	12%	20%	*	15%	*	15%	-	-	-	-	*
	Female	22%	22%	20%	13%	31%	*	*	*	-	-	25%	13%	*	21%	*	-	20%	-	*	-	*
Mathematics	All	18%	21%	6%	3%	8%	8%	*	*	-	*	7%	5%	7%	6%	0%	8%	5%	-	*	-	*
	Students																					
	CWD	9%	7%	7%	*	*	*	-	-	-	-	*	*	7%	-	*	10%	*	-	*	-	*
	CWOD	19%	22%	6%	0%	10%	8%	*	*	-	*	7%	6%	-	6%	0%	7%	5%	-	*	-	*
	EL	6%	9%	0%	*	*	-	-	*	-	*	*	*	-	0%	0%	*	*	-	-	-	-
	Male	18%	21%	8%	5%	5%	14%	-	*	-	*	7%	10%	10%	7%	*	8%	-	-	*	-	*
	Female	17%	21%	5%	0%	12%	0%	*	*	-	-	8%	0%	*	5%	*	-	5%	-	*	-	*

**STAAR Percent at Approaches Grade Level or Above**

All Grades																						
All Subjects	All	77%	72%	71%	69%	69%	77%	*	76%	-	65%	67%	75%	44%	73%	63%	69%	72%	-	69%	*	55%
Students																						

				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	
	CWD	45%	38%	<b>44%</b>	36%	41%	59%	-	*	-	29%	59%	44%	-	*	43%	45%	-	*	*	*	*	
	CWOD	80%	76%	<b>73%</b>	73%	71%	81%	*	83%	-	65%	71%	76%	-	73%	66%	72%	74%	-	73%	*	56%	
	EL	60%	59%	<b>63%</b>	83%	64%	*	-	50%	-	*	63%	63%	*	66%	63%	67%	59%	-	-	-	-	
	Male	74%	69%	<b>69%</b>	63%	76%	67%	-	69%	-	*	64%	74%	43%	72%	67%	69%	-	*	*	*	*	
	Female	79%	76%	<b>72%</b>	75%	63%	87%	*	89%	-	100%	70%	75%	45%	74%	59%	-	72%	-	82%	*	83%	
Reading	All	73%	68%	<b>72%</b>	74%	71%	74%	*	64%	-	63%	72%	73%	57%	73%	57%	69%	76%	-	86%	*	*	
	Students																						
	CWD	39%	32%	<b>57%</b>	*	*	75%	-	*	-	*	73%	57%	-	*	64%	*	-	-	-	-	*	
	CWOD	77%	72%	<b>73%</b>	76%	71%	74%	*	70%	-	63%	74%	73%	-	73%	58%	69%	77%	-	86%	*	*	
	EL	52%	51%	<b>57%</b>	*	61%	*	-	*	-	*	61%	52%	*	58%	57%	61%	52%	-	-	-	-	
	Male	69%	64%	<b>69%</b>	66%	78%	61%	-	*	-	*	69%	68%	64%	69%	61%	69%	-	-	*	*	*	
	Female	77%	73%	<b>76%</b>	82%	65%	88%	*	*	-	*	74%	78%	*	77%	52%	-	76%	-	100%	-	*	
Mathematics	All	80%	75%	<b>71%</b>	68%	70%	80%	*	82%	-	63%	66%	77%	38%	75%	71%	69%	72%	-	*	*	*	
	Students																						
	CWD	52%	42%	<b>38%</b>	31%	*	55%	-	*	-	27%	53%	38%	-	*	37%	42%	-	*	*	*	*	
	CWOD	83%	79%	<b>75%</b>	73%	73%	87%	*	90%	-	63%	71%	80%	-	75%	75%	76%	75%	-	*	*	*	
	EL	70%	69%	<b>71%</b>	*	72%	*	-	*	-	*	70%	74%	*	75%	71%	69%	75%	-	-	-	-	
	Male	78%	73%	<b>69%</b>	65%	75%	72%	-	71%	-	*	62%	79%	37%	76%	69%	69%	-	-	*	*	*	
	Female	82%	78%	<b>72%</b>	70%	66%	88%	*	*	-	*	71%	75%	42%	75%	75%	-	72%	-	*	*	*	
Science	All	79%	74%	<b>62%</b>	54%	58%	73%	-	*	-	*	53%	71%	*	64%	54%	66%	58%	-	*	-	*	
	Students																						
	CWD	48%	40%	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
	CWOD	82%	78%	<b>64%</b>	54%	59%	83%	-	*	-	*	55%	74%	-	64%	54%	73%	56%	-	*	-	*	
	EL	58%	57%	<b>54%</b>	-	45%	-	-	*	-	*	*	*	-	54%	54%	83%	*	-	-	-	-	
	Male	78%	72%	<b>66%</b>	42%	79%	70%	-	*	-	-	53%	76%	*	73%	83%	66%	-	-	-	-	*	
	Female	80%	77%	<b>58%</b>	64%	42%	*	-	*	-	*	52%	65%	*	56%	*	-	58%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All	47%	42%	<b>31%</b>	26%	31%	42%	*	48%	-	29%	30%	33%	30%	32%	17%	30%	32%	-	25%	*	9%	
	Students																						
	CWD	23%	19%	<b>30%</b>	20%	24%	50%	-	*	-	18%	44%	30%	-	*	33%	25%	-	*	*	*	*	
	CWOD	50%	45%	<b>32%</b>	27%	32%	40%	*	52%	-	29%	31%	32%	-	32%	18%	30%	33%	-	27%	*	11%	
	EL	26%	25%	<b>17%</b>	0%	17%	*	-	33%	-	*	17%	17%	*	18%	17%	19%	15%	-	-	-	-	
	Male	45%	40%	<b>30%</b>	26%	33%	34%	-	44%	-	*	26%	36%	33%	30%	19%	30%	-	-	*	*	*	
	Female	50%	45%	<b>32%</b>	26%	29%	50%	*	56%	-	57%	34%	30%	25%	33%	15%	-	32%	-	27%	*	17%	
Reading	All	46%	41%	<b>34%</b>	25%	35%	51%	*	45%	-	25%	32%	35%	48%	33%	15%	31%	36%	-	14%	*	*	
	Students																						
	CWD	22%	18%	<b>48%</b>	*	*	75%	-	*	-	*	64%	48%	-	*	57%	*	-	-	-	-	*	
	CWOD	48%	44%	<b>33%</b>	25%	35%	46%	*	50%	-	25%	32%	33%	-	33%	15%	28%	37%	-	14%	*	*	
	EL	21%	21%	<b>15%</b>	*	16%	*	-	*	-	*	19%	9%	*	15%	15%	16%	13%	-	-	-	-	
	Male	41%	37%	<b>31%</b>	24%	33%	43%	-	*	-	*	27%	35%	57%	28%	16%	31%	-	-	*	*	*	
	Female	50%	47%	<b>36%</b>	26%	37%	58%	*	*	-	*	37%	36%	*	37%	13%	-	36%	-	20%	-	*	

		State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	48%	42%	<b>32%</b>	30%	31%	38%	*	64%	-	25%	31%	34%	26%	33%	23%	33%	32%	-	*	*	*	
	Students																						
	CWD	26%	21%	<b>26%</b>	19%	*	45%	-	*	-	-	14%	41%	26%	-	*	26%	25%	-	*	*	*	
	CWOD	51%	45%	<b>33%</b>	32%	32%	36%	*	70%	-	25%	34%	33%	-	33%	25%	34%	32%	-	*	*	*	
	EL	33%	31%	<b>23%</b>	*	22%	*	-	*	-	*	18%	30%	*	25%	23%	25%	21%	-	-	-	-	
	Female	49%	44%	<b>32%</b>	30%	27%	44%	*	*	-	*	35%	28%	25%	32%	21%	-	32%	-	*	*	*	
Science	All	49%	46%	<b>18%</b>	12%	18%	27%	-	*	-	*	15%	21%	*	19%	0%	18%	18%	-	*	-	*	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	52%	49%	<b>19%</b>	13%	19%	33%	-	*	-	*	16%	24%	-	19%	0%	21%	18%	-	*	-	*	
	EL	21%	20%	<b>0%</b>	-	0%	-	-	*	-	-	*	*	-	0%	0%	0%	*	-	-	-	-	
	Female	49%	46%	<b>18%</b>	14%	11%	*	-	*	-	*	17%	18%	*	18%	*	-	18%	-	*	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	18%	<b>13%</b>	8%	14%	23%	*	24%	-	6%	13%	14%	14%	13%	7%	12%	14%	-	6%	*	0%	
	Students																						
	CWD	8%	5%	<b>14%</b>	4%	12%	27%	-	*	-	-	12%	16%	14%	-	*	13%	15%	-	*	*	*	
	CWOD	23%	20%	<b>13%</b>	9%	14%	22%	*	26%	-	6%	13%	14%	-	13%	8%	12%	14%	-	7%	*	0%	
	EL	9%	8%	<b>7%</b>	0%	7%	*	-	17%	-	*	6%	10%	*	8%	7%	9%	6%	-	-	-	-	
	Female	22%	20%	<b>14%</b>	10%	13%	30%	*	11%	-	14%	14%	15%	15%	14%	6%	-	14%	-	9%	*	0%	
Reading	All	19%	16%	<b>17%</b>	9%	18%	28%	*	36%	-	13%	17%	16%	19%	16%	7%	13%	19%	-	14%	*	*	
	Students																						
	CWD	7%	5%	<b>19%</b>	*	*	38%	-	*	-	-	*	18%	19%	-	*	21%	*	-	-	-	*	
	CWOD	20%	18%	<b>16%</b>	10%	18%	26%	*	40%	-	13%	17%	15%	-	16%	8%	13%	20%	-	14%	*	*	
	EL	7%	7%	<b>7%</b>	*	7%	*	-	*	-	*	10%	4%	*	8%	7%	10%	4%	-	-	-	-	
	Female	22%	20%	<b>19%</b>	13%	18%	38%	*	*	-	*	21%	18%	*	20%	4%	-	19%	-	20%	-	*	
Mathematics	All	23%	20%	<b>12%</b>	9%	11%	22%	*	18%	-	0%	11%	14%	13%	12%	9%	12%	12%	-	*	*	*	
	Students																						
	CWD	10%	5%	<b>13%</b>	6%	*	27%	-	*	-	-	9%	18%	13%	-	*	11%	17%	-	*	*	*	
	CWOD	25%	21%	<b>12%</b>	10%	12%	21%	*	20%	-	0%	11%	13%	-	12%	9%	12%	12%	-	*	*	*	
	EL	13%	11%	<b>9%</b>	*	9%	*	-	*	-	*	3%	17%	*	9%	9%	9%	8%	-	-	-	-	
	Female	24%	20%	<b>12%</b>	9%	12%	24%	*	*	-	*	12%	13%	17%	12%	8%	-	12%	-	*	*	*	
Science	All	22%	20%	<b>5%</b>	0%	6%	13%	-	*	-	*	3%	8%	*	6%	0%	8%	3%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	24%	22%	<b>6%</b>	0%	6%	17%	-	*	-	*	3%	9%	-	6%	0%	9%	3%	-	*	-	*	
	EL	5%	5%	<b>0%</b>	-	0%	-	-	*	-	-	*	*	-	0%	0%	0%	*	-	-	-	-	
	Female	21%	20%	<b>3%</b>	0%	0%	*	-	*	-	*	0%	6%	*	3%	*	-	3%	-	*	-	-	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Reading</b>											
All Students	61	58	64	58	*	65	-	*	65	58	64
CWD	58	*	*	*	-	*	-	-	*	58	*
CWOD	61	57	65	56	*	72	-	*	66	-	65
EL	64	*	69	*	-	*	-	*	66	*	64
Male	59	55	64	56	-	*	-	*	60	75	55
Female	63	62	64	61	*	*	-	*	70	*	72
<b>Mathematics</b>											
All Students	59	53	63	55	*	65	-	*	62	56	68
CWD	56	*	*	*	-	*	-	-	53	56	*
CWOD	59	54	63	55	*	61	-	*	63	-	65
EL	68	*	66	*	-	*	-	*	69	*	68
Male	58	54	61	45	-	*	-	*	63	56	65
Female	59	51	64	67	*	*	-	*	61	*	71

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
<b>97</b>	<b>13</b>	<b>13%</b>

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	38	34	38	47	*	49	-	*	37	29	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					Y		N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N	N					N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	*	*	100%	-	-	100%	*	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	0%

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)	
<b>Students Without Disabilities</b>													
In-School Suspensions													
	Male	36	29	5	*	*	*	*	*	*			
	Female	15	11	*	*	*	*	*	*	*			
	Total	51	40	7	*	*	*	*	*	*			
Out-of-School Suspensions													
	Male	14	10	*	*	*	*	*	*	*			
	Female	6	*	*	*	*	*	*	*	*			
	Total	20	14	*	*	*	*	*	*	*			
Expulsions													
With Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Without Educational Services													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Under Zero Tolerance Policies													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
School-Related Arrests													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Referrals to Law Enforcement													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
<b>Students With Disabilities</b>													
In-School Suspensions													

		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	Male	10	5	*	5	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	7	*	5	*	*	*	*	*		7
Expulsions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b> Chronic Absenteeism	Male	29	5	17	5	*	*	*	*	8	*	*
	Female	30	5	14	5	*	*	*	*	8	*	*
	Total	59	10	31	10	*	*	*	*	16	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex	<b>Total</b>
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs	Male	26	11	11	*	*	*	*	*	8	*
	Female	32	11	17	*	*	*	*	*	11	*
	Total	58	22	28	*	*	*	*	*	19	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '.' Indicates there are no students in the group.  
Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	3.0	7.4%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	3.0	7.8%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.0	2.6%

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	6	1%
Reading	43,730	1%	378	1%	*	*
Mathematics	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	English Language Learners	63	68	25	23	11	8	1	1
		Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		Mathematics	Overall	30	30	37	36	24	24	9
	Black		44	53	41	34	13	11	1	2
	Hispanic		38	43	39	37	19	16	4	4
	White		16	20	33	37	35	31	16	13
	American Indian		*	44	*	38	*	14	*	4
	Asian		3	12	19	24	37	32	40	32
	Pacific Islander		*	36	*	39	*	18	*	6
	Two or More Races		24	27	43	36	24	25	8	13
	Econ Disadv		40	45	40	37	17	15	3	3
	Students with Disabilities		67	69	23	22	8	7	2	2
	English Language Learners		61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** SWIFT EL  
**Campus ID:** 220901113  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
																							Percent at Approaches Grade Level or Above
<b>Grade 3</b>																							
Reading	All	77%	70%	<b>74%</b>	*	79%	83%	-	*	-	*	86%	57%	-	74%	85%	74%	74%	-	-	-	*	
	Students																						
	CWD	51%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	79%	72%	<b>74%</b>	*	79%	83%	-	*	-	*	86%	57%	-	74%	85%	74%	74%	-	-	-	-	*
	EL	70%	69%	<b>85%</b>	*	83%	*	-	*	-	-	83%	*	-	85%	85%	*	88%	-	-	-	-	-
	Male	74%	68%	<b>74%</b>	*	71%	92%	-	-	-	-	91%	58%	-	74%	*	74%	-	-	-	-	-	*
	Female	79%	73%	<b>74%</b>	*	86%	73%	-	*	-	*	83%	56%	-	74%	88%	-	74%	-	-	-	-	-
Mathematics	All	77%	71%	<b>74%</b>	*	93%	74%	-	*	-	*	83%	62%	-	74%	85%	83%	67%	-	-	-	*	
	Students																						
	CWD	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	73%	<b>74%</b>	*	93%	74%	-	*	-	*	83%	62%	-	74%	85%	83%	67%	-	-	-	-	*
	EL	74%	73%	<b>85%</b>	*	83%	*	-	*	-	-	83%	*	-	85%	85%	*	88%	-	-	-	-	-
	Male	77%	70%	<b>83%</b>	*	100%	92%	-	-	-	-	91%	75%	-	83%	*	83%	-	-	-	-	-	*
	Female	78%	71%	<b>67%</b>	*	86%	55%	-	*	-	*	78%	*	-	67%	88%	-	67%	-	-	-	-	-
<b>Grade 4</b>																							
Reading	All	72%	67%	<b>65%</b>	56%	57%	74%	-	*	-	*	60%	81%	*	71%	36%	65%	66%	-	-	-	-	
	Students																						
	CWD	46%	47%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	75%	69%	<b>71%</b>	56%	62%	85%	-	*	-	*	67%	81%	-	71%	42%	71%	71%	-	-	-	-	-
	EL	60%	56%	<b>36%</b>	-	*	*	-	*	-	-	38%	*	*	42%	36%	*	*	-	-	-	-	-
	Male	70%	64%	<b>65%</b>	*	57%	73%	-	-	-	*	60%	78%	*	71%	*	65%	-	-	-	-	-	-
Female	75%	70%	<b>66%</b>	*	56%	75%	-	*	-	-	60%	86%	*	71%	*	-	66%	-	-	-	-	-	
Mathematics	All	77%	74%	<b>66%</b>	56%	63%	68%	-	*	-	*	65%	69%	*	69%	40%	63%	69%	-	-	-	-	
	Students																						
	CWD	49%	49%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	81%	76%	<b>69%</b>	56%	71%	69%	-	*	-	*	70%	69%	-	69%	50%	68%	71%	-	-	-	-	-
	EL	72%	72%	<b>40%</b>	-	*	*	-	*	-	-	36%	*	*	50%	40%	*	*	-	-	-	-	-
	Male	77%	72%	<b>63%</b>	*	60%	73%	-	-	-	*	58%	78%	*	68%	*	63%	-	-	-	-	-	-
Female	78%	76%	<b>69%</b>	*	67%	63%	-	*	-	-	72%	*	*	71%	*	-	69%	-	-	-	-	-	
<b>Grade 5</b>																							
Reading	All	83%	80%	<b>82%</b>	56%	88%	83%	*	100%	-	*	81%	83%	*	93%	75%	76%	88%	-	*	-	-	
	Students																						
	CWD	54%	47%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	

				African		American		Pacific		Two or More Econ		Non Econ								Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	87%	83%	<b>93%</b>	83%	91%	95%	-	100%	-	*	92%	95%	-	93%	86%	93%	93%	-	*	-	-	
	EL	73%	70%	<b>75%</b>	-	*	*	-	*	-	-	*	*	*	86%	75%	71%	*	-	-	-	-	
	Male	81%	77%	<b>76%</b>	*	80%	71%	-	*	-	*	71%	90%	*	93%	71%	76%	-	-	-	-	-	
	Female	86%	82%	<b>88%</b>	*	93%	100%	*	*	-	*	94%	79%	*	93%	*	-	88%	-	*	-	-	
Mathematics	All	90%	85%	<b>82%</b>	56%	84%	91%	*	100%	-	*	81%	83%	*	93%	75%	76%	88%	-	*	-	-	
	Students																						
	CWD	70%	56%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	92%	89%	<b>93%</b>	83%	91%	100%	-	100%	-	*	89%	100%	-	93%	86%	93%	93%	-	*	-	-	
	EL	86%	81%	<b>75%</b>	-	*	*	-	*	-	-	*	*	*	86%	75%	71%	*	-	-	-	-	
	Male	89%	84%	<b>76%</b>	*	70%	86%	-	*	-	*	75%	80%	*	93%	71%	76%	-	-	-	-	-	
	Female	91%	86%	<b>88%</b>	*	93%	100%	*	*	-	*	89%	86%	*	93%	*	-	88%	-	*	-	-	
Science	All	75%	69%	<b>82%</b>	*	84%	87%	*	100%	-	*	80%	83%	*	91%	75%	79%	84%	-	*	-	-	
	Students																						
	CWD	48%	38%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	78%	72%	<b>91%</b>	*	87%	100%	-	100%	-	*	89%	95%	-	91%	86%	93%	90%	-	*	-	-	
	EL	62%	57%	<b>75%</b>	-	*	*	-	*	-	-	*	*	*	86%	75%	71%	*	-	-	-	-	
	Male	76%	69%	<b>79%</b>	*	80%	79%	-	*	-	*	74%	90%	*	93%	71%	79%	-	-	-	-	-	
	Female	75%	69%	<b>84%</b>	*	87%	100%	*	*	-	*	89%	79%	*	90%	*	-	84%	-	*	-	-	
Grade 6	All	68%	67%	<b>71%</b>	50%	76%	81%	*	*	-	-	65%	78%	*	73%	*	65%	78%	-	-	-	-	
Reading	Students																						
	CWD	35%	33%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>73%</b>	50%	79%	86%	*	*	-	-	65%	82%	-	73%	*	70%	77%	-	-	-	-	
	EL	42%	46%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	63%	61%	<b>65%</b>	*	67%	71%	*	-	-	-	67%	64%	*	70%	*	65%	-	-	-	-	-	
	Female	72%	73%	<b>78%</b>	*	89%	89%	-	*	-	-	64%	92%	*	77%	*	-	78%	-	-	-	-	
Mathematics	All	76%	76%	<b>76%</b>	73%	78%	74%	*	*	-	*	75%	78%	*	81%	*	77%	75%	-	-	-	-	
	Students																						
	CWD	50%	46%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	79%	80%	<b>81%</b>	73%	80%	87%	*	*	-	*	81%	81%	-	81%	*	83%	78%	-	-	-	-	
	EL	61%	67%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	76%	76%	<b>77%</b>	*	79%	80%	*	*	-	*	75%	80%	*	83%	*	77%	-	-	-	-	-	
	Female	77%	77%	<b>75%</b>	*	77%	67%	-	*	-	-	75%	75%	*	78%	*	-	75%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>34%</b>	*	36%	43%	-	*	-	*	45%	19%	-	34%	38%	35%	33%	-	-	-	*	
Reading	Students																						
	CWD	28%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	44%	36%	<b>34%</b>	*	36%	43%	-	*	-	*	45%	19%	-	34%	38%	35%	33%	-	-	-	*	
	EL	32%	32%	<b>38%</b>	*	33%	*	-	*	-	-	42%	*	-	38%	38%	*	25%	-	-	-	-	
	Male	40%	33%	<b>35%</b>	*	29%	50%	-	-	-	-	55%	17%	-	35%	*	35%	-	-	-	-	*	
	Female	45%	37%	<b>33%</b>	*	43%	36%	-	*	-	*	39%	22%	-	33%	25%	-	33%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>44%</b>	*	50%	52%	-	*	-	*	48%	38%	-	44%	54%	52%	37%	-	-	-	*	
	Students																						
	CWD	30%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	48%	38%	<b>44%</b>	*	50%	52%	-	*	-	*	48%	38%	-	44%	54%	52%	37%	-	-	-	*	
	EL	39%	38%	<b>54%</b>	*	67%	*	-	*	-	-	50%	*	-	54%	54%	*	50%	-	-	-	-	
	Male	47%	38%	<b>52%</b>	*	57%	58%	-	-	-	-	55%	50%	-	52%	*	52%	-	-	-	-	*	
	Female	45%	35%	<b>37%</b>	*	43%	45%	-	*	-	*	44%	*	-	37%	50%	-	37%	-	-	-	-	
Grade 4	All	45%	40%	<b>42%</b>	33%	22%	58%	-	*	-	*	44%	38%	*	46%	21%	47%	38%	-	-	-	-	
	Students																						
	CWD	28%	30%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>46%</b>	33%	24%	65%	-	*	-	*	49%	38%	-	46%	25%	52%	39%	-	-	-	-	
	EL	29%	28%	<b>21%</b>	-	*	*	-	*	-	-	23%	*	*	25%	21%	*	*	-	-	-	-	
	Male	43%	39%	<b>47%</b>	*	29%	60%	-	-	-	*	44%	56%	*	52%	*	47%	-	-	-	-	-	
	Female	47%	42%	<b>38%</b>	*	11%	56%	-	*	-	-	44%	14%	*	39%	*	-	38%	-	-	-	-	
Mathematics	All	48%	40%	<b>31%</b>	33%	21%	39%	-	*	-	*	37%	13%	*	32%	13%	34%	28%	-	-	-	-	
	Students																						
	CWD	29%	30%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>32%</b>	33%	24%	38%	-	*	-	*	40%	13%	-	32%	17%	39%	25%	-	-	-	-	
	EL	38%	35%	<b>13%</b>	-	*	*	-	*	-	-	14%	*	*	17%	13%	*	*	-	-	-	-	
	Male	48%	41%	<b>34%</b>	*	33%	33%	-	-	-	*	38%	22%	*	39%	*	34%	-	-	-	-	-	
	Female	47%	40%	<b>28%</b>	*	0%	44%	-	*	-	-	36%	*	*	25%	*	-	28%	-	-	-	-	
Grade 5	All	53%	49%	<b>59%</b>	44%	68%	57%	*	60%	-	*	64%	50%	*	68%	50%	53%	66%	-	*	-	-	
	Students																						
	CWD	30%	25%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>68%</b>	67%	74%	65%	-	60%	-	*	73%	60%	-	68%	57%	67%	70%	-	*	-	-	
	EL	35%	30%	<b>50%</b>	-	*	*	-	*	-	-	*	*	*	57%	50%	43%	*	-	-	-	-	
	Male	50%	46%	<b>53%</b>	*	70%	50%	-	*	-	*	50%	60%	*	67%	43%	53%	-	-	-	-	-	
	Female	56%	51%	<b>66%</b>	*	67%	67%	*	*	-	*	83%	43%	*	70%	*	-	66%	-	*	-	-	
Mathematics	All	57%	50%	<b>62%</b>	22%	64%	70%	*	100%	-	*	60%	67%	*	72%	63%	62%	63%	-	*	-	-	
	Students																						
	CWD	34%	24%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	60%	52%	<b>72%</b>	33%	70%	80%	-	100%	-	*	68%	80%	-	72%	71%	78%	67%	-	*	-	-	
	EL	46%	39%	<b>63%</b>	-	*	*	-	*	-	-	*	*	*	71%	63%	57%	*	-	-	-	-	
	Male	57%	49%	<b>62%</b>	*	60%	57%	-	*	-	*	58%	70%	*	78%	57%	62%	-	-	-	-	-	
	Female	58%	50%	<b>63%</b>	*	67%	89%	*	*	-	*	61%	64%	*	67%	*	-	63%	-	*	-	-	
Science	All	40%	34%	<b>54%</b>	*	52%	65%	*	80%	-	*	59%	46%	*	61%	50%	58%	50%	-	*	-	-	
	Students																						
	CWD	25%	18%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>61%</b>	*	57%	75%	-	80%	-	*	65%	55%	-	61%	57%	70%	53%	-	*	-	-	
	EL	24%	18%	<b>50%</b>	-	*	*	-	*	-	-	*	*	*	57%	50%	43%	*	-	-	-	-	
	Male	42%	35%	<b>58%</b>	*	50%	64%	-	*	-	*	61%	50%	*	70%	43%	58%	-	-	-	-	-	
	Female	38%	32%	<b>50%</b>	*	53%	67%	*	*	-	*	56%	43%	*	53%	*	-	50%	-	*	-	-	

					African	American	Two or Non		Econ		Non		Foster										
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Econ	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
Grade 6																							
Reading	All	38%	37%	<b>53%</b>	30%	67%	50%	*	*	-	-	50%	57%	*	53%	*	46%	61%	-	-	-	-	
	Students																						
	CWD	22%	22%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	40%	38%	<b>53%</b>	30%	68%	50%	*	*	-	-	48%	59%	-	53%	*	48%	59%	-	-	-	-	-
	EL	14%	15%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	34%	32%	<b>46%</b>	*	58%	43%	*	-	-	-	40%	55%	*	48%	*	46%	-	-	-	-	-	-
	Female	42%	42%	<b>61%</b>	*	78%	56%	-	*	-	-	64%	58%	*	59%	*	-	61%	-	-	-	-	-
Mathematics	All	43%	46%	<b>40%</b>	18%	48%	47%	*	*	-	*	36%	44%	*	42%	*	49%	29%	-	-	-	-	
	Students																						
	CWD	23%	27%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	46%	48%	<b>42%</b>	18%	48%	60%	*	*	-	*	39%	46%	-	42%	*	53%	30%	-	-	-	-	-
	EL	24%	31%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	44%	46%	<b>49%</b>	*	57%	60%	*	*	-	*	45%	53%	*	53%	*	49%	-	-	-	-	-	-
	Female	42%	46%	<b>29%</b>	*	38%	33%	-	*	-	-	25%	33%	*	30%	*	-	29%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3																							
Reading	All	24%	19%	<b>20%</b>	*	14%	26%	-	*	-	*	24%	14%	-	20%	23%	17%	22%	-	-	-	*	
	Students																						
	CWD	9%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	20%	<b>20%</b>	*	14%	26%	-	*	-	*	24%	14%	-	20%	23%	17%	22%	-	-	-	-	*
	EL	15%	16%	<b>23%</b>	*	17%	*	-	*	-	-	25%	*	-	23%	23%	*	13%	-	-	-	-	-
	Male	22%	17%	<b>17%</b>	*	14%	25%	-	-	-	-	27%	8%	-	17%	*	17%	-	-	-	-	-	*
	Female	26%	20%	<b>22%</b>	*	14%	27%	-	*	-	*	22%	22%	-	22%	13%	-	22%	-	-	-	-	-
Mathematics	All	22%	15%	<b>24%</b>	*	36%	22%	-	*	-	*	31%	14%	-	24%	38%	35%	15%	-	-	-	*	
	Students																						
	CWD	12%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	16%	<b>24%</b>	*	36%	22%	-	*	-	*	31%	14%	-	24%	38%	35%	15%	-	-	-	-	*
	EL	17%	16%	<b>38%</b>	*	50%	*	-	*	-	-	33%	*	-	38%	38%	*	25%	-	-	-	-	-
	Male	23%	17%	<b>35%</b>	*	43%	33%	-	-	-	-	55%	17%	-	35%	*	35%	-	-	-	-	-	*
	Female	21%	14%	<b>15%</b>	*	29%	9%	-	*	-	*	17%	*	-	15%	25%	-	15%	-	-	-	-	-
Grade 4																							
Reading	All	23%	19%	<b>20%</b>	22%	4%	32%	-	*	-	*	18%	25%	*	22%	14%	29%	9%	-	-	-	-	
	Students																						
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	<b>22%</b>	22%	5%	38%	-	*	-	*	21%	25%	-	22%	17%	32%	11%	-	-	-	-	-
	EL	12%	11%	<b>14%</b>	-	*	*	-	*	-	-	15%	*	*	17%	14%	*	*	-	-	-	-	-
	Male	22%	18%	<b>29%</b>	*	7%	47%	-	-	-	*	24%	44%	*	32%	*	29%	-	-	-	-	-	-
	Female	25%	21%	<b>9%</b>	*	0%	19%	-	*	-	-	12%	0%	*	11%	*	-	9%	-	-	-	-	-
Mathematics	All	26%	20%	<b>13%</b>	22%	13%	13%	-	*	-	*	16%	6%	*	15%	0%	23%	3%	-	-	-	-	
	Students																						
	CWD	11%	10%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-



					African	American	Two or Non		Econ		Non		Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster	Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	CWOD	28%	21%	<b>15%</b>	22%	14%	15%	-	*	-	*	19%	6%	-	15%	0%	26%	4%	-	-	-	-		
	EL	18%	14%	<b>0%</b>	-	*	*	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-		
	Male	27%	21%	<b>23%</b>	*	20%	27%	-	-	-	*	27%	11%	*	26%	*	23%	-	-	-	-	-		
	Female	25%	19%	<b>3%</b>	*	0%	0%	-	*	-	-	4%	*	*	4%	*	-	3%	-	-	-	-		
Grade 5	Reading	All	26%	23%	<b>33%</b>	33%	36%	26%	*	60%	-	*	36%	29%	*	39%	13%	26%	41%	-	*	-	-	
		Students																						
		CWD	9%	7%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
		CWOD	27%	24%	<b>39%</b>	50%	39%	30%	-	60%	-	*	41%	35%	-	39%	14%	33%	43%	-	*	-	-	
		EL	12%	8%	<b>13%</b>	-	*	*	-	*	-	-	*	*	*	14%	13%	14%	*	-	-	-	-	
		Male	24%	21%	<b>26%</b>	*	30%	14%	-	*	-	*	29%	20%	*	33%	14%	26%	-	-	-	-	-	
		Female	28%	25%	<b>41%</b>	*	40%	44%	*	*	-	*	44%	36%	*	43%	*	-	41%	-	*	-	-	
	Mathematics	All	30%	24%	<b>36%</b>	11%	36%	39%	*	80%	-	*	33%	42%	*	42%	25%	35%	38%	-	*	-	-	
		Students																						
		CWD	13%	7%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
		CWOD	31%	26%	<b>42%</b>	17%	39%	45%	-	80%	-	*	38%	50%	-	42%	29%	44%	40%	-	*	-	-	
		EL	19%	13%	<b>25%</b>	-	*	*	-	*	-	-	*	*	*	29%	25%	29%	*	-	-	-	-	
		Male	29%	24%	<b>35%</b>	*	20%	43%	-	*	-	*	29%	50%	*	44%	29%	35%	-	-	-	-	-	
		Female	30%	24%	<b>38%</b>	*	47%	33%	*	*	-	*	39%	36%	*	40%	*	-	38%	-	*	-	-	
	Science	All	16%	13%	<b>25%</b>	*	24%	30%	*	40%	-	*	24%	25%	*	28%	0%	18%	31%	-	*	-	-	
		Students																						
		CWD	9%	5%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
		CWOD	17%	14%	<b>28%</b>	*	26%	35%	-	40%	-	*	27%	30%	-	28%	0%	22%	33%	-	*	-	-	
		EL	7%	4%	<b>0%</b>	-	*	*	-	*	-	-	*	*	*	0%	0%	0%	*	-	-	-	-	
		Male	18%	14%	<b>18%</b>	*	0%	29%	-	*	-	*	13%	30%	*	22%	0%	18%	-	-	-	-	-	
		Female	15%	12%	<b>31%</b>	*	40%	33%	*	*	-	*	39%	21%	*	33%	*	-	31%	-	*	-	-	
Grade 6	Reading	All	18%	17%	<b>18%</b>	20%	14%	19%	*	*	-	-	15%	22%	*	20%	*	19%	17%	-	-	-	-	
		Students																						
		CWD	8%	6%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
		CWOD	20%	19%	<b>20%</b>	20%	16%	21%	*	*	-	-	17%	23%	-	20%	*	22%	18%	-	-	-	-	
		EL	4%	5%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	-	-	-	-	-	
		Male	15%	13%	<b>19%</b>	*	17%	29%	*	-	-	-	7%	36%	*	22%	*	19%	-	-	-	-	-	
		Female	22%	22%	<b>17%</b>	*	11%	11%	-	*	-	-	27%	8%	*	18%	*	-	17%	-	-	-	-	
	Mathematics	All	18%	21%	<b>14%</b>	9%	15%	16%	*	*	-	*	8%	22%	*	16%	*	23%	4%	-	-	-	-	
		Students																						
		CWD	9%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
		CWOD	19%	22%	<b>16%</b>	9%	16%	20%	*	*	-	*	10%	23%	-	16%	*	27%	4%	-	-	-	-	
		EL	6%	9%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	-	-	-	-	-	
		Male	18%	21%	<b>23%</b>	*	21%	30%	*	*	-	*	15%	33%	*	27%	*	23%	-	-	-	-	-	
		Female	17%	21%	<b>4%</b>	*	8%	0%	-	*	-	-	0%	8%	*	4%	*	-	4%	-	-	-	-	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
All Grades	All Subjects	All	77%	72%	<b>75%</b>	52%	77%	79%	*	93%	-	88%	74%	76%	22%	80%	59%	73%	77%	-	*	-	*								
	Students	CWD	45%	38%	<b>22%</b>	*	*	28%	*	-	-	-	24%	*	22%	-	*	20%	*	-	-	-	-								
		CWOD	80%	76%	<b>80%</b>	57%	81%	86%	*	93%	-	88%	80%	80%	-	80%	66%	81%	80%	-	*	-	*								
		EL	60%	59%	<b>59%</b>	*	46%	73%	-	90%	-	-	56%	82%	*	66%	59%	54%	67%	-	-	-	-								
		Male	74%	69%	<b>73%</b>	45%	72%	80%	*	100%	-	88%	71%	77%	20%	81%	54%	73%	-	-	-	-	*								
		Female	79%	76%	<b>77%</b>	59%	83%	78%	*	87%	-	88%	78%	74%	*	80%	67%	-	77%	-	*	-	-								
Reading	All	All	73%	68%	<b>73%</b>	49%	75%	80%	*	82%	-	100%	72%	75%	*	78%	55%	70%	76%	-	*	-	*								
	Students	CWD	39%	32%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-								
		CWOD	77%	72%	<b>78%</b>	53%	78%	87%	*	82%	-	100%	78%	78%	-	78%	61%	77%	79%	-	*	-	*								
		EL	52%	51%	<b>55%</b>	*	42%	*	-	78%	-	-	53%	*	*	61%	55%	50%	61%	-	-	-	-								
		Male	69%	64%	<b>70%</b>	47%	67%	77%	*	*	-	*	69%	71%	*	77%	50%	70%	-	-	-	-	*								
		Female	77%	73%	<b>76%</b>	50%	83%	82%	*	71%	-	*	75%	79%	*	79%	61%	-	76%	-	*	-	-								
Mathematics	All	All	80%	75%	<b>74%</b>	55%	78%	76%	*	100%	-	75%	75%	74%	26%	79%	60%	74%	75%	-	*	-	*								
	Students	CWD	52%	42%	<b>26%</b>	*	*	42%	*	-	-	-	33%	*	26%	-	*	*	*	-	-	-	-								
		CWOD	83%	79%	<b>79%</b>	60%	83%	81%	*	100%	-	75%	80%	78%	-	79%	68%	81%	78%	-	*	-	*								
		EL	70%	69%	<b>60%</b>	*	45%	*	-	100%	-	-	58%	*	*	68%	60%	52%	70%	-	-	-	-								
		Male	78%	73%	<b>74%</b>	42%	74%	82%	*	100%	-	*	72%	78%	*	81%	52%	74%	-	-	-	-	*								
		Female	82%	78%	<b>75%</b>	68%	82%	69%	*	100%	-	*	78%	69%	*	78%	70%	-	75%	-	*	-	-								
Science	All	All	79%	74%	<b>82%</b>	*	84%	87%	*	100%	-	*	80%	83%	*	91%	75%	79%	84%	-	*	-	-								
	Students	CWD	48%	40%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-								
		CWOD	82%	78%	<b>91%</b>	*	87%	100%	-	100%	-	*	89%	95%	-	91%	86%	93%	90%	-	*	-	-								
		EL	58%	57%	<b>75%</b>	-	*	*	-	*	-	*	*	*	*	86%	75%	71%	*	-	-	-	-								
		Male	78%	72%	<b>79%</b>	*	80%	79%	-	*	-	*	74%	90%	*	93%	71%	79%	-	-	-	-	-								
		Female	80%	77%	<b>84%</b>	*	87%	100%	*	*	-	*	89%	79%	*	90%	*	-	84%	-	*	-	-								

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>47%</b>	24%	48%	53%	*	57%	-	50%	49%	43%	12%	51%	32%	49%	45%	-	*	-	*
	Students	CWD	23%	19%	<b>12%</b>	*	*	16%	*	-	-	-	16%	*	12%	-	*	6%	*	-	-	-	-
		CWOD	50%	45%	<b>51%</b>	27%	51%	58%	*	57%	-	50%	53%	46%	-	51%	36%	55%	46%	-	*	-	*
		EL	26%	25%	<b>32%</b>	*	25%	55%	-	48%	-	-	32%	36%	*	36%	32%	33%	31%	-	-	-	-
		Male	45%	40%	<b>49%</b>	31%	48%	53%	*	69%	-	38%	49%	48%	6%	55%	33%	49%	-	-	-	-	*
		Female	50%	45%	<b>45%</b>	17%	47%	54%	*	47%	-	63%	49%	38%	*	46%	31%	-	45%	-	*	-	-
Reading	All	All	46%	41%	<b>48%</b>	27%	49%	53%	*	45%	-	80%	51%	42%	*	51%	30%	46%	49%	-	*	-	*
	Students	CWD	22%	18%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	48%	44%	<b>51%</b>	29%	52%	57%	*	45%	-	80%	55%	44%	-	51%	33%	51%	50%	-	*	-	*
		EL	21%	21%	<b>30%</b>	*	21%	*	-	33%	-	-	33%	*	*	33%	30%	32%	28%	-	-	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>46%</b>	26%	47%	52%	*	*	-	*	47%	45%	*	51%	32%	46%	-	-	-	-	*	
	Female	50%	47%	<b>49%</b>	28%	53%	53%	*	43%	-	*	56%	38%	*	50%	28%	-	49%	-	*	-	-	
Mathematics	All	48%	42%	<b>44%</b>	21%	46%	51%	*	58%	-	38%	45%	43%	13%	48%	31%	49%	39%	-	*	-	*	
	Students																						
	CWD	26%	21%	<b>13%</b>	*	*	17%	*	-	-	-	17%	*	13%	-	*	*	*	-	-	-	-	-
	CWOD	51%	45%	<b>48%</b>	23%	48%	56%	*	58%	-	38%	49%	46%	-	48%	35%	55%	40%	-	*	-	*	
	EL	33%	31%	<b>31%</b>	*	24%	*	-	56%	-	-	28%	*	*	35%	31%	32%	30%	-	-	-	-	
	Male	47%	41%	<b>49%</b>	32%	50%	51%	*	80%	-	*	48%	50%	*	55%	32%	49%	-	-	-	-	*	
	Female	49%	44%	<b>39%</b>	11%	41%	51%	*	43%	-	*	42%	36%	*	40%	30%	-	39%	-	*	-	-	
Science	All	49%	46%	<b>54%</b>	*	52%	65%	*	80%	-	*	59%	46%	*	61%	50%	58%	50%	-	*	-	-	
	Students																						
	CWD	23%	18%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>61%</b>	*	57%	75%	-	80%	-	*	65%	55%	-	61%	57%	70%	53%	-	*	-	-	
	EL	21%	20%	<b>50%</b>	-	*	*	-	*	-	-	*	*	*	57%	50%	43%	*	-	-	-	-	
	Male	50%	45%	<b>58%</b>	*	50%	64%	-	*	-	*	61%	50%	*	70%	43%	58%	-	-	-	-	-	
	Female	49%	46%	<b>50%</b>	*	53%	67%	*	*	-	*	56%	43%	*	53%	*	-	50%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>23%</b>	16%	21%	25%	*	39%	-	19%	23%	23%	0%	25%	14%	25%	20%	-	*	-	*	
	Students																						
	CWD	8%	5%	<b>0%</b>	*	*	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	-
	CWOD	23%	20%	<b>25%</b>	17%	23%	28%	*	39%	-	19%	26%	25%	-	25%	16%	29%	22%	-	*	-	*	
	EL	9%	8%	<b>14%</b>	*	7%	36%	-	24%	-	-	13%	18%	*	16%	14%	17%	10%	-	-	-	-	
	Male	20%	17%	<b>25%</b>	21%	18%	31%	*	46%	-	0%	24%	28%	0%	29%	17%	25%	-	-	-	-	*	
	Female	22%	20%	<b>20%</b>	10%	24%	18%	*	33%	-	38%	22%	18%	*	22%	10%	-	20%	-	*	-	-	
Reading	All	19%	16%	<b>23%</b>	19%	18%	27%	*	36%	-	40%	24%	23%	*	26%	15%	24%	23%	-	*	-	*	
	Students																						
	CWD	7%	5%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	20%	18%	<b>26%</b>	21%	19%	30%	*	36%	-	40%	27%	24%	-	26%	17%	27%	24%	-	*	-	*	
	EL	7%	7%	<b>15%</b>	*	4%	*	-	22%	-	-	17%	*	*	17%	15%	18%	11%	-	-	-	-	
	Male	16%	13%	<b>24%</b>	21%	16%	29%	*	*	-	*	23%	26%	*	27%	18%	24%	-	-	-	-	*	
	Female	22%	20%	<b>23%</b>	17%	20%	24%	*	29%	-	*	25%	19%	*	24%	11%	-	23%	-	*	-	-	
Mathematics	All	23%	20%	<b>22%</b>	13%	23%	22%	*	42%	-	13%	22%	23%	0%	24%	16%	28%	15%	-	*	-	*	
	Students																						
	CWD	10%	5%	<b>0%</b>	*	*	0%	*	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	-
	CWOD	25%	21%	<b>24%</b>	14%	25%	25%	*	42%	-	13%	24%	24%	-	24%	18%	32%	16%	-	*	-	*	
	EL	13%	11%	<b>16%</b>	*	10%	*	-	33%	-	-	13%	*	*	18%	16%	20%	10%	-	-	-	-	
	Male	23%	19%	<b>28%</b>	21%	24%	33%	*	60%	-	*	28%	28%	*	32%	20%	28%	-	-	-	-	*	
	Female	24%	20%	<b>15%</b>	5%	23%	9%	*	29%	-	*	14%	17%	*	16%	10%	-	15%	-	*	-	-	
Science	All	22%	20%	<b>25%</b>	*	24%	30%	*	40%	-	*	24%	25%	*	28%	0%	18%	31%	-	*	-	-	
	Students																						
	CWD	7%	4%	*	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	28%	*	26%	35%	-	40%	-	*	27%	30%	-	28%	0%	22%	33%	-	*	-	-
EL	5%	5%	0%	-	*	*	-	*	-	-	*	*	*	0%	0%	0%	*	-	-	-	-
Male	23%	20%	18%	*	0%	29%	-	*	-	*	13%	30%	*	22%	0%	18%	-	-	-	-	-
Female	21%	20%	31%	*	40%	33%	*	*	-	*	39%	21%	*	33%	*	-	31%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	71	65	69	72	*	75	-	*	72	74	63
CWD	74	*	*	80	*	-	-	-	71	74	*
CWOD	71	67	70	71	*	75	-	*	72	-	61
EL	63	-	56	*	-	*	-	-	59	*	63
Male	72	*	73	71	*	*	-	*	71	58	72
Female	71	75	66	74	*	*	-	*	74	100	50
<b>Mathematics</b>											
All Students	63	71	69	53	*	78	-	79	61	55	53
CWD	55	*	*	50	*	-	-	-	53	55	*
CWOD	65	68	70	53	*	78	-	79	62	-	59
EL	53	-	50	*	-	83	-	-	50	*	53
Male	68	88	69	61	*	*	-	*	66	60	60
Female	58	62	68	44	*	*	-	*	56	*	42

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
80	28	35%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	48	31	49	52	*	63	-	*	49	*	35	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	N					Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y	N					Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	N	Y	N					Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					Y		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	98%	100%	100%	100%	100%	-
	CWD	98%	89%	100%	100%	*	-	-	-	97%	100%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	100%	100%	*	100%	-	100%	99%	100%	97%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	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%	-	-
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	98%	89%	100%	100%	*	100%	-	*	98%	100%	89%	100%	100%	97%	100%	-
	CWD	89%	*	*	*	*	-	-	-	*	*	89%	-	*	86%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	*	*	-	*	-	-	100%	*	*	100%	100%	100%	*	-
	Male	97%	*	100%	100%	-	*	-	*	96%	100%	86%	100%	100%	97%	-	-
	Female	100%	*	100%	100%	*	*	-	*	100%	100%	*	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	2%	0%	0%	0%	0%	-
	CWD	2%	11%	0%	0%	*	-	-	-	3%	0%	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	0%	*	0%	-	0%	1%	0%	3%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	0%	0%	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	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%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	2%	11%	0%	0%	*	0%	-	*	2%	0%	11%	0%	0%	3%	0%	-
	CWD	11%	*	*	*	*	-	-	-	*	*	11%	-	*	14%	*	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	*	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-
	Male	3%	*	0%	0%	-	*	-	*	4%	0%	14%	0%	0%	3%	-	-
	Female	0%	*	0%	0%	*	*	-	*	0%	0%	*	0%	*	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	44	11	14	17	*	*	*	*	8		
	Female	12	*	5	5	*	*	*	*	*		
	Total	56	13	19	22	*	*	*	*	10		
<b>Out-of-School Suspensions</b>												
	Male	20	*	*	10	*	*	*	*	*		
	Female	7	*	*	5	*	*	*	*	*		
	Total	27	*	*	15	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		



		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	9	*	*	5	*	*	*	*	*		*
	Female	7	*	*	5	*	*	*	*	*		*
	Total	16	*	*	10	*	*	*	*	*		*
Out-of-School Suspensions	Male	8	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	*	6	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	38	11	8	17	*	*	*	*	8	17	5
	Female	28	5	8	11	*	*	*	*	*	*	*
	Total	66	16	16	28	*	*	*	*	10	19	7

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	34	5	17	8	*	*	*	*	17	*
	Female	29	5	14	8	*	*	*	*	8	*
	Total	63	10	31	16	*	*	*	*	25	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.0	14.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** TARRANT CO J J A E P

**Campus ID:** 220901010

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through												
		2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through												
		2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through												
	2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%		
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%		
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through												
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through												
2026-27		54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
2027-28 through														
2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%			
2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%			
<b>EL Progress</b>		Baseline 2016-17												
		Rates											41%	
		2017-18 through												
		2021-22											42%	
		2022-23 through												
	2026-27											44%		
	2027-28 through													
	2031-32											46%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

- (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).



Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

There is no data for this campus.

#### Part (iii): Academic Growth and Graduation Rate

##### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

There is no data for this campus.

##### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

There is no data for this campus.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

There is no data for this campus.

#### 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.

There is no data for this campus.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

**All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv CWD EL +**

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

There is no data for this campus.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
<b>Out-of-School Suspensions</b>											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
<b>Expulsions</b>											
<b>With Educational Services</b>											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
<b>Without Educational Services</b>											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
<b>Under Zero Tolerance Policies</b>											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
<b>School-Related Arrests</b>											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-

		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)
Referrals to Law Enforcement	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
<b>Students With Disabilities</b> In-School Suspensions	Total	-	-	-	-	-	-	-	-	-		
	Male	-	-	-	-	-	-	-	-	-		
	Female	-	-	-	-	-	-	-	-	-		
Out-of-School Suspensions	Total	-	-	-	-	-	-	-	-	-		
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Expulsions	Total	*	*	*	*	*	*	*	*	*		*
	With Educational Services											
	Male	-	-	-	-	-	-	-	-	-		-
Without Educational Services	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
	Male	-	-	-	-	-	-	-	-	*		*
Under Zero Tolerance Policies	Female	-	-	-	-	-	-	-	-	*		*
	Total	-	-	-	-	-	-	-	-	*		*
	Male	-	-	-	-	-	-	-	-	*		*
School-Related Arrests	Female	-	-	-	-	-	-	-	-	*		*
	Total	-	-	-	-	-	-	-	-	*		*
	Male	-	-	-	-	-	-	-	-	-		-
Referrals to Law Enforcement	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
	Male	-	-	-	-	-	-	-	-	-		-
<b>All Students</b> Chronic Absenteeism	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
	Male	*	*	*	*	*	*	*	*	*		*
All Students	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*

		Total
Incidents of Violence		
Incidents of rape or attempted rape		*
Incidents of sexual assault (other than rape)		*
Incidents of robbery with a weapon		*

	<b>Total</b>
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

There is no data for this campus.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

There is no data for this campus.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
English Language Learners	63	68	25	23	11	8	1	1		

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
Econ Disadv		40	45	40	37	17	15	3	3	
Students with Disabilities	67	69	23	22	8	7	2	2		
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

Grade	Subject	Student Group	%
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.



**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** THORNTON EL

**Campus ID:** 220901114

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or More Econ		Non Econ						Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>56%</b>	*	56%	*	-	*	-	-	57%	*	*	57%	56%	59%	54%	-	-	-	-
	Students																					
	CWD	51%	46%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	79%	72%	<b>57%</b>	*	57%	*	-	*	-	-	58%	*	-	57%	58%	59%	55%	-	-	-	-
	EL	70%	69%	<b>56%</b>	-	56%	*	-	*	-	-	58%	*	*	58%	56%	55%	57%	-	-	-	-
	Male	74%	68%	<b>59%</b>	*	57%	*	-	-	-	-	55%	*	*	59%	55%	59%	-	-	-	-	-
	Female	79%	73%	<b>54%</b>	*	55%	*	-	*	-	-	59%	*	*	55%	57%	-	54%	-	-	-	-
Mathematics	All	77%	71%	<b>51%</b>	*	52%	*	-	*	-	-	51%	*	*	54%	52%	51%	51%	-	-	-	-
	Students																					
	CWD	52%	43%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	73%	<b>54%</b>	*	55%	*	-	*	-	-	53%	*	-	54%	55%	55%	53%	-	-	-	-
	EL	74%	73%	<b>52%</b>	-	52%	*	-	*	-	-	52%	*	*	55%	52%	53%	51%	-	-	-	-
	Male	77%	70%	<b>51%</b>	*	49%	*	-	-	-	-	53%	*	*	55%	53%	51%	-	-	-	-	-
	Female	78%	71%	<b>51%</b>	*	55%	*	-	*	-	-	49%	*	*	53%	51%	-	51%	-	-	-	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>53%</b>	*	55%	*	*	-	-	-	49%	89%	*	55%	52%	40%	64%	-	*	-	-
	Students																					
	CWD	46%	47%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	75%	69%	<b>55%</b>	*	56%	*	-	-	-	-	52%	89%	-	55%	53%	41%	67%	-	*	-	-
	EL	60%	56%	<b>52%</b>	-	53%	-	-	-	-	-	49%	83%	*	53%	52%	38%	64%	-	*	-	-
	Female	75%	70%	<b>64%</b>	*	69%	*	*	-	-	-	60%	100%	*	67%	64%	-	64%	-	*	-	-
Mathematics	All	77%	74%	<b>68%</b>	71%	68%	*	*	-	-	-	66%	89%	63%	69%	67%	60%	75%	-	*	-	-
	Students																					
	CWD	49%	49%	<b>63%</b>	*	*	-	*	-	-	-	63%	-	63%	-	*	*	*	-	-	-	-
	CWOD	81%	76%	<b>69%</b>	*	68%	*	-	-	-	-	67%	89%	-	69%	67%	59%	77%	-	*	-	-
	EL	72%	72%	<b>67%</b>	-	68%	-	*	-	-	-	65%	83%	*	67%	67%	59%	74%	-	*	-	-
	Female	78%	76%	<b>75%</b>	*	77%	*	*	-	-	-	74%	83%	*	77%	74%	-	75%	-	*	-	-
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>67%</b>	*	67%	*	*	*	-	-	66%	75%	*	70%	60%	61%	73%	-	*	-	*
	Students																					
	CWD	54%	47%	*	-	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
	CWOD	87%	83%	<b>70%</b>	*	69%	*	*	*	-	-	69%	73%	-	70%	62%	65%	74%	-	*	-	*	
	EL	73%	70%	<b>60%</b>	*	60%	*	*	-	-	-	59%	67%	*	62%	60%	53%	67%	-	*	-	*	
	Male	81%	77%	<b>61%</b>	*	61%	*	*	-	-	-	61%	*	*	65%	53%	61%	-	-	*	-	*	
	Female	86%	82%	<b>73%</b>	*	73%	*	*	-	-	-	71%	86%	*	74%	67%	-	73%	-	-	-	-	
Mathematics	All	90%	85%	<b>76%</b>	*	77%	*	*	*	-	-	76%	83%	60%	78%	73%	77%	76%	-	*	-	*	
	Students																						
	CWOD	70%	56%	<b>60%</b>	-	*	*	*	-	-	-	56%	*	60%	-	*	63%	*	-	-	-	-	
	CWOD	92%	89%	<b>78%</b>	*	78%	*	*	-	-	-	78%	82%	-	78%	73%	80%	77%	-	*	-	*	
	EL	86%	81%	<b>73%</b>	*	74%	*	*	-	-	-	72%	78%	*	73%	73%	72%	73%	-	*	-	*	
	Male	89%	84%	<b>77%</b>	*	79%	*	*	-	-	-	77%	*	63%	80%	72%	77%	-	-	*	-	*	
	Female	91%	86%	<b>76%</b>	*	76%	*	*	-	-	-	74%	86%	*	77%	73%	-	76%	-	-	-	-	
Science	All	75%	69%	<b>63%</b>	*	61%	*	*	*	-	-	61%	75%	50%	64%	56%	61%	64%	-	*	-	*	
	Students																						
	CWOD	48%	38%	<b>50%</b>	-	*	*	*	-	-	-	*	*	50%	-	*	*	*	-	-	-	-	
	CWOD	78%	72%	<b>64%</b>	*	62%	*	*	-	-	-	63%	73%	-	64%	57%	63%	65%	-	*	-	*	
	EL	62%	57%	<b>56%</b>	*	55%	*	*	-	-	-	55%	67%	*	57%	56%	56%	57%	-	*	-	*	
	Male	76%	69%	<b>61%</b>	*	61%	*	*	-	-	-	61%	*	*	63%	56%	61%	-	-	*	-	*	
	Female	75%	69%	<b>64%</b>	*	61%	*	*	-	-	-	60%	86%	*	65%	57%	-	64%	-	-	-	-	
Grade 6	All	68%	67%	<b>40%</b>	*	41%	-	-	*	-	-	39%	42%	*	41%	31%	36%	44%	-	*	-	-	
	Reading																						
	Students																						
	CWOD	35%	33%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	71%	70%	<b>41%</b>	*	43%	-	-	*	-	-	40%	56%	-	41%	33%	39%	45%	-	*	-	-	
	EL	42%	46%	<b>31%</b>	*	32%	-	-	*	-	-	33%	*	*	33%	31%	23%	41%	-	*	-	-	
	Male	63%	61%	<b>36%</b>	*	37%	-	-	-	-	-	36%	*	*	39%	23%	36%	-	-	-	-	-	
	Female	72%	73%	<b>44%</b>	*	47%	-	-	*	-	-	43%	*	*	45%	41%	-	44%	-	*	-	-	
Mathematics	All	76%	76%	<b>65%</b>	*	66%	-	-	*	-	-	65%	67%	*	70%	58%	64%	67%	-	*	-	-	
	Students																						
	CWOD	50%	46%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	79%	80%	<b>70%</b>	*	71%	-	-	*	-	-	68%	89%	-	70%	62%	71%	68%	-	*	-	-	
	EL	61%	67%	<b>58%</b>	*	56%	-	-	*	-	-	58%	*	*	62%	58%	53%	63%	-	*	-	-	
	Male	76%	76%	<b>64%</b>	*	64%	-	-	-	-	-	67%	*	*	71%	53%	64%	-	-	-	-	-	
	Female	77%	77%	<b>67%</b>	*	69%	-	-	*	-	-	63%	*	*	68%	63%	-	67%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>10%</b>	*	11%	*	-	*	-	-	10%	*	*	11%	9%	11%	10%	-	-	-	-	
	Reading																						
	Students																						
	CWOD	28%	21%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	44%	36%	<b>11%</b>	*	12%	*	-	*	-	-	10%	*	-	11%	9%	11%	10%	-	-	-	-	
	EL	32%	32%	<b>9%</b>	-	9%	*	-	*	-	-	9%	*	*	9%	9%	6%	11%	-	-	-	-	
	Male	40%	33%	<b>11%</b>	*	12%	*	-	-	-	-	10%	*	*	11%	6%	11%	-	-	-	-	-	
	Female	45%	37%	<b>10%</b>	*	11%	*	-	*	-	-	11%	*	*	10%	11%	-	10%	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>16%</b>	*	16%	*	-	*	-	-	18%	*	*	17%	17%	15%	17%	-	-	-	-	
	Students																						
	CWD	30%	23%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>17%</b>	*	17%	*	-	*	-	-	18%	*	-	17%	18%	16%	18%	-	-	-	-	-
	EL	39%	38%	<b>17%</b>	-	18%	*	-	*	-	-	18%	*	*	18%	17%	15%	20%	-	-	-	-	-
	Gender																						
Male	47%	38%	<b>15%</b>	*	14%	*	-	-	-	-	16%	*	*	16%	15%	15%	-	-	-	-	-	-	-
Female	45%	35%	<b>17%</b>	*	18%	*	-	*	-	-	19%	*	*	18%	20%	-	17%	-	-	-	-	-	-
Grade 4 Reading	All	45%	40%	<b>27%</b>	*	27%	*	*	-	-	-	25%	44%	*	28%	27%	23%	30%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>28%</b>	*	28%	*	-	-	-	-	26%	44%	-	28%	28%	25%	31%	-	*	-	-	-
	EL	29%	28%	<b>27%</b>	-	28%	-	*	-	-	-	25%	50%	*	28%	27%	23%	31%	-	*	-	-	-
	Gender																						
Male	43%	39%	<b>23%</b>	*	23%	-	-	-	-	-	20%	*	*	25%	23%	23%	-	-	-	-	-	-	-
Female	47%	42%	<b>30%</b>	*	31%	*	*	-	-	-	30%	33%	*	31%	31%	-	30%	-	*	-	-	-	-
Mathematics	All	48%	40%	<b>20%</b>	29%	20%	*	*	-	-	-	20%	22%	38%	19%	20%	17%	23%	-	*	-	-	
	Students																						
	CWD	29%	30%	<b>38%</b>	*	*	-	*	-	-	-	38%	-	38%	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>19%</b>	*	19%	*	-	-	-	-	18%	22%	-	19%	19%	16%	21%	-	*	-	-	-
	EL	38%	35%	<b>20%</b>	-	20%	-	*	-	-	-	19%	33%	*	19%	20%	10%	29%	-	*	-	-	-
	Gender																						
Male	48%	41%	<b>17%</b>	*	15%	-	-	-	-	-	18%	*	*	16%	10%	17%	-	-	-	-	-	-	-
Female	47%	40%	<b>23%</b>	*	25%	*	*	-	-	-	22%	33%	*	21%	29%	-	23%	-	*	-	-	-	-
Grade 5 Reading	All	53%	49%	<b>31%</b>	*	31%	*	*	*	-	-	29%	50%	*	32%	22%	28%	35%	-	*	-	*	
	Students																						
	CWD	30%	25%	*	-	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	56%	51%	<b>32%</b>	*	31%	*	*	*	-	-	30%	45%	-	32%	23%	28%	35%	-	*	-	-	*
	EL	35%	30%	<b>22%</b>	*	22%	*	*	-	-	-	19%	44%	*	23%	22%	11%	33%	-	*	-	-	*
	Gender																						
Male	50%	46%	<b>28%</b>	*	31%	*	*	-	-	-	29%	*	*	28%	11%	28%	-	-	-	*	-	-	*
Female	56%	51%	<b>35%</b>	*	32%	*	*	*	-	-	29%	71%	*	35%	33%	-	35%	-	-	-	-	-	-
Mathematics	All	57%	50%	<b>26%</b>	*	28%	*	*	*	-	-	29%	8%	30%	26%	18%	36%	16%	-	*	-	*	
	Students																						
	CWD	34%	24%	<b>30%</b>	-	*	*	*	-	-	-	33%	*	30%	-	*	38%	*	-	-	-	-	-
	CWOD	60%	52%	<b>26%</b>	*	28%	*	*	*	-	-	28%	9%	-	26%	19%	36%	17%	-	*	-	-	*
	EL	46%	39%	<b>18%</b>	*	19%	*	*	-	-	-	20%	0%	*	19%	18%	22%	14%	-	*	-	-	*
	Gender																						
Male	57%	49%	<b>36%</b>	*	38%	*	*	-	-	-	40%	*	38%	36%	22%	36%	-	-	-	*	-	-	*
Female	58%	50%	<b>16%</b>	*	18%	*	*	*	-	-	17%	14%	*	17%	14%	-	16%	-	-	-	-	-	-
Science	All	40%	34%	<b>18%</b>	*	19%	*	*	*	-	-	20%	8%	30%	17%	10%	24%	12%	-	*	-	*	
	Students																						
	CWD	25%	18%	<b>30%</b>	-	*	*	*	-	-	-	*	*	30%	-	*	*	*	-	-	-	-	-
	CWOD	42%	35%	<b>17%</b>	*	18%	*	*	*	-	-	18%	9%	-	17%	10%	22%	13%	-	*	-	-	*
	EL	24%	18%	<b>10%</b>	*	10%	*	*	-	-	-	9%	11%	*	10%	10%	8%	11%	-	*	-	-	*
	Gender																						
Male	42%	35%	<b>24%</b>	*	24%	*	*	-	-	-	24%	*	*	22%	8%	24%	-	-	-	*	-	-	*
Female	38%	32%	<b>12%</b>	*	13%	*	*	*	-	-	14%	0%	*	13%	11%	-	12%	-	-	-	-	-	-

					African	American	Two or		Non										Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Econ	Non	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Grade 6																								
Reading	All	38%	37%	<b>13%</b>	*	13%	-	-	*	-	-	13%	8%	*	13%	6%	13%	12%	-	*	-	-	-	
	Students																							
	CWD	22%	22%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-	-
	CWOD	40%	38%	<b>13%</b>	*	13%	-	-	*	-	-	13%	11%	-	13%	7%	14%	11%	-	*	-	-	-	-
	EL	14%	15%	<b>6%</b>	*	6%	-	-	*	-	-	7%	*	*	7%	6%	3%	10%	-	*	-	-	-	-
	Female	42%	42%	<b>12%</b>	*	13%	-	-	*	-	-	14%	*	*	11%	10%	-	12%	-	*	-	-	-	-
Mathematics	All	43%	46%	<b>26%</b>	*	27%	-	-	*	-	-	26%	25%	*	28%	14%	23%	29%	-	*	-	-	-	
	Students																							
	CWD	23%	27%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-	-
	CWOD	46%	48%	<b>28%</b>	*	29%	-	-	*	-	-	27%	33%	-	28%	16%	27%	29%	-	*	-	-	-	-
	EL	24%	31%	<b>14%</b>	*	14%	-	-	*	-	-	15%	*	*	16%	14%	8%	20%	-	*	-	-	-	-
	Female	42%	46%	<b>29%</b>	*	31%	-	-	*	-	-	29%	*	*	29%	20%	-	29%	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3																								
Reading	All	24%	19%	<b>3%</b>	*	4%	*	-	*	-	-	4%	*	*	4%	4%	2%	5%	-	-	-	-	-	
	Students																							
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	26%	20%	<b>4%</b>	*	4%	*	-	*	-	-	4%	*	-	4%	5%	2%	5%	-	-	-	-	-	-
	EL	15%	16%	<b>4%</b>	-	5%	*	-	*	-	-	5%	*	*	5%	4%	3%	6%	-	-	-	-	-	-
	Female	26%	20%	<b>5%</b>	*	5%	*	-	*	-	-	5%	*	*	5%	6%	-	5%	-	-	-	-	-	-
Mathematics	All	22%	15%	<b>5%</b>	*	5%	*	-	*	-	-	5%	*	*	5%	6%	2%	7%	-	-	-	-	-	
	Students																							
	CWD	12%	5%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	24%	16%	<b>5%</b>	*	5%	*	-	*	-	-	5%	*	-	5%	6%	2%	8%	-	-	-	-	-	-
	EL	17%	16%	<b>6%</b>	-	6%	*	-	*	-	-	6%	*	*	6%	6%	3%	9%	-	-	-	-	-	-
	Female	21%	14%	<b>7%</b>	*	8%	*	-	*	-	-	8%	*	*	8%	9%	-	7%	-	-	-	-	-	-
Grade 4																								
Reading	All	23%	19%	<b>7%</b>	*	6%	*	*	-	-	-	6%	11%	*	7%	5%	6%	7%	-	*	-	-	-	
	Students																							
	CWD	9%	9%	*	*	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-
	CWOD	25%	20%	<b>7%</b>	*	7%	*	-	-	-	-	7%	11%	-	7%	5%	7%	8%	-	*	-	-	-	-
	EL	12%	11%	<b>5%</b>	-	5%	-	*	-	-	-	5%	0%	*	5%	5%	5%	5%	-	*	-	-	-	-
	Female	25%	21%	<b>7%</b>	*	6%	*	*	-	-	-	6%	17%	*	8%	5%	-	7%	-	*	-	-	-	-
Mathematics	All	26%	20%	<b>7%</b>	0%	7%	*	*	-	-	-	6%	11%	0%	7%	7%	6%	7%	-	*	-	-	-	
	CWD	11%	10%	<b>0%</b>	*	*	-	*	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	-	

					African	American			Two or Pacific		More	Econ	Non Econ					Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	28%	21%	<b>7%</b>	*	8%	*	-	-	-	-	7%	11%	-	7%	8%	7%	8%	-	*	-	-
	EL	18%	14%	<b>7%</b>	-	8%	-	*	-	-	-	7%	17%	*	8%	7%	5%	10%	-	*	-	-
	Male	27%	21%	<b>6%</b>	*	6%	-	-	-	-	-	7%	*	*	7%	5%	6%	-	-	-	-	-
	Female	25%	19%	<b>7%</b>	*	8%	*	*	-	-	-	6%	17%	*	8%	10%	-	7%	-	*	-	-
Grade 5																						
Reading	All	26%	23%	<b>8%</b>	*	9%	*	*	*	-	-	7%	17%	*	9%	4%	11%	4%	-	*	-	*
	Students																					
	CWD	9%	7%	*	-	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>9%</b>	*	9%	*	*	*	-	-	7%	18%	-	9%	4%	13%	4%	-	*	-	*
	EL	12%	8%	<b>4%</b>	*	4%	*	*	-	-	-	2%	22%	*	4%	4%	6%	3%	-	*	-	*
	Male	24%	21%	<b>11%</b>	*	12%	*	*	-	-	-	10%	*	*	13%	6%	11%	-	-	*	-	*
	Female	28%	25%	<b>4%</b>	*	5%	*	*	*	-	-	2%	14%	*	4%	3%	-	4%	-	-	-	-
Mathematics	All	30%	24%	<b>12%</b>	*	13%	*	*	*	-	-	12%	8%	20%	11%	3%	17%	6%	-	*	-	*
	Students																					
	CWD	13%	7%	<b>20%</b>	-	*	*	*	-	-	-	22%	*	20%	-	*	25%	*	-	-	-	-
	CWOD	31%	26%	<b>11%</b>	*	11%	*	*	*	-	-	11%	9%	-	11%	3%	16%	6%	-	*	-	*
	EL	19%	13%	<b>3%</b>	*	3%	*	*	-	-	-	3%	0%	*	3%	3%	3%	3%	-	*	-	*
	Male	29%	24%	<b>17%</b>	*	19%	*	*	-	-	-	19%	*	25%	16%	3%	17%	-	-	*	-	*
	Female	30%	24%	<b>6%</b>	*	7%	*	*	*	-	-	5%	14%	*	6%	3%	-	6%	-	-	-	-
Science	All	16%	13%	<b>7%</b>	*	6%	*	*	*	-	-	8%	0%	30%	4%	1%	13%	0%	-	*	-	*
	Students																					
	CWD	9%	5%	<b>30%</b>	-	*	*	*	-	-	-	*	*	30%	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>4%</b>	*	4%	*	*	*	-	-	5%	0%	-	4%	1%	9%	0%	-	*	-	*
	EL	7%	4%	<b>1%</b>	*	1%	*	*	-	-	-	2%	0%	*	1%	1%	3%	0%	-	*	-	*
	Male	18%	14%	<b>13%</b>	*	12%	*	*	-	-	-	14%	*	*	9%	3%	13%	-	-	*	-	*
	Female	15%	12%	<b>0%</b>	*	0%	*	*	*	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 6																						
Reading	All	18%	17%	<b>2%</b>	*	2%	-	-	*	-	-	1%	8%	*	2%	2%	2%	2%	-	*	-	-
	Students																					
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	20%	19%	<b>2%</b>	*	2%	-	-	*	-	-	1%	11%	-	2%	2%	2%	3%	-	*	-	-
	EL	4%	5%	<b>2%</b>	*	2%	-	-	*	-	-	2%	*	*	2%	2%	0%	3%	-	*	-	-
	Male	15%	13%	<b>2%</b>	*	2%	-	-	-	-	-	0%	*	*	2%	0%	2%	-	-	-	-	-
	Female	22%	22%	<b>2%</b>	*	3%	-	-	*	-	-	3%	*	*	3%	3%	-	2%	-	*	-	-
Mathematics	All	18%	21%	<b>5%</b>	*	5%	-	-	*	-	-	5%	8%	*	6%	3%	4%	7%	-	*	-	-
	Students																					
	CWD	9%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	19%	22%	<b>6%</b>	*	6%	-	-	*	-	-	5%	11%	-	6%	3%	4%	8%	-	*	-	-
	EL	6%	9%	<b>3%</b>	*	3%	-	-	*	-	-	3%	*	*	3%	3%	0%	7%	-	*	-	-
	Male	18%	21%	<b>4%</b>	*	4%	-	-	-	-	-	2%	*	*	4%	0%	4%	-	-	-	-	-
	Female	17%	21%	<b>7%</b>	*	8%	-	-	*	-	-	8%	*	*	8%	7%	-	7%	-	*	-	-

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>60%</b>	56%	61%	70%	*	*	-	-	59%	69%	38%	62%	56%	57%	64%	-	62%	-	*
		Students																					
		CWD	45%	38%	<b>38%</b>	*	38%	67%	*	-	-	-	39%	*	38%	-	30%	38%	39%	-	*	-	-
		CWOD	80%	76%	<b>62%</b>	61%	62%	73%	*	*	-	-	61%	73%	-	62%	58%	59%	65%	-	64%	-	*
		EL	60%	59%	<b>56%</b>	*	57%	78%	*	*	-	-	56%	62%	30%	58%	56%	51%	62%	-	67%	-	*
		Male	74%	69%	<b>57%</b>	73%	56%	69%	*	-	-	-	56%	60%	38%	59%	51%	57%	-	-	*	-	*
		Female	79%	76%	<b>64%</b>	48%	65%	71%	*	*	-	-	62%	78%	39%	65%	62%	-	64%	-	60%	-	-
Reading	All	All	73%	68%	<b>54%</b>	47%	55%	63%	*	*	-	-	53%	63%	30%	56%	50%	49%	60%	-	*	-	*
		Students																					
		CWD	39%	32%	<b>30%</b>	*	30%	*	*	-	-	-	28%	*	30%	-	*	30%	*	-	*	-	-
		CWOD	77%	72%	<b>56%</b>	54%	56%	*	*	-	-	-	55%	67%	-	56%	52%	51%	61%	-	*	-	*
		EL	52%	51%	<b>50%</b>	*	51%	*	*	-	-	-	50%	52%	*	52%	50%	42%	58%	-	*	-	*
		Male	69%	64%	<b>49%</b>	*	48%	*	*	-	-	-	48%	60%	30%	51%	42%	49%	-	-	*	-	*
		Female	77%	73%	<b>60%</b>	*	62%	*	*	-	-	-	59%	67%	*	61%	58%	-	60%	-	*	-	-
Mathematics	All	All	80%	75%	<b>66%</b>	60%	66%	75%	*	*	-	-	65%	73%	42%	68%	63%	64%	68%	-	83%	-	*
		Students																					
		CWD	52%	42%	<b>42%</b>	*	42%	*	*	-	-	-	46%	*	42%	-	40%	41%	45%	-	*	-	-
		CWOD	83%	79%	<b>68%</b>	62%	68%	*	*	-	-	-	67%	81%	-	68%	64%	66%	69%	-	*	-	*
		EL	70%	69%	<b>63%</b>	*	63%	*	*	-	-	-	62%	70%	40%	64%	63%	59%	66%	-	*	-	*
		Male	78%	73%	<b>64%</b>	*	63%	*	*	-	-	-	64%	60%	41%	66%	59%	64%	-	-	*	-	*
		Female	82%	78%	<b>68%</b>	50%	70%	*	*	-	-	-	66%	86%	45%	69%	66%	-	68%	-	*	-	-
Science	All	All	79%	74%	<b>63%</b>	*	61%	*	*	-	-	-	61%	75%	50%	64%	56%	61%	64%	-	*	-	*
		Students																					
		CWD	48%	40%	<b>50%</b>	-	*	*	*	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>64%</b>	*	62%	*	*	-	-	-	63%	73%	-	64%	57%	63%	65%	-	*	-	*
		EL	58%	57%	<b>56%</b>	*	55%	*	*	-	-	-	55%	67%	*	57%	56%	56%	57%	-	*	-	*
		Male	78%	72%	<b>61%</b>	*	61%	*	*	-	-	-	61%	*	*	63%	56%	61%	-	-	*	-	*
		Female	80%	77%	<b>64%</b>	*	61%	*	*	-	-	-	60%	86%	*	65%	57%	-	64%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>21%</b>	19%	22%	15%	*	*	-	-	21%	20%	21%	21%	16%	21%	21%	-	15%	-	*
		Students																					
		CWD	23%	19%	<b>21%</b>	*	20%	33%	*	-	-	-	23%	*	21%	-	8%	18%	26%	-	*	-	-
		CWOD	50%	45%	<b>21%</b>	18%	22%	0%	*	*	-	-	21%	22%	-	21%	17%	22%	21%	-	18%	-	*
		EL	26%	25%	<b>16%</b>	*	17%	0%	*	*	-	-	16%	18%	8%	17%	16%	12%	20%	-	11%	-	*
		Male	45%	40%	<b>21%</b>	18%	22%	15%	*	-	-	-	22%	18%	18%	22%	12%	21%	-	-	*	-	*
		Female	50%	45%	<b>21%</b>	19%	22%	14%	*	*	-	-	21%	22%	26%	21%	20%	-	21%	-	20%	-	-
Reading	All	All	46%	41%	<b>21%</b>	20%	21%	13%	*	*	-	-	20%	29%	17%	21%	17%	19%	23%	-	*	-	*
		Students																					
		CWD	22%	18%	<b>17%</b>	*	17%	*	*	-	-	-	16%	*	17%	-	*	10%	*	-	*	-	-
		CWOD	48%	44%	<b>21%</b>	23%	21%	*	*	-	-	-	20%	31%	-	21%	18%	20%	23%	-	*	-	*
		EL	21%	21%	<b>17%</b>	*	17%	*	*	-	-	-	16%	30%	*	18%	17%	11%	23%	-	*	-	*



				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>19%</b>	*	20%	*	*	-	-	-	-	18%	25%	10%	20%	11%	19%	-	-	*	-	*
	Female	50%	47%	<b>23%</b>	*	23%	*	*	*	-	-	-	22%	33%	*	23%	23%	-	23%	-	*	-	-
Mathematics	All	48%	42%	<b>22%</b>	20%	23%	13%	*	*	-	-	-	23%	15%	21%	22%	17%	23%	21%	-	17%	-	*
	Students																						
	CWD	26%	21%	<b>21%</b>	*	19%	*	*	-	-	-	-	25%	*	21%	-	10%	18%	27%	-	*	-	-
	CWOD	51%	45%	<b>22%</b>	15%	23%	*	*	*	-	-	-	23%	17%	-	22%	18%	24%	21%	-	*	-	*
	EL	33%	31%	<b>17%</b>	*	18%	*	*	*	-	-	-	18%	9%	10%	18%	17%	14%	21%	-	*	-	*
	Male	47%	41%	<b>23%</b>	*	23%	*	*	-	-	-	-	24%	10%	18%	24%	14%	23%	-	-	*	-	*
	Female	49%	44%	<b>21%</b>	10%	23%	*	*	*	-	-	-	22%	19%	27%	21%	21%	-	21%	-	*	-	-
Science	All	49%	46%	<b>18%</b>	*	19%	*	*	*	-	-	-	20%	8%	30%	17%	10%	24%	12%	-	*	-	*
	Students																						
	CWD	23%	18%	<b>30%</b>	-	*	*	*	-	-	-	-	*	*	30%	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>17%</b>	*	18%	*	*	*	-	-	-	18%	9%	-	17%	10%	22%	13%	-	*	-	*
	EL	21%	20%	<b>10%</b>	*	10%	*	*	-	-	-	-	9%	11%	*	10%	10%	8%	11%	-	*	-	*
	Male	50%	45%	<b>24%</b>	*	24%	*	*	-	-	-	-	24%	*	*	22%	8%	24%	-	-	*	-	*
	Female	49%	46%	<b>12%</b>	*	13%	*	*	*	-	-	-	14%	0%	*	13%	11%	-	12%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>6%</b>	3%	6%	5%	*	*	-	-	-	6%	7%	7%	6%	4%	7%	5%	-	0%	-	*
	Students																						
	CWD	8%	5%	<b>7%</b>	*	7%	11%	*	-	-	-	-	8%	*	7%	-	0%	10%	0%	-	*	-	-
	CWOD	23%	20%	<b>6%</b>	4%	6%	0%	*	*	-	-	-	6%	8%	-	6%	4%	7%	5%	-	0%	-	*
	EL	9%	8%	<b>4%</b>	*	4%	0%	*	*	-	-	-	4%	5%	0%	4%	4%	3%	5%	-	0%	-	*
	Male	20%	17%	<b>7%</b>	0%	7%	8%	*	-	-	-	-	7%	7%	10%	7%	3%	7%	-	-	*	-	*
	Female	22%	20%	<b>5%</b>	5%	5%	0%	*	*	-	-	-	5%	8%	0%	5%	5%	-	5%	-	0%	-	-
Reading	All	19%	16%	<b>5%</b>	7%	5%	0%	*	*	-	-	-	5%	10%	0%	6%	4%	5%	5%	-	*	-	*
	Students																						
	CWD	7%	5%	<b>0%</b>	*	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	20%	18%	<b>6%</b>	8%	6%	*	*	*	-	-	-	5%	11%	-	6%	4%	6%	5%	-	*	-	*
	EL	7%	7%	<b>4%</b>	*	4%	*	*	*	-	-	-	3%	9%	*	4%	4%	3%	4%	-	*	-	*
	Male	16%	13%	<b>5%</b>	*	6%	*	*	-	-	-	-	5%	10%	0%	6%	3%	5%	-	-	*	-	*
	Female	22%	20%	<b>5%</b>	*	5%	*	*	*	-	-	-	4%	10%	*	5%	4%	-	5%	-	*	-	-
Mathematics	All	23%	20%	<b>7%</b>	0%	8%	0%	*	*	-	-	-	7%	7%	6%	7%	5%	7%	7%	-	0%	-	*
	Students																						
	CWD	10%	5%	<b>6%</b>	*	8%	*	*	-	-	-	-	7%	*	6%	-	0%	9%	0%	-	*	-	-
	CWOD	25%	21%	<b>7%</b>	0%	8%	*	*	*	-	-	-	7%	8%	-	7%	5%	7%	7%	-	*	-	*
	EL	13%	11%	<b>5%</b>	*	5%	*	*	*	-	-	-	5%	4%	0%	5%	5%	3%	7%	-	*	-	*
	Male	23%	19%	<b>7%</b>	*	8%	*	*	-	-	-	-	8%	5%	9%	7%	3%	7%	-	-	*	-	*
	Female	24%	20%	<b>7%</b>	0%	8%	*	*	*	-	-	-	7%	10%	0%	7%	7%	-	7%	-	*	-	-
Science	All	22%	20%	<b>7%</b>	*	6%	*	*	*	-	-	-	8%	0%	30%	4%	1%	13%	0%	-	*	-	*
	Students																						
	CWD	7%	4%	<b>30%</b>	-	*	*	*	-	-	-	-	*	*	30%	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	4%	*	4%	*	*	*	-	-	5%	0%	-	4%	1%	9%	0%	-	*	-	*
EL	5%	5%	1%	*	1%	*	*	-	-	-	2%	0%	*	1%	1%	3%	0%	-	*	-	*
Male	23%	20%	13%	*	12%	*	*	-	-	-	14%	*	*	9%	3%	13%	-	-	*	-	*
Female	21%	20%	0%	*	0%	*	*	*	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	45	65	*	*	*	-	-	63	46	65
CWD	46	*	47	*	*	-	-	-	45	46	40
CWOD	65	*	67	*	*	*	-	-	65	-	67
EL	65	*	67	-	*	*	-	-	65	40	65
Male	61	*	62	*	*	-	-	-	59	50	61
Female	67	*	69	*	*	*	-	-	67	*	70
<b>Mathematics</b>											
All Students	62	68	61	*	*	*	-	-	63	71	58
CWD	71	*	69	*	*	-	-	-	73	71	62
CWOD	61	61	61	*	*	*	-	-	62	-	58
EL	58	*	58	-	*	*	-	-	59	62	58
Male	62	*	61	*	*	-	-	-	63	82	57
Female	62	69	62	*	*	*	-	-	62	*	60

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
498	51	10%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	29	*	30	*	*	*	-	-	29	22	25
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
All Subjects	All Students	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	100%	-	-	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	*	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	*	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	-	100%	*	*	-	-	-	100%	*	100%	-	*	100%	*	-	
	CWOD	100%	*	100%	*	*	*	-	-	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	*	100%	*	*	-	-	-	100%	100%	*	100%	100%	100%	100%	-	
	Male	100%	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	*	100%	*	*	*	-	-	100%	100%	*	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	0%	-	-	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	*	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
EL		0%	*	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
Male		0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
Female		0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	*	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	*	0%	*	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	*	*	-	-	0%	0%	*	0%	0%	-	0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	7	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	11	*	7	*	*	*	*	*	*		
<b>Out-of-School Suspensions</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	8	*	*	*	*	*	*	*	*		
	Total	12	*	8	*	*	*	*	*	8		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	39	*	35	*	*	*	*	*	23	8	*
	Female	40	*	38	*	*	*	*	*	23	*	*
	Total	79	*	73	*	*	*	*	*	46	10	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	51	*	47	*	*	*	*	*	44	*
	Female	57	5	50	*	*	*	*	*	47	*
	Total	108	7	97	*	*	*	*	*	91	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage



of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	10.0	19.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	2.0	4.1%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.4%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 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
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>14</b>	<b>2%</b>
Reading	43,730	1%	378	1%	<b>6</b>	<b>2%</b>
Mathematics	39,178	1%	351	1%	<b>6</b>	<b>2%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** TURNING POINT SECONDARY SCHOOL

**Campus ID:** 220901007

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
			2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27		54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
	2027-28 through 2031-32		63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
	2032-33		73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
	<b>EL Progress</b>		Baseline 2016-17 Rates											
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
2032-33														
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22													

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State District		Campus		African American	Hispanic	White	Indian	Asian	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WODEL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
Grade 8																						
Reading	All	85%	82%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
Students																						
	CWD	49%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	86%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	EL	58%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	82%	78%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	Female	88%	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 8																						
Reading	All	48%	45%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
Students																						
	CWD	23%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	48%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	EL	13%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	39%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	Female	53%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 8																						
Reading	All	26%	23%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
Students																						
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	28%	25%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	EL	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	18%	*	*	-	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	Female	30%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ Disadv		Non Econ Disadv		CWDCWODEL		Male	Female	Migrant	Homeless	Foster Care	Military	
All Grades	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWODEL	Male	Female	Migrant	Homeless	Foster Care	Military					
All Grades	All	All	77%	72%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	
Subjects	Students	CWD	45%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	80%	76%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	-
		EL	60%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	74%	69%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	-
		Female	79%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	Students	All	73%	68%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	
		CWD	39%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	77%	72%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	-
		EL	52%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	69%	64%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	-
Female	77%	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																								
All Grades	All	All	47%	42%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	
Subjects	Students	CWD	23%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	50%	45%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	
		EL	26%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	45%	40%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	-
		Female	50%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	Students	All	46%	41%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	
		CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	48%	44%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	-
		EL	21%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	41%	37%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	-
Female	50%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>STAAR Percent at Masters Grade Level</b>																								
All Grades	All	All	21%	18%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	
Subjects	Students	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	23%	20%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	
		EL	9%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	20%	17%	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	-	-
		Female	22%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WODEL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	19%	16%	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	18%	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	EL	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	16%	13%	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-
	Female	22%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	*	*	-	-	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	*	-	-	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	-	-	-	-	-	*	-	-
Female	-	-	-	-	-	-	-	-	-	-	-
<b>Mathematics</b>											
All Students	*	*	-	-	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	*	-	-	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	-	-	-	-	-	*	-	-
Female	-	-	-	-	-	-	-	-	-	-	-

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	*	*	-	-	-	-	-	-	*	-	-
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL +**

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	All Students	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	

		African	American		American		Pacific	Two or	Econ	Non						
		Campus	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Students															
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	All	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Students															
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students															
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students															
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities	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)
											In-School Suspensions

		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	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions	Male	41	16	16	7	*	*	*	*	5		
	Female	13	5	*	*	*	*	*	*	*		
	Total	54	21	18	11	*	*	*	*	5		
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	17	*	7	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	19	6	7	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*

		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)
Referrals to Law Enforcement	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	49	17	17	11	*	*	*	*	8	8	*
	Female	18	11	5	*	*	*	*	*	*	5	*
	Total	67	28	22	13	*	*	*	*	10	13	*

												Total
Incidents of Violence												
Incidents of rape or attempted rape												*
Incidents of sexual assault (other than rape)												*
Incidents of robbery with a weapon												*
Incidents of robbery with a firearm or explosive device												*
Incidents of robbery without a weapon												13
Incidents of physical attack or fight with a weapon												*
Incidents of physical attack or fight with a firearm or explosive device												*
Incidents of physical attack or fight without a weapon												*
Incidents of threats of physical attack with a weapon												*
Incidents of threats of physical attack with a firearm or explosive device												*
Incidents of threats of physical attack without a weapon												6
Incidents of possession of a firearm or explosive device												*
Allegations of Harassment or bullying												
On the basis of sex												*
On the basis of race												*
On the basis of disability												*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2017-18+Federal+Report+Card&\\_program=perfprept.perfmast.sas&prgopt=2018%2...](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&_program=perfprept.perfmast.sas&prgopt=2018%2...) 11/16

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
	Advanced Placement Courses										
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*' Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\*' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.  
Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	4.0	11.4%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	3.0	8.8%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.0	2.9%

- '-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).



The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Biology	4,861	1%	47	1%	-	-
All Grades All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

## Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

**Campus Name:** VENTURE ALTER H S

**Campus ID:** 220901006

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	African American			American Indian			Pacific Islander	Two or More Races	Non Econ Disadv		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military
				Campus	American	Hispanic	White	Indian	Asian	Islander	Disadv	Econ	Disadv	CWDC	WOD							
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
End of Course																						
English I	All	64%	58%	<b>28%</b>	23%	31%	*	-	*	-	*	27%	29%	*	28%	22%	26%	30%	-	*	-	*
	Students																					
	CWD	25%	17%	*	*	*	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	68%	63%	<b>28%</b>	22%	32%	*	-	-	-	*	27%	31%	-	28%	22%	27%	29%	-	*	-	*
	EL	30%	31%	<b>22%</b>	-	22%	-	-	-	-	-	21%	*	-	22%	22%	*	*	-	*	-	*
	Male	57%	51%	<b>26%</b>	*	31%	*	-	*	-	*	30%	20%	*	27%	*	26%	-	-	*	-	*
	Female	71%	66%	<b>30%</b>	29%	30%	*	-	-	-	*	23%	40%	*	29%	*	-	30%	-	*	-	*
English II	All	66%	61%	<b>24%</b>	22%	23%	30%	-	*	*	*	23%	26%	*	25%	*	22%	27%	-	*	-	*
	Students																					
	CWD	25%	18%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	71%	66%	<b>25%</b>	21%	24%	39%	-	-	*	*	24%	28%	-	25%	*	23%	28%	-	*	-	*
	EL	27%	27%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	*	-	*
	Male	61%	57%	<b>22%</b>	18%	17%	33%	-	*	*	*	25%	16%	*	23%	*	22%	-	-	*	-	*
	Female	72%	66%	<b>27%</b>	26%	30%	*	-	-	*	*	20%	37%	*	28%	*	-	27%	-	*	-	*
Algebra I	All	82%	78%	<b>44%</b>	40%	43%	50%	-	-	-	*	48%	39%	*	48%	35%	43%	46%	-	*	-	*
	Students																					
	CWD	47%	35%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	86%	83%	<b>48%</b>	41%	45%	*	-	-	-	*	49%	46%	-	48%	38%	45%	50%	-	*	-	*
	EL	67%	65%	<b>35%</b>	-	35%	-	-	-	-	-	38%	*	*	38%	35%	*	50%	-	*	-	-
	Male	78%	73%	<b>43%</b>	50%	31%	*	-	-	-	*	40%	41%	*	45%	*	43%	-	-	*	-	-
	Female	87%	83%	<b>46%</b>	31%	53%	*	-	-	-	*	52%	33%	*	50%	50%	-	46%	-	*	-	*
Biology	All	86%	82%	<b>49%</b>	50%	44%	63%	-	-	-	-	49%	46%	*	51%	*	41%	59%	-	*	-	*
	Students																					
	CWD	56%	49%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	89%	87%	<b>51%</b>	58%	48%	*	-	-	-	-	50%	50%	-	51%	*	43%	60%	-	*	-	*
	EL	64%	64%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	-
	Male	83%	79%	<b>41%</b>	*	*	*	-	-	-	-	45%	*	*	43%	*	41%	-	-	*	-	-
	Female	88%	86%	<b>59%</b>	*	53%	*	-	-	-	-	53%	*	*	60%	*	-	59%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
End of Course																						
English I	All	43%	39%	<b>9%</b>	10%	8%	*	-	*	-	*	6%	13%	*	9%	6%	4%	15%	-	*	-	*
	Students																					

					African	American	Two or Non			Econ			Foster										
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWD	14%	10%	*	*	*	*	-	*	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	47%	43%	<b>9%</b>	8%	8%	*	-	-	-	*	6%	14%	-	9%	6%	5%	13%	-	*	-	*	
	EL	10%	11%	<b>6%</b>	-	6%	-	-	-	-	-	7%	*	-	6%	6%	*	*	-	-	*	*	
	Male	37%	32%	<b>4%</b>	*	3%	*	-	*	-	*	7%	0%	*	5%	*	4%	-	-	*	-	*	
	Female	51%	47%	<b>15%</b>	18%	12%	*	-	-	-	*	6%	30%	*	13%	*	-	15%	-	*	-	*	
English II	All	47%	43%	<b>9%</b>	5%	7%	13%	-	*	*	*	8%	9%	*	9%	*	7%	11%	-	*	-	*	
	Students																						
	CWD	14%	9%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	51%	47%	<b>9%</b>	4%	8%	17%	-	-	*	*	8%	9%	-	9%	*	6%	11%	-	*	-	*	
	EL	9%	10%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	*	-	*
	Male	41%	37%	<b>7%</b>	6%	2%	7%	-	*	*	*	8%	5%	*	6%	*	7%	-	-	*	-	*	
	Female	54%	50%	<b>11%</b>	4%	13%	*	-	-	*	*	8%	14%	*	11%	*	-	11%	-	*	-	*	
Algebra I	All	53%	49%	<b>8%</b>	7%	6%	10%	-	-	-	*	5%	13%	*	9%	12%	11%	5%	-	*	-	*	
	Students																						
	CWD	19%	13%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	58%	53%	<b>9%</b>	7%	6%	*	-	-	-	*	5%	15%	-	9%	13%	13%	6%	-	*	-	*	
	EL	29%	27%	<b>12%</b>	-	12%	-	-	-	-	-	15%	*	*	13%	12%	*	10%	-	*	-	-	
	Male	49%	43%	<b>11%</b>	14%	6%	*	-	-	-	*	5%	18%	*	13%	*	11%	-	-	*	-	-	
	Female	58%	55%	<b>5%</b>	0%	5%	*	-	-	-	*	4%	7%	*	6%	10%	-	5%	-	*	-	*	
Biology	All	57%	56%	<b>6%</b>	0%	7%	13%	-	-	-	-	5%	8%	*	7%	*	4%	9%	-	*	-	*	
	Students																						
	CWD	22%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	61%	61%	<b>7%</b>	0%	8%	*	-	-	-	-	6%	10%	-	7%	*	5%	10%	-	*	-	*	
	EL	20%	24%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	*	-	*
	Male	55%	53%	<b>4%</b>	*	*	*	-	-	-	-	5%	*	*	5%	*	4%	-	-	*	-	-	
	Female	59%	59%	<b>9%</b>	*	13%	*	-	-	-	-	6%	*	*	10%	*	-	9%	-	*	-	*	

**STAAR Percent at Masters Grade Level**

		End of Course																					
English I	All	7%	6%	<b>0%</b>	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	*	
	Students																						
	CWD	3%	1%	*	*	*	*	-	*	-	-	-	*	*	-	-	*	*	-	-	-	-	-
	CWOD	7%	7%	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*	
	EL	0%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	*	-	*
	Male	5%	4%	<b>0%</b>	*	0%	*	-	*	-	*	0%	0%	*	0%	*	0%	-	-	*	-	*	
	Female	9%	9%	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	*	0%	*	-	0%	-	*	-	*	
English II	All	8%	7%	<b>0%</b>	0%	0%	0%	-	*	*	*	0%	0%	*	0%	*	0%	0%	-	*	-	*	
	Students																						
	CWD	4%	1%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	8%	7%	<b>0%</b>	0%	0%	0%	-	-	*	*	0%	0%	-	0%	*	0%	0%	-	*	-	*	
	EL	0%	0%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	*	-	*
	Male	5%	5%	<b>0%</b>	0%	0%	0%	-	*	*	*	0%	0%	*	0%	*	0%	-	-	*	-	*	
	Female	10%	9%	<b>0%</b>	0%	0%	*	-	-	*	*	0%	0%	*	0%	*	-	0%	-	*	-	*	



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All	31%	29%	1%	0%	0%	10%	-	-	-	*	0%	3%	*	1%	0%	3%	0%	-	*	-	*	
	Students																						
	CWD	7%	3%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	34%	32%	1%	0%	0%	*	-	-	-	*	0%	4%	-	1%	0%	3%	0%	-	*	-	*	
	EL	12%	11%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	*	-	-	-
	Male	28%	25%	3%	0%	0%	*	-	-	-	*	0%	6%	*	3%	*	3%	-	-	*	-	-	-
Female	34%	33%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-	*	
Biology	All	23%	23%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	*	-	*	
	Students																						
	CWD	5%	3%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	25%	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	*	-	*	
	EL	3%	5%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	-	*
	Male	22%	22%	0%	*	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	*	-	-	-
Female	23%	24%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-	*	

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	32%	29%	32%	40%	-	*	*	*	32%	31%	19%	33%	21%	29%	36%	-	26%	-	*		
	Students																							
	CWD	45%	38%	19%	*	*	26%	-	*	-	-	*	*	19%	-	*	19%	*	-	-	-	-	-	
	CWOD	80%	76%	33%	29%	33%	46%	-	-	*	*	32%	34%	-	33%	22%	30%	36%	-	26%	-	*		
	EL	60%	59%	21%	-	21%	*	-	-	-	-	23%	*	*	22%	21%	15%	25%	-	*	-	-	*	
	Male	74%	69%	29%	26%	25%	40%	-	*	*	*	32%	23%	19%	30%	15%	29%	-	-	*	-	-	*	
Female	79%	76%	36%	32%	37%	37%	-	-	*	*	33%	41%	*	36%	25%	-	36%	-	*	-	-	*		
Reading	All	73%	68%	26%	22%	27%	31%	-	*	*	*	25%	27%	*	27%	16%	24%	28%	-	*	-	*		
	Students																							
	CWD	39%	32%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	77%	72%	27%	22%	27%	38%	-	-	*	*	25%	29%	-	27%	17%	25%	29%	-	*	-	-	*	
	EL	52%	51%	16%	-	16%	*	-	-	-	-	18%	*	*	17%	16%	15%	17%	-	*	-	-	*	
	Male	69%	64%	24%	18%	23%	35%	-	*	*	*	27%	18%	*	25%	15%	24%	-	-	*	-	-	*	
Female	77%	73%	28%	28%	30%	*	-	-	*	*	22%	38%	*	29%	17%	-	28%	-	*	-	-	*		
Mathematics	All	80%	75%	44%	40%	43%	50%	-	-	-	*	48%	39%	*	48%	35%	43%	46%	-	*	-	*		
	Students																							
	CWD	52%	42%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	83%	79%	48%	41%	45%	*	-	-	-	*	49%	46%	-	48%	38%	45%	50%	-	*	-	-	*	
	EL	70%	69%	35%	-	35%	-	-	-	-	-	38%	*	*	38%	35%	*	50%	-	*	-	-	-	
	Male	78%	73%	43%	50%	31%	*	-	-	-	*	40%	41%	*	45%	*	43%	-	-	*	-	-	-	
Female	82%	78%	46%	31%	53%	*	-	-	-	*	52%	33%	*	50%	50%	-	46%	-	*	-	-	*		
Science	All	79%	74%	49%	50%	44%	63%	-	-	-	-	49%	46%	*	51%	*	41%	59%	-	*	-	*		
	Students																							
	CWD	48%	40%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	82%	78%	51%	58%	48%	*	-	-	-	-	50%	50%	-	51%	*	43%	60%	-	*	-	-	*	
	EL	58%	57%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	*	-	-	*
	Male	78%	72%	41%	*	*	*	-	-	-	-	45%	*	*	43%	*	41%	-	-	*	-	-	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Female	80%	77%	<b>59%</b>	*	53%	*	-	-	-	-	-	53%	*	*	60%	*	-	59%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>8%</b>	6%	7%	12%	-	*	*	*	7%	11%	5%	9%	8%	6%	11%	-	0%	-	*
	Students																					
	CWD	23%	19%	<b>5%</b>	*	*	0%	-	*	-	-	*	*	5%	-	*	4%	*	-	-	-	-
	CWOD	50%	45%	<b>9%</b>	5%	8%	17%	-	-	*	*	7%	12%	-	9%	8%	7%	11%	-	0%	-	-
	EL	26%	25%	<b>8%</b>	-	8%	*	-	-	-	-	10%	*	*	8%	8%	7%	8%	-	*	-	*
	Male	45%	40%	<b>6%</b>	6%	3%	9%	-	*	*	*	7%	5%	4%	7%	7%	6%	-	-	*	-	*
	Female	50%	45%	<b>11%</b>	6%	12%	16%	-	-	*	*	7%	18%	*	11%	8%	-	11%	-	*	-	*
Reading	All	46%	41%	<b>9%</b>	7%	8%	11%	-	*	*	*	8%	11%	*	9%	7%	6%	12%	-	*	-	*
	Students																					
	CWD	22%	18%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	48%	44%	<b>9%</b>	5%	8%	15%	-	-	*	*	8%	11%	-	9%	7%	6%	12%	-	*	-	*
	EL	21%	21%	<b>7%</b>	-	7%	*	-	-	-	-	9%	*	*	7%	7%	6%	7%	-	*	-	*
	Male	41%	37%	<b>6%</b>	5%	3%	4%	-	*	*	*	8%	3%	*	6%	6%	6%	-	-	*	-	*
	Female	50%	47%	<b>12%</b>	9%	13%	*	-	-	*	*	7%	20%	*	12%	7%	-	12%	-	*	-	*
Mathematics	All	48%	42%	<b>8%</b>	7%	6%	10%	-	-	-	*	5%	13%	*	9%	12%	11%	5%	-	*	-	*
	Students																					
	CWD	26%	21%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	51%	45%	<b>9%</b>	7%	6%	*	-	-	-	*	5%	15%	-	9%	13%	13%	6%	-	*	-	*
	EL	33%	31%	<b>12%</b>	-	12%	-	-	-	-	-	15%	*	*	13%	12%	*	10%	-	*	-	-
	Male	47%	41%	<b>11%</b>	14%	6%	*	-	-	-	*	5%	18%	*	13%	*	11%	-	-	*	-	-
	Female	49%	44%	<b>5%</b>	0%	5%	*	-	-	-	*	4%	7%	*	6%	10%	-	5%	-	*	-	*
Science	All	49%	46%	<b>6%</b>	0%	7%	13%	-	-	-	-	5%	8%	*	7%	*	4%	9%	-	*	-	*
	Students																					
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>7%</b>	0%	8%	*	-	-	-	-	6%	10%	-	7%	*	5%	10%	-	*	-	*
	EL	21%	20%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	*
	Male	50%	45%	<b>4%</b>	*	*	*	-	-	-	-	5%	*	*	5%	*	4%	-	-	*	-	-
	Female	49%	46%	<b>9%</b>	*	13%	*	-	-	-	-	6%	*	*	10%	*	-	9%	-	*	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>0%</b>	0%	0%	2%	-	*	*	*	0%	1%	0%	0%	0%	0%	0%	-	0%	-	*
	Students																					
	CWD	8%	5%	<b>0%</b>	*	*	0%	-	*	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	20%	<b>0%</b>	0%	0%	3%	-	-	*	*	0%	1%	-	0%	0%	0%	0%	-	0%	-	*
	EL	9%	8%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*
	Male	20%	17%	<b>0%</b>	0%	0%	3%	-	*	*	*	0%	1%	0%	0%	0%	0%	-	-	*	-	*
	Female	22%	20%	<b>0%</b>	0%	0%	0%	-	-	*	*	0%	0%	*	0%	0%	-	0%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All	19%	16%	0%	0%	0%	0%	-	*	*	*	0%	0%	*	0%	0%	0%	0%	-	*	-	*	
	Students																						
	CWD	7%	5%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	20%	18%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*	
	EL	7%	7%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*	
	Female	22%	20%	0%	0%	0%	*	-	-	*	*	0%	0%	*	0%	0%	-	0%	-	*	-	*	
Mathematics	All	23%	20%	1%	0%	0%	10%	-	-	-	*	0%	3%	*	1%	0%	3%	0%	-	*	-	*	
	Students																						
	CWD	10%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	25%	21%	1%	0%	0%	*	-	-	-	*	0%	4%	-	1%	0%	3%	0%	-	*	-	*	
	EL	13%	11%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	*	-	-	
	Female	24%	20%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	*	
Science	All	22%	20%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	24%	22%	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	*	-	*	
	EL	5%	5%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	-	
	Female	21%	20%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	37	*	46	*	-	-	-	-	47	*	*
CWD	*	*	-	*	-	-	-	-	-	*	-
CWOD	40	*	46	*	-	-	-	-	47	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	*	*	*	*	-	-	-	-	*	-	*
Female	29	*	*	*	-	-	-	-	*	*	*
<b>Mathematics</b>											
All Students	*	-	*	-	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWOD	*	-	*	-	-	-	-	-	*	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	-	-	-	-	-	-	-	-	-	-	-
Female	*	-	*	-	-	-	-	-	*	-	*

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	58.9%	55.6%	58.7%	58.8%	*	66.7%	-	*	54.5%	33.3%	46.4%	55.6%	-
CWD	33.3%	*	*	*	-	-	-	-	20.0%	33.3%	*	*	-
CWOD	59.7%	56.1%	59.3%	60.0%	*	66.7%	-	*	55.9%	-	48.1%	53.8%	-
EL	46.4%	-	43.5%	*	*	*	-	-	42.9%	*	46.4%	60.0%	-
Male	48.2%	42.9%	43.9%	52.2%	*	*	-	-	38.8%	*	50.0%	53.8%	-
Female	66.7%	61.3%	70.6%	64.3%	-	*	-	*	64.9%	*	40.0%	57.1%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
50	5	10%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											

STAAR Component Score	All Students *	African American *	Hispanic *	White *	American Indian -	Asian *	Pacific Islander *	Two or More Races *	Econ Disadv *	CWD *	EL *
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	13%	*	9%	22%	*	*	-	*	10%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N								N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N								N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N								N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N								N		

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	
Interim Goals (2023-2027)	44%
Target Met	
Interim Goals (2028-2032)	46%
Target Met	
Long-Term Goals	46%
Target Met	

**Federal Graduation Status**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	94%	97%	92%	96%	-	*	*	88%	94%	94%	92%	94%	99%	93%	95%	-
	CWD	92%	89%	100%	89%	-	*	-	-	91%	93%	92%	-	100%	100%	73%	-
	CWOD	94%	97%	92%	100%	-	-	*	88%	94%	94%	-	94%	99%	93%	96%	-
	EL	99%	-	99%	*	-	-	-	100%	96%	100%	99%	99%	99%	98%	100%	-
	Male	93%	99%	88%	100%	-	*	*	83%	94%	93%	100%	93%	98%	93%	-	-
	Female	95%	94%	96%	89%	-	-	*	*	95%	95%	73%	96%	100%	-	95%	-
Reading	All Students	94%	95%	92%	97%	-	*	*	86%	93%	95%	91%	94%	100%	93%	95%	-
	CWD	91%	83%	100%	90%	-	*	-	-	*	95%	91%	-	*	100%	*	-
	CWOD	94%	96%	92%	100%	-	-	*	86%	93%	95%	-	94%	100%	92%	96%	-
	EL	100%	-	100%	*	-	-	-	100%	100%	100%	*	100%	100%	100%	100%	-
	Male	93%	98%	88%	100%	-	*	*	82%	92%	94%	100%	92%	100%	93%	-	-
	Female	95%	91%	97%	92%	-	-	*	*	94%	95%	*	96%	100%	-	95%	-
Mathematics	All Students	94%	100%	89%	90%	-	-	-	*	96%	91%	88%	94%	100%	95%	93%	-
	CWD	88%	*	*	*	-	-	-	-	*	*	88%	-	*	100%	*	-
	CWOD	94%	100%	88%	100%	-	-	-	*	95%	93%	-	94%	100%	94%	95%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	95%	100%	88%	100%	-	-	-	*	100%	88%	100%	94%	100%	95%	-	-
	Female	93%	100%	90%	*	-	-	-	*	92%	93%	*	95%	100%	-	93%	-

		<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>American</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or</b>	<b>Econ</b>	<b>Non</b>	<b>CWD</b>	<b>CWOD</b>	<b>EL</b>	<b>Male</b>	<b>Female</b>	<b>Migrant</b>	
		<b>Campus</b>	<b>American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian</b>	<b>Islander</b>	<b>More</b>	<b>Disadv</b>	<b>Econ</b>	<b>Disadv</b>	<b>CWD</b>	<b>CWOD</b>	<b>EL</b>	<b>Male</b>	<b>Female</b>	<b>Migrant</b>
Science	All	98%	100%	96%	100%	-	-	-	100%	92%	100%	98%	94%	96%	100%	-	
	Students																
	CWD	100%	*	*	*	-	-	-	100%	*	100%	-	*	100%	*	-	
	CWOD	98%	100%	96%	*	-	-	-	100%	90%	-	98%	93%	95%	100%	-	
	EL	94%	-	94%	-	-	-	-	100%	*	*	93%	94%	86%	100%	-	
	Male	96%	100%	92%	100%	-	-	-	100%	88%	100%	95%	86%	96%	-	-	
	Female	100%	100%	100%	*	-	-	-	100%	100%	*	100%	100%	-	100%	-	
<b>Non-Participation Rate</b>																	
All Subjects	All	6%	3%	8%	4%	-	*	*	13%	6%	6%	8%	6%	1%	7%	5%	-
	Students																
	CWD	8%	11%	0%	11%	-	*	-	9%	7%	8%	-	0%	0%	27%	-	
	CWOD	6%	3%	8%	0%	-	-	*	13%	6%	6%	-	6%	1%	7%	4%	-
	EL	1%	-	1%	*	-	-	-	0%	4%	0%	1%	1%	2%	0%	-	
	Male	7%	1%	12%	0%	-	*	*	17%	6%	7%	0%	7%	2%	7%	-	
	Female	5%	6%	4%	11%	-	-	*	*	5%	5%	27%	4%	0%	5%	-	
Reading	All	6%	5%	8%	3%	-	*	*	14%	7%	5%	9%	6%	0%	7%	5%	-
	Students																
	CWD	9%	17%	0%	10%	-	*	-	*	5%	9%	-	*	0%	*	-	
	CWOD	6%	4%	8%	0%	-	-	*	14%	7%	5%	-	6%	0%	8%	4%	
	EL	0%	-	0%	*	-	-	-	0%	0%	*	0%	0%	0%	0%	-	
	Male	7%	2%	12%	0%	-	*	*	18%	8%	6%	0%	8%	0%	7%	-	
	Female	5%	9%	3%	8%	-	-	*	*	6%	5%	*	4%	0%	5%	-	
Mathematics	All	6%	0%	11%	10%	-	-	-	*	4%	9%	13%	6%	0%	5%	7%	-
	Students																
	CWD	13%	*	*	*	-	-	-	*	*	13%	-	*	0%	*	-	
	CWOD	6%	0%	12%	0%	-	-	-	*	5%	7%	-	6%	0%	6%	5%	
	EL	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	
	Male	5%	0%	13%	0%	-	-	-	*	0%	12%	0%	6%	0%	5%	-	
	Female	7%	0%	10%	*	-	-	-	*	8%	7%	*	5%	0%	7%	-	
Science	All	2%	0%	4%	0%	-	-	-	0%	8%	0%	2%	6%	4%	0%	-	
	Students																
	CWD	0%	*	*	*	-	-	-	0%	*	0%	-	*	0%	*	-	
	CWOD	2%	0%	4%	*	-	-	-	0%	10%	-	2%	7%	5%	0%	-	
	EL	6%	-	6%	-	-	-	-	0%	*	*	7%	6%	14%	0%	-	
	Male	4%	0%	8%	0%	-	-	-	0%	13%	0%	5%	14%	4%	-	-	
	Female	0%	0%	0%	*	-	-	-	0%	0%	*	0%	0%	-	0%	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	22	5	11	*	*	*	*	*	*		
	Female	16	10	*	*	*	*	*	*	*		
	Total	38	15	15	6	*	*	*	*	6		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*



	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>											
Chronic Absenteeism											
Male	105	20	53	26	*	*	*	*	14	5	5
Female	135	44	59	26	*	*	*	*	14	5	5
Total	240	64	112	52	*	*	*	*	28	10	10

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 '-' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.0	20.6%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	2.0	6.3%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.1	3.4%

'-' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-

personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

#### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** WEBB EL  
**Campus ID:** 220901148  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)



C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Pacific		Two or More Econ		Non Econ						Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	77%	70%	<b>53%</b>	*	53%	*	*	*	-	*	54%	*	*	53%	53%	52%	53%	-	*	*	-
	Students																					
	CWD	51%	46%	*	-	*	-	*	-	-	*	*	-	*	-	*	*	*	-	*	-	-
	CWOD	79%	72%	<b>53%</b>	*	53%	*	-	*	-	*	54%	*	-	53%	53%	55%	51%	-	*	*	-
	EL	70%	69%	<b>53%</b>	-	52%	*	-	*	-	-	56%	*	*	53%	53%	57%	50%	-	*	-	-
	Male	74%	68%	<b>52%</b>	*	56%	*	*	*	-	*	55%	*	*	55%	57%	52%	-	-	*	-	-
	Female	79%	73%	<b>53%</b>	*	50%	-	-	*	-	*	52%	*	*	51%	50%	-	53%	-	*	*	-
Mathematics	All	77%	71%	<b>61%</b>	*	64%	*	*	*	-	*	65%	*	*	61%	68%	62%	60%	-	*	*	-
	Students																					
	CWD	52%	43%	*	-	*	-	*	-	-	*	*	-	*	-	*	*	*	-	*	-	-
	CWOD	80%	73%	<b>61%</b>	*	64%	*	-	*	-	*	66%	*	-	61%	69%	66%	58%	-	*	*	-
	EL	74%	73%	<b>68%</b>	-	67%	*	-	*	-	-	70%	*	*	69%	68%	73%	64%	-	*	-	-
	Male	77%	70%	<b>62%</b>	*	65%	*	*	*	-	*	68%	*	*	66%	73%	62%	-	-	*	-	-
	Female	78%	71%	<b>60%</b>	*	63%	-	-	*	-	*	62%	*	*	58%	64%	-	60%	-	*	*	-
<b>Grade 4</b>																						
Reading	All	72%	67%	<b>59%</b>	91%	54%	*	-	*	-	*	58%	64%	62%	58%	48%	53%	63%	-	-	-	-
	Students																					
	CWD	46%	47%	<b>62%</b>	*	50%	-	-	-	-	-	58%	*	62%	-	*	50%	*	-	-	-	-
	CWOD	75%	69%	<b>58%</b>	88%	54%	*	-	*	-	*	58%	62%	-	58%	47%	54%	61%	-	-	-	-
	EL	60%	56%	<b>48%</b>	-	48%	-	-	-	-	-	47%	*	*	47%	48%	44%	52%	-	-	-	-
	Male	70%	64%	<b>53%</b>	83%	47%	*	-	*	-	*	53%	*	50%	54%	44%	53%	-	-	-	-	-
	Female	75%	70%	<b>63%</b>	100%	59%	*	-	*	-	*	62%	71%	*	61%	52%	-	63%	-	-	-	-
Mathematics	All	77%	74%	<b>71%</b>	64%	72%	*	-	*	-	*	72%	64%	57%	73%	70%	70%	72%	-	-	-	-
	Students																					
	CWD	49%	49%	<b>57%</b>	*	45%	-	-	-	-	-	54%	*	57%	-	*	50%	*	-	-	-	-
	CWOD	81%	76%	<b>73%</b>	*	76%	*	-	*	-	*	75%	62%	-	73%	72%	76%	71%	-	-	-	-
	EL	72%	72%	<b>70%</b>	-	70%	-	-	-	-	-	71%	*	*	72%	70%	69%	71%	-	-	-	-
	Male	77%	72%	<b>70%</b>	83%	68%	*	-	*	-	*	73%	*	50%	76%	69%	70%	-	-	-	-	-
	Female	78%	76%	<b>72%</b>	*	76%	*	-	*	-	*	72%	71%	*	71%	71%	-	72%	-	-	-	-
<b>Grade 5</b>																						
Reading	All	83%	80%	<b>71%</b>	*	76%	*	-	*	-	*	74%	50%	*	74%	77%	71%	71%	-	*	-	-
	Students																					
	CWD	54%	47%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-

						African		American		Pacific		Two or Non Econ		Econ		Non Econ				Foster			
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWOD	87%	83%	<b>74%</b>	*	80%	*	-	*	-	*	77%	50%	-	74%	80%	73%	75%	-	*	-	-	
	EL	73%	70%	<b>77%</b>	-	76%	*	-	*	-	-	76%	*	*	80%	77%	77%	76%	-	-	-	-	
	Male	81%	77%	<b>71%</b>	*	79%	*	-	*	-	-	73%	*	*	73%	77%	71%	-	-	*	-	-	
	Female	86%	82%	<b>71%</b>	*	73%	-	-	-	-	*	75%	*	*	75%	76%	-	71%	-	*	-	-	
Mathematics	All	90%	85%	<b>69%</b>	*	73%	*	-	*	-	*	70%	60%	*	72%	73%	69%	69%	-	*	-	-	
	Students																						
	CWD	70%	56%	*	-	*	-	-	-	-	*	-	*	-	-	*	*	*	-	-	-	-	
	CWOD	92%	89%	<b>72%</b>	*	77%	*	-	*	-	*	74%	60%	-	72%	77%	71%	73%	-	*	-	-	
	EL	86%	81%	<b>73%</b>	-	73%	*	-	*	-	-	72%	*	*	77%	73%	72%	73%	-	-	-	-	
	Male	89%	84%	<b>69%</b>	*	76%	*	-	*	-	-	70%	*	*	71%	72%	69%	-	-	*	-	-	
	Female	91%	86%	<b>69%</b>	*	71%	-	-	-	-	*	70%	*	*	73%	73%	-	69%	-	*	-	-	
Science	All	75%	69%	<b>51%</b>	*	53%	*	-	*	-	*	53%	*	56%	51%	51%	54%	47%	-	*	-	-	
	Students																						
	CWD	48%	38%	<b>56%</b>	-	56%	-	-	-	-	-	56%	-	56%	-	63%	*	*	-	-	-	-	
	CWOD	78%	72%	<b>51%</b>	*	53%	*	-	*	-	*	53%	*	-	51%	49%	54%	47%	-	*	-	-	
	EL	62%	57%	<b>51%</b>	-	51%	*	-	*	-	-	50%	*	63%	49%	51%	59%	41%	-	-	-	-	
	Male	76%	69%	<b>54%</b>	*	59%	*	-	*	-	-	55%	*	*	54%	59%	54%	-	-	*	-	-	
	Female	75%	69%	<b>47%</b>	*	47%	-	-	-	-	*	50%	*	*	47%	41%	-	47%	-	*	-	-	
Grade 6	All	68%	67%	<b>57%</b>	*	60%	*	-	*	-	*	57%	56%	*	66%	52%	61%	53%	-	-	-	-	
Reading	Students																						
	CWD	35%	33%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	71%	70%	<b>66%</b>	*	70%	-	-	*	-	*	68%	*	-	66%	63%	73%	59%	-	-	-	-	
	EL	42%	46%	<b>52%</b>	-	51%	-	-	*	-	-	51%	*	*	63%	52%	57%	44%	-	-	-	-	
	Male	63%	61%	<b>61%</b>	*	61%	-	-	*	-	-	62%	*	*	73%	57%	61%	-	-	-	-	-	
	Female	72%	73%	<b>53%</b>	*	59%	*	-	-	-	*	52%	*	*	59%	44%	-	53%	-	-	-	-	
Mathematics	All	76%	76%	<b>73%</b>	60%	77%	*	-	*	-	*	75%	56%	63%	76%	75%	79%	68%	-	-	-	-	
	Students																						
	CWD	50%	46%	<b>63%</b>	*	67%	*	-	-	-	-	62%	*	63%	-	70%	63%	63%	-	-	-	-	
	CWOD	79%	80%	<b>76%</b>	*	79%	-	-	*	-	*	79%	*	-	76%	76%	83%	69%	-	-	-	-	
	EL	61%	67%	<b>75%</b>	-	74%	-	-	*	-	-	76%	*	70%	76%	75%	82%	65%	-	-	-	-	
	Male	76%	76%	<b>79%</b>	*	81%	-	-	*	-	-	82%	*	63%	83%	82%	79%	-	-	-	-	-	
	Female	77%	77%	<b>68%</b>	67%	72%	*	-	-	-	*	69%	*	63%	69%	65%	-	68%	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3																							
Reading	All	43%	35%	<b>17%</b>	*	15%	*	*	*	-	*	19%	*	*	14%	17%	17%	17%	-	*	*	-	
	Students																						
	CWD	28%	21%	*	-	*	-	*	-	-	*	*	-	*	-	*	*	*	-	*	-	-	
	CWOD	44%	36%	<b>14%</b>	*	13%	*	-	*	-	*	16%	*	-	14%	16%	16%	13%	-	*	*	-	
	EL	32%	32%	<b>17%</b>	-	14%	*	-	*	-	-	17%	*	*	16%	17%	20%	14%	-	*	-	-	
	Male	40%	33%	<b>17%</b>	*	12%	*	*	*	-	*	18%	*	*	16%	20%	17%	-	-	*	-	-	
	Female	45%	37%	<b>17%</b>	*	18%	-	-	*	-	*	19%	*	*	13%	14%	-	17%	-	*	*	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>24%</b>	*	24%	*	*	*	-	*	26%	*	*	22%	27%	26%	21%	-	*	*	-
	Students																					
	CWD	30%	23%	*	-	*	-	*	-	-	*	*	-	*	-	*	*	*	-	*	-	-
	CWOD	48%	38%	<b>22%</b>	*	23%	*	-	*	-	*	24%	*	-	22%	27%	26%	18%	-	*	*	-
	EL	39%	38%	<b>27%</b>	-	27%	*	-	*	-	-	29%	*	*	27%	27%	33%	22%	-	*	-	-
	Male	47%	38%	<b>26%</b>	*	26%	*	*	*	-	*	29%	*	*	26%	33%	26%	-	-	*	-	-
	Female	45%	35%	<b>21%</b>	*	23%	-	-	*	-	*	24%	*	*	18%	22%	-	21%	-	*	*	-
Grade 4	All	45%	40%	<b>31%</b>	64%	27%	*	-	*	-	*	28%	50%	54%	28%	21%	32%	31%	-	-	-	-
	Students																					
	CWD	28%	30%	<b>54%</b>	*	40%	-	-	-	-	-	50%	*	54%	-	*	40%	*	-	-	-	-
	CWOD	47%	41%	<b>28%</b>	50%	25%	*	-	*	-	*	25%	46%	-	28%	19%	30%	27%	-	-	-	-
	EL	29%	28%	<b>21%</b>	-	21%	-	-	-	-	-	20%	*	*	19%	21%	19%	23%	-	-	-	-
	Male	43%	39%	<b>32%</b>	67%	26%	*	-	*	-	*	30%	*	40%	30%	19%	32%	-	-	-	-	-
	Female	47%	42%	<b>31%</b>	60%	27%	*	-	*	-	*	27%	57%	*	27%	23%	-	31%	-	-	-	-
Mathematics	All	48%	40%	<b>36%</b>	36%	34%	*	-	*	-	*	34%	50%	50%	34%	29%	43%	30%	-	-	-	-
	Students																					
	CWD	29%	30%	<b>50%</b>	*	36%	-	-	-	-	-	46%	*	50%	-	*	40%	*	-	-	-	-
	CWOD	50%	42%	<b>34%</b>	*	33%	*	-	*	-	*	32%	46%	-	34%	28%	43%	27%	-	-	-	-
	EL	38%	35%	<b>29%</b>	-	29%	-	-	-	-	-	31%	*	*	28%	29%	34%	23%	-	-	-	-
	Male	48%	41%	<b>43%</b>	50%	39%	*	-	*	-	*	40%	*	40%	43%	34%	43%	-	-	-	-	-
	Female	47%	40%	<b>30%</b>	*	29%	*	-	*	-	*	28%	43%	*	27%	23%	-	30%	-	-	-	-
Grade 5	All	53%	49%	<b>36%</b>	*	41%	*	-	*	-	*	40%	10%	*	37%	32%	31%	42%	-	*	-	-
	Students																					
	CWD	30%	25%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	56%	51%	<b>37%</b>	*	42%	*	-	*	-	*	41%	10%	-	37%	32%	30%	44%	-	*	-	-
	EL	35%	30%	<b>32%</b>	-	33%	*	-	*	-	-	33%	*	*	32%	32%	27%	38%	-	-	-	-
	Male	50%	46%	<b>31%</b>	*	37%	*	-	*	-	-	34%	*	*	30%	27%	31%	-	-	*	-	-
	Female	56%	51%	<b>42%</b>	*	45%	-	-	-	-	*	47%	*	*	44%	38%	-	42%	-	*	-	-
Mathematics	All	57%	50%	<b>32%</b>	*	36%	*	-	*	-	*	36%	0%	*	33%	31%	31%	33%	-	*	-	-
	Students																					
	CWD	34%	24%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	60%	52%	<b>33%</b>	*	38%	*	-	*	-	*	38%	0%	-	33%	33%	32%	35%	-	*	-	-
	EL	46%	39%	<b>31%</b>	-	31%	*	-	*	-	-	32%	*	*	33%	31%	31%	32%	-	-	-	-
	Male	57%	49%	<b>31%</b>	*	34%	*	-	*	-	-	34%	*	*	32%	31%	31%	-	-	*	-	-
	Female	58%	50%	<b>33%</b>	*	38%	-	-	-	-	*	39%	*	*	35%	32%	-	33%	-	*	-	-
Science	All	40%	34%	<b>20%</b>	*	23%	*	-	*	-	*	22%	*	22%	19%	18%	27%	11%	-	*	-	-
	Students																					
	CWD	25%	18%	<b>22%</b>	-	22%	-	-	-	-	-	22%	-	22%	-	25%	*	*	-	-	-	-
	CWOD	42%	35%	<b>19%</b>	*	23%	*	-	*	-	*	22%	*	-	19%	16%	27%	11%	-	*	-	-
	EL	24%	18%	<b>18%</b>	-	18%	*	-	*	-	-	18%	*	25%	16%	18%	28%	5%	-	-	-	-
	Male	42%	35%	<b>27%</b>	*	32%	*	-	*	-	-	30%	*	*	27%	28%	27%	-	-	*	-	-
	Female	38%	32%	<b>11%</b>	*	12%	-	-	-	-	*	12%	*	*	11%	5%	-	11%	-	*	-	-

					African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Races	Two or More	Econ	Disadv	Non Econ	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Grade 6																													
Reading	All	38%	37%	<b>26%</b>	*	29%	*	-	*	-	*	25%	33%	*	29%	15%	32%	21%	-	-	-	-	-	-	-	-	-		
	Students																												
	CWD	22%	22%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	
	CWOD	40%	38%	<b>29%</b>	*	32%	-	-	*	-	*	30%	*	-	29%	18%	37%	22%	-	-	-	-	-	-	-	-	-	-	
	EL	14%	15%	<b>15%</b>	-	16%	-	-	*	-	-	16%	*	*	18%	15%	21%	6%	-	-	-	-	-	-	-	-	-	-	
	Male	34%	32%	<b>32%</b>	*	33%	-	-	*	-	-	32%	*	*	37%	21%	32%	-	-	-	-	-	-	-	-	-	-	-	
	Female	42%	42%	<b>21%</b>	*	22%	*	-	-	-	-	18%	*	*	22%	6%	-	21%	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	43%	46%	<b>42%</b>	30%	45%	*	-	*	-	*	41%	56%	19%	48%	38%	50%	35%	-	-	-	-	-	-	-	-	-		
	Students																												
	CWD	23%	27%	<b>19%</b>	*	17%	*	-	-	-	-	8%	*	19%	-	10%	25%	13%	-	-	-	-	-	-	-	-	-	-	
	CWOD	46%	48%	<b>48%</b>	*	51%	-	-	*	-	*	48%	*	-	48%	45%	57%	41%	-	-	-	-	-	-	-	-	-	-	
	EL	24%	31%	<b>38%</b>	-	36%	-	-	*	-	-	36%	*	10%	45%	38%	50%	20%	-	-	-	-	-	-	-	-	-	-	
	Male	44%	46%	<b>50%</b>	*	50%	-	-	*	-	-	50%	*	25%	57%	50%	50%	-	-	-	-	-	-	-	-	-	-	-	
	Female	42%	46%	<b>35%</b>	33%	38%	*	-	-	-	-	31%	*	13%	41%	20%	-	35%	-	-	-	-	-	-	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																													
Grade 3																													
Reading	All	24%	19%	<b>8%</b>	*	5%	*	*	*	-	*	9%	*	*	7%	6%	7%	9%	-	*	*	-	-	-	-	-	-		
	Students																												
	CWD	9%	7%	*	-	*	-	*	-	-	-	*	*	-	*	-	*	*	*	-	*	-	-	-	-	-	-	-	-
	CWOD	26%	20%	<b>7%</b>	*	6%	*	-	*	-	*	8%	*	-	7%	6%	8%	7%	-	*	*	-	-	-	-	-	-	-	
	EL	15%	16%	<b>6%</b>	-	5%	*	-	*	-	-	6%	*	*	6%	6%	7%	6%	-	*	-	-	-	-	-	-	-	-	
	Female	26%	20%	<b>9%</b>	*	8%	-	-	*	-	*	10%	*	*	7%	6%	-	9%	-	*	*	-	-	-	-	-	-	-	
Mathematics	All	22%	15%	<b>2%</b>	*	1%	*	*	*	-	*	3%	*	*	2%	2%	2%	2%	-	*	*	-	-	-	-	-	-		
	Students																												
	CWD	12%	5%	*	-	*	-	*	-	-	-	*	*	-	*	-	*	*	*	-	*	-	-	-	-	-	-	-	
	CWOD	24%	16%	<b>2%</b>	*	1%	*	-	*	-	*	3%	*	-	2%	2%	3%	2%	-	*	*	-	-	-	-	-	-	-	
	EL	17%	16%	<b>2%</b>	-	2%	*	-	*	-	-	2%	*	*	2%	2%	0%	3%	-	*	-	-	-	-	-	-	-	-	
	Female	21%	14%	<b>2%</b>	*	3%	-	-	*	-	*	2%	*	*	2%	3%	-	2%	-	*	*	-	-	-	-	-	-	-	
Grade 4																													
Reading	All	23%	19%	<b>10%</b>	18%	9%	*	-	*	-	*	8%	21%	0%	12%	5%	9%	12%	-	-	-	-	-	-	-	-	-		
	Students																												
	CWD	9%	9%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	25%	20%	<b>12%</b>	25%	10%	*	-	*	-	*	10%	23%	-	12%	5%	11%	12%	-	-	-	-	-	-	-	-	-	-	
	EL	12%	11%	<b>5%</b>	-	5%	-	-	-	-	-	3%	*	*	5%	5%	0%	10%	-	-	-	-	-	-	-	-	-	-	
	Female	25%	21%	<b>12%</b>	0%	11%	*	-	*	-	*	9%	29%	*	12%	10%	-	12%	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	26%	20%	<b>13%</b>	0%	12%	*	-	*	-	*	9%	36%	7%	14%	6%	17%	9%	-	-	-	-	-	-	-	-	-		
	Students																												
	CWD	11%	10%	<b>7%</b>	*	9%	-	-	-	-	-	8%	*	7%	-	*	10%	*	-	-	-	-	-	-	-	-	-		

					African	American	Two or Non		Econ		Non		Econ		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster	Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military			
	CWOD	28%	21%	<b>14%</b>	*	13%	*	-	*	-	*	10%	38%	-	14%	5%	19%	10%	-	-	-	-		
	EL	18%	14%	<b>6%</b>	-	6%	-	-	-	-	7%	*	*	5%	6%	13%	0%	-	-	-	-	-		
	Male	27%	21%	<b>17%</b>	0%	16%	*	-	*	-	15%	*	10%	19%	13%	17%	-	-	-	-	-	-		
	Female	25%	19%	<b>9%</b>	*	9%	*	-	*	-	4%	43%	*	10%	0%	-	9%	-	-	-	-	-		
Grade 5	Reading	All	26%	23%	<b>14%</b>	*	17%	*	-	*	-	*	16%	0%	*	16%	4%	11%	18%	-	*	-	-	
		Students																						
		CWD	9%	7%	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	
		CWOD	27%	24%	<b>16%</b>	*	19%	*	-	*	-	18%	0%	-	16%	5%	13%	19%	-	*	-	-		
		EL	12%	8%	<b>4%</b>	-	4%	*	-	*	-	4%	*	*	5%	4%	0%	10%	-	-	-	-		
		Male	24%	21%	<b>11%</b>	*	13%	*	-	*	-	12%	*	*	13%	0%	11%	-	-	*	-	-		
		Female	28%	25%	<b>18%</b>	*	21%	-	-	*	-	22%	*	*	19%	10%	-	18%	-	*	-	-		
Mathematics	All	30%	24%	<b>8%</b>	*	9%	*	-	*	-	*	9%	0%	*	8%	4%	10%	5%	-	*	-	-		
	Students																							
		CWD	13%	7%	*	-	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-		
		CWOD	31%	26%	<b>8%</b>	*	9%	*	-	*	-	9%	0%	-	8%	2%	10%	5%	-	*	-	-		
		EL	19%	13%	<b>4%</b>	-	4%	*	-	*	-	4%	*	*	2%	4%	7%	0%	-	-	-	-		
		Male	29%	24%	<b>10%</b>	*	12%	*	-	*	-	11%	*	*	10%	7%	10%	-	-	*	-	-		
		Female	30%	24%	<b>5%</b>	*	6%	-	-	*	-	6%	*	*	5%	0%	-	5%	-	*	-	-		
Science	All	16%	13%	<b>6%</b>	*	7%	*	-	*	-	*	6%	*	11%	5%	4%	8%	3%	-	*	-	-		
	Students																							
		CWD	9%	5%	<b>11%</b>	-	11%	-	-	-	-	11%	-	11%	-	13%	*	*	-	-	-	-		
		CWOD	17%	14%	<b>5%</b>	*	6%	*	-	*	-	6%	*	-	5%	2%	7%	3%	-	*	-	-		
		EL	7%	4%	<b>4%</b>	-	4%	*	-	*	-	4%	*	13%	2%	4%	7%	0%	-	-	-	-		
		Male	18%	14%	<b>8%</b>	*	10%	*	-	*	-	9%	*	*	7%	7%	8%	-	-	*	-	-		
		Female	15%	12%	<b>3%</b>	*	3%	-	-	*	-	3%	*	*	3%	0%	-	3%	-	*	-	-		
Grade 6	Reading	All	18%	17%	<b>14%</b>	*	14%	*	-	*	-	12%	33%	*	15%	9%	16%	13%	-	-	-	-		
	Students																							
		CWD	8%	6%	*	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-		
		CWOD	20%	19%	<b>15%</b>	*	15%	-	-	*	-	14%	*	-	15%	11%	17%	13%	-	-	-	-		
		EL	4%	5%	<b>9%</b>	-	9%	-	-	*	-	9%	*	*	11%	9%	14%	0%	-	-	-	-		
		Male	15%	13%	<b>16%</b>	*	17%	-	-	*	-	15%	*	*	17%	14%	16%	-	-	-	-	-		
		Female	22%	22%	<b>13%</b>	*	11%	*	-	*	-	9%	*	*	13%	0%	-	13%	-	-	-	-		
Mathematics	All	18%	21%	<b>17%</b>	10%	18%	*	-	*	-	*	16%	22%	6%	19%	10%	18%	15%	-	-	-	-		
	Students																							
		CWD	9%	7%	<b>6%</b>	*	0%	*	-	-	-	0%	*	6%	-	0%	0%	13%	-	-	-	-		
		CWOD	19%	22%	<b>19%</b>	*	23%	-	-	*	-	20%	*	-	19%	13%	23%	16%	-	-	-	-		
		EL	6%	9%	<b>10%</b>	-	11%	-	-	*	-	11%	*	0%	13%	10%	14%	5%	-	-	-	-		
		Male	18%	21%	<b>18%</b>	*	19%	-	-	*	-	21%	*	0%	23%	14%	18%	-	-	-	-	-		
		Female	17%	21%	<b>15%</b>	11%	17%	*	-	*	-	11%	*	13%	16%	5%	-	15%	-	-	-	-		

**STAAR Percent at Approaches Grade Level or Above**

						African		American		Pacific		Two or Non		Econ		Non				Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>63%</b>	49%	65%	*	*	92%	-	85%	64%	52%	49%	65%	62%	63%	62%	-	50%	*	-
	Students	CWD	45%	38%	<b>49%</b>	75%	46%	*	*	-	-	*	47%	75%	49%	-	48%	46%	55%	-	*	-	-
		CWOD	80%	76%	<b>65%</b>	45%	67%	*	-	92%	-	82%	67%	49%	-	65%	64%	67%	63%	-	56%	*	-
		EL	60%	59%	<b>62%</b>	-	62%	*	-	89%	-	-	63%	52%	48%	64%	62%	65%	59%	-	*	-	-
		Male	74%	69%	<b>63%</b>	41%	66%	*	*	100%	-	*	65%	45%	46%	67%	65%	63%	-	-	*	-	-
		Female	79%	76%	<b>62%</b>	55%	63%	*	-	*	-	78%	63%	57%	55%	63%	59%	-	62%	-	60%	*	-
Reading	All	All	73%	68%	<b>60%</b>	51%	60%	*	*	83%	-	100%	60%	55%	40%	62%	56%	59%	60%	-	63%	*	-
	Students	CWD	39%	32%	<b>40%</b>	*	35%	*	*	-	-	*	36%	*	40%	-	32%	37%	46%	-	*	-	-
		CWOD	77%	72%	<b>62%</b>	48%	63%	*	-	83%	-	100%	64%	53%	-	62%	59%	63%	61%	-	71%	*	-
		EL	52%	51%	<b>56%</b>	-	56%	*	-	*	-	-	57%	45%	32%	59%	56%	58%	55%	-	*	-	-
		Male	69%	64%	<b>59%</b>	36%	61%	*	*	*	-	*	61%	47%	37%	63%	58%	59%	-	-	*	-	-
		Female	77%	73%	<b>60%</b>	61%	60%	*	-	*	-	*	60%	61%	46%	61%	55%	-	60%	-	*	*	-
Mathematics	All	All	80%	75%	<b>68%</b>	49%	71%	*	*	100%	-	83%	71%	52%	56%	70%	71%	70%	67%	-	*	*	-
	Students	CWD	52%	42%	<b>56%</b>	83%	53%	*	*	-	-	*	54%	*	56%	-	58%	52%	63%	-	*	-	-
		CWOD	83%	79%	<b>70%</b>	42%	74%	*	-	100%	-	*	73%	50%	-	70%	73%	73%	67%	-	*	*	-
		EL	70%	69%	<b>71%</b>	-	71%	*	-	*	-	-	72%	55%	58%	73%	71%	74%	68%	-	*	-	-
		Male	78%	73%	<b>70%</b>	50%	72%	*	*	*	-	*	73%	42%	52%	73%	74%	70%	-	-	*	-	-
		Female	82%	78%	<b>67%</b>	48%	70%	*	-	*	-	*	68%	61%	63%	67%	68%	-	67%	-	*	*	-
Science	All	All	79%	74%	<b>51%</b>	*	53%	*	-	*	-	*	53%	*	56%	51%	51%	54%	47%	-	*	-	-
	Students	CWD	48%	40%	<b>56%</b>	-	56%	-	-	-	-	-	56%	-	56%	-	63%	*	*	-	-	-	-
		CWOD	82%	78%	<b>51%</b>	*	53%	*	-	*	-	*	53%	*	-	51%	49%	54%	47%	-	*	-	-
		EL	58%	57%	<b>51%</b>	-	51%	*	-	*	-	-	50%	*	63%	49%	51%	59%	41%	-	-	-	-
		Male	78%	72%	<b>54%</b>	*	59%	*	-	*	-	-	55%	*	*	54%	59%	54%	-	-	*	-	-
		Female	80%	77%	<b>47%</b>	*	47%	-	-	-	-	*	50%	*	*	47%	41%	-	47%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>29%</b>	20%	30%	*	*	54%	-	54%	30%	25%	33%	29%	25%	32%	27%	-	25%	*	-
	Students	CWD	23%	19%	<b>33%</b>	67%	28%	*	*	-	-	*	29%	75%	33%	-	23%	30%	39%	-	*	-	-
		CWOD	50%	45%	<b>29%</b>	12%	30%	*	-	54%	-	45%	30%	20%	-	29%	25%	32%	26%	-	28%	*	-
		EL	26%	25%	<b>25%</b>	-	25%	*	-	33%	-	-	26%	13%	23%	25%	25%	29%	20%	-	*	-	-
		Male	45%	40%	<b>32%</b>	22%	32%	*	*	56%	-	*	33%	24%	30%	32%	29%	32%	-	-	*	-	-
		Female	50%	45%	<b>27%</b>	18%	28%	*	-	*	-	44%	27%	25%	39%	26%	20%	-	27%	-	20%	*	-
Reading	All	All	46%	41%	<b>28%</b>	24%	28%	*	*	50%	-	50%	28%	26%	35%	27%	21%	28%	27%	-	25%	*	-
	Students	CWD	22%	18%	<b>35%</b>	*	29%	*	*	-	-	*	31%	*	35%	-	23%	30%	46%	-	*	-	-
		CWOD	48%	44%	<b>27%</b>	16%	27%	*	-	50%	-	40%	28%	21%	-	27%	21%	28%	26%	-	29%	*	-
		EL	21%	21%	<b>21%</b>	-	20%	*	-	*	-	-	21%	9%	23%	21%	21%	22%	20%	-	*	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>28%</b>	29%	27%	*	*	*	-	*	29%	21%	30%	28%	22%	28%	-	-	*	-	-	
	Female	50%	47%	<b>27%</b>	22%	28%	*	-	*	-	*	27%	30%	46%	26%	20%	-	27%	-	*	*	-	
Mathematics	All	48%	42%	<b>33%</b>	19%	34%	*	*	67%	-	67%	34%	29%	33%	33%	31%	37%	30%	-	*	*	-	
	Students																						
	CWD	26%	21%	<b>33%</b>	67%	28%	*	*	-	-	*	29%	*	33%	-	23%	31%	38%	-	*	-	-	
	CWOD	51%	45%	<b>33%</b>	10%	35%	*	-	67%	-	*	35%	24%	-	33%	32%	38%	29%	-	*	*	-	
	EL	33%	31%	<b>31%</b>	-	30%	*	-	*	-	-	31%	18%	23%	32%	31%	37%	24%	-	*	-	-	
	Male	47%	41%	<b>37%</b>	21%	38%	*	*	*	-	*	38%	32%	31%	38%	37%	37%	-	-	*	-	-	
	Female	49%	44%	<b>30%</b>	17%	31%	*	-	*	-	*	30%	26%	38%	29%	24%	-	30%	-	*	*	-	
Science	All	49%	46%	<b>20%</b>	*	23%	*	-	*	-	*	22%	*	22%	19%	18%	27%	11%	-	*	-	-	
	Students																						
	CWD	23%	18%	<b>22%</b>	-	22%	-	-	-	-	-	22%	-	22%	-	25%	*	*	-	-	-	-	
	CWOD	52%	49%	<b>19%</b>	*	23%	*	-	*	-	*	22%	*	-	19%	16%	27%	11%	-	*	-	-	
	EL	21%	20%	<b>18%</b>	-	18%	*	-	*	-	-	18%	*	25%	16%	18%	28%	5%	-	-	-	-	
	Male	50%	45%	<b>27%</b>	*	32%	*	-	*	-	-	30%	*	*	27%	28%	27%	-	-	*	-	-	
	Female	49%	46%	<b>11%</b>	*	12%	-	-	-	-	*	12%	*	*	11%	5%	-	11%	-	*	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>10%</b>	6%	10%	*	*	23%	-	31%	10%	14%	7%	11%	5%	11%	9%	-	10%	*	-	
	Students																						
	CWD	8%	5%	<b>7%</b>	17%	5%	*	*	-	-	*	5%	38%	7%	-	5%	6%	10%	-	*	-	-	
	CWOD	23%	20%	<b>11%</b>	4%	11%	*	-	23%	-	27%	10%	12%	-	11%	5%	12%	9%	-	11%	*	-	
	EL	9%	8%	<b>5%</b>	-	5%	*	-	0%	-	-	5%	4%	5%	5%	5%	7%	4%	-	*	-	-	
	Male	20%	17%	<b>11%</b>	6%	11%	*	*	11%	-	*	11%	10%	6%	12%	7%	11%	-	-	*	-	-	
	Female	22%	20%	<b>9%</b>	6%	10%	*	-	*	-	11%	8%	18%	10%	9%	4%	-	9%	-	10%	*	-	
Reading	All	19%	16%	<b>12%</b>	11%	11%	*	*	17%	-	33%	11%	14%	8%	12%	6%	10%	13%	-	13%	*	-	
	Students																						
	CWD	7%	5%	<b>8%</b>	*	3%	*	*	-	-	*	3%	*	8%	-	0%	4%	15%	-	*	-	-	
	CWOD	20%	18%	<b>12%</b>	10%	12%	*	-	17%	-	20%	12%	11%	-	12%	7%	12%	12%	-	14%	*	-	
	EL	7%	7%	<b>6%</b>	-	6%	*	-	*	-	-	6%	9%	0%	7%	6%	5%	7%	-	*	-	-	
	Male	16%	13%	<b>10%</b>	14%	10%	*	*	*	-	*	10%	11%	4%	12%	5%	10%	-	-	*	-	-	
	Female	22%	20%	<b>13%</b>	9%	13%	*	-	*	-	*	12%	17%	15%	12%	7%	-	13%	-	*	*	-	
Mathematics	All	23%	20%	<b>10%</b>	3%	10%	*	*	33%	-	33%	9%	17%	7%	10%	5%	12%	8%	-	*	*	-	
	Students																						
	CWD	10%	5%	<b>7%</b>	17%	6%	*	*	-	-	*	5%	*	7%	-	8%	7%	6%	-	*	-	-	
	CWOD	25%	21%	<b>10%</b>	0%	11%	*	-	33%	-	*	10%	16%	-	10%	5%	13%	8%	-	*	*	-	
	EL	13%	11%	<b>5%</b>	-	5%	*	-	*	-	-	6%	0%	8%	5%	5%	8%	2%	-	*	-	-	
	Male	23%	19%	<b>12%</b>	0%	12%	*	*	*	-	*	12%	11%	7%	13%	8%	12%	-	-	*	-	-	
	Female	24%	20%	<b>8%</b>	4%	8%	*	-	*	-	*	6%	22%	6%	8%	2%	-	8%	-	*	*	-	
Science	All	22%	20%	<b>6%</b>	*	7%	*	-	*	-	*	6%	*	11%	5%	4%	8%	3%	-	*	-	-	
	Students																						
	CWD	7%	4%	<b>11%</b>	-	11%	-	-	-	-	-	11%	-	11%	-	13%	*	*	-	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	5%	*	6%	*	-	*	-	*	6%	*	-	5%	2%	7%	3%	-	*	-	-
EL	5%	5%	4%	-	4%	*	-	*	-	-	4%	*	13%	2%	4%	7%	0%	-	-	-	-
Male	23%	20%	8%	*	10%	*	-	*	-	-	9%	*	*	7%	7%	8%	-	-	*	-	-
Female	21%	20%	3%	*	3%	-	-	-	-	*	3%	*	*	3%	0%	-	3%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	81	71	*	-	*	-	*	71	67	69
CWD	67	92	63	*	-	-	-	-	64	67	61
CWOD	74	78	72	*	-	*	-	*	72	-	70
EL	69	-	68	*	-	*	-	-	68	61	69
Male	72	77	71	*	-	*	-	*	71	69	69
Female	73	83	70	*	-	*	-	*	70	64	68
<b>Mathematics</b>											
All Students	73	83	71	*	-	*	-	*	73	74	72
CWD	74	83	72	*	-	-	-	-	73	74	78
CWOD	73	83	70	*	-	*	-	*	72	-	71
EL	72	-	71	*	-	*	-	-	72	78	72
Male	72	82	70	*	-	*	-	*	72	76	74
Female	74	83	72	*	-	*	-	*	73	71	70

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
380	39	10%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	34	25	35	*	*	*	-	*	35	30	31	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			African Campus	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	97%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	96%	100%	*	-	*	-	100%	99%	100%	100%	99%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	98%	78%	100%	*	-	*	-	*	97%	100%	100%	97%	100%	100%	95%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	97%	78%	100%	*	-	*	-	*	97%	100%	-	97%	100%	100%	95%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	95%	*	100%	-	-	-	-	*	94%	100%	*	95%	100%	-	95%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	2%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	3%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	4%	0%	*	-	*	-	0%	1%	0%	0%	1%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-

		African	American	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	Hispanic	Indian	Indian	Islander	More	Disadv	Econ	Econ						
EL		0%	-	0%	*	-	*	-	0%	0%	0%	0%	0%	0%	0%	-
Male		0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	-
Female		0%	0%	0%	*	-	*	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-
	Students															
	CWD	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	0%	0%	0%	0%	0%	-	0%	-
Science	All	2%	22%	0%	*	-	*	-	3%	0%	0%	3%	0%	0%	5%	-
	Students															
	CWD	0%	-	0%	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	3%	22%	0%	*	-	*	-	3%	0%	-	3%	0%	0%	5%	-
	EL	0%	-	0%	*	-	*	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	*	-	0%	*	0%	0%	0%	0%	-	-
	Female	5%	*	0%	-	-	-	*	6%	0%	*	5%	0%	-	5%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students	Students
		students	American			Alaska		Islander	More		with	with	with
			Hispanic			Native			Races		Disabilities	Disabilities	Disabilities
													(Section
													504)
<b>Students Without Disabilities</b>													
<b>In-School Suspensions</b>													
	Male	38	14	17	5	*	*	*	*	5			
	Female	16	5	11	*	*	*	*	*	*			
	Total	54	19	28	5	*	*	*	*	7			
<b>Out-of-School Suspensions</b>													
	Male	24	7	13	*	*	*	*	*	7			
	Female	*	*	*	*	*	*	*	*	*			
	Total	28	7	17	*	*	*	*	*	7			
<b>Expulsions</b>													
<b>With Educational Services</b>													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
<b>Without Educational Services</b>													
	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	15	*	11	*	*	*	*	*	8		5
	Female	6	*		*	*	*	*	*	*		*
	Total	21	*	13	*	*	*	*	*	8		7
Out-of-School Suspensions	Male	10	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	14	6	6	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	55	5	38	8	*	*	*	*	29	20	*
	Female	38	14	20	*	*	*	*	*	11	11	*
	Total	93	19	58	10	*	*	*	*	40	31	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	34	5	23	*	*	*	*	*	23	*
	Female	42	5	35	*	*	*	*	*	26	*
	Total	76	10	58	*	*	*	*	*	49	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	14.0	26.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	4.0	8.0%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.4%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	<b>7</b>	<b>7%</b>
Mathematics	6,056	1%	68	1%	<b>7</b>	<b>7%</b>
Grade 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
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>28</b>	<b>3%</b>
Reading	43,730	1%	378	1%	<b>13</b>	<b>4%</b>
Mathematics	39,178	1%	351	1%	<b>13</b>	<b>4%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.



## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** WEST EL

**Campus ID:** 220901152

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%		
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%		
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%		
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%		
	<b>EL Progress</b>	Mathematics	Baseline 2016-17											
			Rates											41%
2017-18 through 2021-22														42%
2022-23 through 2026-27														44%
2027-28 through 2031-32														46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17												
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African		American		Pacific		Two or More		Non Econ Disadv		CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All	77%	70%	<b>77%</b>	75%	65%	90%	*	92%	*	*	74%	80%	63%	79%	93%	69%	84%	-	*	-	*	
	Students																						
	CWD	51%	46%	<b>63%</b>	*	*	*	-	*	-	*	*	*	63%	-	*	*	*	-	-	-	-	-
	CWOD	79%	72%	<b>79%</b>	78%	72%	89%	*	90%	*	*	77%	80%	-	79%	96%	70%	85%	-	*	-	*	
	EL	70%	69%	<b>93%</b>	*	83%	*	-	95%	-	-	100%	88%	*	96%	93%	92%	94%	-	-	-	-	-
	Male	74%	68%	<b>69%</b>	50%	67%	86%	-	77%	-	*	60%	77%	*	70%	92%	69%	-	-	*	-	-	*
	Female	79%	73%	<b>84%</b>	94%	64%	*	*	100%	*	*	87%	81%	*	85%	94%	-	84%	-	-	-	-	*
Mathematics	All	77%	71%	<b>78%</b>	75%	75%	70%	*	88%	*	75%	81%	76%	*	81%	93%	74%	82%	-	*	-	*	
	Students																						
	CWD	52%	43%	*	*	*	*	-	*	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	80%	73%	<b>81%</b>	78%	78%	78%	*	91%	*	71%	85%	78%	-	81%	96%	76%	85%	-	*	-	-	*
	EL	74%	73%	<b>93%</b>	*	83%	*	-	95%	-	-	100%	88%	*	96%	93%	100%	88%	-	-	-	-	-
	Male	77%	70%	<b>74%</b>	58%	78%	71%	-	92%	-	*	75%	74%	*	76%	100%	74%	-	-	*	-	-	*
	Female	78%	71%	<b>82%</b>	88%	73%	*	*	83%	*	83%	87%	78%	*	85%	88%	-	82%	-	-	-	-	*
<b>Grade 4</b>																							
Reading	All	72%	67%	<b>73%</b>	68%	50%	77%	-	81%	-	-	67%	77%	*	78%	71%	67%	79%	-	-	-	-	
	Students																						
	CWD	46%	47%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	75%	69%	<b>78%</b>	73%	50%	83%	-	88%	-	-	74%	81%	-	78%	77%	74%	82%	-	-	-	-	-
	EL	60%	56%	<b>71%</b>	*	*	*	-	63%	-	-	75%	67%	*	77%	71%	64%	76%	-	-	-	-	-
	Male	70%	64%	<b>67%</b>	56%	63%	*	-	74%	-	-	68%	65%	*	74%	64%	67%	-	-	-	-	-	-
	Female	75%	70%	<b>79%</b>	83%	*	75%	-	89%	-	-	67%	91%	*	82%	76%	-	79%	-	-	-	-	-
Mathematics	All	77%	74%	<b>73%</b>	54%	71%	77%	-	86%	-	-	68%	77%	60%	74%	81%	71%	75%	-	-	-	-	
	Students																						
	CWD	49%	49%	<b>60%</b>	*	*	*	-	*	-	-	*	*	60%	-	*	*	*	-	-	-	-	-
	CWOD	81%	76%	<b>74%</b>	58%	75%	75%	-	88%	-	-	72%	77%	-	74%	81%	74%	75%	-	-	-	-	-
	EL	72%	72%	<b>81%</b>	*	*	*	-	79%	-	-	75%	87%	*	81%	81%	79%	82%	-	-	-	-	-
	Male	77%	72%	<b>71%</b>	50%	75%	*	-	84%	-	-	68%	73%	*	74%	79%	71%	-	-	-	-	-	-
	Female	78%	76%	<b>75%</b>	58%	*	75%	-	89%	-	-	68%	82%	*	75%	82%	-	75%	-	-	-	-	-
<b>Grade 5</b>																							
Reading	All	83%	80%	<b>87%</b>	79%	87%	93%	-	92%	*	*	86%	88%	*	93%	78%	82%	97%	-	*	-	*	
	Students																						
	CWD	54%	47%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-

				African American			American Indian		Pacific Islander		Two or More Races		Economic Disadv		Non-Economic Disadv		CWD		CWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military														
	CWOD	87%	83%	<b>93%</b>	91%	90%	100%	-	92%	*	*	97%	91%	-	93%	88%	89%	100%	-	*	-	*												
	EL	73%	70%	<b>78%</b>	*	*	*	-	71%	-	-	89%	67%	*	88%	78%	67%	100%	-	-	-	*												
	Male	81%	77%	<b>82%</b>	72%	79%	89%	-	89%	-	*	83%	82%	*	89%	67%	82%	-	-	-	-	*												
	Female	86%	82%	<b>97%</b>	91%	100%	100%	-	100%	*	-	92%	100%	*	100%	100%	-	97%	-	-	-	-												
Mathematics	All	90%	85%	<b>89%</b>	79%	87%	92%	-	100%	*	*	81%	95%	*	94%	89%	87%	94%	-	*	-	*												
	Students																																	
	CWD	70%	56%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-												
	CWOD	92%	89%	<b>94%</b>	91%	90%	92%	-	100%	*	*	87%	98%	-	94%	94%	93%	97%	-	*	-	*												
	EL	86%	81%	<b>89%</b>	*	*	*	-	100%	-	-	100%	78%	*	94%	89%	83%	100%	-	-	-	*												
	Male	89%	84%	<b>87%</b>	78%	79%	89%	-	100%	-	*	78%	92%	*	93%	83%	87%	-	-	-	-	*												
	Female	91%	86%	<b>94%</b>	82%	100%	*	-	100%	*	-	85%	100%	*	97%	100%	-	94%	-	-	-	-												
Science	All	75%	69%	<b>75%</b>	54%	83%	77%	-	96%	*	*	59%	86%	*	82%	61%	74%	78%	-	*	-	*												
	Students																																	
	CWD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-												
	CWOD	78%	72%	<b>82%</b>	68%	86%	83%	-	96%	*	*	69%	90%	-	82%	69%	80%	86%	-	*	-	*												
	EL	62%	57%	<b>61%</b>	*	*	*	-	86%	-	-	56%	67%	*	69%	61%	50%	83%	-	-	-	*												
	Male	76%	69%	<b>74%</b>	47%	86%	67%	-	94%	-	*	63%	81%	*	80%	50%	74%	-	-	-	-	*												
	Female	75%	69%	<b>78%</b>	64%	78%	*	-	88%	*	-	54%	95%	*	86%	83%	-	78%	-	-	-	-												
Grade 6	All	68%	67%	<b>78%</b>	71%	71%	80%	*	96%	-	*	72%	85%	43%	84%	58%	72%	85%	-	*	-	*												
	Students																																	
	CWD	35%	33%	<b>43%</b>	*	*	*	-	*	-	-	*	*	43%	-	*	*	*	-	-	-	-												
	CWOD	71%	70%	<b>84%</b>	80%	74%	89%	*	96%	-	*	74%	93%	-	84%	60%	79%	88%	-	*	-	*												
	EL	42%	46%	<b>58%</b>	-	*	*	-	86%	-	-	*	*	*	60%	58%	*	71%	-	-	-	-												
	Male	63%	61%	<b>72%</b>	70%	67%	*	*	91%	-	*	64%	79%	*	79%	*	72%	-	-	-	-	*												
	Female	72%	73%	<b>85%</b>	67%	75%	100%	-	100%	-	*	79%	91%	*	88%	71%	-	85%	-	*	-	*												
Mathematics	All	76%	76%	<b>95%</b>	89%	95%	100%	*	100%	-	*	96%	94%	79%	98%	92%	93%	96%	-	*	-	*												
	Students																																	
	CWD	50%	46%	<b>79%</b>	70%	*	*	-	*	-	-	100%	*	79%	-	*	75%	83%	-	-	-	-												
	CWOD	79%	80%	<b>98%</b>	96%	95%	100%	*	100%	-	*	95%	100%	-	98%	90%	97%	98%	-	*	-	*												
	EL	61%	67%	<b>92%</b>	-	*	*	-	100%	-	-	86%	100%	*	90%	92%	*	100%	-	-	-	-												
	Male	76%	76%	<b>93%</b>	90%	89%	*	*	100%	-	*	95%	92%	75%	97%	*	93%	-	-	-	-	*												
	Female	77%	77%	<b>96%</b>	87%	100%	100%	-	100%	-	*	96%	96%	83%	98%	100%	-	96%	-	*	-	*												
<b>STAAR Percent at Meets Grade Level or Above</b>																																		
Grade 3	All	43%	35%	<b>45%</b>	46%	35%	30%	*	58%	*	*	47%	43%	25%	46%	62%	36%	52%	-	*	-	*												
	Students																																	
	CWD	28%	21%	<b>25%</b>	*	*	*	-	*	-	*	*	*	25%	-	*	*	*	-	-	-	-												
	CWOD	44%	36%	<b>46%</b>	48%	39%	33%	*	57%	*	*	51%	42%	-	46%	63%	35%	55%	-	*	-	*												
	EL	32%	32%	<b>62%</b>	*	67%	*	-	58%	-	-	75%	53%	*	63%	62%	42%	76%	-	-	-	-												
	Male	40%	33%	<b>36%</b>	33%	22%	29%	-	46%	-	*	35%	36%	*	35%	42%	36%	-	-	-	-	*												
	Female	45%	37%	<b>52%</b>	56%	45%	*	*	67%	*	*	57%	48%	*	55%	76%	-	52%	-	-	-	*												

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All	46%	37%	<b>42%</b>	39%	30%	40%	*	60%	*	25%	37%	46%	*	44%	62%	47%	38%	-	*	-	*	
	Students																						
	CWD	30%	23%	*	*	*	*	-	*	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	48%	38%	<b>44%</b>	41%	33%	44%	*	59%	*	29%	41%	46%	-	44%	63%	47%	40%	-	*	-	*	
	EL	39%	38%	<b>62%</b>	*	67%	*	-	63%	-	-	58%	65%	*	63%	62%	75%	53%	-	-	-	-	-
	Female	45%	35%	<b>38%</b>	44%	27%	*	*	50%	*	17%	35%	41%	*	40%	53%	-	38%	-	-	-	-	*
Grade 4 Reading	All	45%	40%	<b>45%</b>	29%	43%	54%	-	54%	-	-	35%	54%	*	48%	39%	46%	44%	-	-	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	47%	41%	<b>48%</b>	31%	42%	58%	-	59%	-	-	39%	56%	-	48%	42%	50%	46%	-	-	-	-	-
	EL	29%	28%	<b>39%</b>	*	*	*	-	32%	-	-	38%	40%	*	42%	39%	36%	41%	-	-	-	-	-
	Female	47%	42%	<b>44%</b>	25%	*	50%	-	56%	-	-	33%	55%	*	46%	41%	-	44%	-	-	-	-	-
Mathematics	All	48%	40%	<b>43%</b>	21%	36%	54%	-	59%	-	-	32%	54%	40%	44%	42%	48%	39%	-	-	-	-	
	Students																						
	CWD	29%	30%	<b>40%</b>	*	*	*	-	*	-	-	*	*	40%	-	*	*	*	-	-	-	-	-
	CWOD	50%	42%	<b>44%</b>	23%	33%	50%	-	63%	-	-	33%	53%	-	44%	42%	50%	38%	-	-	-	-	-
	EL	38%	35%	<b>42%</b>	*	*	*	-	42%	-	-	25%	60%	*	42%	42%	50%	35%	-	-	-	-	-
	Female	47%	40%	<b>39%</b>	17%	*	50%	-	61%	-	-	32%	45%	*	38%	35%	-	39%	-	-	-	-	-
Grade 5 Reading	All	53%	49%	<b>67%</b>	48%	70%	57%	-	88%	*	*	58%	73%	*	73%	44%	64%	74%	-	*	-	*	
	Students																						
	CWD	30%	25%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	56%	51%	<b>73%</b>	57%	76%	62%	-	88%	*	*	65%	78%	-	73%	50%	71%	77%	-	*	-	-	*
	EL	35%	30%	<b>44%</b>	*	*	*	-	57%	-	-	44%	44%	*	50%	44%	42%	50%	-	-	-	-	*
	Female	56%	51%	<b>74%</b>	55%	89%	60%	-	88%	*	-	69%	76%	*	77%	50%	-	74%	-	-	-	-	-
Mathematics	All	57%	50%	<b>55%</b>	38%	48%	54%	-	81%	*	*	42%	64%	*	60%	50%	52%	61%	-	*	-	*	
	Students																						
	CWD	34%	24%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	60%	52%	<b>60%</b>	48%	48%	58%	-	81%	*	*	48%	67%	-	60%	56%	56%	67%	-	*	-	-	*
	EL	46%	39%	<b>50%</b>	*	*	*	-	57%	-	-	56%	44%	*	56%	50%	50%	50%	-	-	-	-	*
	Female	58%	50%	<b>61%</b>	36%	78%	*	-	75%	*	-	38%	75%	*	67%	50%	-	61%	-	-	-	-	-
Science	All	40%	34%	<b>53%</b>	36%	43%	69%	-	72%	*	*	38%	63%	*	57%	33%	51%	56%	-	*	-	*	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	42%	35%	<b>57%</b>	45%	43%	75%	-	72%	*	*	44%	65%	-	57%	38%	55%	62%	-	*	-	-	*
	EL	24%	18%	<b>33%</b>	*	*	*	-	43%	-	-	33%	33%	*	38%	33%	33%	33%	-	-	-	-	*
	Female	38%	32%	<b>56%</b>	36%	44%	*	-	75%	*	-	38%	68%	*	62%	33%	-	56%	-	-	-	-	-

					African	American	Pacific	Two	More	Econ	Non										Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 6	Reading	All	38%	37%	<b>46%</b>	32%	48%	60%	*	58%	-	*	35%	57%	14%	51%	25%	35%	57%	-	*	-	*	
		Students																						
		CWD	22%	22%	<b>14%</b>	*	*	*	-	*	-	-	*	*	14%	-	*	*	*	-	-	-	-	-
		CWOD	40%	38%	<b>51%</b>	40%	47%	67%	*	61%	-	*	38%	63%	-	51%	30%	42%	60%	-	*	-	-	*
		EL	14%	15%	<b>25%</b>	-	*	*	-	29%	-	-	*	*	*	30%	25%	*	29%	-	-	-	-	-
		Male	34%	32%	<b>35%</b>	20%	33%	*	*	64%	-	*	14%	54%	*	42%	*	35%	-	-	*	-	-	*
	Female	42%	42%	<b>57%</b>	47%	58%	83%	-	54%	-	*	54%	61%	*	60%	29%	-	57%	-	*	-	-	*	
	Mathematics	All	43%	46%	<b>67%</b>	43%	62%	90%	*	100%	-	*	60%	74%	36%	73%	75%	63%	71%	-	*	-	*	
		Students																						
		CWD	23%	27%	<b>36%</b>	20%	*	*	-	*	-	-	38%	*	36%	-	*	38%	33%	-	-	-	-	-
		CWOD	46%	48%	<b>73%</b>	52%	63%	89%	*	100%	-	*	64%	80%	-	73%	80%	68%	76%	-	*	-	-	*
		EL	24%	31%	<b>75%</b>	-	*	*	-	100%	-	-	57%	100%	*	80%	75%	*	86%	-	-	-	-	-
Female		42%	46%	<b>71%</b>	40%	58%	100%	-	100%	-	*	60%	83%	33%	76%	86%	-	71%	-	*	-	-	*	
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3	Reading	All	24%	19%	<b>27%</b>	32%	25%	0%	*	38%	*	*	30%	24%	13%	29%	34%	24%	30%	-	*	-	*	
		Students																						
		CWD	9%	7%	<b>13%</b>	*	*	*	-	*	-	*	*	*	13%	-	*	*	*	-	-	-	-	-
		CWOD	26%	20%	<b>29%</b>	33%	28%	0%	*	38%	*	*	33%	24%	-	29%	37%	24%	32%	-	*	-	-	*
		EL	15%	16%	<b>34%</b>	*	33%	*	-	37%	-	-	50%	24%	*	37%	34%	33%	35%	-	-	-	-	-
		Female	26%	20%	<b>30%</b>	44%	27%	*	*	33%	*	*	30%	30%	*	32%	35%	-	30%	-	-	-	-	*
	Mathematics	All	22%	15%	<b>23%</b>	21%	15%	0%	*	44%	*	0%	16%	28%	*	22%	45%	21%	24%	-	*	-	*	
		Students																						
		CWD	12%	5%	*	*	*	*	-	*	-	*	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	24%	16%	<b>22%</b>	22%	17%	0%	*	41%	*	0%	18%	26%	-	22%	44%	18%	26%	-	*	-	-	*
		EL	17%	16%	<b>45%</b>	*	50%	*	-	47%	-	-	42%	47%	*	44%	45%	42%	47%	-	-	-	-	-
		Female	21%	14%	<b>24%</b>	25%	18%	*	*	42%	*	0%	17%	30%	*	26%	47%	-	24%	-	-	-	-	*
Grade 4	Reading	All	23%	19%	<b>24%</b>	11%	14%	23%	-	38%	-	-	12%	35%	*	25%	16%	21%	28%	-	-	-	-	
		Students																						
		CWD	9%	9%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	25%	20%	<b>25%</b>	12%	8%	25%	-	41%	-	-	13%	35%	-	25%	15%	21%	28%	-	-	-	-	-
		EL	12%	11%	<b>16%</b>	*	*	*	-	16%	-	-	13%	20%	*	15%	16%	7%	24%	-	-	-	-	-
		Female	25%	21%	<b>28%</b>	17%	*	25%	-	39%	-	-	14%	41%	*	28%	24%	-	28%	-	-	-	-	-
	Mathematics	All	26%	20%	<b>23%</b>	7%	14%	23%	-	38%	-	-	9%	35%	20%	23%	16%	25%	20%	-	-	-	-	
		Students																						
		CWD	11%	10%	<b>20%</b>	*	*	*	-	*	-	-	*	*	20%	-	*	*	*	-	-	-	-	-
		CWOD	28%	21%	<b>23%</b>	8%	8%	25%	-	41%	-	-	10%	35%	-	23%	15%	26%	20%	-	-	-	-	-
		EL	18%	14%	<b>16%</b>	*	*	*	-	16%	-	-	6%	27%	*	15%	16%	14%	18%	-	-	-	-	-



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	27%	21%	<b>25%</b>	6%	25%	*	-	42%	-	-	9%	38%	*	26%	14%	25%	-	-	-	-	
	Female	25%	19%	<b>20%</b>	8%	*	25%	-	33%	-	-	9%	32%	*	20%	18%	-	20%	-	-	-	
Grade 5	All	26%	23%	<b>34%</b>	28%	26%	36%	-	46%	*	*	25%	39%	*	36%	17%	31%	38%	-	*	-	*
Reading	Students																					
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	27%	24%	<b>36%</b>	30%	29%	38%	-	46%	*	*	26%	42%	-	36%	19%	35%	39%	-	*	-	*
	EL	12%	8%	<b>17%</b>	*	*	*	-	14%	-	-	33%	0%	*	19%	17%	17%	17%	-	-	-	*
	Male	24%	21%	<b>31%</b>	22%	21%	33%	-	44%	-	*	26%	34%	*	35%	17%	31%	-	-	*	-	*
	Female	28%	25%	<b>38%</b>	36%	33%	40%	-	50%	*	-	23%	48%	*	39%	17%	-	38%	-	-	-	-
Mathematics	All	30%	24%	<b>22%</b>	14%	17%	8%	-	42%	*	*	14%	28%	*	25%	22%	25%	18%	-	*	-	*
	Students																					
	CWD	13%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	31%	26%	<b>25%</b>	17%	19%	8%	-	42%	*	*	16%	30%	-	25%	25%	27%	20%	-	*	-	*
	EL	19%	13%	<b>22%</b>	*	*	*	-	29%	-	-	33%	11%	*	25%	22%	17%	33%	-	-	-	*
	Male	29%	24%	<b>25%</b>	17%	14%	0%	-	50%	-	*	17%	29%	*	27%	17%	25%	-	-	*	-	*
	Female	30%	24%	<b>18%</b>	9%	22%	*	-	25%	*	-	8%	25%	*	20%	33%	-	18%	-	-	-	-
Science	All	16%	13%	<b>23%</b>	21%	17%	15%	-	32%	*	*	5%	34%	*	25%	6%	21%	25%	-	*	-	*
	Students																					
	CWD	9%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	17%	14%	<b>25%</b>	27%	19%	17%	-	32%	*	*	6%	37%	-	25%	6%	24%	28%	-	*	-	*
	EL	7%	4%	<b>6%</b>	*	*	*	-	0%	-	-	11%	0%	*	6%	6%	8%	0%	-	-	-	*
	Male	18%	14%	<b>21%</b>	18%	7%	11%	-	39%	-	*	8%	30%	*	24%	8%	21%	-	-	*	-	*
	Female	15%	12%	<b>25%</b>	27%	33%	*	-	13%	*	-	0%	42%	*	28%	0%	-	25%	-	-	-	-
Grade 6	All	18%	17%	<b>19%</b>	12%	10%	30%	*	33%	-	*	20%	19%	0%	23%	17%	11%	28%	-	*	-	*
Reading	Students																					
	CWD	8%	6%	<b>0%</b>	*	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	20%	19%	<b>23%</b>	16%	11%	33%	*	35%	-	*	23%	22%	-	23%	20%	13%	31%	-	*	-	*
	EL	4%	5%	<b>17%</b>	-	*	*	-	14%	-	-	*	*	*	20%	17%	*	29%	-	-	-	-
	Male	15%	13%	<b>11%</b>	5%	11%	*	*	18%	-	*	5%	17%	*	13%	*	11%	-	-	*	-	*
	Female	22%	22%	<b>28%</b>	20%	8%	33%	-	46%	-	*	33%	22%	*	31%	29%	-	28%	-	*	-	*
Mathematics	All	18%	21%	<b>41%</b>	14%	33%	50%	*	83%	-	*	32%	51%	7%	48%	25%	37%	46%	-	*	-	*
	Students																					
	CWD	9%	7%	<b>7%</b>	0%	*	*	-	*	-	-	13%	*	7%	-	*	13%	0%	-	-	-	-
	CWOD	19%	22%	<b>48%</b>	20%	37%	56%	*	83%	-	*	36%	59%	-	48%	20%	42%	52%	-	*	-	*
	EL	6%	9%	<b>25%</b>	-	*	*	-	43%	-	-	14%	40%	*	20%	25%	*	14%	-	-	-	-
	Male	18%	21%	<b>37%</b>	10%	44%	*	*	91%	-	*	23%	50%	13%	42%	*	37%	-	-	*	-	*
	Female	17%	21%	<b>46%</b>	20%	25%	67%	-	77%	-	*	40%	52%	0%	52%	14%	-	46%	-	*	-	*

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>81%</b>	72%	78%	84%	*	92%	*	72%	76%	84%	48%	85%	81%	77%	85%	-	57%	-	81%
	Students																					

				African	American	Pacific	Two or Non	More Econ	Econ	Non Econ										Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWD	45%	38%	<b>48%</b>	35%	50%	*	-	72%	-	*	46%	50%	48%	-	50%	41%	59%	-	*	-	-
	CWOD	80%	76%	<b>85%</b>	79%	81%	88%	*	93%	*	70%	81%	88%	-	85%	85%	82%	88%	-	73%	-	81%
	EL	60%	59%	<b>81%</b>	89%	68%	77%	-	85%	-	-	81%	80%	50%	85%	81%	74%	87%	-	-	-	*
	Male	74%	69%	<b>77%</b>	65%	77%	80%	*	89%	-	69%	73%	80%	41%	82%	74%	77%	-	-	50%	-	75%
	Female	79%	76%	<b>85%</b>	81%	80%	89%	*	94%	*	75%	80%	90%	59%	88%	87%	-	85%	-	*	-	*
Reading	All	73%	68%	<b>79%</b>	73%	71%	85%	*	89%	*	62%	74%	83%	43%	83%	78%	73%	86%	-	*	-	71%
	Students																					
	CWD	39%	32%	<b>43%</b>	33%	*	*	-	67%	-	*	38%	47%	43%	-	*	32%	56%	-	*	-	-
	CWOD	77%	72%	<b>83%</b>	80%	75%	91%	*	91%	*	58%	80%	86%	-	83%	84%	79%	88%	-	*	-	71%
	EL	52%	51%	<b>78%</b>	100%	59%	85%	-	79%	-	-	80%	76%	*	84%	78%	70%	85%	-	-	-	*
	Male	69%	64%	<b>73%</b>	64%	70%	80%	*	83%	-	*	69%	76%	32%	79%	70%	73%	-	-	*	-	*
	Female	77%	73%	<b>86%</b>	85%	73%	91%	*	96%	*	63%	80%	90%	56%	88%	85%	-	86%	-	*	-	*
Mathematics	All	80%	75%	<b>84%</b>	75%	83%	85%	*	93%	*	85%	82%	86%	61%	87%	88%	82%	86%	-	83%	-	86%
	Students																					
	CWD	52%	42%	<b>61%</b>	47%	63%	*	-	78%	-	*	64%	58%	61%	-	73%	56%	69%	-	*	-	-
	CWOD	83%	79%	<b>87%</b>	80%	86%	86%	*	94%	*	83%	84%	89%	-	87%	90%	86%	88%	-	100%	-	86%
	EL	70%	69%	<b>88%</b>	88%	82%	85%	-	90%	-	-	89%	87%	73%	90%	88%	86%	89%	-	-	-	*
	Male	78%	73%	<b>82%</b>	71%	80%	84%	*	93%	-	*	79%	84%	56%	86%	86%	82%	-	-	*	-	*
	Female	82%	78%	<b>86%</b>	80%	87%	86%	*	92%	*	88%	84%	88%	69%	88%	89%	-	86%	-	*	-	*
Science	All	79%	74%	<b>75%</b>	54%	83%	77%	-	96%	*	*	59%	86%	*	82%	61%	74%	78%	-	*	-	*
	Students																					
	CWD	48%	40%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD	82%	78%	<b>82%</b>	68%	86%	83%	-	96%	*	*	69%	90%	-	82%	69%	80%	86%	-	*	-	*
	EL	58%	57%	<b>61%</b>	*	*	*	-	86%	-	-	56%	67%	*	69%	61%	50%	83%	-	-	-	*
	Male	78%	72%	<b>74%</b>	47%	86%	67%	-	94%	-	*	63%	81%	*	80%	50%	74%	-	-	*	-	*
	Female	80%	77%	<b>78%</b>	64%	78%	*	-	88%	*	-	54%	95%	*	86%	83%	-	78%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>52%</b>	37%	47%	57%	*	69%	*	45%	42%	59%	22%	55%	48%	50%	54%	-	29%	-	56%
	Students																					
	CWD	23%	19%	<b>22%</b>	9%	33%	*	-	44%	-	*	13%	33%	22%	-	25%	21%	24%	-	*	-	-
	CWOD	50%	45%	<b>55%</b>	42%	49%	60%	*	71%	*	48%	47%	62%	-	55%	52%	54%	57%	-	36%	-	56%
	EL	26%	25%	<b>48%</b>	33%	45%	52%	-	51%	-	-	44%	52%	25%	52%	48%	46%	51%	-	-	-	*
	Male	45%	40%	<b>50%</b>	34%	44%	49%	*	70%	-	62%	39%	58%	21%	54%	46%	50%	-	-	20%	-	42%
	Female	50%	45%	<b>54%</b>	41%	51%	66%	*	68%	*	31%	46%	60%	24%	57%	51%	-	54%	-	*	-	*
Reading	All	46%	41%	<b>51%</b>	39%	51%	51%	*	64%	*	38%	43%	58%	18%	55%	46%	47%	56%	-	*	-	57%
	Students																					
	CWD	22%	18%	<b>18%</b>	11%	*	*	-	33%	-	*	10%	26%	18%	-	*	12%	25%	-	*	-	-
	CWOD	48%	44%	<b>55%</b>	44%	54%	56%	*	67%	*	42%	48%	61%	-	55%	49%	52%	58%	-	*	-	57%
	EL	21%	21%	<b>46%</b>	50%	41%	54%	-	44%	-	-	45%	46%	*	49%	46%	37%	53%	-	-	-	*
	Male	41%	37%	<b>47%</b>	32%	43%	44%	*	65%	-	*	34%	56%	12%	52%	37%	47%	-	-	*	-	*
	Female	50%	47%	<b>56%</b>	47%	59%	59%	*	63%	*	25%	52%	59%	25%	58%	53%	-	56%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	48%	42%	<b>52%</b>	36%	45%	59%	*	73%	*	46%	43%	60%	29%	55%	54%	53%	51%	-	17%	-	57%	
	Students																						
	CWD	26%	21%	<b>29%</b>	11%	38%	*	-	56%	-	*	18%	42%	29%	-	36%	32%	25%	-	*	-	-	
	CWOD	51%	45%	<b>55%</b>	41%	46%	60%	*	75%	*	50%	47%	61%	-	55%	57%	55%	54%	-	20%	-	57%	
	EL	33%	31%	<b>54%</b>	25%	53%	54%	-	60%	-	-	45%	63%	36%	57%	54%	58%	51%	-	-	-	*	
	Male	47%	41%	<b>53%</b>	36%	45%	52%	*	75%	-	*	44%	59%	32%	55%	58%	53%	-	-	*	-	*	
	Female	49%	44%	<b>51%</b>	35%	45%	67%	*	71%	*	38%	42%	60%	25%	54%	51%	-	51%	-	*	-	*	
Science	All	49%	46%	<b>53%</b>	36%	43%	69%	-	72%	*	*	38%	63%	*	57%	33%	51%	56%	-	*	-	*	
	Students																						
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	52%	49%	<b>57%</b>	45%	43%	75%	-	72%	*	*	44%	65%	-	57%	38%	55%	62%	-	*	-	*	
	EL	21%	20%	<b>33%</b>	*	*	*	-	43%	-	-	33%	33%	*	38%	33%	33%	33%	-	-	-	*	
	Male	50%	45%	<b>51%</b>	35%	43%	56%	-	67%	-	*	38%	59%	*	55%	33%	51%	-	-	*	-	*	
	Female	49%	46%	<b>56%</b>	36%	44%	*	-	75%	*	-	38%	68%	*	62%	33%	-	56%	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	18%	<b>26%</b>	18%	20%	21%	*	43%	*	24%	18%	33%	10%	28%	23%	24%	29%	-	21%	-	38%	
	Students																						
	CWD	8%	5%	<b>10%</b>	2%	11%	*	-	33%	-	*	4%	17%	10%	-	17%	11%	9%	-	*	-	-	
	CWOD	23%	20%	<b>28%</b>	21%	21%	23%	*	44%	*	26%	20%	34%	-	28%	24%	26%	31%	-	27%	-	38%	
	EL	9%	8%	<b>23%</b>	22%	18%	19%	-	26%	-	-	24%	23%	17%	24%	23%	19%	27%	-	-	-	*	
	Male	20%	17%	<b>24%</b>	13%	18%	14%	*	45%	-	31%	16%	31%	11%	26%	19%	24%	-	-	10%	-	17%	
	Female	22%	20%	<b>29%</b>	24%	21%	30%	*	41%	*	19%	21%	35%	9%	31%	27%	-	29%	-	*	-	*	
Reading	All	19%	16%	<b>26%</b>	20%	19%	23%	*	39%	*	23%	21%	30%	10%	28%	22%	22%	30%	-	*	-	43%	
	Students																						
	CWD	7%	5%	<b>10%</b>	6%	*	*	-	22%	-	*	5%	16%	10%	-	*	8%	13%	-	*	-	-	
	CWOD	20%	18%	<b>28%</b>	23%	20%	26%	*	40%	*	25%	24%	32%	-	28%	24%	24%	32%	-	*	-	43%	
	EL	7%	7%	<b>22%</b>	25%	12%	31%	-	23%	-	-	27%	17%	*	24%	22%	16%	28%	-	-	-	*	
	Male	16%	13%	<b>22%</b>	12%	18%	20%	*	37%	-	*	17%	26%	8%	24%	16%	22%	-	-	*	-	*	
	Female	22%	20%	<b>30%</b>	30%	22%	27%	*	41%	*	13%	26%	34%	13%	32%	28%	-	30%	-	*	-	*	
Mathematics	All	23%	20%	<b>27%</b>	14%	21%	20%	*	50%	*	23%	18%	35%	12%	29%	28%	27%	28%	-	17%	-	43%	
	Students																						
	CWD	10%	5%	<b>12%</b>	0%	13%	*	-	44%	-	*	5%	21%	12%	-	27%	16%	6%	-	*	-	-	
	CWOD	25%	21%	<b>29%</b>	17%	21%	21%	*	50%	*	25%	20%	36%	-	29%	28%	28%	30%	-	20%	-	43%	
	EL	13%	11%	<b>28%</b>	25%	24%	15%	-	33%	-	-	23%	33%	27%	28%	28%	26%	30%	-	-	-	*	
	Male	23%	19%	<b>27%</b>	12%	23%	8%	*	54%	-	*	16%	35%	16%	28%	26%	27%	-	-	*	-	*	
	Female	24%	20%	<b>28%</b>	17%	18%	33%	*	45%	*	25%	20%	35%	6%	30%	30%	-	28%	-	*	-	*	
Science	All	22%	20%	<b>23%</b>	21%	17%	15%	-	32%	*	*	5%	34%	*	25%	6%	21%	25%	-	*	-	*	
	Students																						
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	24%	22%	<b>25%</b>	27%	19%	17%	-	32%	*	*	6%	37%	-	25%	6%	24%	28%	-	*	-	*	
	EL	5%	5%	<b>6%</b>	*	*	*	-	0%	-	-	11%	0%	*	6%	6%	8%	0%	-	-	-	*	
	Male	23%	20%	<b>21%</b>	18%	7%	11%	-	39%	-	*	8%	30%	*	24%	8%	21%	-	-	*	-	*	
	Female	21%	20%	<b>25%</b>	27%	33%	*	-	13%	*	-	0%	42%	*	28%	0%	-	25%	-	-	-	-	

**Two or More Races**      **Non Econ EL**      **Foster Care**  
**African American**      **American Indian**      **Pacific Islander**      **White**      **Asian**      **Econ Disadv**      **CWD**      **EL**      **Male**      **Female**      **Migrant**      **Homeless**      **Care**      **Military**  
**State** **District** **Campus** **American** **Hispanic**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	71	63	72	*	84	*	*	71	77	78
CWD	77	68	83	*	-	83	-	-	70	77	78
CWOD	73	71	60	70	*	84	*	*	71	-	78
EL	78	100	*	91	-	80	-	-	81	78	78
Male	72	61	60	85	*	86	-	*	68	72	82
Female	75	84	66	59	-	82	*	*	74	85	74
<b>Mathematics</b>											
All Students	73	66	78	62	*	80	*	*	71	74	69
CWD	74	67	*	*	-	83	-	-	72	74	83
CWOD	73	66	78	59	*	80	*	*	71	-	66
EL	69	*	70	68	-	75	-	-	61	83	69
Male	72	68	77	53	*	80	-	*	67	67	74
Female	74	64	79	71	-	80	*	*	76	86	63

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

<b>Total EL in Class</b>	<b>Proficiency of EL</b>	<b>Rate of Proficiency</b>
<b>176</b>	<b>51</b>	<b>29%</b>

\*\* 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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL</b>
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	53	42	48	54	*	68	*	47	45	27	51
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**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.

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N		N			Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	N		N			Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
All Subjects	All Students	100%	100%	99%	100%	*	99%	100%	100%	99%	100%	99%	100%	100%	100%	99%	-	
	CWD	99%	98%	100%	100%	-	100%	-	*	98%	100%	99%	-	100%	100%	97%	-	
	CWOD	100%	100%	99%	100%	*	99%	100%	100%	100%	100%	-	100%	100%	100%	99%	-	
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	99%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	99%	100%	*	99%	100%	100%	99%	100%	100%	97%	99%	100%	-	99%	-
Reading	All Students	99%	99%	99%	100%	*	99%	*	100%	99%	100%	98%	99%	100%	99%	99%	-	
	CWD	98%	95%	100%	*	-	100%	-	*	95%	100%	98%	-	100%	100%	94%	-	
	CWOD	99%	100%	99%	100%	*	99%	*	100%	99%	99%	-	99%	100%	99%	99%	-	
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	100%	*	98%	-	100%	100%	99%	100%	99%	100%	100%	99%	-	-
	Female	99%	98%	97%	100%	*	100%	*	100%	98%	100%	100%	94%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	100%	100%	-	96%	*	*	100%	98%	100%	99%	100%	100%	97%	-	
	CWD	100%	100%	*	*	-	-	-	-	100%	*	100%	-	*	100%	*	-	
	CWOD	99%	100%	100%	100%	-	96%	*	*	100%	98%	-	99%	100%	100%	97%	-	
	EL	100%	*	*	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	97%	100%	100%	*	-	88%	*	-	100%	95%	*	97%	100%	-	97%	-	
<b>Non-Participation Rate</b>																		
All Subjects	All Students	0%	0%	1%	0%	*	1%	0%	0%	1%	0%	1%	0%	0%	0%	1%	-	
	CWD	1%	2%	0%	0%	-	0%	-	*	2%	0%	1%	-	0%	0%	3%	-	
	CWOD	0%	0%	1%	0%	*	1%	0%	0%	0%	0%	-	0%	0%	0%	1%	-	
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	1%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	1%	1%	0%	*	1%	0%	0%	1%	0%	3%	1%	0%	-	1%	-	
Reading	All Students	1%	1%	1%	0%	*	1%	*	0%	1%	0%	2%	1%	0%	1%	1%	-	
	CWD	2%	5%	0%	*	-	0%	-	*	5%	0%	2%	-	0%	0%	6%	-	
	CWOD	1%	0%	1%	0%	*	1%	*	0%	1%	1%	-	1%	0%	1%	1%	-	
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	0%	*	2%	-	0%	0%	1%	0%	1%	0%	1%	-	-	
	Female	1%	2%	3%	0%	*	0%	*	0%	2%	0%	6%	1%	0%	-	1%	-	
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	1%	0%	0%	0%	-	4%	*	*	0%	2%	0%	1%	0%	3%	-
	CWD	0%	0%	*	*	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	1%	0%	0%	0%	-	4%	*	0%	2%	-	1%	0%	0%	3%	-
	EL	0%	*	*	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	-
	Female	3%	0%	0%	*	-	13%	*	-	0%	5%	*	3%	0%	-	3%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	26	14	5	5	*	*	*	*	*		
	Female	12	8	*	*	*	*	*	*	*		
	Total	38	22	7	7	*	*	*	*	*		
Out-of-School Suspensions												
	Male	11	7	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	15	11	*	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												



		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	Male	7	5	*	*	*	*	*	*	*	*	5
	Female	5	5	*	*	*	*	*	*	*	*	*
	Total	12	10	*	*	*	*	*	*	*	*	7
Expulsions	Male	8	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	8	*	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b> Chronic Absenteeism	Male	28	8	11	5	*	*	*	*	8	*	*
	Female	29	11	11	5	*	*	*	*	*	*	5
	Total	57	19	22	10	*	*	*	*	10	*	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	

On the basis of sex  
 On the basis of race  
 On the basis of disability

**Total**  
 \*  
 \*  
 \*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	36	8	11	5	*	8	*	*	23	*
	Female	35	11	8	*	*	14	*	*	17	*
	Total	71	19	19	7	*	22	*	*	40	*
Accelerated Coursework											
Advanced Placement Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 ' ' Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.0	16.5%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

**All School  
Number      Percent**

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-

	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	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates zero observations reported for this group.

**Part (xii):** Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
		English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8	
		Black	30	37	46	44	22	17	3	2	
		Hispanic	21	29	45	44	29	23	5	3	
		White	9	12	32	37	46	40	13	11	
		American Indian	*	31	*	44	*	21	*	3	
		Asian	8	8	18	25	40	42	34	25	
		Pacific Islander	*	29	*	42	*	25	*	4	
		Two or More Races	13	15	30	39	41	35	17	11	
		Econ Disadv	23	31	46	44	25	22	4	3	
		Students with Disabilities	43	51	38	32	16	14	2	3	
		English Language Learners	29	47	44	39	23	13	4	2	
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4	
		Black	42	40	43	42	14	17	n/a	1	
		Hispanic	34	33	45	44	20	22	1	1	
		White	17	16	43	39	37	39	3	6	
		American Indian	*	37	*	41	*	20	*	1	
		Asian	8	13	29	30	53	45	10	12	
		Pacific Islander	*	35	*	42	*	22	*	2	
		Two or More Races	23	18	42	40	31	36	5	6	
		Econ Disadv	38	35	45	43	16	20	1	1	
		Students with Disabilities	65	61	29	29	6	9	n/a	1	
		English Language Learners	62	68	33	27	5	5	n/a	n/a	
		Mathematics	Overall	30	30	37	36	24	24	9	10
			Black	44	53	41	34	13	11	1	2
			Hispanic	38	43	39	37	19	16	4	4
			White	16	20	33	37	35	31	16	13
			American Indian	*	44	*	38	*	14	*	4
			Asian	3	12	19	24	37	32	40	32
			Pacific Islander	*	36	*	39	*	18	*	6
			Two or More Races	24	27	43	36	24	25	8	13
			Econ Disadv	40	45	40	37	17	15	3	3
	Students with Disabilities		67	69	23	22	8	7	2	2	
		English Language Learners	61	71	32	23	7	5	1	1	

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** WILLIAMS EL

**Campus ID:** 220901145

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)





				African		American		Pacific		Two or More		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
	CWOD	87%	83%	<b>89%</b>	95%	94%	76%	*	71%	-	*	87%	95%	-	89%	83%	87%	92%	-	-	*	-									
	EL	73%	70%	<b>74%</b>	-	75%	86%	-	*	-	-	77%	*	*	83%	74%	75%	73%	-	-	-	*									
	Male	81%	77%	<b>81%</b>	73%	87%	77%	*	*	-	-	80%	85%	*	87%	75%	81%	-	-	-	-	*									
	Female	86%	82%	<b>83%</b>	87%	93%	63%	-	*	-	*	80%	92%	*	92%	73%	-	83%	-	-	*	*									
Mathematics	All	90%	85%	<b>86%</b>	81%	87%	86%	*	100%	-	*	87%	84%	43%	94%	83%	89%	84%	-	-	*	*									
	Students																														
	CWOD	70%	56%	<b>43%</b>	*	*	*	-	-	-	-	55%	*	43%	-	*	*	*	-	-	-	*									
	CWOD	92%	89%	<b>94%</b>	100%	91%	88%	*	100%	-	*	93%	95%	-	94%	89%	96%	92%	-	-	*	-									
	EL	86%	81%	<b>83%</b>	-	67%	100%	-	*	-	-	86%	*	*	89%	83%	83%	82%	-	-	-	*									
	Male	89%	84%	<b>89%</b>	82%	87%	92%	*	100%	-	-	90%	85%	*	96%	83%	89%	-	-	-	-	*									
	Female	91%	86%	<b>84%</b>	80%	88%	75%	-	*	-	*	84%	83%	*	92%	82%	-	84%	-	-	*	*									
Science	All	75%	69%	<b>66%</b>	54%	74%	70%	*	71%	-	*	66%	68%	*	76%	55%	66%	67%	-	-	*	-									
	Students																														
	CWOD	48%	38%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-									
	CWOD	78%	72%	<b>76%</b>	70%	83%	76%	*	71%	-	*	75%	77%	-	76%	67%	74%	78%	-	-	*	-									
	EL	62%	57%	<b>55%</b>	-	58%	*	-	*	-	-	57%	*	*	67%	55%	50%	55%	-	-	-	-									
	Male	76%	69%	<b>66%</b>	45%	70%	77%	*	*	-	-	68%	62%	*	74%	50%	66%	-	-	-	-	-									
	Female	75%	69%	<b>67%</b>	60%	81%	*	-	*	-	*	63%	75%	*	78%	55%	-	67%	-	-	*	-									
Grade 6	All	68%	67%	<b>69%</b>	62%	68%	67%	-	100%	-	-	70%	68%	*	72%	58%	62%	79%	-	*	*	-									
	Reading																														
	Students																														
	CWOD	35%	33%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-									
	CWOD	71%	70%	<b>72%</b>	57%	75%	75%	-	100%	-	-	73%	70%	-	72%	78%	66%	80%	-	*	*	-									
	EL	42%	46%	<b>58%</b>	-	*	*	-	*	-	-	56%	*	*	78%	58%	*	*	-	-	-	-									
	Male	63%	61%	<b>62%</b>	53%	63%	58%	-	*	-	-	68%	53%	*	66%	*	62%	-	-	-	-	-									
	Female	72%	73%	<b>79%</b>	73%	73%	83%	-	100%	-	-	73%	92%	*	80%	*	-	79%	-	*	*	-									
Mathematics	All	76%	76%	<b>72%</b>	60%	72%	79%	-	90%	-	-	73%	70%	*	79%	67%	67%	77%	-	*	*	-									
	Students																														
	CWOD	50%	46%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	*	-	-									
	CWOD	79%	80%	<b>79%</b>	58%	84%	88%	-	100%	-	-	80%	78%	-	79%	83%	74%	84%	-	*	*	-									
	EL	61%	67%	<b>67%</b>	-	64%	*	-	*	-	-	58%	*	*	83%	67%	63%	71%	-	-	-	-									
	Male	76%	76%	<b>67%</b>	59%	67%	69%	-	*	-	-	69%	65%	*	74%	63%	67%	-	-	*	-	-									
	Female	77%	77%	<b>77%</b>	62%	78%	100%	-	83%	-	-	77%	77%	*	84%	71%	-	77%	-	*	*	-									
<b>STAAR Percent at Meets Grade Level or Above</b>																															
Grade 3	All	43%	35%	<b>26%</b>	12%	30%	40%	-	38%	-	*	30%	17%	*	24%	24%	33%	19%	-	*	*	*									
	Reading																														
	Students																														
	CWOD	28%	21%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-									
	CWOD	44%	36%	<b>24%</b>	12%	27%	31%	-	38%	-	-	27%	14%	-	24%	21%	34%	12%	-	*	*	*									
	EL	32%	32%	<b>24%</b>	*	22%	*	-	29%	-	-	24%	*	*	21%	24%	30%	20%	-	-	-	-									
	Male	40%	33%	<b>33%</b>	19%	60%	30%	-	*	-	*	40%	10%	*	34%	30%	33%	-	-	-	*	*									
	Female	45%	37%	<b>19%</b>	0%	12%	*	-	*	-	-	17%	23%	*	12%	20%	-	19%	-	*	-	*									

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	46%	37%	<b>32%</b>	15%	34%	47%	-	50%	-	*	34%	26%	*	30%	37%	39%	24%	-	*	*	*
	Students																					
	CWD	30%	23%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	48%	38%	<b>30%</b>	16%	33%	38%	-	50%	-	-	33%	24%	-	30%	36%	41%	18%	-	*	*	*
	EL	39%	38%	<b>37%</b>	*	27%	*	-	43%	-	-	35%	*	*	36%	37%	36%	38%	-	-	-	-
	Male	47%	38%	<b>39%</b>	19%	64%	50%	-	*	-	*	45%	20%	*	41%	36%	39%	-	-	-	*	*
	Female	45%	35%	<b>24%</b>	10%	17%	*	-	60%	-	-	20%	31%	*	18%	38%	-	24%	-	*	-	*
Grade 4	All	45%	40%	<b>41%</b>	48%	32%	35%	-	63%	-	*	36%	50%	33%	42%	10%	37%	46%	-	*	*	-
	Students																					
	CWD	28%	30%	<b>33%</b>	*	*	*	-	-	-	-	*	*	33%	-	*	*	*	-	-	-	-
	CWOD	47%	41%	<b>42%</b>	48%	34%	31%	-	63%	-	*	36%	53%	-	42%	11%	38%	47%	-	*	*	-
	EL	29%	28%	<b>10%</b>	-	13%	*	-	*	-	-	6%	*	*	11%	10%	*	13%	-	*	-	-
	Male	43%	39%	<b>37%</b>	61%	22%	13%	-	*	-	*	39%	35%	*	38%	*	37%	-	-	*	*	-
	Female	47%	42%	<b>46%</b>	31%	44%	56%	-	67%	-	-	33%	69%	*	47%	13%	-	46%	-	*	-	-
Mathematics	All	48%	40%	<b>25%</b>	23%	19%	29%	-	63%	-	*	20%	33%	40%	23%	5%	17%	33%	-	*	*	-
	Students																					
	CWD	29%	30%	<b>40%</b>	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	50%	42%	<b>23%</b>	17%	21%	23%	-	63%	-	*	20%	30%	-	23%	5%	15%	32%	-	*	*	-
	EL	38%	35%	<b>5%</b>	-	0%	*	-	*	-	-	5%	*	*	5%	5%	*	*	-	*	-	-
	Male	48%	41%	<b>17%</b>	28%	9%	13%	-	*	-	*	13%	25%	*	15%	*	17%	-	-	*	*	-
	Female	47%	40%	<b>33%</b>	15%	30%	44%	-	67%	-	-	28%	44%	*	32%	*	-	33%	-	*	-	-
Grade 5	All	53%	49%	<b>52%</b>	50%	53%	48%	*	57%	-	*	49%	60%	8%	59%	30%	47%	57%	-	-	*	*
	Students																					
	CWD	30%	25%	<b>8%</b>	*	*	*	-	-	-	-	*	*	8%	-	*	*	*	-	-	-	*
	CWOD	56%	51%	<b>59%</b>	65%	57%	53%	*	57%	-	*	55%	68%	-	59%	39%	52%	67%	-	-	*	-
	EL	35%	30%	<b>30%</b>	-	33%	29%	-	*	-	-	32%	*	*	39%	30%	17%	45%	-	-	-	-
	Male	50%	46%	<b>47%</b>	45%	43%	46%	*	*	-	-	45%	54%	*	52%	17%	47%	-	-	-	-	-
	Female	56%	51%	<b>57%</b>	53%	67%	50%	-	*	-	*	53%	67%	*	67%	45%	-	57%	-	-	*	*
Mathematics	All	57%	50%	<b>66%</b>	58%	69%	62%	*	86%	-	*	65%	68%	0%	77%	57%	70%	60%	-	-	*	*
	Students																					
	CWD	34%	24%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	*
	CWOD	60%	52%	<b>77%</b>	75%	77%	76%	*	86%	-	*	77%	77%	-	77%	72%	80%	72%	-	-	*	-
	EL	46%	39%	<b>57%</b>	-	50%	57%	-	*	-	-	59%	*	*	72%	57%	58%	55%	-	-	-	*
	Male	57%	49%	<b>70%</b>	55%	70%	77%	*	80%	-	-	70%	69%	*	80%	58%	70%	-	-	-	-	-
	Female	58%	50%	<b>60%</b>	60%	69%	38%	-	*	-	*	58%	67%	*	72%	55%	-	60%	-	-	*	*
Science	All	40%	34%	<b>35%</b>	19%	36%	50%	*	57%	-	*	34%	36%	*	40%	32%	40%	29%	-	-	*	-
	Students																					
	CWD	25%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	42%	35%	<b>40%</b>	25%	40%	59%	*	57%	-	*	40%	41%	-	40%	39%	46%	33%	-	-	*	-
	EL	24%	18%	<b>32%</b>	-	17%	*	-	*	-	-	33%	*	*	39%	32%	42%	18%	-	-	-	-
	Male	42%	35%	<b>40%</b>	18%	39%	54%	*	*	-	-	40%	38%	*	46%	42%	40%	-	-	-	-	-
	Female	38%	32%	<b>29%</b>	20%	31%	*	-	*	-	*	27%	33%	*	33%	18%	-	29%	-	-	*	-

					African	American	Two or Pacific			More	Econ	Non					Foster						
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	38%	37%	<b>36%</b>	23%	42%	28%	-	70%	-	-	43%	26%	*	38%	25%	26%	50%	-	*	*	-
		Students																					
		CWD	22%	22%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	40%	38%	<b>38%</b>	17%	46%	31%	-	78%	-	-	45%	26%	-	38%	33%	27%	51%	-	*	*	-
		EL	14%	15%	<b>25%</b>	-	*	*	-	*	-	-	22%	*	*	33%	25%	*	*	-	-	-	-
		Male	34%	32%	<b>26%</b>	7%	31%	25%	-	*	-	-	39%	5%	*	27%	*	26%	-	-	-	-	
		Female	42%	42%	<b>50%</b>	45%	53%	33%	-	67%	-	-	46%	58%	*	51%	*	-	50%	-	*	*	-
	Mathematics	All	43%	46%	<b>43%</b>	30%	44%	47%	-	70%	-	-	47%	36%	*	48%	27%	38%	49%	-	*	*	-
		Students																					
		CWD	23%	27%	*	*	*	*	-	*	-	-	*	*	*	-	*	*	*	-	*	-	-
		CWOD	46%	48%	<b>48%</b>	29%	52%	53%	-	78%	-	-	54%	37%	-	48%	33%	44%	53%	-	*	*	-
		EL	24%	31%	<b>27%</b>	-	18%	*	-	*	-	-	33%	*	*	33%	27%	25%	29%	-	-	-	-
		Male	44%	46%	<b>38%</b>	24%	39%	46%	-	*	-	-	50%	20%	*	44%	25%	38%	-	-	*	-	-
		Female	42%	46%	<b>49%</b>	38%	50%	50%	-	67%	-	-	43%	62%	*	53%	29%	-	49%	-	*	*	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>12%</b>	4%	7%	20%	-	38%	-	*	13%	9%	*	13%	8%	15%	8%	-	*	*	*
		Students																					
		CWD	9%	7%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
		CWOD	26%	20%	<b>13%</b>	4%	8%	23%	-	38%	-	-	14%	10%	-	13%	8%	16%	9%	-	*	*	*
		EL	15%	16%	<b>8%</b>	*	0%	*	-	29%	-	-	5%	*	*	8%	8%	0%	13%	-	-	-	-
		Male	22%	17%	<b>15%</b>	6%	20%	20%	-	*	-	*	17%	10%	*	16%	0%	15%	-	-	*	*	*
		Female	26%	20%	<b>8%</b>	0%	0%	*	-	*	-	-	8%	8%	*	9%	13%	-	8%	-	*	-	*
	Mathematics	All	22%	15%	<b>6%</b>	8%	0%	13%	-	13%	-	*	9%	0%	*	5%	0%	10%	3%	-	*	*	*
		Students																					
		CWD	12%	5%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
		CWOD	24%	16%	<b>5%</b>	8%	0%	8%	-	13%	-	-	8%	0%	-	5%	0%	10%	0%	-	*	*	*
		EL	17%	16%	<b>0%</b>	*	0%	*	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
		Male	23%	17%	<b>10%</b>	13%	0%	10%	-	*	-	*	13%	0%	*	10%	0%	10%	-	-	*	*	*
		Female	21%	14%	<b>3%</b>	0%	0%	*	-	0%	-	-	4%	0%	*	0%	0%	-	3%	-	*	-	*
Grade 4	Reading	All	23%	19%	<b>21%</b>	16%	20%	18%	-	50%	-	*	15%	31%	11%	22%	5%	16%	26%	-	*	*	-
		Students																					
		CWD	9%	9%	<b>11%</b>	*	*	*	-	-	-	*	*	11%	-	*	*	*	-	-	-	-	-
		CWOD	25%	20%	<b>22%</b>	17%	21%	15%	-	50%	-	*	16%	33%	-	22%	5%	16%	28%	-	*	*	-
		EL	12%	11%	<b>5%</b>	-	7%	*	-	*	-	-	0%	*	*	5%	5%	*	13%	-	*	-	-
		Male	22%	18%	<b>16%</b>	22%	9%	13%	-	*	-	*	13%	20%	*	16%	*	16%	-	-	*	*	-
		Female	25%	21%	<b>26%</b>	8%	33%	22%	-	50%	-	-	17%	44%	*	28%	13%	-	26%	-	*	-	-
	Mathematics	All	26%	20%	<b>8%</b>	0%	9%	6%	-	38%	-	*	6%	11%	10%	8%	0%	4%	13%	-	*	*	-
		Students																					
		CWD	11%	10%	<b>10%</b>	*	*	*	-	-	-	*	*	10%	-	*	*	*	-	-	-	-	-

					African			American			Two or Non											Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Econ	Disadv	Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWOD	28%	21%	<b>8%</b>	0%	10%	0%	-	38%	-	*	7%	10%	-	8%	0%	2%	14%	-	*	*	-	-	
	EL	18%	14%	<b>0%</b>	-	0%	*	-	*	-	-	0%	*	*	0%	0%	*	*	-	*	-	-	-	
	Male	27%	21%	<b>4%</b>	0%	0%	13%	-	*	-	*	3%	5%	*	2%	*	4%	-	-	*	*	-	-	
	Female	25%	19%	<b>13%</b>	0%	20%	0%	-	33%	-	-	9%	19%	*	14%	*	-	13%	-	*	-	-	-	
Grade 5	Reading	All	26%	23%	<b>25%</b>	27%	24%	19%	*	43%	-	*	26%	24%	0%	29%	9%	21%	31%	-	-	*	*	
		Students																						
		CWD	9%	7%	<b>0%</b>	*	*	*	-	-	-	*	*	0%	-	*	*	*	-	-	-	-	-	*
		CWOD	27%	24%	<b>29%</b>	35%	26%	24%	*	43%	-	*	30%	27%	-	29%	11%	24%	36%	-	-	*	-	
		EL	12%	8%	<b>9%</b>	-	8%	0%	-	*	-	9%	*	*	11%	9%	8%	9%	-	-	-	-	*	
		Male	24%	21%	<b>21%</b>	18%	17%	23%	*	*	-	23%	15%	*	24%	8%	21%	-	-	-	-	-	-	
		Female	28%	25%	<b>31%</b>	33%	33%	13%	-	*	-	30%	33%	*	36%	9%	-	31%	-	-	-	*	*	
Mathematics	All	30%	24%	<b>35%</b>	27%	33%	43%	*	57%	-	*	31%	48%	0%	41%	26%	34%	37%	-	-	*	*		
	Students																							
		CWD	13%	7%	<b>0%</b>	*	*	*	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	-	*
		CWOD	31%	26%	<b>41%</b>	35%	37%	53%	*	57%	-	*	37%	55%	-	41%	33%	39%	44%	-	-	*	-	
		EL	19%	13%	<b>26%</b>	-	25%	14%	-	*	-	27%	*	*	33%	26%	25%	27%	-	-	-	-	*	
		Male	29%	24%	<b>34%</b>	18%	30%	46%	*	60%	-	33%	38%	*	39%	25%	34%	-	-	-	-	-	-	
		Female	30%	24%	<b>37%</b>	33%	38%	38%	-	*	-	29%	58%	*	44%	27%	-	37%	-	-	-	*	*	
Science	All	16%	13%	<b>9%</b>	4%	13%	10%	*	14%	-	*	11%	4%	*	11%	0%	8%	12%	-	-	*	-		
	Students																							
		CWD	9%	5%	<b>*</b>	*	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	17%	14%	<b>11%</b>	5%	14%	12%	*	14%	-	13%	5%	-	11%	0%	9%	14%	-	-	*	-		
		EL	7%	4%	<b>0%</b>	-	0%	*	-	*	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	-	
		Male	18%	14%	<b>8%</b>	0%	13%	8%	*	*	-	10%	0%	*	9%	0%	8%	-	-	-	-	-	-	
		Female	15%	12%	<b>12%</b>	7%	13%	*	-	*	-	13%	8%	*	14%	0%	-	12%	-	-	-	*	-	
Grade 6	Reading	All	18%	17%	<b>19%</b>	12%	19%	22%	-	30%	-	22%	13%	*	21%	8%	15%	24%	-	-	*	*	-	
	Students																							
		CWD	8%	6%	<b>*</b>	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	-	-	-	
		CWOD	20%	19%	<b>21%</b>	13%	21%	25%	-	33%	-	24%	15%	-	21%	11%	17%	26%	-	-	*	*	-	
		EL	4%	5%	<b>8%</b>	-	*	*	-	*	-	0%	*	*	11%	8%	*	*	-	-	-	-	-	
		Male	15%	13%	<b>15%</b>	0%	13%	25%	-	*	-	21%	5%	*	17%	*	15%	-	-	-	-	-	-	
		Female	22%	22%	<b>24%</b>	27%	27%	17%	-	17%	-	23%	25%	*	26%	*	-	24%	-	-	*	*	-	
Mathematics	All	18%	21%	<b>26%</b>	17%	31%	26%	-	40%	-	-	26%	27%	*	30%	7%	27%	26%	-	-	*	*	-	
	Students																							
		CWD	9%	7%	<b>*</b>	*	*	*	-	*	-	*	*	*	-	*	*	*	-	-	*	-	-	
		CWOD	19%	22%	<b>30%</b>	17%	35%	29%	-	44%	-	30%	30%	-	30%	8%	30%	29%	-	-	*	*	-	
		EL	6%	9%	<b>7%</b>	-	0%	*	-	*	-	8%	*	*	8%	7%	0%	14%	-	-	-	-	-	
		Male	18%	21%	<b>27%</b>	18%	28%	31%	-	*	-	34%	15%	*	30%	0%	27%	-	-	-	*	-	-	
		Female	17%	21%	<b>26%</b>	15%	33%	17%	-	33%	-	17%	46%	*	29%	14%	-	26%	-	-	*	*	-	

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ Non Econ								Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>70%</b>	65%	70%	72%	*	88%	-	70%	70%	71%	39%	74%	61%	69%	72%	-	*	78%	71%
		Students																					
		CWD	45%	38%	<b>39%</b>	39%	17%	63%	-	*	-	*	36%	43%	39%	-	27%	37%	41%	-	*	-	*
		CWOD	80%	76%	<b>74%</b>	68%	75%	73%	*	89%	-	88%	74%	75%	-	74%	67%	73%	76%	-	*	78%	*
		EL	60%	59%	<b>61%</b>	88%	55%	62%	-	76%	-	-	62%	57%	27%	67%	61%	57%	66%	-	*	-	*
		Male	74%	69%	<b>69%</b>	65%	66%	72%	*	85%	-	*	71%	63%	37%	73%	57%	69%	-	-	*	*	*
		Female	79%	76%	<b>72%</b>	63%	74%	71%	-	90%	-	83%	69%	80%	41%	76%	66%	-	72%	-	*	*	*
Reading	All	All	73%	68%	<b>70%</b>	67%	69%	69%	*	85%	-	*	68%	74%	47%	73%	59%	67%	74%	-	*	*	*
		Students																					
		CWD	39%	32%	<b>47%</b>	50%	*	67%	-	*	-	*	43%	53%	47%	-	*	43%	53%	-	-	-	*
		CWOD	77%	72%	<b>73%</b>	69%	73%	69%	*	84%	-	*	71%	77%	-	73%	63%	70%	76%	-	*	*	*
		EL	52%	51%	<b>59%</b>	*	56%	56%	-	67%	-	-	59%	60%	*	63%	59%	51%	67%	-	*	-	*
		Male	69%	64%	<b>67%</b>	67%	65%	67%	*	79%	-	*	68%	65%	43%	70%	51%	67%	-	-	*	*	*
		Female	77%	73%	<b>74%</b>	67%	74%	71%	-	89%	-	*	68%	85%	53%	76%	67%	-	74%	-	*	*	*
Mathematics	All	All	80%	75%	<b>71%</b>	65%	69%	75%	*	94%	-	*	73%	68%	41%	75%	66%	71%	72%	-	*	*	*
		Students																					
		CWD	52%	42%	<b>41%</b>	47%	*	67%	-	*	-	*	41%	41%	41%	-	*	38%	45%	-	*	-	*
		CWOD	83%	79%	<b>75%</b>	67%	75%	77%	*	97%	-	*	77%	73%	-	75%	71%	75%	76%	-	*	*	*
		EL	70%	69%	<b>66%</b>	*	53%	71%	-	93%	-	-	66%	60%	*	71%	66%	65%	66%	-	*	-	*
		Male	78%	73%	<b>71%</b>	68%	67%	75%	*	93%	-	*	75%	62%	38%	75%	65%	71%	-	-	*	*	*
		Female	82%	78%	<b>72%</b>	61%	72%	75%	-	95%	-	*	70%	76%	45%	76%	66%	-	72%	-	*	*	*
Science	All	All	79%	74%	<b>66%</b>	54%	74%	70%	*	71%	-	*	66%	68%	*	76%	55%	66%	67%	-	-	*	-
		Students																					
		CWD	48%	40%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>76%</b>	70%	83%	76%	*	71%	-	*	75%	77%	-	76%	67%	74%	78%	-	-	*	-
		EL	58%	57%	<b>55%</b>	-	58%	*	-	*	-	-	57%	*	*	67%	55%	50%	55%	-	-	-	-
		Male	78%	72%	<b>66%</b>	45%	70%	77%	*	*	-	-	68%	62%	*	74%	50%	66%	-	-	-	-	-
		Female	80%	77%	<b>67%</b>	60%	81%	*	-	*	-	*	63%	75%	*	78%	55%	-	67%	-	-	*	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>40%</b>	31%	40%	44%	*	62%	-	30%	40%	39%	19%	43%	28%	39%	41%	-	*	11%	14%
		Students																					
		CWD	23%	19%	<b>19%</b>	21%	7%	33%	-	*	-	*	14%	29%	19%	-	8%	13%	27%	-	*	-	*
		CWOD	50%	45%	<b>43%</b>	33%	43%	46%	*	63%	-	38%	43%	41%	-	43%	31%	42%	43%	-	*	11%	*
		EL	26%	25%	<b>28%</b>	25%	20%	36%	-	44%	-	-	29%	24%	8%	31%	28%	26%	30%	-	*	-	*
		Male	45%	40%	<b>39%</b>	30%	39%	42%	*	61%	-	*	43%	30%	13%	42%	26%	39%	-	-	*	*	*
		Female	50%	45%	<b>41%</b>	32%	41%	46%	-	63%	-	33%	37%	50%	27%	43%	30%	-	41%	-	*	*	*
Reading	All	All	46%	41%	<b>40%</b>	34%	39%	39%	*	58%	-	*	40%	39%	25%	41%	23%	36%	44%	-	*	*	*
		Students																					
		CWD	22%	18%	<b>25%</b>	25%	*	42%	-	*	-	*	24%	27%	25%	-	*	19%	33%	-	-	-	*
		CWOD	48%	44%	<b>41%</b>	35%	42%	38%	*	59%	-	*	41%	41%	-	41%	24%	38%	45%	-	*	*	*
		EL	21%	21%	<b>23%</b>	*	20%	19%	-	33%	-	-	21%	30%	*	24%	23%	17%	28%	-	*	-	*

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>36%</b>	33%	36%	31%	*	57%	-	*	41%	26%	19%	38%	17%	36%	-	-	*	*	*
	Female	50%	47%	<b>44%</b>	35%	43%	50%	-	58%	-	*	38%	55%	33%	45%	28%	-	44%	-	*	*	*
Mathematics	All	48%	42%	<b>42%</b>	31%	41%	47%	*	67%	-	*	42%	40%	20%	44%	32%	41%	42%	-	*	*	*
	Students																					
	CWD	26%	21%	<b>20%</b>	27%	*	33%	-	*	-	*	11%	35%	20%	-	*	13%	30%	-	*	-	*
	CWOD	51%	45%	<b>44%</b>	32%	45%	50%	*	69%	-	*	46%	41%	-	44%	36%	45%	43%	-	*	*	*
	EL	33%	31%	<b>32%</b>	*	22%	47%	-	53%	-	-	34%	20%	*	36%	32%	30%	34%	-	*	-	*
	Male	47%	41%	<b>41%</b>	29%	43%	50%	*	64%	-	*	46%	32%	13%	45%	30%	41%	-	-	*	*	*
	Female	49%	44%	<b>42%</b>	33%	40%	43%	-	68%	-	*	38%	50%	30%	43%	34%	-	42%	-	*	*	*
Science	All	49%	46%	<b>35%</b>	19%	36%	50%	*	57%	-	*	34%	36%	*	40%	32%	40%	29%	-	-	*	-
	Students																					
	CWD	23%	18%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>40%</b>	25%	40%	59%	*	57%	-	*	40%	41%	-	40%	39%	46%	33%	-	-	*	-
	EL	21%	20%	<b>32%</b>	-	17%	*	-	*	-	-	33%	*	*	39%	32%	42%	18%	-	-	-	-
	Male	50%	45%	<b>40%</b>	18%	39%	54%	*	*	-	-	40%	38%	*	46%	42%	40%	-	-	-	-	-
	Female	49%	46%	<b>29%</b>	20%	31%	*	-	*	-	*	27%	33%	*	33%	18%	-	29%	-	-	*	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>18%</b>	13%	18%	20%	*	36%	-	20%	18%	19%	4%	20%	7%	17%	20%	-	*	0%	14%
	Students																					
	CWD	8%	5%	<b>4%</b>	3%	0%	11%	-	*	-	*	2%	9%	4%	-	0%	6%	2%	-	*	-	*
	CWOD	23%	20%	<b>20%</b>	14%	20%	22%	*	37%	-	25%	20%	21%	-	20%	8%	18%	22%	-	*	0%	*
	EL	9%	8%	<b>7%</b>	0%	5%	3%	-	21%	-	-	6%	14%	0%	8%	7%	5%	9%	-	*	-	*
	Male	20%	17%	<b>17%</b>	11%	15%	22%	*	39%	-	*	19%	12%	6%	18%	5%	17%	-	-	*	*	*
	Female	22%	20%	<b>20%</b>	15%	22%	17%	-	33%	-	33%	17%	27%	2%	22%	9%	-	20%	-	*	*	*
Reading	All	19%	16%	<b>19%</b>	15%	18%	20%	*	39%	-	*	19%	20%	3%	21%	8%	17%	23%	-	*	*	*
	Students																					
	CWD	7%	5%	<b>3%</b>	0%	*	8%	-	*	-	*	0%	7%	3%	-	*	5%	0%	-	-	-	*
	CWOD	20%	18%	<b>21%</b>	16%	20%	22%	*	41%	-	*	21%	22%	-	21%	9%	18%	25%	-	*	*	*
	EL	7%	7%	<b>8%</b>	*	4%	0%	-	27%	-	-	4%	30%	*	9%	8%	5%	10%	-	*	-	*
	Male	16%	13%	<b>17%</b>	12%	14%	21%	*	43%	-	*	19%	13%	5%	18%	5%	17%	-	-	*	*	*
	Female	22%	20%	<b>23%</b>	18%	23%	18%	-	37%	-	*	20%	28%	0%	25%	10%	-	23%	-	*	*	*
Mathematics	All	23%	20%	<b>19%</b>	12%	19%	24%	*	36%	-	*	19%	21%	7%	21%	8%	19%	20%	-	*	*	*
	Students																					
	CWD	10%	5%	<b>7%</b>	7%	*	17%	-	*	-	*	4%	12%	7%	-	*	8%	5%	-	*	-	*
	CWOD	25%	21%	<b>21%</b>	13%	21%	25%	*	38%	-	*	20%	23%	-	21%	9%	21%	22%	-	*	*	*
	EL	13%	11%	<b>8%</b>	*	6%	6%	-	20%	-	-	9%	0%	*	9%	8%	7%	9%	-	*	-	*
	Male	23%	19%	<b>19%</b>	11%	16%	27%	*	50%	-	*	21%	14%	8%	21%	7%	19%	-	-	*	*	*
	Female	24%	20%	<b>20%</b>	14%	22%	18%	-	26%	-	*	15%	30%	5%	22%	9%	-	20%	-	*	*	*
Science	All	22%	20%	<b>9%</b>	4%	13%	10%	*	14%	-	*	11%	4%	*	11%	0%	8%	12%	-	-	*	-
	Students																					
	CWD	7%	4%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	11%	5%	14%	12%	*	14%	-	*	13%	5%	-	11%	0%	9%	14%	-	-	*	-
EL	5%	5%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
Male	23%	20%	8%	0%	13%	8%	*	*	-	-	10%	0%	*	9%	0%	8%	-	-	-	-	-
Female	21%	20%	12%	7%	13%	*	-	*	-	*	13%	8%	*	14%	0%	-	12%	-	-	*	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	65	64	75	-	80	-	*	70	69	73
CWD	69	90	*	70	-	*	-	-	69	69	63
CWOD	68	61	67	76	-	79	-	*	70	-	75
EL	73	-	68	82	-	81	-	-	75	63	73
Male	67	62	63	77	-	82	-	*	71	61	71
Female	70	69	66	72	-	79	-	*	67	82	75
<b>Mathematics</b>											
All Students	68	65	68	68	-	78	-	*	69	61	63
CWD	61	69	64	55	-	*	-	-	60	61	61
CWOD	69	64	68	71	-	81	-	*	70	-	63
EL	63	-	62	58	-	75	-	-	65	61	63
Male	64	56	65	65	-	82	-	*	68	57	57
Female	73	74	71	72	-	75	-	*	71	68	70

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
153	29	19%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>												
STAAR Component Score	43	36	43	45	*	62	-	*	43	*	32	
<b>School Quality (College, Career, and Military Readiness Performance)</b>												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	N	N	N	N	N	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	N	N	N	N	N	Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African	American	American	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	Indian	Hispanic	Indian	Indian	Islander	Races	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	100%	99%	100%	99%	100%	100%	-
	CWD	99%	100%	100%	96%	-	*	-	*	98%	100%	99%	-	96%	100%	98%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	100%	100%	98%	-	100%	-	-	99%	100%	96%	100%	99%	100%	99%	-
	Male	100%	100%	100%	99%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	98%	-	100%	-	100%	100%	100%	98%	100%	99%	-	100%	-
Reading	All Students	100%	100%	100%	99%	*	100%	-	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	98%	*	100%	-	*	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	98%	*	100%	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	100%	95%	*	100%	-	*	99%	100%	93%	100%	96%	100%	98%	-
	CWD	93%	100%	*	*	-	-	-	-	91%	*	93%	-	*	100%	86%	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	96%	-	100%	86%	-	*	-	-	95%	*	*	100%	96%	100%	91%	-
	Male	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	100%	100%	88%	-	*	-	*	97%	100%	86%	100%	91%	-	98%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	0%	1%	0%	1%	0%	0%	-
	CWD	1%	0%	0%	4%	-	*	-	*	2%	0%	1%	-	4%	0%	2%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	0%	0%	3%	-	0%	-	-	1%	0%	4%	0%	1%	0%	1%	-
	Male	0%	0%	0%	1%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	2%	-	0%	-	0%	0%	0%	2%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	1%	*	0%	-	*	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	2%	*	0%	-	*	0%	0%	-	0%	0%	1%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	*	0%	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	0%	5%	*	0%	-	*	1%	0%	7%	0%	4%	0%	2%	-
	CWD	7%	0%	*	*	-	-	-	-	9%	*	7%	-	*	0%	14%	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	4%	-	0%	14%	-	*	-	-	5%	*	*	0%	4%	0%	9%	-
	Male	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	0%	0%	13%	-	*	-	*	3%	0%	14%	0%	9%	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	46	17	14	11	*	*	*	*	8		
	Female	10	8	*	*	*	*	*	*	*		
	Total	56	25	16	11	*	*	*	*	10		
<b>Out-of-School Suspensions</b>												
	Male	20	7	5	*	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	26	9	7	6	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	20	11	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	24	13	7	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	8	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	6	*	*	*	*	*	*	*		6
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	49	11	26	8	*	*	*	*	11	8	*
	Female	41	14	17	8	*	*	*	*	8	8	5
	Total	90	25	43	16	*	*	*	*	19	16	7

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students
		students	American			Alaska		Islander	Races		with
						Native					Disabilities
Preschool Programs											
	Male	43	11	20	8	*	*	*	*	20	8
	Female	38	11	17	*	*	8	*	*	20	*
	Total	81	22	37	10	*	10	*	*	40	10
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	6.2	13.7%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.2	0.5%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.0	-

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	*	*
Mathematics	6,020	1%	45	1%	*	*
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 5						
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>13</b>	<b>2%</b>
Reading	43,730	1%	378	1%	<b>6</b>	<b>2%</b>
Mathematics	39,178	1%	351	1%	<b>6</b>	<b>2%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

#### State Level: 2017 Percentages at NAEP Achievement Levels



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced			
			TX	US	TX	US	TX	US	TX	US		
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9		
		Black	44	49	34	31	19	17	3	3		
		Hispanic	49	46	31	32	16	19	3	4		
		White	21	22	34	32	35	34	10	13		
		American Indian	*	52	*	28	*	17	*	3		
		Asian	16	16	23	25	42	37	19	22		
		Pacific Islander	*	42	*	31	*	23	*	4		
		Two or More Races	33	27	29	31	29	30	8	11		
		Econ Disadv	50	46	32	32	16	18	2	3		
		Students with Disabilities	70	68	20	20	9	10	1	2		
		English Language Learners	63	68	25	23	11	8	1	1		
		Mathematics	Overall	18	20	40	39	33	32	8	8	
			Black	30	37	46	44	22	17	3	2	
	Hispanic		21	29	45	44	29	23	5	3		
	White		9	12	32	37	46	40	13	11		
	American Indian		*	31	*	44	*	21	*	3		
	Asian		8	8	18	25	40	42	34	25		
	Pacific Islander		*	29	*	42	*	25	*	4		
	Two or More Races		13	15	30	39	41	35	17	11		
	Econ Disadv		23	31	46	44	25	22	4	3		
	Students with Disabilities		43	51	38	32	16	14	2	3		
	English Language Learners		29	47	44	39	23	13	4	2		
	Grade 8		Reading	Overall	29	24	44	40	26	32	2	4
				Black	42	40	43	42	14	17	n/a	1
		Hispanic		34	33	45	44	20	22	1	1	
		White		17	16	43	39	37	39	3	6	
American Indian		*		37	*	41	*	20	*	1		
Asian		8		13	29	30	53	45	10	12		
Pacific Islander		*		35	*	42	*	22	*	2		
Two or More Races		23		18	42	40	31	36	5	6		
Econ Disadv		38		35	45	43	16	20	1	1		
Students with Disabilities		65		61	29	29	6	9	n/a	1		
English Language Learners		62		68	33	27	5	5	n/a	n/a		
Mathematics		Overall		30	30	37	36	24	24	9	10	
		Black		44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4		
		White	16	20	33	37	35	31	16	13		
		American Indian	*	44	*	38	*	14	*	4		
		Asian	3	12	19	24	37	32	40	32		
		Pacific Islander	*	36	*	39	*	18	*	6		
		Two or More Races	24	27	43	36	24	25	8	13		
		Econ Disadv	40	45	40	37	17	15	3	3		
		Students with Disabilities	67	69	23	22	8	7	2	2		
		English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** WIMBISH EL

**Campus ID:** 220901116

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>		2017-18 through 2021-22											42%	
		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
		Baseline 2016-17												
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
		2022-23 through 2026-27												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military														
<b>STAAR Percent at Approaches Grade Level or Above</b>																																	
<b>Grade 3</b>																																	
Reading	All	77%	70%	<b>50%</b>	39%	50%	86%	-	-	-	*	53%	*	*	50%	54%	50%	50%	-	*	-	-	-	-	-	-	-	-	-	-			
	Students																																
	CWD	51%	46%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	79%	72%	<b>50%</b>	40%	48%	100%	-	-	-	*	52%	*	-	50%	54%	50%	50%	-	*	-	-	-	-	-	-	-	-	-	-			
	EL	70%	69%	<b>54%</b>	-	54%	-	-	-	-	-	54%	-	-	54%	54%	63%	*	-	-	-	-	-	-	-	-	-	-	-	-			
	Male	74%	68%	<b>50%</b>	35%	54%	*	-	-	-	*	59%	*	*	50%	63%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Female	79%	73%	<b>50%</b>	40%	45%	*	-	-	-	-	46%	*	-	50%	*	-	50%	-	*	-	-	-	-	-	-	-	-	-	-			
Mathematics	All	77%	71%	<b>55%</b>	45%	54%	86%	-	-	-	*	56%	45%	*	56%	54%	58%	50%	-	*	-	-	-	-	-	-	-	-	-				
	Students																																
	CWD	52%	43%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-	-	-	-	-	-	-	-	-			
	CWOD	80%	73%	<b>56%</b>	48%	52%	100%	-	-	-	*	57%	50%	-	56%	54%	59%	52%	-	*	-	-	-	-	-	-	-	-	-	-			
	EL	74%	73%	<b>54%</b>	-	54%	-	-	-	-	-	54%	-	-	54%	54%	63%	*	-	-	-	-	-	-	-	-	-	-	-	-			
	Male	77%	70%	<b>58%</b>	47%	62%	*	-	-	-	*	62%	*	*	59%	63%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Female	78%	71%	<b>50%</b>	44%	45%	*	-	-	-	-	50%	*	*	52%	*	-	50%	-	*	-	-	-	-	-	-	-	-	-	-			
<b>Grade 4</b>																																	
Reading	All	72%	67%	<b>54%</b>	46%	62%	46%	-	*	-	*	54%	56%	*	56%	58%	43%	64%	-	*	-	-	-	-	-	-	-	-	-				
	Students																																
	CWD	46%	47%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-			
	CWOD	75%	69%	<b>56%</b>	47%	64%	50%	-	*	-	*	57%	53%	-	56%	61%	42%	67%	-	*	-	-	-	-	-	-	-	-	-	-			
	EL	60%	56%	<b>58%</b>	-	56%	-	-	*	-	-	63%	*	*	61%	58%	*	73%	-	-	-	-	-	-	-	-	-	-	-	-			
	Male	70%	64%	<b>43%</b>	40%	*	*	-	-	-	*	45%	*	*	42%	*	43%	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Female	75%	70%	<b>64%</b>	50%	80%	*	-	*	-	*	62%	70%	*	67%	73%	-	64%	-	*	-	-	-	-	-	-	-	-	-	-			
Mathematics	All	77%	74%	<b>63%</b>	63%	58%	69%	-	*	-	*	67%	50%	*	64%	63%	63%	64%	-	*	-	-	-	-	-	-	-	-	-				
	Students																																
	CWD	49%	49%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-			
	CWOD	81%	76%	<b>64%</b>	63%	60%	67%	-	*	-	*	67%	53%	-	64%	67%	61%	67%	-	*	-	-	-	-	-	-	-	-	-	-			
	EL	72%	72%	<b>63%</b>	-	61%	-	-	*	-	-	69%	*	*	67%	63%	63%	64%	-	-	-	-	-	-	-	-	-	-	-	-			
	Male	77%	72%	<b>63%</b>	73%	55%	*	-	-	-	*	69%	*	*	61%	63%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Female	78%	76%	<b>64%</b>	55%	60%	83%	-	*	-	*	65%	60%	*	67%	64%	-	64%	-	*	-	-	-	-	-	-	-	-	-	-			
<b>Grade 5</b>																																	
Reading	All	83%	80%	<b>83%</b>	76%	84%	100%	*	-	-	*	80%	94%	*	84%	67%	83%	83%	-	*	-	-	-	-	-	-	-	-	-				
	Students																																
CWD	54%	47%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-				

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
	CWOD	87%	83%	<b>84%</b>	76%	87%	100%	*	-	-	*	80%	94%	-	84%	75%	82%	85%	-	*	-	-	
	EL	73%	70%	<b>67%</b>	*	63%	-	-	-	-	-	67%	-	*	75%	67%	*	71%	-	-	-	-	
	Male	81%	77%	<b>83%</b>	76%	88%	100%	-	-	-	*	76%	100%	*	82%	*	83%	-	-	*	-	-	
	Female	86%	82%	<b>83%</b>	77%	82%	*	*	-	-	*	83%	86%	*	85%	71%	-	83%	-	-	-	-	
Mathematics	All	90%	85%	<b>90%</b>	82%	96%	100%	*	-	-	*	89%	94%	*	92%	89%	89%	91%	-	*	-	-	
	Students																						
	CWOD	70%	56%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	92%	89%	<b>92%</b>	84%	100%	100%	*	-	-	*	92%	94%	-	92%	100%	91%	94%	-	*	-	-	
	EL	86%	81%	<b>89%</b>	*	88%	-	-	-	-	-	89%	-	*	100%	89%	*	86%	-	-	-	-	
	Male	89%	84%	<b>89%</b>	81%	100%	100%	-	-	-	*	88%	90%	*	91%	*	89%	-	-	*	-	-	
	Female	91%	86%	<b>91%</b>	83%	94%	*	*	-	-	*	89%	100%	*	94%	86%	-	91%	-	-	-	-	
Science	All	75%	69%	<b>87%</b>	85%	85%	100%	-	-	-	*	85%	87%	*	89%	70%	88%	86%	-	*	-	-	
	Students																						
	CWOD	48%	38%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	78%	72%	<b>89%</b>	84%	92%	100%	-	-	-	*	88%	86%	-	89%	78%	91%	88%	-	*	-	-	
	EL	62%	57%	<b>70%</b>	*	67%	-	-	-	-	-	70%	-	*	78%	70%	*	63%	-	-	-	-	
	Male	76%	69%	<b>88%</b>	86%	88%	*	-	-	-	*	88%	89%	*	91%	*	88%	-	-	*	-	-	
	Female	75%	69%	<b>86%</b>	83%	83%	*	-	-	-	*	83%	83%	*	88%	63%	-	86%	-	-	-	-	
Grade 6	All	68%	67%	<b>56%</b>	58%	44%	*	-	*	-	*	57%	50%	*	63%	46%	55%	57%	-	*	-	*	
	Students																						
	CWOD	35%	33%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	71%	70%	<b>63%</b>	70%	50%	*	-	*	-	*	64%	60%	-	63%	50%	64%	61%	-	*	-	*	
	EL	42%	46%	<b>46%</b>	-	46%	-	-	-	-	-	42%	*	*	50%	46%	*	*	-	-	-	-	
	Male	63%	61%	<b>55%</b>	69%	*	*	-	*	-	*	59%	*	*	64%	*	55%	-	-	*	-	-	
	Female	72%	73%	<b>57%</b>	45%	*	*	-	-	-	*	53%	*	*	61%	*	-	57%	-	-	-	*	
Mathematics	All	76%	76%	<b>64%</b>	58%	75%	75%	-	*	-	*	64%	67%	*	72%	77%	68%	59%	-	*	-	*	
	Students																						
	CWOD	50%	46%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	79%	80%	<b>72%</b>	65%	86%	83%	-	*	-	*	69%	80%	-	72%	83%	79%	61%	-	*	-	*	
	EL	61%	67%	<b>77%</b>	-	77%	-	-	-	-	-	75%	*	*	83%	77%	88%	*	-	-	-	-	
	Male	76%	76%	<b>68%</b>	71%	82%	*	-	*	-	*	71%	*	*	79%	88%	68%	-	-	*	-	-	
	Female	77%	77%	<b>59%</b>	42%	*	*	-	-	-	*	50%	83%	*	61%	*	-	59%	-	-	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3	All	43%	35%	<b>22%</b>	19%	13%	43%	-	-	-	*	23%	*	*	22%	8%	25%	18%	-	*	-	-	
	Students																						
	CWOD	28%	21%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	44%	36%	<b>22%</b>	20%	9%	60%	-	-	-	*	22%	*	-	22%	8%	25%	18%	-	*	-	-	
	EL	32%	32%	<b>8%</b>	-	8%	-	-	-	-	-	8%	-	-	8%	8%	13%	*	-	-	-	-	
	Male	40%	33%	<b>25%</b>	24%	15%	*	-	-	-	*	28%	*	*	25%	13%	25%	-	-	-	-	-	
	Female	45%	37%	<b>18%</b>	13%	9%	*	-	-	-	-	17%	*	-	18%	*	-	18%	-	*	-	-	

					African		American		Pacific		Two or More Econ		Non Econ					Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
Mathematics	All	46%	37%	<b>26%</b>	21%	21%	43%	-	-	-	*	29%	9%	*	28%	23%	25%	27%	-	*	-	-	
	Students																						
	CWD	30%	23%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-	
	CWOD	48%	38%	<b>28%</b>	23%	22%	60%	-	-	-	*	31%	10%	-	28%	23%	28%	28%	-	*	-	-	
	EL	39%	38%	<b>23%</b>	-	23%	-	-	-	-	-	23%	-	-	23%	23%	25%	*	-	-	-	-	
	Male	47%	38%	<b>25%</b>	24%	15%	*	-	-	-	*	28%	*	*	28%	25%	25%	-	-	-	-	-	
	Female	45%	35%	<b>27%</b>	19%	27%	*	-	-	-	-	31%	*	*	28%	*	-	27%	-	*	-	-	
Grade 4	All	45%	40%	<b>24%</b>	17%	27%	23%	-	*	-	*	25%	19%	*	23%	21%	29%	20%	-	*	-	-	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	47%	41%	<b>23%</b>	16%	28%	25%	-	*	-	*	26%	13%	-	23%	22%	26%	21%	-	*	-	-	
	EL	29%	28%	<b>21%</b>	-	17%	-	-	*	-	-	25%	*	*	22%	21%	*	18%	-	-	-	-	
	Male	43%	39%	<b>29%</b>	27%	*	*	-	-	-	*	28%	*	*	26%	*	29%	-	-	-	-	-	
	Female	47%	42%	<b>20%</b>	10%	33%	*	-	*	-	*	24%	10%	*	21%	18%	-	20%	-	*	-	-	
Mathematics	All	48%	40%	<b>23%</b>	11%	31%	31%	-	*	-	*	24%	19%	*	25%	37%	20%	25%	-	*	-	-	
	Students																						
	CWD	29%	30%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	50%	42%	<b>25%</b>	13%	32%	33%	-	*	-	*	26%	20%	-	25%	39%	23%	26%	-	*	-	-	
	EL	38%	35%	<b>37%</b>	-	33%	-	-	*	-	-	44%	*	*	39%	37%	25%	45%	-	-	-	-	
	Male	48%	41%	<b>20%</b>	13%	18%	*	-	-	-	*	21%	*	*	23%	25%	20%	-	-	-	-	-	
	Female	47%	40%	<b>25%</b>	10%	40%	33%	-	*	-	*	26%	20%	*	26%	45%	-	25%	-	*	-	-	
Grade 5	All	53%	49%	<b>45%</b>	35%	44%	86%	*	-	-	*	41%	59%	*	48%	22%	37%	53%	-	*	-	-	
	Students																						
	CWD	30%	25%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	56%	51%	<b>48%</b>	36%	48%	86%	*	-	-	*	43%	63%	-	48%	25%	39%	56%	-	*	-	-	
	EL	35%	30%	<b>22%</b>	*	25%	-	-	-	-	-	22%	-	*	25%	22%	*	29%	-	-	-	-	
	Male	50%	46%	<b>37%</b>	19%	50%	80%	-	-	-	*	28%	60%	*	39%	*	37%	-	-	*	-	-	
	Female	56%	51%	<b>53%</b>	62%	41%	*	*	-	-	*	52%	57%	*	56%	29%	-	53%	-	-	-	-	
Mathematics	All	57%	50%	<b>43%</b>	30%	56%	43%	*	-	-	*	45%	35%	*	45%	33%	37%	49%	-	*	-	-	
	Students																						
	CWD	34%	24%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	60%	52%	<b>45%</b>	31%	61%	43%	*	-	-	*	48%	38%	-	45%	38%	39%	52%	-	*	-	-	
	EL	46%	39%	<b>33%</b>	*	38%	-	-	-	-	-	33%	-	*	38%	33%	*	29%	-	-	-	-	
	Male	57%	49%	<b>37%</b>	29%	63%	20%	-	-	-	*	36%	40%	*	39%	*	37%	-	-	*	-	-	
	Female	58%	50%	<b>49%</b>	33%	53%	*	*	-	-	*	54%	29%	*	52%	29%	-	49%	-	-	-	-	
Science	All	40%	34%	<b>46%</b>	39%	46%	67%	-	-	-	*	45%	47%	*	49%	30%	44%	49%	-	*	-	-	
	Students																						
	CWD	25%	18%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	42%	35%	<b>49%</b>	41%	50%	67%	-	-	-	*	48%	50%	-	49%	33%	47%	52%	-	*	-	-	
	EL	24%	18%	<b>30%</b>	*	33%	-	-	-	-	-	30%	-	*	33%	30%	*	38%	-	-	-	-	
	Male	42%	35%	<b>44%</b>	38%	38%	*	-	-	-	*	40%	56%	*	47%	*	44%	-	-	*	-	-	
	Female	38%	32%	<b>49%</b>	42%	50%	*	-	-	-	*	50%	33%	*	52%	38%	-	49%	-	-	-	-	

				African		American		Pacific		Two or More		Econ		Non Econ						Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 6	Reading	All	38%	37%	<b>26%</b>	21%	13%	*	-	*	-	*	29%	17%	*	28%	15%	24%	29%	-	*	-	*	
		Students																						
		CWD	22%	22%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	40%	38%	<b>28%</b>	25%	14%	*	-	*	-	*	31%	20%	-	28%	17%	29%	28%	-	*	-	*	
		EL	14%	15%	<b>15%</b>	-	15%	-	-	-	-	-	17%	*	*	17%	15%	*	*	-	-	-	-	-
		Male	34%	32%	<b>24%</b>	23%	*	*	-	*	-	*	26%	*	*	29%	*	24%	-	-	*	-	-	-
	Female	42%	42%	<b>29%</b>	18%	*	*	-	-	-	*	33%	*	*	28%	*	-	29%	-	-	-	-	*	
	Mathematics	All	43%	46%	<b>34%</b>	27%	44%	38%	-	*	-	*	36%	25%	*	39%	38%	29%	41%	-	*	-	*	
		Students																						
		CWD	23%	27%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
CWOD		46%	48%	<b>39%</b>	35%	50%	33%	-	*	-	*	42%	30%	-	39%	42%	36%	44%	-	*	-	*		
EL		24%	31%	<b>38%</b>	-	38%	-	-	-	-	-	42%	*	*	42%	38%	38%	*	-	-	-	-	-	
Male		44%	46%	<b>29%</b>	21%	45%	*	-	*	-	*	32%	*	*	36%	38%	29%	-	-	*	-	-	-	
Female	42%	46%	<b>41%</b>	33%	*	*	-	-	-	*	44%	33%	*	44%	*	-	41%	-	-	-	-	*		
<b>STAAR Percent at Masters Grade Level</b>																								
Grade 3	Reading	All	24%	19%	<b>3%</b>	3%	0%	14%	-	-	-	*	2%	*	*	3%	0%	6%	0%	-	*	-	-	
		Students																						
		CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
		CWOD	26%	20%	<b>3%</b>	3%	0%	20%	-	-	-	*	2%	*	-	3%	0%	6%	0%	-	*	-	-	-
		EL	15%	16%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	-	-	-	-
		Male	22%	17%	<b>6%</b>	6%	0%	*	-	-	-	*	3%	*	*	6%	0%	6%	-	-	-	-	-	-
	Female	26%	20%	<b>0%</b>	0%	0%	*	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-	-	
	Mathematics	All	22%	15%	<b>12%</b>	12%	4%	29%	-	-	-	*	13%	9%	*	13%	8%	11%	13%	-	*	-	-	
		Students																						
		CWD	12%	5%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-	-
CWOD		24%	16%	<b>13%</b>	13%	4%	40%	-	-	-	*	14%	10%	-	13%	8%	13%	14%	-	*	-	-	-	
EL		17%	16%	<b>8%</b>	-	8%	-	-	-	-	-	8%	-	-	8%	8%	0%	*	-	-	-	-	-	
Male		23%	17%	<b>11%</b>	12%	0%	*	-	-	-	*	10%	*	*	13%	0%	11%	-	-	-	-	-	-	
Female	21%	14%	<b>13%</b>	13%	9%	*	-	-	-	-	15%	*	*	14%	*	-	13%	-	*	-	-	-		
Grade 4	Reading	All	23%	19%	<b>6%</b>	3%	8%	0%	-	*	-	*	5%	13%	*	5%	0%	6%	7%	-	*	-	-	
		Students																						
		CWD	9%	9%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
		CWOD	25%	20%	<b>5%</b>	3%	8%	0%	-	*	-	*	5%	7%	-	5%	0%	3%	7%	-	*	-	-	-
		EL	12%	11%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-	-
		Male	22%	18%	<b>6%</b>	0%	*	*	-	-	-	*	3%	*	*	3%	*	6%	-	-	-	-	-	-
	Female	25%	21%	<b>7%</b>	5%	13%	*	-	*	-	*	6%	10%	*	7%	0%	-	7%	-	*	-	-	-	
	Mathematics	All	26%	20%	<b>4%</b>	3%	4%	0%	-	*	-	*	5%	0%	*	4%	5%	9%	0%	-	*	-	-	
		Students																						
		CWD	11%	10%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
EL		18%	14%	<b>5%</b>	-	6%	-	-	*	-	-	6%	*	*	6%	5%	13%	0%	-	-	-	-	-	



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Male	27%	21%	<b>9%</b>	7%	9%	*	-	-	-	*	10%	*	*	10%	13%	9%	-	-	-	-	-	-	
	Female	25%	19%	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	-	*	-	-	
Grade 5	All	26%	23%	<b>20%</b>	12%	20%	43%	*	-	-	*	20%	18%	*	21%	0%	14%	25%	-	*	-	-	-	
	Students																							
	CWD	9%	7%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	27%	24%	<b>21%</b>	12%	22%	43%	*	-	-	*	22%	19%	-	21%	0%	15%	26%	-	*	-	-	-	
	EL	12%	8%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-	-	
	Male	24%	21%	<b>14%</b>	5%	25%	20%	-	-	-	*	16%	10%	*	15%	*	14%	-	-	-	*	-	-	
	Female	28%	25%	<b>25%</b>	23%	18%	*	*	-	-	*	24%	29%	*	26%	0%	-	25%	-	-	-	-	-	
Mathematics	All	30%	24%	<b>19%</b>	12%	24%	14%	*	-	-	*	19%	18%	*	20%	0%	20%	17%	-	*	-	-	-	
	Students																							
	CWD	13%	7%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	31%	26%	<b>20%</b>	13%	26%	14%	*	-	-	*	20%	19%	-	20%	0%	21%	18%	-	*	-	-	-	
	EL	19%	13%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-	-	
	Male	29%	24%	<b>20%</b>	10%	38%	20%	-	-	-	*	24%	10%	*	21%	*	20%	-	-	-	*	-	-	
	Female	30%	24%	<b>17%</b>	17%	18%	*	*	-	-	*	14%	29%	*	18%	0%	-	17%	-	-	-	-	-	
Science	All	16%	13%	<b>10%</b>	15%	8%	0%	-	-	-	*	9%	13%	*	11%	10%	9%	11%	-	*	-	-	-	
	Students																							
	CWD	9%	5%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	17%	14%	<b>11%</b>	16%	8%	0%	-	-	-	*	10%	14%	-	11%	11%	9%	12%	-	*	-	-	-	
	EL	7%	4%	<b>10%</b>	*	11%	-	-	-	-	-	10%	-	*	11%	10%	*	13%	-	-	-	-	-	
	Male	18%	14%	<b>9%</b>	14%	0%	*	-	-	-	*	8%	11%	*	9%	*	9%	-	-	-	*	-	-	
	Female	15%	12%	<b>11%</b>	17%	11%	*	-	-	-	*	10%	17%	*	12%	13%	-	11%	-	-	-	-	-	
Grade 6	All	18%	17%	<b>11%</b>	13%	6%	*	-	*	-	*	12%	8%	*	11%	8%	3%	24%	-	*	-	-	*	
	Students																							
	CWD	8%	6%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	20%	19%	<b>11%</b>	15%	7%	*	-	*	-	*	11%	10%	-	11%	8%	4%	22%	-	*	-	-	*	
	EL	4%	5%	<b>8%</b>	-	8%	-	-	-	-	-	8%	*	*	8%	8%	*	*	-	-	-	-	-	
	Male	15%	13%	<b>3%</b>	8%	*	*	-	*	-	*	4%	*	*	4%	*	3%	-	-	-	*	-	-	
	Female	22%	22%	<b>24%</b>	18%	*	*	-	-	-	*	27%	*	*	22%	*	-	24%	-	-	-	-	*	
Mathematics	All	18%	21%	<b>11%</b>	12%	0%	25%	-	*	-	*	11%	8%	*	11%	0%	12%	9%	-	*	-	-	*	
	Students																							
	CWD	9%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	CWOD	19%	22%	<b>11%</b>	15%	0%	17%	-	*	-	*	11%	10%	-	11%	0%	14%	6%	-	*	-	-	*	
	EL	6%	9%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	-	
	Male	18%	21%	<b>12%</b>	14%	0%	*	-	*	-	*	11%	*	*	14%	0%	12%	-	-	-	*	-	-	
	Female	17%	21%	<b>9%</b>	8%	*	*	-	-	-	*	13%	0%	*	6%	*	-	9%	-	-	-	-	*	

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All	77%	72%	<b>67%</b>	62%	68%	75%	*	83%	-	88%	67%	67%	39%	70%	63%	66%	68%	-	71%	-	*
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Students

				African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWD	45%	38%	<b>39%</b>	32%	*	50%	-	-	*	40%	*	39%	-	*	42%	33%	-	*	-	-	
	CWOD	80%	76%	<b>70%</b>	64%	71%	79%	*	83%	-	89%	70%	-	70%	67%	69%	71%	-	75%	-	*	
	EL	60%	59%	<b>63%</b>	*	61%	-	-	*	-	64%	*	*	67%	63%	61%	64%	-	-	-	-	
	Male	74%	69%	<b>66%</b>	66%	64%	70%	-	*	-	73%	68%	60%	42%	69%	61%	66%	-	80%	-	-	
	Female	79%	76%	<b>68%</b>	57%	72%	83%	*	*	-	100%	67%	76%	33%	71%	64%	-	68%	*	-	*	
Reading	All	73%	68%	<b>61%</b>	55%	62%	66%	*	*	-	93%	61%	63%	36%	63%	56%	58%	65%	-	71%	-	*
	Students																					
	CWD	39%	32%	<b>36%</b>	*	*	*	-	-	*	35%	*	36%	-	*	40%	*	-	-	-	-	
	CWOD	77%	72%	<b>63%</b>	57%	64%	70%	*	*	-	92%	63%	65%	-	63%	59%	60%	67%	-	71%	-	*
	EL	52%	51%	<b>56%</b>	*	54%	-	-	*	-	56%	*	*	59%	56%	46%	64%	-	-	-	-	
	Male	69%	64%	<b>58%</b>	56%	51%	62%	-	*	-	86%	59%	52%	40%	60%	46%	58%	-	*	-	-	
	Female	77%	73%	<b>65%</b>	53%	71%	71%	*	*	-	100%	63%	74%	*	67%	64%	-	65%	-	*	-	*
Mathematics	All	80%	75%	<b>68%</b>	62%	70%	80%	*	*	-	79%	69%	66%	40%	71%	69%	69%	67%	-	63%	-	*
	Students																					
	CWD	52%	42%	<b>40%</b>	*	*	*	-	-	*	45%	*	40%	-	*	44%	*	-	*	-	-	
	CWOD	83%	79%	<b>71%</b>	65%	73%	83%	*	*	-	83%	71%	71%	-	71%	73%	73%	70%	-	71%	-	*
	EL	70%	69%	<b>69%</b>	*	67%	-	-	*	-	70%	*	*	73%	69%	73%	64%	-	-	-	-	
	Male	78%	73%	<b>69%</b>	69%	72%	71%	-	*	-	72%	59%	44%	73%	73%	69%	-	-	*	-	-	
	Female	82%	78%	<b>67%</b>	55%	69%	93%	*	*	-	100%	65%	74%	*	70%	64%	-	67%	-	*	-	*
Science	All	79%	74%	<b>87%</b>	85%	85%	100%	-	-	-	85%	87%	*	89%	70%	88%	86%	-	*	-	-	
	Students																					
	CWD	48%	40%	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	82%	78%	<b>89%</b>	84%	92%	100%	-	-	*	88%	86%	-	89%	78%	91%	88%	-	*	-	-	
	EL	58%	57%	<b>70%</b>	*	67%	-	-	-	-	70%	-	*	78%	70%	*	63%	-	-	-	-	
	Male	78%	72%	<b>88%</b>	86%	88%	*	-	-	*	88%	89%	*	91%	*	88%	-	-	*	-	-	
	Female	80%	77%	<b>86%</b>	83%	83%	*	-	-	*	83%	83%	*	88%	63%	-	86%	-	-	-	-	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>32%</b>	25%	33%	43%	*	83%	-	53%	33%	29%	10%	34%	25%	30%	34%	-	29%	-	*
	Students																					
	CWD	23%	19%	<b>10%</b>	5%	*	20%	-	-	*	10%	*	10%	-	*	9%	11%	-	*	-	-	
	CWOD	50%	45%	<b>34%</b>	26%	35%	47%	*	83%	-	59%	35%	31%	-	34%	27%	33%	36%	-	31%	-	*
	EL	26%	25%	<b>25%</b>	*	25%	-	-	*	-	27%	*	*	27%	25%	22%	28%	-	-	-	-	
	Male	45%	40%	<b>30%</b>	25%	28%	37%	-	*	-	67%	29%	33%	9%	33%	22%	30%	-	-	30%	-	-
	Female	50%	45%	<b>34%</b>	25%	38%	53%	*	*	-	41%	36%	25%	11%	36%	28%	-	34%	-	*	-	*
Reading	All	46%	41%	<b>29%</b>	23%	25%	46%	*	*	-	50%	29%	30%	18%	30%	17%	29%	30%	-	43%	-	*
	Students																					
	CWD	22%	18%	<b>18%</b>	*	*	*	-	-	*	18%	*	18%	-	*	20%	*	-	-	-	-	
	CWOD	48%	44%	<b>30%</b>	24%	26%	50%	*	*	-	50%	30%	31%	-	30%	18%	30%	31%	-	43%	-	*
	EL	21%	21%	<b>17%</b>	*	15%	-	-	*	-	18%	*	*	18%	17%	15%	18%	-	-	-	-	
	Male	41%	37%	<b>29%</b>	23%	21%	43%	-	*	-	71%	27%	34%	20%	30%	15%	29%	-	-	*	-	-
	Female	50%	47%	<b>30%</b>	24%	29%	50%	*	*	-	29%	31%	26%	*	31%	18%	-	30%	-	*	-	*

					African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All	48%	42%	<b>31%</b>	22%	37%	37%	*	*	-	50%	33%	23%	4%	34%	33%	28%	34%	-	13%	-	*	
	Students																						
	CWD	26%	21%	<b>4%</b>	*	*	*	-	-	-	*	5%	*	4%	-	*	0%	*	-	*	-	-	-
	CWOD	51%	45%	<b>34%</b>	24%	40%	40%	*	*	-	58%	36%	25%	-	34%	35%	31%	36%	-	14%	-	*	
	EL	33%	31%	<b>33%</b>	*	33%	-	-	*	-	-	36%	*	*	35%	33%	31%	36%	-	-	-	-	
	Male	47%	41%	<b>28%</b>	22%	33%	24%	-	*	-	*	29%	24%	0%	31%	31%	28%	-	-	*	-	-	
	Female	49%	44%	<b>34%</b>	22%	42%	57%	*	*	-	43%	38%	22%	*	36%	36%	-	34%	-	*	-	*	
Science	All	49%	46%	<b>46%</b>	39%	46%	67%	-	-	-	*	45%	47%	*	49%	30%	44%	49%	-	*	-	-	
	Students																						
	CWD	23%	18%	<b>*</b>	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	52%	49%	<b>49%</b>	41%	50%	67%	-	-	-	*	48%	50%	-	49%	33%	47%	52%	-	*	-	-	
	EL	21%	20%	<b>30%</b>	*	33%	-	-	-	-	-	30%	-	*	33%	30%	*	38%	-	-	-	-	
	Male	50%	45%	<b>44%</b>	38%	38%	*	-	-	-	*	40%	56%	*	47%	*	44%	-	-	*	-	-	
	Female	49%	46%	<b>49%</b>	42%	50%	*	-	-	-	*	50%	33%	*	52%	38%	-	49%	-	-	-	-	

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>11%</b>	9%	9%	14%	*	17%	-	25%	10%	11%	6%	11%	3%	10%	11%	-	0%	-	*	
	Students																						
	CWD	8%	5%	<b>6%</b>	0%	*	20%	-	-	-	*	5%	*	6%	-	*	3%	11%	-	*	-	-	
	CWOD	23%	20%	<b>11%</b>	10%	9%	14%	*	17%	-	26%	11%	11%	-	11%	4%	11%	11%	-	0%	-	*	
	EL	9%	8%	<b>3%</b>	*	4%	-	-	*	-	-	4%	*	*	4%	3%	2%	5%	-	-	-	-	
	Male	20%	17%	<b>10%</b>	8%	6%	11%	-	*	-	40%	10%	10%	3%	11%	2%	10%	-	-	0%	-	-	
	Female	22%	20%	<b>11%</b>	10%	11%	20%	*	*	-	12%	11%	12%	11%	11%	5%	-	11%	-	*	-	*	
Reading	All	19%	16%	<b>10%</b>	7%	9%	17%	*	*	-	29%	9%	13%	9%	10%	2%	7%	13%	-	0%	-	*	
	Students																						
	CWD	7%	5%	<b>9%</b>	*	*	*	-	-	-	*	6%	*	9%	-	*	7%	*	-	-	-	-	
	CWOD	20%	18%	<b>10%</b>	8%	9%	17%	*	*	-	25%	10%	12%	-	10%	2%	7%	13%	-	0%	-	*	
	EL	7%	7%	<b>2%</b>	*	2%	-	-	*	-	-	2%	*	*	2%	2%	0%	4%	-	-	-	-	
	Male	16%	13%	<b>7%</b>	5%	5%	10%	-	*	-	43%	6%	10%	7%	7%	0%	7%	-	-	*	-	-	
	Female	22%	20%	<b>13%</b>	10%	13%	29%	*	*	-	14%	13%	15%	*	13%	4%	-	13%	-	*	-	*	
Mathematics	All	23%	20%	<b>11%</b>	9%	9%	14%	*	*	-	29%	12%	9%	4%	12%	4%	13%	9%	-	0%	-	*	
	Students																						
	CWD	10%	5%	<b>4%</b>	*	*	*	-	-	-	*	5%	*	4%	-	*	0%	*	-	*	-	-	
	CWOD	25%	21%	<b>12%</b>	10%	9%	13%	*	*	-	33%	12%	10%	-	12%	4%	15%	9%	-	0%	-	*	
	EL	13%	11%	<b>4%</b>	*	4%	-	-	*	-	-	4%	*	*	4%	4%	4%	4%	-	-	-	-	
	Male	23%	19%	<b>13%</b>	10%	9%	14%	-	*	-	*	14%	10%	0%	15%	4%	13%	-	-	*	-	-	
	Female	24%	20%	<b>9%</b>	8%	8%	14%	*	*	-	14%	10%	7%	*	9%	4%	-	9%	-	*	-	*	
Science	All	22%	20%	<b>10%</b>	15%	8%	0%	-	-	-	*	9%	13%	*	11%	10%	9%	11%	-	*	-	-	
	Students																						
	CWD	7%	4%	<b>*</b>	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	24%	22%	<b>11%</b>	16%	8%	0%	-	-	-	*	10%	14%	-	11%	11%	9%	12%	-	*	-	-	
	EL	5%	5%	<b>10%</b>	*	11%	-	-	-	-	-	10%	-	*	11%	10%	*	13%	-	-	-	-	
	Male	23%	20%	<b>9%</b>	14%	0%	*	-	-	-	*	8%	11%	*	9%	*	9%	-	-	*	-	-	
	Female	21%	20%	<b>11%</b>	17%	11%	*	-	-	-	*	10%	17%	*	12%	13%	-	11%	-	-	-	-	

**Two or Non**  
**or Econ Econ**  
**African American Pacific More Econ Non**  
**State District Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWDCWOD EL Male Female Migrant Homeless Care Military**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	63	63	67	-	*	-	92	64	53	51
CWD	53	*	*	*	-	-	-	*	54	53	*
CWOD	67	64	66	67	-	*	-	90	65	-	56
EL	51	*	51	-	-	*	-	-	51	*	51
Male	65	69	48	73	-	*	-	*	65	60	44
Female	66	58	74	59	-	*	-	100	64	*	57
<b>Mathematics</b>											
All Students	63	65	63	67	-	*	-	54	66	50	53
CWD	50	*	*	*	-	-	-	*	57	50	*
CWOD	65	66	65	67	-	*	-	55	67	-	54
EL	53	*	53	-	-	*	-	-	59	*	53
Male	66	72	57	77	-	*	-	*	71	*	47
Female	60	56	68	55	-	*	-	*	61	63	57

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **CWD**   **EL**   **Homeless**   **Foster Care**

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
87	11	13%

'\*\*' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	37	32	37	44	*	*	-	55	37	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.  
 'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N		N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y	N					N		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N		N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	100%	100%	*	*	-	100%	100%	98%	100%	99%	100%	-	99%	-
Reading	All Students	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	99%	100%	100%	*	*	-	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	98%	100%	100%	*	*	-	100%	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	100%	100%	*	-	-	*	100%	93%	*	98%	100%	100%	97%	-
	CWD	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-
	CWOD	98%	100%	100%	100%	*	-	-	*	100%	93%	-	98%	100%	100%	97%	-
	EL	100%	*	100%	-	-	-	-	-	100%	-	*	100%	100%	*	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	*	100%	-	-
	Female	97%	100%	100%	*	*	-	-	*	100%	83%	*	97%	100%	-	97%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	1%	0%	0%	*	*	-	0%	0%	2%	0%	1%	0%	-	1%	-
Reading	All Students	0%	1%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	1%	0%	0%	*	*	-	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	2%	0%	0%	*	*	-	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	1%	0%	0%	0%	*	-	-	*	0%	7%	*	2%	0%	0%	3%	-
	CWD	*	*	*	-	-	-	-	*	*	*	-	*	*	*	*	-
	CWOD	2%	0%	0%	0%	*	-	-	*	0%	7%	-	2%	0%	0%	3%	-
	EL	0%	*	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	*	0%	-	-
	Female	3%	0%	0%	*	*	-	-	*	0%	17%	*	3%	0%	-	3%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	87	62	14	5	*	*	*	*	5		
	Female	38	26	8	*	*	*	*	*	*		
	Total	125	88	22	7	*	*	*	*	7		
Out-of-School Suspensions												
	Male	46	34	*	*	*	*	*	*	*		
	Female	23	19	*	*	*	*	*	*	*		
	Total	69	53	8	*	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												



		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	Male	20	11	5	*	*	*	*	*	*	*	*
	Female	8	8	*	*	*	*	*	*	*	*	*
	Total	28	19	5	*	*	*	*	*	*	*	*
Expulsions	Male	16	10	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	20	14	*	*	*	*	*	*	*	*	*
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
Chronic Absenteeism	Male	80	44	17	14	*	*	*	5	5	11	5
	Female	74	38	17	14	*	*	*	5	8	5	*
	Total	154	82	34	28	*	*	*	10	13	16	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*

Allegations of Harassment or bullying	<b>Total</b>
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>			<b>Indian or</b>		<b>Pacific</b>	<b>Two or More</b>		<b>Students</b>
		<b>students</b>	<b>American</b>	<b>Hispanic</b>	<b>White</b>	<b>Alaska</b>	<b>Asian</b>	<b>Islander</b>	<b>Races</b>	<b>EL</b>	<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	28	14	8	*	*	*	*	*	5	*
	Female	35	11	14	5	*	*	*	5	8	*
	Total	63	25	22	7	*	*	*	7	13	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - ! Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	13.0	29.5%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	7.0	17.0%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.5%

**All School  
Number      Percent**

' ' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\*1 Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
	Mathematics	Two or More Races	33	27	29	31	29	30	8	11	
		Econ Disadv	50	46	32	32	16	18	2	3	
		Students with Disabilities	70	68	20	20	9	10	1	2	
		English Language Learners	63	68	25	23	11	8	1	1	
		Overall	18	20	40	39	33	32	8	8	
		Black	30	37	46	44	22	17	3	2	
		Hispanic	21	29	45	44	29	23	5	3	
		White	9	12	32	37	46	40	13	11	
		American Indian	*	31	*	44	*	21	*	3	
		Asian	8	8	18	25	40	42	34	25	
	Pacific Islander	*	29	*	42	*	25	*	4		
	Two or More Races	13	15	30	39	41	35	17	11		
	Econ Disadv	23	31	46	44	25	22	4	3		
	Students with Disabilities	43	51	38	32	16	14	2	3		
	English Language Learners	29	47	44	39	23	13	4	2		
	Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
			Black	42	40	43	42	14	17	n/a	1
			Hispanic	34	33	45	44	20	22	1	1
			White	17	16	43	39	37	39	3	6
			American Indian	*	37	*	41	*	20	*	1
Asian			8	13	29	30	53	45	10	12	
Pacific Islander			*	35	*	42	*	22	*	2	
Two or More Races			23	18	42	40	31	36	5	6	
Econ Disadv			38	35	45	43	16	20	1	1	
Students with Disabilities			65	61	29	29	6	9	n/a	1	
English Language Learners		62	68	33	27	5	5	n/a	n/a		
Mathematics		Overall	30	30	37	36	24	24	9	10	
		Black	44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4	
		White	16	20	33	37	35	31	16	13	
		American Indian	*	44	*	38	*	14	*	4	
		Asian	3	12	19	24	37	32	40	32	
		Pacific Islander	*	36	*	39	*	18	*	6	
		Two or More Races	24	27	43	36	24	25	8	13	
		Econ Disadv	40	45	40	37	17	15	3	3	
	Students with Disabilities	67	69	23	22	8	7	2	2		
English Language Learners	61	71	32	23	7	5	1	1			

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** WOOD EL  
**Campus ID:** 220901133  
**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
<b>EL Progress</b>													44%	
													46%	
													46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)





		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	87%	83%	<b>82%</b>	78%	71%	87%	*	83%	-	*	64%	90%	-	82%	60%	79%	85%	-	*	-	*	
	EL	73%	70%	<b>63%</b>	*	56%	*	-	*	-	-	50%	83%	*	60%	63%	67%	*	-	*	-	-	
	Male	81%	77%	<b>76%</b>	*	67%	78%	*	*	-	*	50%	86%	*	79%	67%	76%	-	-	-	-	*	
	Female	86%	82%	<b>80%</b>	78%	76%	86%	-	*	-	*	68%	86%	*	85%	*	-	80%	-	*	-	-	
Mathematics	All	90%	85%	<b>89%</b>	75%	96%	89%	*	100%	-	*	86%	90%	*	94%	80%	91%	88%	-	*	-	*	
	Students																						
	CWD	70%	56%	*	*	-	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	92%	89%	<b>94%</b>	89%	96%	92%	*	100%	-	*	87%	96%	-	94%	79%	94%	93%	-	*	-	*	
	EL	86%	81%	<b>80%</b>	*	88%	*	-	*	-	*	89%	*	*	79%	80%	88%	71%	-	*	-	-	
	Male	89%	84%	<b>91%</b>	*	100%	87%	*	100%	-	*	86%	93%	*	94%	88%	91%	-	-	-	-	*	
	Female	91%	86%	<b>88%</b>	78%	94%	91%	-	*	-	*	86%	88%	*	93%	71%	-	88%	-	*	-	-	
Science	All	75%	69%	<b>74%</b>	50%	67%	80%	*	83%	-	*	61%	79%	*	77%	50%	74%	73%	-	*	-	*	
	Students																						
	CWD	48%	38%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-
	CWOD	78%	72%	<b>77%</b>	56%	66%	84%	*	83%	-	*	59%	84%	-	77%	47%	75%	79%	-	*	-	*	
	EL	62%	57%	<b>50%</b>	*	*	*	-	*	-	-	50%	*	*	47%	50%	*	*	-	*	-	-	
	Male	76%	69%	<b>74%</b>	*	60%	81%	*	*	-	*	56%	81%	*	75%	*	74%	-	-	-	-	*	
	Female	75%	69%	<b>73%</b>	56%	69%	79%	-	*	-	*	62%	77%	*	79%	*	-	73%	-	*	-	-	
Grade 6 Reading	All	68%	67%	<b>79%</b>	75%	76%	85%	*	75%	-	*	66%	85%	38%	86%	43%	73%	87%	-	*	-	*	
	Students																						
	CWD	35%	33%	<b>38%</b>	*	*	*	-	*	-	-	*	50%	38%	-	*	*	*	-	-	-	-	-
	CWOD	71%	70%	<b>86%</b>	80%	85%	90%	*	86%	-	*	76%	90%	-	86%	56%	84%	88%	-	*	-	*	
	EL	42%	46%	<b>43%</b>	-	*	-	*	*	-	-	*	*	*	56%	43%	56%	*	-	-	-	-	
	Male	63%	61%	<b>73%</b>	*	74%	81%	*	*	-	*	58%	79%	*	84%	56%	73%	-	-	-	-	*	
	Female	72%	73%	<b>87%</b>	100%	79%	89%	*	86%	-	-	75%	92%	*	88%	*	-	87%	-	*	-	-	
Mathematics	All	76%	76%	<b>86%</b>	81%	82%	90%	*	88%	-	*	77%	90%	45%	93%	72%	79%	93%	-	*	-	*	
	Students																						
	CWD	50%	46%	<b>45%</b>	*	*	*	-	*	-	-	*	42%	45%	-	*	44%	*	-	-	-	-	-
	CWOD	79%	80%	<b>93%</b>	85%	90%	98%	*	100%	-	*	86%	97%	-	93%	85%	88%	98%	-	*	-	*	
	EL	61%	67%	<b>72%</b>	-	71%	-	*	*	-	-	77%	*	*	85%	72%	67%	78%	-	-	-	-	
	Male	76%	76%	<b>79%</b>	73%	80%	84%	*	*	-	*	63%	88%	44%	88%	67%	79%	-	-	-	-	*	
	Female	77%	77%	<b>93%</b>	100%	84%	96%	*	100%	-	-	95%	93%	*	98%	78%	-	93%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3																							
Grade 3 Reading	All	43%	35%	<b>40%</b>	22%	28%	47%	*	*	-	40%	19%	48%	15%	43%	20%	42%	36%	-	*	*	*	
	Students																						
	CWD	28%	21%	<b>15%</b>	-	*	*	-	-	-	-	*	*	15%	-	*	*	*	-	*	*	*	
	CWOD	44%	36%	<b>43%</b>	22%	33%	50%	*	*	-	40%	21%	51%	-	43%	22%	47%	37%	-	*	-	*	
	EL	32%	32%	<b>20%</b>	*	*	*	-	-	-	-	*	*	*	22%	20%	29%	*	-	*	-	-	
	Male	40%	33%	<b>42%</b>	22%	25%	50%	*	-	-	*	21%	51%	*	47%	29%	42%	-	-	*	*	*	
	Female	45%	37%	<b>36%</b>	-	29%	43%	-	*	-	*	15%	44%	*	37%	*	-	36%	-	*	-	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	37%	<b>43%</b>	22%	39%	50%	*	*	-	*	20%	52%	29%	45%	42%	43%	43%	-	*	*	*	
	Students																						
	CWD	30%	23%	<b>29%</b>	-	*	*	-	-	-	-	*	40%	29%	-	*	*	*	-	*	*	*	
	CWOD	48%	38%	<b>45%</b>	22%	43%	52%	*	*	-	*	23%	54%	-	45%	45%	44%	45%	-	*	-	*	
	EL	39%	38%	<b>42%</b>	*	40%	*	-	-	-	-	*	*	*	45%	42%	56%	*	-	*	-	-	
	Male	47%	38%	<b>43%</b>	22%	44%	51%	*	-	-	*	24%	51%	*	44%	56%	43%	-	-	*	*	*	
Female	45%	35%	<b>43%</b>	-	33%	48%	-	*	-	*	14%	54%	*	45%	*	-	43%	-	*	-	*		
Grade 4 Reading	All	45%	40%	<b>38%</b>	23%	29%	47%	*	*	-	*	38%	39%	*	43%	20%	34%	44%	-	*	-	*	
	Students																						
	CWD	28%	30%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	47%	41%	<b>43%</b>	27%	34%	48%	*	*	-	*	40%	44%	-	43%	25%	39%	48%	-	*	-	*	
	EL	29%	28%	<b>20%</b>	*	*	*	-	*	-	-	18%	*	*	25%	20%	*	*	-	-	-	-	
	Male	43%	39%	<b>34%</b>	*	27%	41%	-	*	-	*	37%	33%	*	39%	*	34%	-	-	*	-	-	
Female	47%	42%	<b>44%</b>	*	31%	56%	*	*	-	*	38%	50%	*	48%	*	-	44%	-	*	-	*		
Mathematics	All	48%	40%	<b>44%</b>	0%	36%	58%	*	*	-	*	28%	54%	20%	48%	29%	43%	45%	-	*	-	*	
	Students																						
	CWD	29%	30%	<b>20%</b>	*	*	*	-	-	-	*	*	*	20%	-	*	*	*	-	-	-	-	
	CWOD	50%	42%	<b>48%</b>	0%	38%	63%	*	*	-	*	30%	59%	-	48%	36%	49%	46%	-	*	-	*	
	EL	38%	35%	<b>29%</b>	*	0%	*	-	*	-	-	23%	*	*	36%	29%	40%	14%	-	-	-	-	
	Male	48%	41%	<b>43%</b>	*	37%	59%	-	*	-	*	29%	50%	*	49%	40%	43%	-	-	*	-	*	
Female	47%	40%	<b>45%</b>	*	35%	56%	*	*	-	*	27%	64%	*	46%	14%	-	45%	-	*	-	*		
Grade 5 Reading	All	53%	49%	<b>52%</b>	58%	41%	54%	*	67%	-	*	34%	59%	*	55%	19%	45%	58%	-	*	-	*	
	Students																						
	CWD	30%	25%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	56%	51%	<b>55%</b>	67%	39%	58%	*	67%	-	*	36%	63%	-	55%	13%	47%	62%	-	*	-	*	
	EL	35%	30%	<b>19%</b>	*	0%	*	-	*	-	-	10%	33%	*	13%	19%	22%	*	-	*	-	-	
	Male	50%	46%	<b>45%</b>	*	40%	44%	*	*	-	*	25%	52%	*	47%	22%	45%	-	-	-	-	*	
Female	56%	51%	<b>58%</b>	67%	41%	63%	-	*	-	*	41%	66%	*	62%	*	-	58%	-	*	-	-		
Mathematics	All	57%	50%	<b>56%</b>	50%	43%	61%	*	83%	-	*	42%	63%	*	60%	33%	61%	52%	-	*	-	*	
	Students																						
	CWD	34%	24%	*	*	-	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	60%	52%	<b>60%</b>	56%	43%	64%	*	83%	-	*	42%	67%	-	60%	29%	64%	56%	-	*	-	*	
	EL	46%	39%	<b>33%</b>	*	13%	*	-	*	-	-	33%	*	*	29%	33%	38%	29%	-	*	-	-	
	Male	57%	49%	<b>61%</b>	*	58%	61%	*	80%	-	*	43%	68%	*	64%	38%	61%	-	-	-	-	-	
Female	58%	50%	<b>52%</b>	56%	31%	60%	-	*	-	*	41%	58%	*	56%	29%	-	52%	-	*	-	-		
Science	All	40%	34%	<b>39%</b>	33%	27%	44%	*	50%	-	*	28%	44%	*	41%	19%	45%	33%	-	*	-	*	
	Students																						
	CWD	25%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	42%	35%	<b>41%</b>	33%	28%	46%	*	50%	-	*	25%	47%	-	41%	13%	47%	35%	-	*	-	*	
	EL	24%	18%	<b>19%</b>	*	*	*	-	*	-	-	20%	*	*	13%	19%	*	*	-	*	-	-	
	Male	42%	35%	<b>45%</b>	*	33%	47%	*	*	-	*	25%	52%	*	47%	*	45%	-	-	-	-	-	
Female	38%	32%	<b>33%</b>	33%	19%	41%	-	*	-	*	29%	35%	*	35%	*	-	33%	-	*	-	-		

					African	American	Two or Non		Econ		Non								Foster				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	38%	37%	<b>53%</b>	58%	36%	64%	*	50%	-	*	26%	65%	31%	57%	14%	48%	59%	-	*	-	*
		Students																					
		CWD	22%	22%	<b>31%</b>	*	*	*	-	*	-	-	*	40%	31%	-	*	*	*	-	-	-	-
		CWOD	40%	38%	<b>57%</b>	60%	37%	69%	*	57%	-	*	28%	69%	-	57%	11%	55%	59%	-	*	-	*
		EL	14%	15%	<b>14%</b>	-	*	-	*	*	-	-	*	*	*	11%	14%	22%	*	-	-	-	-
		Male	34%	32%	<b>48%</b>	*	32%	66%	*	*	-	*	16%	63%	*	55%	22%	48%	-	-	-	-	*
		Female	42%	42%	<b>59%</b>	80%	43%	63%	*	57%	-	-	38%	68%	*	59%	*	-	59%	-	*	-	-
	Mathematics	All	43%	46%	<b>60%</b>	50%	46%	70%	*	63%	-	*	43%	69%	20%	67%	39%	60%	60%	-	*	-	*
		Students																					
		CWD	23%	27%	<b>20%</b>	*	*	*	-	*	-	-	*	25%	20%	-	*	25%	*	-	-	-	-
		CWOD	46%	48%	<b>67%</b>	54%	52%	79%	*	71%	-	*	51%	75%	-	67%	46%	69%	65%	-	*	-	*
		EL	24%	31%	<b>39%</b>	-	29%	-	*	*	-	-	38%	*	*	46%	39%	44%	33%	-	-	-	-
		Male	44%	46%	<b>60%</b>	45%	55%	69%	*	*	-	*	38%	72%	25%	69%	44%	60%	-	-	-	-	*
		Female	42%	46%	<b>60%</b>	60%	37%	71%	*	71%	-	-	50%	65%	*	65%	33%	-	60%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 3	Reading	All	24%	19%	<b>21%</b>	22%	17%	25%	*	*	-	0%	9%	26%	8%	23%	20%	23%	19%	-	*	*	*
		Students																					
		CWD	9%	7%	<b>8%</b>	-	*	*	-	-	-	-	*	*	8%	-	*	*	*	-	*	*	*
		CWOD	26%	20%	<b>23%</b>	22%	21%	27%	*	*	-	0%	11%	28%	-	23%	22%	25%	21%	-	*	-	*
		EL	15%	16%	<b>20%</b>	*	*	*	-	-	-	-	*	*	*	22%	20%	29%	*	-	*	-	-
		Male	22%	17%	<b>23%</b>	22%	19%	26%	*	-	-	*	11%	28%	*	25%	29%	23%	-	-	*	*	*
		Female	26%	20%	<b>19%</b>	-	14%	23%	-	*	-	*	8%	24%	*	21%	*	-	19%	-	*	-	*
	Mathematics	All	22%	15%	<b>18%</b>	0%	9%	27%	*	*	-	*	3%	25%	0%	21%	8%	21%	14%	-	*	*	*
		Students																					
		CWD	12%	5%	<b>0%</b>	-	*	*	-	-	-	-	*	0%	0%	-	*	*	*	-	*	*	*
		CWOD	24%	16%	<b>21%</b>	0%	11%	31%	*	*	-	*	3%	28%	-	21%	9%	25%	16%	-	*	-	*
		EL	17%	16%	<b>8%</b>	*	10%	*	-	-	-	-	*	*	*	9%	8%	11%	*	-	*	-	-
		Male	23%	17%	<b>21%</b>	0%	11%	33%	*	-	-	*	0%	31%	*	25%	11%	21%	-	-	*	*	*
		Female	21%	14%	<b>14%</b>	-	7%	19%	-	*	-	*	7%	17%	*	16%	*	-	14%	-	*	-	*
Grade 4	Reading	All	23%	19%	<b>17%</b>	8%	17%	21%	*	*	-	*	13%	19%	*	19%	7%	16%	19%	-	*	-	*
		Students																					
		CWD	9%	9%	<b>*</b>	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
		CWOD	25%	20%	<b>19%</b>	9%	20%	23%	*	*	-	*	14%	22%	-	19%	8%	19%	20%	-	*	-	*
		EL	12%	11%	<b>7%</b>	*	*	*	-	*	-	-	0%	*	*	8%	7%	*	*	-	-	-	-
		Male	22%	18%	<b>16%</b>	*	19%	11%	-	*	-	*	11%	18%	*	19%	*	16%	-	-	*	-	-
		Female	25%	21%	<b>19%</b>	*	13%	38%	*	*	-	*	14%	23%	*	20%	*	-	19%	-	*	-	*
	Mathematics	All	26%	20%	<b>22%</b>	0%	20%	24%	*	*	-	*	7%	31%	7%	24%	18%	24%	18%	-	*	-	*
		Students																					
		CWD	11%	10%	<b>7%</b>	*	*	*	-	-	-	*	*	*	7%	-	*	*	*	-	-	-	-

					African	American		Pacific		Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD		EL	Male	Female	Migrant	Homeless	Foster Care	Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander														
	CWOD	28%	21%	<b>24%</b>	0%	22%	28%	*	*	-	*	8%	34%	-	24%	21%	27%	20%	-	*	-	*
	EL	18%	14%	<b>18%</b>	*	0%	*	-	*	-	-	8%	*	*	21%	18%	30%	0%	-	-	-	-
	Male	27%	21%	<b>24%</b>	*	30%	24%	-	*	-	*	14%	28%	*	27%	30%	24%	-	-	*	-	*
	Female	25%	19%	<b>18%</b>	*	6%	25%	*	*	-	*	0%	36%	*	20%	0%	-	18%	-	*	-	*
Grade 5																						
Reading	All	26%	23%	<b>28%</b>	25%	13%	36%	*	33%	-	*	16%	34%	*	30%	6%	24%	32%	-	*	-	*
	Students																					
	CWD	9%	7%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	24%	<b>30%</b>	33%	10%	39%	*	33%	-	*	18%	35%	-	30%	7%	25%	35%	-	*	-	*
	EL	12%	8%	<b>6%</b>	*	0%	*	-	*	-	-	0%	17%	*	7%	6%	11%	*	-	*	-	-
	Male	24%	21%	<b>24%</b>	*	13%	25%	*	*	-	*	13%	29%	*	25%	11%	24%	-	-	-	-	*
	Female	28%	25%	<b>32%</b>	22%	12%	46%	-	*	-	*	18%	39%	*	35%	*	-	32%	-	*	-	-
Mathematics	All	30%	24%	<b>28%</b>	17%	14%	32%	*	50%	-	*	14%	34%	*	30%	13%	33%	23%	-	*	-	*
	Students																					
	CWD	13%	7%	*	*	-	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	26%	<b>30%</b>	22%	14%	34%	*	50%	-	*	16%	36%	-	30%	14%	36%	25%	-	*	-	*
	EL	19%	13%	<b>13%</b>	*	0%	*	-	*	-	-	0%	*	*	14%	13%	25%	0%	-	*	-	-
	Male	29%	24%	<b>33%</b>	*	17%	32%	*	60%	-	*	14%	40%	*	36%	25%	33%	-	-	-	-	*
	Female	30%	24%	<b>23%</b>	11%	13%	31%	-	*	-	*	14%	28%	*	25%	0%	-	23%	-	*	-	-
Science	All	16%	13%	<b>16%</b>	8%	7%	20%	*	33%	-	*	8%	19%	*	17%	6%	16%	16%	-	*	-	*
	Students																					
	CWD	9%	5%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	<b>17%</b>	11%	7%	21%	*	33%	-	*	9%	20%	-	17%	7%	17%	18%	-	*	-	*
	EL	7%	4%	<b>6%</b>	*	*	*	-	*	-	-	0%	*	*	7%	6%	*	*	-	*	-	-
	Male	18%	14%	<b>16%</b>	*	0%	19%	*	*	-	*	6%	19%	*	17%	*	16%	-	-	-	-	*
	Female	15%	12%	<b>16%</b>	0%	13%	21%	-	*	-	*	10%	19%	*	18%	*	-	16%	-	*	-	-
Grade 6																						
Reading	All	18%	17%	<b>22%</b>	25%	9%	29%	*	38%	-	*	9%	28%	6%	25%	0%	18%	28%	-	*	-	*
	Students																					
	CWD	8%	6%	<b>6%</b>	*	*	*	-	*	-	-	*	10%	6%	-	*	*	*	-	-	-	-
	CWOD	20%	19%	<b>25%</b>	20%	11%	33%	*	43%	-	*	10%	31%	-	25%	0%	22%	27%	-	*	-	*
	EL	4%	5%	<b>0%</b>	-	*	-	*	*	-	-	*	*	*	0%	0%	0%	*	-	-	-	-
	Male	15%	13%	<b>18%</b>	*	11%	25%	*	*	-	*	0%	26%	*	22%	0%	18%	-	-	-	-	*
	Female	22%	22%	<b>28%</b>	40%	7%	33%	*	43%	-	-	19%	32%	*	27%	*	-	28%	-	*	-	-
Mathematics	All	18%	21%	<b>33%</b>	25%	18%	47%	*	38%	-	*	11%	45%	5%	38%	11%	34%	32%	-	*	-	*
	Students																					
	CWD	9%	7%	<b>5%</b>	*	*	*	-	*	-	-	*	8%	5%	-	*	6%	*	-	-	-	-
	CWOD	19%	22%	<b>38%</b>	31%	19%	54%	*	43%	-	*	14%	50%	-	38%	8%	42%	35%	-	*	-	*
	EL	6%	9%	<b>11%</b>	-	7%	-	*	*	-	-	0%	*	*	8%	11%	11%	11%	-	-	-	-
	Male	18%	21%	<b>34%</b>	27%	20%	50%	*	*	-	*	8%	49%	6%	42%	11%	34%	-	-	-	-	*
	Female	17%	21%	<b>32%</b>	20%	16%	43%	*	43%	-	-	15%	40%	*	35%	11%	-	32%	-	*	-	-

**STAAR Percent at Approaches Grade Level or Above**

				African		American		Pacific		Two or More		Econ		Non Econ						Foster			
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
All Grades	All Subjects	All	77%	72%	<b>77%</b>	68%	72%	82%	100%	89%	-	66%	67%	82%	35%	83%	58%	75%	80%	-	67%	*	70%
		Students																					
		CWD	45%	38%	<b>35%</b>	39%	35%	40%	-	*	-	*	35%	35%	35%	-	33%	37%	32%	-	*	*	*
		CWOD	80%	76%	<b>83%</b>	73%	77%	87%	100%	93%	-	83%	72%	88%	-	83%	63%	81%	84%	-	80%	-	76%
		EL	60%	59%	<b>58%</b>	69%	54%	*	*	76%	-	-	54%	67%	33%	63%	58%	61%	55%	-	*	-	-
		Male	74%	69%	<b>75%</b>	62%	68%	80%	100%	81%	-	83%	61%	81%	37%	81%	61%	75%	-	-	75%	*	64%
		Female	79%	76%	<b>80%</b>	74%	76%	84%	100%	96%	-	50%	72%	84%	32%	84%	55%	-	80%	-	63%	-	78%
Reading	All	All	73%	68%	<b>75%</b>	70%	66%	80%	100%	84%	-	69%	61%	81%	30%	81%	49%	72%	79%	-	64%	*	67%
		Students																					
		CWD	39%	32%	<b>30%</b>	*	26%	35%	-	*	-	*	25%	33%	30%	-	*	30%	31%	-	*	*	*
		CWOD	77%	72%	<b>81%</b>	74%	73%	85%	100%	89%	-	85%	67%	87%	-	81%	56%	79%	83%	-	78%	-	75%
		EL	52%	51%	<b>49%</b>	*	40%	*	*	67%	-	-	39%	71%	*	56%	49%	56%	38%	-	*	-	-
		Male	69%	64%	<b>72%</b>	63%	63%	78%	*	75%	-	75%	56%	78%	30%	79%	56%	72%	-	-	*	*	*
		Female	77%	73%	<b>79%</b>	79%	70%	83%	*	91%	-	63%	67%	86%	31%	83%	38%	-	79%	-	*	-	*
Mathematics	All	All	80%	75%	<b>80%</b>	70%	78%	84%	100%	95%	-	63%	73%	84%	39%	86%	68%	78%	83%	-	73%	*	70%
		Students																					
		CWD	52%	42%	<b>39%</b>	*	40%	44%	-	*	-	*	38%	40%	39%	-	*	40%	37%	-	*	*	*
		CWOD	83%	79%	<b>86%</b>	76%	84%	89%	100%	100%	-	77%	79%	90%	-	86%	73%	85%	87%	-	89%	-	75%
		EL	70%	69%	<b>68%</b>	*	67%	*	*	89%	-	-	67%	68%	*	73%	68%	69%	65%	-	*	-	-
		Male	78%	73%	<b>78%</b>	65%	75%	82%	*	88%	-	88%	66%	84%	40%	85%	69%	78%	-	-	*	*	*
		Female	82%	78%	<b>83%</b>	79%	81%	86%	*	100%	-	*	79%	85%	37%	87%	65%	-	83%	-	71%	-	*
Science	All	All	79%	74%	<b>74%</b>	50%	67%	80%	*	83%	-	*	61%	79%	*	77%	50%	74%	73%	-	*	-	*
		Students																					
		CWD	48%	40%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
		CWOD	82%	78%	<b>77%</b>	56%	66%	84%	*	83%	-	*	59%	84%	-	77%	47%	75%	79%	-	*	-	*
		EL	58%	57%	<b>50%</b>	*	*	*	-	*	-	-	50%	*	*	47%	50%	*	*	-	*	-	-
		Male	78%	72%	<b>74%</b>	*	60%	81%	*	*	-	*	56%	81%	*	75%	*	74%	-	-	-	-	-
		Female	80%	77%	<b>73%</b>	56%	69%	79%	-	*	-	*	62%	77%	*	79%	*	-	73%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades	All Subjects	All	47%	42%	<b>47%</b>	36%	36%	55%	85%	66%	-	34%	31%	55%	20%	51%	27%	47%	48%	-	50%	*	40%
		Students																					
		CWD	23%	19%	<b>20%</b>	28%	20%	22%	-	*	-	*	18%	22%	20%	-	24%	21%	20%	-	*	*	*
		CWOD	50%	45%	<b>51%</b>	38%	39%	58%	85%	69%	-	43%	33%	59%	-	51%	27%	51%	51%	-	60%	-	47%
		EL	26%	25%	<b>27%</b>	62%	14%	*	*	52%	-	-	22%	36%	24%	27%	27%	34%	15%	-	*	-	-
		Male	45%	40%	<b>47%</b>	26%	38%	54%	71%	67%	-	39%	28%	54%	21%	51%	34%	47%	-	-	50%	*	36%
		Female	50%	45%	<b>48%</b>	49%	34%	56%	100%	65%	-	30%	34%	56%	20%	51%	15%	-	48%	-	50%	-	44%
Reading	All	All	46%	41%	<b>46%</b>	41%	33%	53%	83%	58%	-	38%	30%	54%	19%	50%	18%	42%	50%	-	45%	*	33%
		Students																					
		CWD	22%	18%	<b>19%</b>	*	16%	22%	-	*	-	*	15%	21%	19%	-	*	16%	25%	-	*	*	*
		CWOD	48%	44%	<b>50%</b>	44%	36%	57%	83%	61%	-	46%	32%	57%	-	50%	18%	47%	53%	-	56%	-	38%
		EL	21%	21%	<b>18%</b>	*	9%	*	*	33%	-	-	13%	29%	*	18%	18%	26%	5%	-	*	-	-

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	41%	37%	<b>42%</b>	26%	31%	50%	*	63%	-	50%	25%	50%	16%	47%	26%	42%	-	-	*	*	*
	Female	50%	47%	<b>50%</b>	63%	36%	56%	*	55%	-	25%	35%	59%	25%	53%	5%	-	50%	-	*	-	*
Mathematics	All	48%	42%	<b>51%</b>	32%	41%	59%	83%	79%	-	31%	34%	60%	22%	55%	35%	51%	51%	-	64%	*	40%
	Students																					
	CWD	26%	21%	<b>22%</b>	*	25%	22%	-	*	-	*	17%	26%	22%	-	*	25%	16%	-	*	*	*
	CWOD	51%	45%	<b>55%</b>	33%	44%	64%	83%	83%	-	38%	37%	64%	-	55%	38%	56%	54%	-	78%	-	50%
	EL	33%	31%	<b>35%</b>	*	21%	*	*	78%	-	-	30%	47%	*	38%	35%	44%	23%	-	*	-	-
	Male	47%	41%	<b>51%</b>	26%	47%	60%	*	75%	-	25%	33%	60%	25%	56%	44%	51%	-	-	*	*	*
	Female	49%	44%	<b>51%</b>	42%	34%	59%	*	82%	-	*	35%	60%	16%	54%	23%	-	51%	-	57%	-	*
Science	All	49%	46%	<b>39%</b>	33%	27%	44%	*	50%	-	*	28%	44%	*	41%	19%	45%	33%	-	*	-	*
	Students																					
	CWD	23%	18%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	52%	49%	<b>41%</b>	33%	28%	46%	*	50%	-	*	25%	47%	-	41%	13%	47%	35%	-	*	-	*
	EL	21%	20%	<b>19%</b>	*	*	*	-	*	-	-	20%	*	*	13%	19%	*	*	-	*	-	-
	Male	50%	45%	<b>45%</b>	*	33%	47%	*	*	-	*	25%	52%	*	47%	*	45%	-	-	-	-	*
	Female	49%	46%	<b>33%</b>	33%	19%	41%	-	*	-	*	29%	35%	*	35%	*	-	33%	-	*	-	-

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>23%</b>	15%	14%	29%	31%	36%	-	11%	10%	29%	4%	25%	10%	23%	23%	-	17%	*	25%
	Students																					
	CWD	8%	5%	<b>4%</b>	6%	8%	2%	-	*	-	*	0%	7%	4%	-	5%	5%	2%	-	*	*	*
	CWOD	23%	20%	<b>25%</b>	17%	15%	32%	31%	38%	-	13%	12%	32%	-	25%	11%	26%	25%	-	20%	-	29%
	EL	9%	8%	<b>10%</b>	31%	4%	*	*	19%	-	-	2%	26%	5%	11%	10%	15%	2%	-	*	-	-
	Male	20%	17%	<b>23%</b>	16%	17%	28%	29%	43%	-	6%	8%	29%	5%	26%	15%	23%	-	-	25%	*	18%
	Female	22%	20%	<b>23%</b>	13%	11%	31%	33%	30%	-	15%	12%	29%	2%	25%	2%	-	23%	-	13%	-	33%
Reading	All	19%	16%	<b>22%</b>	20%	14%	28%	17%	32%	-	6%	12%	27%	6%	25%	7%	20%	25%	-	27%	*	22%
	Students																					
	CWD	7%	5%	<b>6%</b>	*	5%	4%	-	*	-	*	0%	9%	6%	-	*	5%	6%	-	*	*	*
	CWOD	20%	18%	<b>25%</b>	21%	15%	31%	17%	33%	-	8%	14%	29%	-	25%	9%	23%	27%	-	33%	-	25%
	EL	7%	7%	<b>7%</b>	*	3%	*	*	11%	-	-	3%	18%	*	9%	7%	12%	0%	-	*	-	-
	Male	16%	13%	<b>20%</b>	19%	16%	22%	*	38%	-	0%	8%	25%	5%	23%	12%	20%	-	-	*	*	*
	Female	22%	20%	<b>25%</b>	21%	11%	35%	*	27%	-	13%	15%	30%	6%	27%	0%	-	25%	-	*	-	*
Mathematics	All	23%	20%	<b>25%</b>	12%	16%	33%	50%	42%	-	13%	9%	34%	3%	29%	13%	28%	22%	-	9%	*	20%
	Students																					
	CWD	10%	5%	<b>3%</b>	*	10%	0%	-	*	-	*	0%	6%	3%	-	*	5%	0%	-	*	*	*
	CWOD	25%	21%	<b>29%</b>	14%	17%	37%	50%	44%	-	15%	10%	37%	-	29%	13%	32%	25%	-	11%	-	25%
	EL	13%	11%	<b>13%</b>	*	5%	*	*	33%	-	-	2%	37%	*	13%	13%	19%	4%	-	*	-	-
	Male	23%	19%	<b>28%</b>	13%	21%	35%	*	50%	-	13%	9%	37%	5%	32%	19%	28%	-	-	*	*	*
	Female	24%	20%	<b>22%</b>	11%	10%	30%	*	36%	-	*	9%	30%	0%	25%	4%	-	22%	-	0%	-	*
Science	All	22%	20%	<b>16%</b>	8%	7%	20%	*	33%	-	*	8%	19%	*	17%	6%	16%	16%	-	*	-	*
	Students																					
	CWD	7%	4%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	24%	22%	17%	11%	7%	21%	*	33%	-	*	9%	20%	-	17%	7%	17%	18%	-	*	-	*
EL	5%	5%	6%	*	*	*	-	*	-	-	0%	*	*	7%	6%	*	*	-	*	-	-
Male	23%	20%	16%	*	0%	19%	*	*	-	*	6%	19%	*	17%	*	16%	-	-	-	-	*
Female	21%	20%	16%	0%	13%	21%	-	*	-	*	10%	19%	*	18%	*	-	16%	-	*	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	63	63	59	65	*	81	-	*	55	43	59
CWD	43	*	57	43	-	*	-	*	40	43	*
CWOD	65	71	59	67	*	85	-	*	58	-	61
EL	59	*	52	*	*	72	-	-	50	*	59
Male	60	64	55	59	*	88	-	*	54	43	69
Female	66	62	63	73	*	75	-	*	57	*	44
<b>Mathematics</b>											
All Students	69	63	66	71	*	86	-	56	65	58	68
CWD	58	*	53	65	-	*	-	*	58	58	56
CWOD	70	64	68	71	*	85	-	*	66	-	71
EL	68	*	56	*	*	89	-	-	63	56	68
Male	68	57	64	69	*	94	-	*	65	55	72
Female	70	71	67	73	*	80	-	*	64	67	62

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
105	16	15%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	49	40	41	55	*	64	-	*	36	20	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	N	N					N	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					N	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	Y
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	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	99%	100%	99%	99%	100%	-
	CWD	99%	100%	100%	98%	-	*	-	100%	100%	99%	99%	-	100%	99%	100%	-
	CWOD	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	-	100%	99%	100%	100%	-
	EL	99%	100%	99%	100%	*	100%	-	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	99%	100%	99%	100%	100%	100%	-	100%	99%	100%	99%	100%	100%	99%	-	-
	Female	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	100%	100%	98%	-	100%	-
Reading	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%	-
	CWOD	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	100%	100%	96%	-	*	-	*	100%	97%	98%	-	100%	98%	100%	-
	CWOD	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	99%	*	100%	-	100%	99%	99%	98%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	98%	100%	97%	99%	*	100%	-	100%	95%	100%	100%	98%	94%	100%	97%	-
	CWD	100%	*	*	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	100%	97%	98%	*	100%	-	*	94%	100%	-	98%	93%	100%	97%	-
	EL	94%	*	89%	*	-	*	-	-	90%	100%	*	93%	94%	100%	86%	-
	Male	100%	*	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	97%	100%	94%	97%	-	*	-	*	91%	100%	100%	97%	86%	-	97%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	1%	0%	1%	1%	0%	-
	CWD	1%	0%	0%	2%	-	*	-	0%	0%	1%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	-	0%	1%	0%	0%	-
	EL	1%	0%	1%	0%	*	0%	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	1%	0%	1%	0%	0%	0%	-	0%	1%	0%	1%	0%	0%	1%	-	-
	Female	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	0%	2%	-	0%	-
Reading	All Students	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	-	0%	0%	0%	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
EL		0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
Male		0%	0%	1%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%	-	-
Female		0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	0%	0%	4%	-	*	-	*	0%	3%	2%	-	0%	2%	0%	-
	CWOD	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	1%	*	0%	-	0%	1%	1%	2%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	2%	0%	3%	1%	*	0%	-	0%	5%	0%	0%	2%	6%	0%	3%	-
	CWD	0%	*	*	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	0%	3%	2%	*	0%	-	*	6%	0%	-	2%	7%	0%	3%	-
	EL	6%	*	11%	*	-	*	-	-	10%	0%	*	7%	6%	0%	14%	-
	Male	0%	*	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	3%	0%	6%	3%	-	*	-	*	9%	0%	0%	3%	14%	-	3%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	40	8	8	20	*	*	*	*	5		
	Female	8	*	*	*	*	*	*	*	*		
	Total	48	10	10	22	*	*	*	*	7		
<b>Out-of-School Suspensions</b>												
	Male	12	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	14	*	*	6	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		

		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)
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	17	*	*	11	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	21	*	*	13	*	*	*	*	*		7
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	50	8	11	29	*	*	*	*	8	11	*
	Female	26	*	8	14	*	*	*	*	*	5	*
	Total	76	10	19	43	*	*	*	*	10	16	*

	<b>Total</b>
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		<b>Total</b>	<b>African</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or</b>	<b>Asian</b>	<b>Pacific</b>	<b>Two or More</b>	<b>EL</b>	<b>Students</b>
		<b>students</b>	<b>American</b>			<b>Alaska</b>		<b>Islander</b>	<b>Races</b>		<b>with</b>
						<b>Native</b>					<b>Disabilities</b>
Preschool Programs											
	Male	17	*	5	5	*	5	*	*	8	*
	Female	19	*	8	5	*	*	*	*	5	*
	Total	36	*	13	10	*	7	*	*	13	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.0	10.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	1.2%

'-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	*	*
Mathematics	6,056	1%	68	1%	*	*
Grade 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
Reading	6,162	2%	47	1%	*	*
Mathematics	6,160	1%	47	1%	*	*
Science	6,164	1%	47	1%	*	*
Grade 6						
Reading	5,678	1%	59	1%	*	*
Mathematics	5,677	1%	58	1%	*	*
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>11</b>	<b>1%</b>
Reading	43,730	1%	378	1%	<b>5</b>	<b>1%</b>
Mathematics	39,178	1%	351	1%	<b>5</b>	<b>1%</b>
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.



## State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities		67	69	23	22	8	7	2	2	
English Language Learners	61	71	32	23	7	5	1	1		

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** WORKMAN J H

**Campus ID:** 220901050

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
<b>EL Progress</b>	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17													
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
	2022-23 through 2026-27													

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	EL	46%	48%	<b>45%</b>	*	43%	*	-	71%	*	*	43%	49%	*	49%	45%	43%	47%	-	*	-	*
	Male	74%	67%	<b>53%</b>	36%	55%	58%	-	81%	*	*	52%	57%	*	58%	43%	53%	-	-	*	-	*
	Female	76%	74%	<b>66%</b>	53%	66%	72%	-	96%	*	*	66%	66%	*	69%	47%	-	66%	-	*	-	*
End of Course																						
Algebra I	All	82%	78%	<b>97%</b>	97%	97%	88%	-	100%	-	*	97%	94%	-	97%	95%	96%	98%	-	*	-	*
	Students																					
	CWD	47%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	83%	<b>97%</b>	97%	97%	88%	-	100%	-	*	97%	94%	-	97%	95%	96%	98%	-	*	-	*
	EL	67%	65%	<b>95%</b>	*	94%	-	-	100%	-	*	97%	83%	-	95%	95%	93%	100%	-	-	-	*
	Male	78%	73%	<b>96%</b>	91%	96%	89%	-	100%	-	*	97%	93%	-	96%	93%	96%	-	-	*	-	*
	Female	87%	83%	<b>98%</b>	100%	99%	88%	-	100%	-	*	98%	95%	-	98%	100%	-	98%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 7																						
Reading	All	47%	44%	<b>37%</b>	30%	38%	41%	-	53%	*	71%	36%	41%	2%	39%	13%	30%	44%	-	*	-	*
	Students																					
	CWD	23%	21%	<b>2%</b>	*	*	*	-	*	-	*	*	*	2%	-	*	3%	*	-	*	-	*
	CWOD	50%	46%	<b>39%</b>	32%	40%	45%	-	57%	*	83%	39%	43%	-	39%	14%	32%	46%	-	*	-	*
	EL	16%	18%	<b>13%</b>	*	13%	30%	-	8%	*	-	13%	18%	*	14%	13%	11%	16%	-	*	-	*
	Male	42%	39%	<b>30%</b>	17%	34%	26%	-	53%	*	*	29%	32%	3%	32%	11%	30%	-	-	*	-	*
	Female	53%	50%	<b>44%</b>	44%	41%	57%	-	54%	-	83%	43%	51%	*	46%	16%	-	44%	-	*	-	*
Mathematics	All	39%	39%	<b>26%</b>	18%	27%	26%	-	58%	*	*	26%	25%	2%	28%	15%	22%	30%	-	9%	-	0%
	Students																					
	CWD	20%	16%	<b>2%</b>	*	*	*	-	*	-	*	*	*	2%	-	*	2%	*	-	*	-	*
	CWOD	41%	41%	<b>28%</b>	20%	29%	29%	-	63%	*	*	28%	26%	-	28%	17%	25%	31%	-	13%	-	0%
	EL	17%	19%	<b>15%</b>	*	12%	40%	-	38%	*	-	15%	24%	*	17%	15%	13%	19%	-	*	-	*
	Male	38%	38%	<b>22%</b>	12%	25%	13%	-	55%	*	*	23%	20%	2%	25%	13%	22%	-	-	*	-	*
	Female	40%	39%	<b>30%</b>	24%	29%	39%	-	62%	-	*	30%	30%	*	31%	19%	-	30%	-	*	-	*
Grade 8																						
Reading	All	48%	45%	<b>35%</b>	20%	35%	47%	-	71%	*	63%	35%	35%	4%	38%	15%	29%	42%	-	25%	-	*
	Students																					
	CWD	23%	17%	<b>4%</b>	*	0%	*	-	-	-	*	2%	*	4%	-	*	3%	6%	-	*	-	-
	CWOD	51%	48%	<b>38%</b>	22%	38%	56%	-	71%	*	57%	38%	38%	-	38%	17%	32%	44%	-	20%	-	*
	EL	13%	14%	<b>15%</b>	0%	15%	*	-	29%	*	*	15%	18%	*	17%	15%	12%	20%	-	*	-	*
	Male	44%	39%	<b>29%</b>	16%	28%	40%	-	59%	*	*	28%	33%	3%	32%	12%	29%	-	-	*	-	*
	Female	53%	52%	<b>42%</b>	24%	43%	56%	-	82%	*	*	43%	38%	6%	44%	20%	-	42%	-	13%	-	*
Mathematics	All	50%	32%	<b>17%</b>	10%	18%	24%	-	50%	*	*	18%	16%	2%	19%	16%	13%	22%	-	0%	-	*
	Students																					
	CWD	25%	16%	<b>2%</b>	6%	*	*	-	-	-	*	2%	*	2%	-	*	3%	*	-	*	-	-
	CWOD	53%	34%	<b>19%</b>	10%	20%	38%	-	50%	*	*	19%	18%	-	19%	18%	15%	23%	-	0%	-	*
	EL	30%	19%	<b>16%</b>	*	13%	*	-	63%	*	-	16%	16%	*	18%	16%	12%	21%	-	*	-	*
	Male	48%	30%	<b>13%</b>	6%	14%	27%	-	33%	*	*	14%	9%	3%	15%	12%	13%	-	-	*	-	*
	Female	53%	34%	<b>22%</b>	14%	23%	20%	-	71%	*	*	21%	24%	*	23%	21%	-	22%	-	0%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All	50%	45%	<b>35%</b>	22%	33%	48%	-	76%	*	38%	34%	35%	3%	37%	18%	31%	38%	-	17%	-	*	
	Students																						
	CWD	23%	18%	<b>3%</b>	*	*	*	-	-	-	*	2%	*	3%	-	*	*	*	-	*	-	-	
	CWOD	53%	48%	<b>37%</b>	25%	35%	56%	-	76%	*	*	37%	38%	-	37%	20%	35%	39%	-	*	-	*	
	EL	19%	19%	<b>18%</b>	*	14%	*	-	57%	*	*	17%	20%	*	20%	18%	18%	17%	-	*	-	*	
	Female	50%	46%	<b>38%</b>	24%	35%	56%	-	89%	*	*	39%	34%	*	39%	17%	-	38%	-	*	-	*	
End of Course Algebra I	All	53%	49%	<b>82%</b>	87%	80%	76%	-	90%	-	*	83%	80%	-	82%	69%	78%	87%	-	*	-	*	
	Students																						
	CWD	19%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	53%	<b>82%</b>	87%	80%	76%	-	90%	-	*	83%	80%	-	82%	69%	78%	87%	-	*	-	*	
	EL	29%	27%	<b>69%</b>	*	65%	-	-	83%	-	*	67%	83%	-	69%	69%	73%	56%	-	-	-	-	*
	Female	58%	55%	<b>87%</b>	100%	83%	75%	-	95%	-	*	88%	80%	-	87%	56%	-	87%	-	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
Grade 7																							
Reading	All	28%	26%	<b>20%</b>	14%	20%	22%	-	44%	*	57%	19%	28%	0%	21%	6%	16%	24%	-	*	-	*	
	Students																						
	CWD	10%	10%	<b>0%</b>	*	*	*	-	*	-	*	*	*	0%	-	*	0%	*	-	*	-	*	
	CWOD	30%	27%	<b>21%</b>	15%	21%	24%	-	47%	*	67%	20%	30%	-	21%	6%	18%	25%	-	*	-	*	
	EL	6%	8%	<b>6%</b>	*	5%	10%	-	8%	*	-	5%	18%	*	6%	6%	6%	6%	-	*	-	*	
	Female	33%	31%	<b>24%</b>	19%	23%	26%	-	46%	-	67%	22%	34%	*	25%	6%	-	24%	-	*	-	*	
Mathematics	All	18%	19%	<b>10%</b>	5%	9%	13%	-	45%	*	*	9%	11%	0%	11%	3%	9%	11%	-	0%	-	0%	
	Students																						
	CWD	7%	2%	<b>0%</b>	*	*	*	-	*	-	*	*	*	0%	-	*	0%	*	-	*	-	*	
	CWOD	19%	21%	<b>11%</b>	5%	10%	14%	-	50%	*	*	10%	13%	-	11%	3%	10%	11%	-	0%	-	0%	
	EL	5%	6%	<b>3%</b>	*	2%	0%	-	15%	*	-	2%	12%	*	3%	3%	3%	3%	-	*	-	*	
	Female	18%	19%	<b>11%</b>	6%	9%	22%	-	46%	-	*	10%	15%	*	11%	3%	-	11%	-	*	-	*	
Grade 8																							
Reading	All	26%	23%	<b>17%</b>	9%	16%	28%	-	47%	*	25%	17%	19%	0%	19%	5%	13%	22%	-	8%	-	*	
	Students																						
	CWD	8%	6%	<b>0%</b>	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	-	-	
	CWOD	28%	25%	<b>19%</b>	9%	17%	35%	-	47%	*	29%	18%	21%	-	19%	5%	15%	23%	-	10%	-	*	
	EL	4%	4%	<b>5%</b>	0%	4%	*	-	14%	*	*	3%	12%	*	5%	5%	4%	5%	-	*	-	*	
	Female	30%	29%	<b>22%</b>	11%	20%	39%	-	57%	*	*	22%	23%	0%	23%	5%	-	22%	-	0%	-	*	
Mathematics	All	15%	5%	<b>1%</b>	1%	0%	0%	-	6%	*	*	0%	1%	0%	1%	0%	0%	1%	-	0%	-	*	
	Students																						
	CWD	9%	3%	<b>0%</b>	0%	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-	
	EL	6%	1%	<b>0%</b>	*	0%	*	-	13%	*	-	1%	0%	*	1%	0%	1%	1%	-	*	-	*	

				African	Hispanic	White	American	Indian	Asian	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CW	CD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	14%	4%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-	-	*	-	*	
	Female	16%	6%	1%	2%	1%	-	14%	*	*	1%	2%	*	1%	1%	1%	-	1%	-	0%	-	*	
Science	All	27%	24%	18%	9%	15%	-	59%	*	25%	17%	21%	2%	19%	5%	16%	20%	-	8%	-	*		
	Students																						
	CWD	8%	5%	2%	*	*	-	-	-	*	0%	*	2%	-	*	*	*	-	*	-	-		
	CWOD	29%	26%	19%	10%	16%	-	59%	*	*	19%	22%	-	19%	6%	18%	21%	-	*	-	*		
	EL	6%	5%	5%	*	3%	-	29%	*	*	4%	14%	*	6%	5%	7%	3%	-	*	-	*		
	Male	29%	24%	16%	2%	16%	-	46%	*	*	15%	21%	*	18%	7%	16%	-	-	*	-	*		
	Female	25%	24%	20%	15%	14%	-	71%	*	*	20%	21%	*	21%	3%	-	20%	-	*	-	*		
End of Course	All	31%	29%	64%	52%	62%	-	87%	-	*	65%	63%	-	64%	44%	59%	69%	-	*	-	*		
	Algebra I																						
	Students																						
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	34%	32%	64%	52%	62%	-	87%	-	*	65%	63%	-	64%	44%	59%	69%	-	*	-	*		
	EL	12%	11%	44%	*	35%	-	83%	-	*	39%	67%	-	44%	44%	47%	33%	-	-	-	*		
	Male	28%	25%	59%	45%	55%	-	83%	-	*	57%	66%	-	59%	47%	59%	-	-	*	-	*		
	Female	34%	33%	69%	55%	69%	-	90%	-	*	71%	60%	-	69%	33%	-	69%	-	-	-	*		
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	72%	67%	56%	69%	-	90%	*	74%	67%	68%	14%	72%	54%	62%	73%	-	54%	-	49%		
	Students																						
	CWD	45%	38%	14%	15%	11%	-	*	-	*	12%	21%	14%	-	10%	14%	13%	-	*	-	*		
	CWOD	80%	76%	72%	61%	73%	-	92%	*	82%	71%	72%	-	72%	59%	67%	76%	-	63%	-	51%		
	EL	60%	59%	54%	40%	53%	-	76%	*	*	54%	57%	10%	59%	54%	51%	59%	-	*	-	*		
	Male	74%	69%	62%	48%	65%	-	85%	*	67%	61%	64%	14%	67%	51%	62%	-	-	62%	-	32%		
	Female	79%	76%	73%	65%	74%	-	96%	*	79%	73%	73%	13%	76%	59%	-	73%	-	50%	-	71%		
Reading	All	73%	68%	71%	63%	72%	-	91%	*	93%	70%	75%	16%	75%	54%	65%	77%	-	55%	-	50%		
	Students																						
	CWD	39%	32%	16%	*	13%	-	*	-	*	13%	26%	16%	-	*	14%	19%	-	*	-	*		
	CWOD	77%	72%	75%	67%	76%	-	93%	*	100%	74%	79%	-	75%	59%	70%	80%	-	61%	-	53%		
	EL	52%	51%	54%	42%	54%	-	73%	*	*	54%	61%	*	59%	54%	51%	60%	-	*	-	*		
	Male	69%	64%	65%	54%	67%	-	87%	*	*	63%	71%	14%	70%	51%	65%	-	-	63%	-	*		
	Female	77%	73%	77%	72%	77%	-	95%	*	100%	77%	79%	19%	80%	60%	-	77%	-	50%	-	71%		
Mathematics	All	80%	75%	68%	55%	71%	-	91%	*	63%	68%	66%	14%	72%	59%	63%	73%	-	61%	-	56%		
	Students																						
	CWD	52%	42%	14%	20%	11%	-	*	-	*	11%	24%	14%	-	11%	16%	*	-	*	-	*		
	CWOD	83%	79%	72%	59%	75%	-	94%	*	77%	73%	70%	-	72%	64%	68%	76%	-	78%	-	60%		
	EL	70%	69%	59%	39%	58%	-	78%	*	*	60%	56%	11%	64%	59%	55%	65%	-	*	-	*		
	Male	78%	73%	63%	48%	67%	-	85%	*	*	63%	61%	16%	68%	55%	63%	-	-	56%	-	*		
	Female	82%	78%	73%	63%	74%	-	98%	*	70%	73%	71%	*	76%	65%	-	73%	-	64%	-	86%		
Science	All	79%	74%	59%	44%	61%	-	89%	*	63%	59%	61%	10%	63%	45%	53%	66%	-	42%	-	*		
	Students																						
	CWD	48%	40%	10%	*	*	-	-	-	*	11%	*	10%	-	*	*	*	-	*	-	-		



				African		American		Pacific	Two or More	Econ	Non Econ									Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	DC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
CWOD	82%	78%	<b>63%</b>	49%	64%	76%	-	89%	*	*	63%	66%	-	63%	49%	58%	69%	-	*	-	*	
EL	58%	57%	<b>45%</b>	*	43%	*	-	71%	*	*	43%	49%	*	49%	45%	43%	47%	-	*	-	*	
Male	78%	72%	<b>53%</b>	36%	55%	58%	-	81%	*	*	52%	57%	*	58%	43%	53%	-	-	*	-	*	
Female	80%	77%	<b>66%</b>	53%	66%	72%	-	96%	*	*	66%	66%	*	69%	47%	-	66%	-	*	-	*	

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>34%</b>	23%	34%	41%	-	69%	*	44%	34%	35%	3%	37%	17%	29%	39%	-	18%	-	21%
	Students																					
	CWD	23%	19%	<b>3%</b>	1%	1%	8%	-	*	-	*	1%	8%	3%	-	0%	2%	3%	-	*	-	*
	CWOD	50%	45%	<b>37%</b>	25%	36%	48%	-	71%	*	48%	37%	37%	-	37%	19%	32%	41%	-	20%	-	22%
	EL	26%	25%	<b>17%</b>	17%	15%	28%	-	42%	*	*	17%	22%	0%	19%	17%	16%	19%	-	*	-	*
	Male	45%	40%	<b>29%</b>	16%	30%	34%	-	60%	*	47%	28%	32%	2%	32%	16%	29%	-	-	38%	-	18%
	Female	50%	45%	<b>39%</b>	30%	38%	50%	-	80%	*	42%	40%	39%	3%	41%	19%	-	39%	-	6%	-	24%
Reading	All	46%	41%	<b>36%</b>	25%	36%	44%	-	64%	*	67%	36%	38%	3%	38%	14%	29%	43%	-	23%	-	25%
	Students																					
	CWD	22%	18%	<b>3%</b>	*	2%	*	-	*	-	*	1%	11%	3%	-	*	3%	3%	-	*	-	*
	CWOD	48%	44%	<b>38%</b>	28%	39%	50%	-	66%	*	69%	38%	40%	-	38%	16%	32%	45%	-	22%	-	27%
	EL	21%	21%	<b>14%</b>	5%	14%	21%	-	19%	*	*	14%	18%	*	16%	14%	12%	18%	-	*	-	*
	Male	41%	37%	<b>29%</b>	17%	31%	33%	-	57%	*	*	29%	33%	3%	32%	12%	29%	-	-	38%	-	*
	Female	50%	47%	<b>43%</b>	34%	42%	56%	-	73%	*	70%	43%	44%	3%	45%	18%	-	43%	-	14%	-	29%
Mathematics	All	48%	42%	<b>32%</b>	21%	33%	35%	-	70%	*	25%	32%	32%	2%	35%	20%	27%	37%	-	13%	-	13%
	Students																					
	CWD	26%	21%	<b>2%</b>	3%	2%	*	-	*	-	*	1%	5%	2%	-	0%	3%	*	-	*	-	*
	CWOD	51%	45%	<b>35%</b>	23%	35%	41%	-	73%	*	31%	35%	34%	-	35%	22%	30%	39%	-	17%	-	13%
	EL	33%	31%	<b>20%</b>	28%	17%	36%	-	56%	*	*	19%	26%	0%	22%	20%	19%	22%	-	*	-	*
	Male	47%	41%	<b>27%</b>	13%	30%	30%	-	62%	*	*	27%	28%	3%	30%	19%	27%	-	-	33%	-	*
	Female	49%	44%	<b>37%</b>	29%	36%	41%	-	80%	*	20%	37%	36%	*	39%	22%	-	37%	-	0%	-	14%
Science	All	49%	46%	<b>35%</b>	22%	33%	48%	-	76%	*	38%	34%	35%	3%	37%	18%	31%	38%	-	17%	-	*
	Students																					
	CWD	23%	18%	<b>3%</b>	*	*	*	-	-	-	*	2%	*	3%	-	*	*	*	-	*	-	-
	CWOD	52%	49%	<b>37%</b>	25%	35%	56%	-	76%	*	*	37%	38%	-	37%	20%	35%	39%	-	*	-	*
	EL	21%	20%	<b>18%</b>	*	14%	*	-	57%	*	*	17%	20%	*	20%	18%	18%	17%	-	*	-	*
	Male	50%	45%	<b>31%</b>	20%	31%	42%	-	62%	*	*	30%	36%	*	35%	18%	31%	-	-	*	-	*
	Female	49%	46%	<b>38%</b>	24%	35%	56%	-	89%	*	*	39%	34%	*	39%	17%	-	38%	-	*	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>17%</b>	9%	16%	24%	-	53%	*	26%	17%	20%	0%	19%	5%	14%	20%	-	7%	-	15%
	Students																					
	CWD	8%	5%	<b>0%</b>	0%	0%	3%	-	*	-	*	0%	2%	0%	-	0%	0%	1%	-	*	-	*
	CWOD	23%	20%	<b>19%</b>	10%	17%	28%	-	54%	*	30%	18%	22%	-	19%	6%	16%	21%	-	9%	-	16%
	EL	9%	8%	<b>5%</b>	6%	4%	3%	-	23%	*	*	4%	13%	0%	6%	5%	6%	4%	-	*	-	*
	Male	20%	17%	<b>14%</b>	6%	14%	19%	-	45%	*	27%	14%	19%	0%	16%	6%	14%	-	-	19%	-	14%
	Female	22%	20%	<b>20%</b>	13%	18%	30%	-	62%	*	25%	20%	22%	1%	21%	4%	-	20%	-	0%	-	18%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	19%	16%	<b>19%</b>	12%	18%	25%	-	46%	*	40%	18%	23%	0%	20%	5%	15%	23%	-	5%	-	13%
	CWD	7%	5%	<b>0%</b>	*	0%	*	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	*
	CWOD	20%	18%	<b>20%</b>	13%	19%	29%	-	47%	*	46%	19%	25%	-	20%	6%	16%	24%	-	6%	-	13%
	EL	7%	7%	<b>5%</b>	0%	5%	7%	-	12%	*	*	4%	14%	*	6%	5%	5%	6%	-	*	-	*
	Male	16%	13%	<b>15%</b>	9%	14%	19%	-	39%	*	*	14%	19%	0%	16%	5%	15%	-	-	13%	-	*
	Female	22%	20%	<b>23%</b>	15%	22%	32%	-	54%	*	50%	22%	28%	0%	24%	6%	-	23%	-	0%	-	14%
Mathematics	All Students	23%	20%	<b>15%</b>	7%	14%	19%	-	57%	*	13%	15%	17%	0%	17%	5%	13%	17%	-	9%	-	13%
	CWD	10%	5%	<b>0%</b>	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	*	-	*	-	*
	CWOD	25%	21%	<b>17%</b>	8%	15%	23%	-	59%	*	15%	16%	19%	-	17%	6%	15%	18%	-	11%	-	13%
	EL	13%	11%	<b>5%</b>	11%	4%	0%	-	30%	*	*	5%	11%	0%	6%	5%	6%	4%	-	*	-	*
	Male	23%	19%	<b>13%</b>	4%	13%	15%	-	51%	*	*	13%	17%	0%	15%	6%	13%	-	-	22%	-	*
	Female	24%	20%	<b>17%</b>	10%	16%	24%	-	63%	*	10%	17%	18%	*	18%	4%	-	17%	-	0%	-	14%
Science	All Students	22%	20%	<b>18%</b>	9%	15%	32%	-	59%	*	25%	17%	21%	2%	19%	5%	16%	20%	-	8%	-	*
	CWD	7%	4%	<b>2%</b>	*	*	*	-	-	-	*	0%	*	2%	-	*	*	*	-	*	-	-
	CWOD	24%	22%	<b>19%</b>	10%	16%	38%	-	59%	*	*	19%	22%	-	19%	6%	18%	21%	-	*	-	*
	EL	5%	5%	<b>5%</b>	*	3%	*	-	29%	*	*	4%	14%	*	6%	5%	7%	3%	-	*	-	*
	Male	23%	20%	<b>16%</b>	2%	16%	27%	-	46%	*	*	15%	21%	*	18%	7%	16%	-	-	*	-	*
	Female	21%	20%	<b>20%</b>	15%	14%	39%	-	71%	*	*	20%	21%	*	21%	3%	-	20%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Reading</b>											
All Students	75	74	75	71	-	87	*	96	75	51	73
CWD	51	38	56	50	-	*	-	*	52	51	51
CWOD	77	78	76	74	-	88	*	96	77	-	75
EL	73	78	72	69	-	84	*	*	72	51	73
Male	72	68	72	69	-	88	*	100	71	45	70
Female	79	81	78	74	-	87	*	94	79	66	78
<b>Mathematics</b>											
All Students	65	60	65	59	-	82	*	60	65	44	64

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWD	44	56	39	50	-	*	-	*	43	44	33
CWOD	67	61	67	60	-	84	*	75	67	-	68
EL	64	80	63	62	-	75	*	*	65	33	64
Male	61	52	63	52	-	78	*	*	61	38	61
Female	69	69	68	65	-	87	*	67	69	56	69

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
464	66	14%

'\*' 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.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
--------------	------------------	----------	-------	-----------------	-------	------------------	-------------------	-------------	-----	----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	29	40	44	-	71	*	48	39	*	25
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	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	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N

Federal Graduation Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	99%	99%	99%	100%	-	100%	100%	100%	99%	99%	99%	99%	99%	99%	100%	-
	CWD	99%	96%	100%	100%	-	100%	-	100%	99%	100%	99%	-	100%	99%	99%	-
	CWOD	99%	99%	99%	100%	-	100%	100%	100%	99%	99%	-	99%	99%	99%	100%	-
	EL	99%	100%	99%	100%	-	99%	100%	*	100%	98%	100%	99%	99%	99%	100%	-
	Male	99%	99%	99%	100%	-	99%	100%	100%	99%	98%	99%	99%	99%	99%	-	-
	Female	100%	99%	100%	100%	-	100%	*	100%	100%	100%	100%	99%	100%	100%	-	100%
Reading	All Students	100%	99%	100%	100%	-	100%	*	100%	100%	100%	99%	100%	100%	99%	100%	-
	CWD	99%	97%	100%	100%	-	*	-	*	99%	100%	99%	-	100%	99%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	100%	100%	-	100%	*	100%	99%	100%	99%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	99%	100%	100%	-	100%	*	100%	100%	100%	99%	100%	100%	99%	100%	-
	CWD	99%	97%	100%	100%	-	*	-	*	99%	100%	99%	-	100%	100%	97%	-
	CWOD	100%	99%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	100%	-	100%	*	100%	99%	99%	100%	99%	100%	99%	-	-
	Female	100%	99%	100%	100%	-	100%	*	100%	100%	100%	97%	100%	100%	-	100%	
Science	All Students	98%	98%	98%	100%	-	98%	*	100%	98%	96%	98%	98%	97%	97%	98%	-
	CWD	98%	94%	100%	100%	-	-	-	*	98%	100%	98%	-	100%	98%	100%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	98%	98%	98%	100%	-	98%	*	100%	98%	96%	-	98%	97%	97%	98%	-
	EL	97%	100%	97%	*	-	93%	*	*	98%	92%	100%	97%	97%	96%	99%	-
	Male	97%	99%	97%	100%	-	96%	*	*	98%	94%	98%	97%	96%	97%	-	-
	Female	98%	96%	99%	100%	-	100%	*	*	98%	98%	100%	98%	99%	-	98%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	1%	1%	0%	-	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%	-
	CWD	1%	4%	0%	0%	-	0%	-	0%	1%	0%	1%	-	0%	1%	1%	-
	CWOD	1%	1%	1%	0%	-	0%	0%	0%	1%	1%	-	1%	1%	1%	0%	-
	EL	1%	0%	1%	0%	-	1%	0%	*	0%	2%	0%	1%	1%	1%	0%	-
	Male	1%	1%	1%	0%	-	1%	0%	0%	1%	2%	1%	1%	1%	1%	-	-
	Female	0%	1%	0%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	0%	-	0%
Reading	All Students	0%	1%	0%	0%	-	0%	*	0%	0%	0%	1%	0%	0%	1%	0%	-
	CWD	1%	3%	0%	0%	-	*	-	*	1%	0%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	0%	0%	-	0%	*	0%	1%	0%	1%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	1%	0%	0%	-	0%	*	0%	0%	0%	1%	0%	0%	1%	0%	-
	CWD	1%	3%	0%	0%	-	*	-	*	1%	0%	1%	-	0%	0%	3%	-
	CWOD	0%	1%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	0%	-	0%	*	0%	1%	1%	0%	1%	0%	1%	-	-
	Female	0%	1%	0%	0%	-	0%	*	0%	0%	0%	3%	0%	0%	-	0%	-
Science	All Students	2%	2%	2%	0%	-	2%	*	0%	2%	4%	2%	2%	3%	3%	2%	-
	CWD	2%	6%	0%	0%	-	-	-	*	2%	0%	2%	-	0%	2%	0%	-
	CWOD	2%	2%	2%	0%	-	2%	*	0%	2%	4%	-	2%	3%	3%	2%	-
	EL	3%	0%	3%	*	-	7%	*	*	2%	8%	0%	3%	3%	4%	1%	-
	Male	3%	1%	3%	0%	-	4%	*	*	2%	6%	2%	3%	4%	3%	-	-
	Female	2%	4%	1%	0%	-	0%	*	*	2%	2%	0%	2%	1%	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	
										Students with Disabilities	Students with Disabilities
In-School Suspensions	Male	171	86	62	14	*	5	*	*	32	

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
Out-of-School Suspensions	Female	127	68	47	8	*	*	*	*	20		
	Total	298	154	109	22	*	5	*	*	52		
	Male	155	76	67	10	*	*	*	*	34		
Expulsions	Female	119	64	40	7	*	*	*	*	16		
	Total	274	140	107	17	*	*	*	*	50		
	Male											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	46	32	14	*	*	*	*	*	5		8
	Female	23	8	11	*	*	*	*	*	5		8
	Total	69	40	25	*	*	*	*	*	10		16
Out-of-School Suspensions	Male	42	28	10	*	*	*	*	*	*		7
	Female	15	7	*	*	*	*	*	*	*		*
	Total	57	35	14	6	*	*	*	*	6		11
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*

		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)
		*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>	Total											
Chronic Absenteeism	Male	67	23	32	8	*	*	*	*	14	14	5
	Female	70	29	29	8	*	*	*	*	11	8	*
	Total	137	52	61	16	*	*	*	*	25	22	7

		Total
Incidents of Violence		
Incidents of rape or attempted rape		*
Incidents of sexual assault (other than rape)		*
Incidents of robbery with a weapon		*
Incidents of robbery with a firearm or explosive device		*
Incidents of robbery without a weapon		*
Incidents of physical attack or fight with a weapon		*
Incidents of physical attack or fight with a firearm or explosive device		*
Incidents of physical attack or fight without a weapon		*
Incidents of threats of physical attack with a weapon		*
Incidents of threats of physical attack with a firearm or explosive device		*
Incidents of threats of physical attack without a weapon		*
Incidents of possession of a firearm or explosive device		*
Allegations of Harassment or bullying		
On the basis of sex		*
On the basis of race		*
On the basis of disability		*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		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 students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
International Baccalaureate Courses	Total	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.  
Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**High Poverty**

	All School Number	All School Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	38.9	38.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	17.9	18.6%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	10.4	10.8%

- '-' Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	-	-
Mathematics	5,294	1%	45	1%	-	-
Grade 8						
Reading	5,088	1%	42	1%	-	-
Mathematics	5,087	2%	42	1%	-	-
Science	5,087	1%	42	1%	-	-
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	43,730	1%	378	1%	-	-
Mathematics	39,178	1%	351	1%	-	-
Science	16,112	1%	136	1%	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 '- ' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.



**Texas Education Agency  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** YOUNG J H

**Campus ID:** 220901049

**District Name:** ARLINGTON ISD

**Part (i):** General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17												
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17												
		Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17													
	Rates												41%	
	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17													
	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to

C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		Econ Disadv		CWDCWOD		EL Male		EL Female		Migrant Homeless		Foster Care		Military		
					Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	W	D	W	D	EL	Male	Female	Migrant	Homeless	Care	Military						
<b>STAAR Percent at Approaches Grade Level or Above</b>																													
<b>Grade 7</b>																													
Reading	All	73%	70%	<b>79%</b>	74%	69%	82%	*	100%	-	86%	67%	86%	37%	82%	50%	78%	82%	-	*	-	*	-	*	-	*	-	*	
	Students																												
	CWD	37%	35%	<b>37%</b>	*	*	*	-	-	-	-	*	*	37%	-	-	*	*	-	*	-	*	-	*	-	*	-	*	
	CWOD	77%	73%	<b>82%</b>	76%	74%	83%	*	100%	-	86%	69%	88%	-	82%	50%	80%	84%	-	*	-	*	-	*	-	*	-	*	
	EL	44%	46%	<b>50%</b>	*	*	*	-	100%	-	-	46%	*	-	50%	50%	45%	*	-	-	-	-	-	-	-	-	-	-	
	Male	69%	65%	<b>78%</b>	69%	79%	77%	-	100%	-	*	64%	84%	*	80%	45%	78%	-	-	*	-	*	-	*	-	*	-	*	
	Female	79%	76%	<b>82%</b>	81%	60%	89%	*	100%	-	*	70%	88%	*	84%	*	-	82%	-	*	-	*	-	*	-	*	-	*	
	Mathematics	All	71%	70%	<b>84%</b>	73%	76%	90%	*	100%	-	86%	72%	91%	32%	89%	80%	88%	81%	-	*	-	*	-	*	-	*	-	*
	Students																												
	CWD	42%	32%	<b>32%</b>	*	*	60%	-	-	-	-	*	44%	32%	-	*	31%	32%	-	*	-	*	-	*	-	*	-	*	
	CWOD	75%	74%	<b>89%</b>	81%	88%	91%	*	100%	-	86%	80%	93%	-	89%	88%	92%	86%	-	*	-	*	-	*	-	*	-	*	
EL	52%	53%	<b>80%</b>	*	*	100%	-	100%	-	-	76%	*	*	88%	80%	85%	71%	-	-	-	-	-	-	-	-	-	-		
Male	69%	66%	<b>88%</b>	75%	88%	90%	-	100%	-	*	74%	95%	31%	92%	85%	88%	-	-	*	-	*	-	*	-	*	-	*		
Female	73%	73%	<b>81%</b>	71%	65%	89%	*	100%	-	*	70%	86%	32%	86%	71%	-	81%	-	*	-	*	-	*	-	*	-	*		
<b>Grade 8</b>																													
Reading	All	85%	82%	<b>87%</b>	76%	85%	91%	*	90%	-	81%	78%	91%	34%	93%	42%	87%	87%	-	88%	-	*	-	*	-	*	-	*	
	Students																												
	CWD	49%	40%	<b>34%</b>	*	*	52%	-	-	-	*	*	41%	34%	-	*	41%	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	88%	86%	<b>93%</b>	92%	90%	95%	*	90%	-	93%	86%	96%	-	93%	50%	94%	92%	-	88%	-	*	-	*	-	*	-	*	
	EL	58%	59%	<b>42%</b>	-	*	*	-	*	-	-	*	50%	*	50%	42%	*	45%	-	-	-	-	-	-	-	-	-	-	
	Male	82%	78%	<b>87%</b>	81%	82%	89%	*	100%	-	100%	81%	90%	41%	94%	*	87%	-	-	*	-	*	-	*	-	*	-	*	
	Female	88%	86%	<b>87%</b>	70%	89%	92%	*	80%	-	67%	75%	92%	*	92%	45%	-	87%	-	*	-	*	-	*	-	*	-	*	
	Mathematics	All	85%	74%	<b>80%</b>	69%	87%	80%	*	100%	-	75%	73%	85%	36%	88%	64%	81%	79%	-	86%	-	*	-	*	-	*	-	*
	Students																												
	CWD	53%	37%	<b>36%</b>	*	*	43%	-	-	-	*	*	42%	36%	-	*	40%	29%	-	-	-	-	-	-	-	-	-	-	
	CWOD	89%	79%	<b>88%</b>	84%	92%	87%	*	100%	-	80%	81%	92%	-	88%	67%	89%	86%	-	86%	-	*	-	*	-	*	-	*	
EL	73%	65%	<b>64%</b>	-	70%	*	-	*	-	-	56%	*	*	67%	64%	83%	*	-	-	-	-	-	-	-	-	-	-		
Male	82%	72%	<b>81%</b>	72%	87%	79%	*	100%	-	*	75%	85%	40%	89%	83%	81%	-	-	*	-	*	-	*	-	*	-	*		
Female	87%	77%	<b>79%</b>	63%	86%	80%	*	100%	-	63%	70%	84%	29%	86%	*	-	79%	-	*	-	*	-	*	-	*	-	*		
Science	All	75%	70%	<b>85%</b>	70%	84%	88%	*	97%	-	87%	76%	89%	37%	90%	59%	85%	85%	-	75%	-	*	-	*	-	*	-	*	
	Students																												
	CWD	39%	30%	<b>37%</b>	*	*	41%	-	-	-	*	31%	41%	37%	-	*	42%	29%	-	-	-	-	-	-	-	-	-		
CWOD	78%	75%	<b>90%</b>	81%	88%	93%	*	97%	-	85%	82%	94%	-	90%	63%	91%	90%	-	75%	-	*	-	*	-	*	-	*		



					African	Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	EL	46%	48%	<b>59%</b>	-	54%	*	-	83%	-	-	-	50%	70%	*	63%	59%	56%	62%	-	-	-	-	
	Male	74%	67%	<b>85%</b>	77%	78%	90%	*	100%	-	86%	81%	88%	42%	91%	56%	85%	-	-	-	*	-	-	
	Female	76%	74%	<b>85%</b>	62%	91%	86%	*	93%	-	88%	70%	91%	29%	90%	62%	-	85%	-	*	-	-	*	
End of Course																								
English I		All	64%	58%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
		Students																						
	CWD	25%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	63%	*	-	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	EL	30%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	57%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	71%	66%	*	-	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
Algebra I		All	82%	78%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	-	*
		Students																						
	CWD	47%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	83%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	-	-	*
	EL	67%	65%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	*	*	-	-	-	-
	Male	78%	73%	<b>100%</b>	*	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	-	*	-	-	-	-	-
	Female	87%	83%	<b>100%</b>	100%	100%	100%	-	100%	-	-	100%	100%	-	100%	*	-	100%	-	-	-	-	-	*
Biology		All	86%	82%	*	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	*
		Students																						
	CWD	56%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	89%	87%	*	*	-	*	-	-	-	-	*	*	-	*	-	*	-	*	-	-	-	-	*
	EL	64%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	83%	79%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	88%	86%	*	*	-	*	-	-	-	-	*	*	-	*	-	*	-	*	-	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																								
Grade 7																								
Reading		All	47%	44%	<b>54%</b>	41%	37%	61%	*	88%	-	57%	39%	62%	26%	56%	19%	52%	57%	-	*	-	-	*
		Students																						
	CWD	23%	21%	<b>26%</b>	*	*	*	-	-	-	-	*	*	26%	-	-	*	*	-	*	-	*	-	-
	CWOD	50%	46%	<b>56%</b>	41%	40%	62%	*	88%	-	57%	40%	63%	-	56%	19%	53%	59%	-	*	-	-	-	*
	EL	16%	18%	<b>19%</b>	*	*	*	-	40%	-	-	23%	*	-	19%	19%	27%	*	-	-	-	-	-	-
	Male	42%	39%	<b>52%</b>	40%	37%	55%	-	94%	-	*	39%	58%	*	53%	27%	52%	-	-	-	-	-	-	*
	Female	53%	50%	<b>57%</b>	42%	37%	69%	*	78%	-	*	40%	66%	*	59%	*	-	57%	-	*	-	-	-	*
Mathematics		All	39%	39%	<b>59%</b>	42%	46%	66%	*	92%	-	57%	42%	68%	9%	63%	40%	64%	53%	-	*	-	-	*
		Students																						
	CWD	20%	16%	<b>9%</b>	*	*	10%	-	-	-	-	*	13%	9%	-	*	19%	0%	-	*	-	-	-	-
	CWOD	41%	41%	<b>63%</b>	46%	55%	68%	*	92%	-	57%	47%	71%	-	63%	47%	67%	59%	-	*	-	-	-	*
	EL	17%	19%	<b>40%</b>	*	*	50%	-	60%	-	-	47%	*	*	47%	40%	46%	29%	-	-	-	-	-	-
	Male	38%	38%	<b>64%</b>	47%	64%	64%	-	100%	-	*	45%	73%	19%	67%	46%	64%	-	-	-	-	-	-	*
	Female	40%	39%	<b>53%</b>	37%	29%	67%	*	75%	-	*	39%	61%	0%	59%	29%	-	53%	-	*	-	-	-	*

Grade 8

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All	48%	45%	<b>58%</b>	38%	56%	61%	*	86%	-	50%	44%	64%	9%	64%	26%	51%	66%	-	50%	-	*	
	Students																						
	CWD	23%	17%	<b>9%</b>	*	*	13%	-	-	-	*	*	15%	9%	-	*	11%	*	-	-	-	-	-
	CWOD	51%	48%	<b>64%</b>	46%	61%	66%	*	86%	-	57%	50%	69%	-	64%	31%	57%	71%	-	50%	-	-	*
	EL	13%	14%	<b>26%</b>	-	*	*	-	*	-	-	*	30%	*	31%	26%	*	27%	-	-	-	-	-
	Male	44%	39%	<b>51%</b>	32%	46%	53%	*	93%	-	71%	34%	60%	11%	57%	*	51%	-	-	*	-	-	-
Female	53%	52%	<b>66%</b>	44%	70%	70%	*	80%	-	33%	57%	69%	*	71%	27%	-	66%	-	*	-	-	*	
Mathematics	All	50%	32%	<b>41%</b>	19%	36%	48%	*	90%	-	25%	34%	46%	12%	46%	14%	42%	40%	-	43%	-	*	
	Students																						
	CWD	25%	16%	<b>12%</b>	*	*	13%	-	-	-	*	*	15%	12%	-	*	16%	6%	-	-	-	-	-
	CWOD	53%	34%	<b>46%</b>	24%	37%	55%	*	90%	-	30%	38%	51%	-	46%	17%	47%	45%	-	43%	-	-	*
	EL	30%	19%	<b>14%</b>	-	10%	*	-	*	-	-	11%	*	*	17%	14%	17%	*	-	-	-	-	-
	Male	48%	30%	<b>42%</b>	21%	37%	48%	*	100%	-	*	39%	44%	16%	47%	17%	42%	-	-	*	-	-	-
Female	53%	34%	<b>40%</b>	16%	34%	48%	*	80%	-	13%	26%	48%	6%	45%	*	-	40%	-	*	-	-	*	
Science	All	50%	45%	<b>63%</b>	46%	56%	69%	*	83%	-	53%	48%	70%	19%	68%	27%	67%	59%	-	63%	-	*	
	Students																						
	CWD	23%	18%	<b>19%</b>	*	*	23%	-	-	-	*	19%	19%	19%	-	*	27%	6%	-	-	-	-	-
	CWOD	53%	48%	<b>68%</b>	53%	59%	75%	*	83%	-	62%	52%	75%	-	68%	32%	72%	64%	-	63%	-	-	*
	EL	19%	19%	<b>27%</b>	-	23%	*	-	50%	-	-	25%	30%	*	32%	27%	33%	23%	-	-	-	-	-
	Male	51%	44%	<b>67%</b>	52%	57%	72%	*	86%	-	86%	53%	73%	27%	72%	33%	67%	-	-	*	-	-	-
Female	50%	46%	<b>59%</b>	38%	54%	66%	*	80%	-	25%	43%	67%	6%	64%	23%	-	59%	-	*	-	-	*	
End of Course English I	All	43%	39%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Students																						
	CWD	14%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	43%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	EL	10%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	37%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	51%	47%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
Algebra I	All	53%	49%	<b>98%</b>	100%	97%	97%	-	100%	-	*	96%	98%	-	98%	*	99%	97%	-	*	-	*	
	Students																						
	CWD	19%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	53%	<b>98%</b>	100%	97%	97%	-	100%	-	*	96%	98%	-	98%	*	99%	97%	-	*	-	-	*
	EL	29%	27%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	49%	43%	<b>99%</b>	*	100%	97%	-	100%	-	*	100%	98%	-	99%	*	99%	-	-	*	-	-	-
Female	58%	55%	<b>97%</b>	100%	94%	98%	-	100%	-	-	93%	98%	-	97%	*	-	97%	-	-	-	-	*	
Biology	All	57%	56%	*	*	-	*	-	-	-	*	*	-	*	-	-	*	-	-	-	-	*	
	Students																						
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	61%	*	*	-	*	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	*
	EL	20%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	55%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	59%	59%	*	*	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-	*	



				African	American	Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military				
	Male	5%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Female	9%	9%	*	-	-	*	-	-	*	-	*	-	*	-	-	-	-				
Algebra I	All Students	31%	29%	<b>93%</b>	83%	91%	94%	-	95%	-	*	93%	93%	-	93%	*	93%	92%	-	*	-	*
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	34%	32%	<b>93%</b>	83%	91%	94%	-	95%	-	*	93%	93%	-	93%	*	93%	92%	-	*	-	*
	EL	12%	11%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	28%	25%	<b>93%</b>	*	88%	92%	-	100%	-	*	92%	93%	-	93%	*	93%	-	-	*	-	*
	Female	34%	33%	<b>92%</b>	75%	94%	95%	-	90%	-	-	93%	92%	-	92%	*	-	92%	-	-	-	*
Biology	All Students	23%	23%	*	*	-	*	-	-	-	*	*	-	*	-	*	-	*	-	-	-	*
	CWD	5%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	25%	*	*	-	*	-	-	-	*	*	-	*	-	*	-	*	-	-	-	*
	EL	3%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	23%	24%	*	*	-	*	-	-	-	*	*	-	*	-	*	-	*	-	-	-	*

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All Students	77%	72%	<b>85%</b>	74%	82%	87%	100%	97%	-	83%	74%	90%	35%	89%	61%	85%	84%	-	78%	-	89%
	CWD	45%	38%	<b>35%</b>	12%	30%	48%	-	-	-	*	26%	42%	35%	-	*	39%	30%	-	*	-	-
	CWOD	80%	76%	<b>89%</b>	83%	88%	91%	100%	97%	-	87%	80%	93%	-	89%	65%	90%	89%	-	81%	-	89%
	EL	60%	59%	<b>61%</b>	*	48%	56%	-	85%	-	-	56%	71%	*	65%	61%	63%	60%	-	-	-	-
	Male	74%	69%	<b>85%</b>	75%	84%	86%	*	100%	-	90%	76%	89%	39%	90%	63%	85%	-	-	72%	-	*
	Female	79%	76%	<b>84%</b>	72%	80%	89%	100%	94%	-	76%	72%	90%	30%	89%	60%	-	84%	-	91%	-	100%
Reading	All Students	73%	68%	<b>83%</b>	75%	78%	86%	*	94%	-	83%	73%	88%	35%	87%	46%	83%	84%	-	79%	-	88%
	CWD	39%	32%	<b>35%</b>	*	29%	52%	-	-	-	*	28%	39%	35%	-	*	39%	30%	-	*	-	-
	CWOD	77%	72%	<b>87%</b>	83%	83%	89%	*	94%	-	90%	77%	92%	-	87%	50%	86%	88%	-	83%	-	88%
	EL	52%	51%	<b>46%</b>	*	*	*	-	73%	-	-	41%	54%	*	50%	46%	42%	50%	-	-	-	-
	Male	69%	64%	<b>83%</b>	74%	81%	83%	*	100%	-	92%	73%	87%	39%	86%	42%	83%	-	-	70%	-	*
	Female	77%	73%	<b>84%</b>	76%	75%	91%	*	88%	-	73%	72%	90%	30%	88%	50%	-	84%	-	*	-	100%
Mathematics	All Students	80%	75%	<b>86%</b>	74%	84%	88%	*	100%	-	82%	75%	91%	34%	91%	76%	87%	84%	-	79%	-	88%
	CWD	52%	42%	<b>34%</b>	*	29%	50%	-	-	-	*	23%	44%	34%	-	*	38%	31%	-	*	-	-
	CWOD	83%	79%	<b>91%</b>	84%	92%	91%	*	100%	-	85%	83%	94%	-	91%	82%	92%	89%	-	83%	-	88%
	EL	70%	69%	<b>76%</b>	*	63%	75%	-	100%	-	-	70%	91%	*	82%	76%	85%	67%	-	-	-	-
	Male	78%	73%	<b>87%</b>	75%	90%	88%	*	100%	-	92%	77%	93%	38%	92%	85%	87%	-	-	70%	-	*
	Female	82%	78%	<b>84%</b>	73%	78%	88%	*	100%	-	70%	73%	89%	31%	89%	67%	-	84%	-	*	-	100%
Science	All Students	79%	74%	<b>85%</b>	71%	84%	88%	*	97%	-	87%	76%	89%	37%	90%	59%	85%	85%	-	75%	-	*
	CWD	48%	40%	<b>37%</b>	*	*	41%	-	-	-	*	31%	41%	37%	-	*	42%	29%	-	-	-	-
	CWOD	82%	78%	<b>90%</b>	81%	88%	93%	*	97%	-	85%	83%	94%	-	90%	63%	91%	90%	-	75%	-	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
EL	58%	57%	<b>59%</b>	-	54%	*	-	83%	-	-	50%	70%	*	63%	59%	56%	62%	-	-	-	-
Male	78%	72%	<b>85%</b>	77%	78%	90%	*	100%	-	86%	81%	88%	42%	91%	56%	85%	-	-	*	-	-
Female	80%	77%	<b>85%</b>	63%	91%	86%	*	93%	-	88%	71%	91%	29%	90%	62%	-	85%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All	47%	42%	<b>59%</b>	41%	51%	65%	63%	89%	-	50%	44%	66%	14%	63%	29%	59%	60%	-	50%	-	68%
Students																						
	CWD	23%	19%	<b>14%</b>	7%	14%	18%	-	-	-	*	9%	17%	14%	-	*	20%	6%	-	*	-	-
	CWOD	50%	45%	<b>63%</b>	46%	55%	69%	63%	89%	-	56%	48%	70%	-	63%	33%	63%	64%	-	56%	-	68%
	EL	26%	25%	<b>29%</b>	*	19%	22%	-	56%	-	-	30%	29%	*	33%	29%	33%	26%	-	-	-	-
	Male	45%	40%	<b>59%</b>	40%	52%	62%	*	95%	-	65%	44%	66%	20%	63%	33%	59%	-	-	48%	-	*
	Female	50%	45%	<b>60%</b>	41%	50%	68%	60%	82%	-	34%	44%	67%	6%	64%	26%	-	60%	-	55%	-	80%
Reading	All	46%	41%	<b>56%</b>	40%	48%	61%	*	87%	-	52%	42%	63%	14%	60%	23%	52%	62%	-	50%	-	50%
Students																						
	CWD	22%	18%	<b>14%</b>	*	12%	19%	-	-	-	*	8%	18%	14%	-	*	17%	11%	-	*	-	-
	CWOD	48%	44%	<b>60%</b>	43%	51%	64%	*	87%	-	57%	45%	66%	-	60%	25%	55%	65%	-	58%	-	50%
	EL	21%	21%	<b>23%</b>	*	*	*	-	45%	-	-	23%	23%	*	25%	23%	26%	19%	-	-	-	-
	Male	41%	37%	<b>52%</b>	36%	42%	54%	*	93%	-	58%	36%	59%	17%	55%	26%	52%	-	-	50%	-	*
	Female	50%	47%	<b>62%</b>	43%	54%	69%	*	79%	-	45%	48%	68%	11%	65%	19%	-	62%	-	*	-	67%
Mathematics	All	48%	42%	<b>60%</b>	39%	52%	66%	*	94%	-	45%	44%	67%	11%	64%	37%	62%	57%	-	43%	-	88%
Students																						
	CWD	26%	21%	<b>11%</b>	*	13%	13%	-	-	-	*	6%	15%	11%	-	*	18%	3%	-	*	-	-
	CWOD	51%	45%	<b>64%</b>	44%	57%	70%	*	94%	-	50%	50%	71%	-	64%	42%	66%	63%	-	50%	-	88%
	EL	33%	31%	<b>37%</b>	*	21%	38%	-	70%	-	-	37%	36%	*	42%	37%	40%	33%	-	-	-	-
	Male	47%	41%	<b>62%</b>	39%	60%	65%	*	100%	-	58%	47%	69%	18%	66%	40%	62%	-	-	40%	-	*
	Female	49%	44%	<b>57%</b>	39%	43%	67%	*	87%	-	30%	40%	65%	3%	63%	33%	-	57%	-	*	-	100%
Science	All	49%	46%	<b>63%</b>	47%	56%	70%	*	83%	-	53%	49%	70%	19%	68%	27%	67%	60%	-	63%	-	*
Students																						
	CWD	23%	18%	<b>19%</b>	*	*	23%	-	-	-	*	19%	19%	19%	-	*	27%	6%	-	-	-	-
	CWOD	52%	49%	<b>68%</b>	54%	59%	75%	*	83%	-	62%	53%	75%	-	68%	32%	72%	65%	-	63%	-	*
	EL	21%	20%	<b>27%</b>	-	23%	*	-	50%	-	-	25%	30%	*	32%	27%	33%	23%	-	-	-	-
	Male	50%	45%	<b>67%</b>	52%	57%	72%	*	86%	-	86%	53%	73%	27%	72%	33%	67%	-	-	32%	-	*
	Female	49%	46%	<b>60%</b>	41%	54%	67%	*	80%	-	25%	44%	67%	6%	65%	23%	-	60%	-	*	-	*

**STAAR Percent at Masters Grade Level**

All Grades

All Subjects	All	21%	18%	<b>36%</b>	19%	30%	40%	25%	71%	-	35%	23%	42%	2%	40%	18%	34%	39%	-	28%	-	42%
Students																						
	CWD	8%	5%	<b>2%</b>	2%	2%	2%	-	-	-	*	1%	3%	2%	-	*	3%	1%	-	*	-	-
	CWOD	23%	20%	<b>40%</b>	21%	33%	43%	25%	71%	-	39%	26%	46%	-	40%	20%	37%	42%	-	31%	-	42%
	EL	9%	8%	<b>18%</b>	*	10%	11%	-	37%	-	-	18%	18%	*	20%	18%	23%	13%	-	-	-	-
	Male	20%	17%	<b>34%</b>	14%	29%	35%	*	77%	-	52%	21%	40%	3%	37%	23%	34%	-	-	32%	-	*
	Female	22%	20%	<b>39%</b>	23%	31%	45%	40%	65%	-	17%	26%	45%	1%	42%	13%	-	39%	-	18%	-	53%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All	19%	16%	<b>35%</b>	22%	29%	37%	*	67%	-	39%	23%	41%	3%	38%	11%	29%	42%	-	36%	-	50%
	Students																					
	CWD	7%	5%	<b>3%</b>	*	6%	3%	-	-	-	*	0%	5%	3%	-	*	3%	4%	-	*	-	-
	CWOD	20%	18%	<b>38%</b>	24%	32%	40%	*	67%	-	43%	26%	43%	-	38%	13%	32%	44%	-	42%	-	50%
	EL	7%	7%	<b>11%</b>	*	*	*	-	27%	-	-	14%	8%	*	13%	11%	16%	6%	-	-	-	-
	Female	22%	20%	<b>42%</b>	31%	33%	47%	*	63%	-	27%	32%	46%	4%	44%	6%	-	42%	-	*	-	67%
Mathematics	All	23%	20%	<b>35%</b>	17%	29%	39%	*	75%	-	27%	22%	42%	1%	39%	21%	35%	36%	-	21%	-	38%
	Students																					
	CWD	10%	5%	<b>1%</b>	*	0%	0%	-	-	-	*	3%	0%	1%	-	*	3%	0%	-	*	-	-
	CWOD	25%	21%	<b>39%</b>	19%	33%	42%	*	75%	-	30%	25%	45%	-	39%	24%	38%	40%	-	25%	-	38%
	EL	13%	11%	<b>21%</b>	*	11%	25%	-	40%	-	-	22%	18%	*	24%	21%	25%	17%	-	-	-	-
	Female	24%	20%	<b>36%</b>	19%	27%	43%	*	65%	-	10%	21%	43%	0%	40%	17%	-	36%	-	*	-	50%
Science	All	22%	20%	<b>41%</b>	16%	34%	46%	*	72%	-	40%	27%	47%	2%	45%	23%	41%	40%	-	25%	-	*
	Students																					
	CWD	7%	4%	<b>2%</b>	*	*	5%	-	-	-	*	0%	4%	2%	-	*	4%	0%	-	-	-	-
	CWOD	24%	22%	<b>45%</b>	19%	37%	51%	*	72%	-	46%	31%	51%	-	45%	26%	46%	44%	-	25%	-	*
	EL	5%	5%	<b>23%</b>	-	15%	*	-	50%	-	-	17%	30%	*	26%	23%	33%	15%	-	-	-	-
	Female	21%	20%	<b>40%</b>	15%	35%	46%	*	67%	-	13%	24%	47%	0%	44%	15%	-	40%	-	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	72	74	75	*	94	-	72	72	64	65
CWD	64	67	56	72	-	-	-	*	65	64	*
CWOD	77	73	76	76	*	94	-	79	73	-	68
EL	65	*	50	71	-	83	-	-	57	*	65
Male	71	65	73	68	*	96	-	88	68	62	59
Female	81	80	76	84	*	91	-	55	76	67	72
<b>Mathematics</b>											
All Students	75	69	75	74	*	95	-	74	70	58	74
CWD	58	63	46	61	-	-	-	*	53	58	*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWOD	77	70	80	75	*	95	-	71	73	-	76
EL	74	*	71	75	-	81	-	-	71	*	74
Male	73	69	76	70	*	100	-	73	70	59	72
Female	77	69	75	80	*	88	-	75	71	56	75

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
39	12	31%

\*\* 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.

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	60	45	54	64	*	86	-	56	47	*	36

**School Quality (College, Career, and Military Readiness Performance)**

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
------------------------	---	---	---	---	---	---	---	---	---	---	---

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	N	Y	Y	Y	Y	N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	Y	Y	Y	Y	N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	Y	Y	Y	Y	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	Y	Y	Y	Y	N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	Y	Y	Y	Y	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

**Federal Graduation Status**



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	100%	98%	-	-	-	100%	100%	98%	99%	-	100%	98%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	100%	-	100%	100%	100%	98%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	98%	100%	100%	100%	100%	-
	CWD	98%	100%	100%	97%	-	-	-	*	100%	97%	98%	-	*	97%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	97%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	100%	97%	-	-	-	*	100%	98%	99%	-	100%	98%	100%	-
	CWOD	100%	100%	100%	100%	*	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%	98%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	98%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	98%	100%	100%	*	100%	-	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Non-Participation Rate</b>	Male	100%	97%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	2%	-	-	-	0%	0%	2%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	0%	-	0%	0%	0%	2%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	2%	0%	0%	0%	0%	-
	CWD	2%	0%	0%	3%	-	-	-	*	0%	3%	2%	-	*	3%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	3%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	3%	-	-	-	*	0%	2%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	0%	*	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%	2%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Science	All Students	0%	2%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	2%	0%	0%	*	0%	-	0%	1%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	3%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (viii): Civil Rights Data**

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	
											Students with Disabilities	Students with Disabilities
In-School Suspensions	Male	66	20	5	35	*	*	*	*	5		
	Female	26	11	*	11	*	*	*	*	*		
	Total	92	31	7	46	*	*	*	*	5		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities(Section 504)	Students with Disabilities
Out-of-School Suspensions												
	Male	18	*	*	10	*	*	*	*	*		
	Female	13	*	*	5	*	*	*	*	*		
	Total	31	8	*	15	*	*	*	*	*		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	34	11	*	17	*	*	*	*	*		14
	Female	9	*	*	5	*	*	*	*	*		5
	Total	43	13	*	22	*	*	*	*	*		19
Out-of-School Suspensions												
	Male	15	*	*	7	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	19	*	*	11	*	*	*	*	*		6
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												

		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)
Chronic Absenteeism												
	Male	30	5	5	20	*	*	*	*	*	5	5
	Female	28	*	5	17	*	*	*	*	*	*	5
	Total	58	7	10	37	*	*	*	*	*	7	10

											Total
Incidents of Violence											
Incidents of rape or attempted rape											*
Incidents of sexual assault (other than rape)											*
Incidents of robbery with a weapon											*
Incidents of robbery with a firearm or explosive device											*
Incidents of robbery without a weapon											*
Incidents of physical attack or fight with a weapon											*
Incidents of physical attack or fight with a firearm or explosive device											*
Incidents of physical attack or fight without a weapon											*
Incidents of threats of physical attack with a weapon											*
Incidents of threats of physical attack with a firearm or explosive device											*
Incidents of threats of physical attack without a weapon											*
Incidents of possession of a firearm or explosive device											*
Allegations of Harassment or bullying											
On the basis of sex											*
On the basis of race											*
On the basis of disability											*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		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	-	-	-	-	-	-	-	-	-	-

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Female	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
  - \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
  - '-' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

**Low Poverty**

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	13.0	19.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	3.0	4.8%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	7.3	11.7%

- '-' Indicates there are no data available in the group.
- Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	45	1%	-	-
Mathematics	6,020	1%	45	1%	-	-
Grade 4						
Reading	6,061	1%	68	1%	-	-
Mathematics	6,056	1%	68	1%	-	-
Grade 5						
Reading	6,162	2%	47	1%	-	-
Mathematics	6,160	1%	47	1%	-	-
Science	6,164	1%	47	1%	-	-
Grade 6						
Reading	5,678	1%	59	1%	-	-
Mathematics	5,677	1%	58	1%	-	-
Grade 7						
Reading	5,298	1%	45	1%	*	*
Mathematics	5,294	1%	45	1%	*	*
Grade 8						
Reading	5,088	1%	42	1%	*	*
Mathematics	5,087	2%	42	1%	*	*
Science	5,087	1%	42	1%	*	*
End of Course						
English I	4,868	1%	46	1%	-	-
English II	4,556	1%	26	0%	-	-
Algebra I	4,884	1%	46	1%	-	-
Biology	4,861	1%	47	1%	-	-
All Grades						
All Subjects	99,020	1%	865	1%	<b>7</b>	<b>0%</b>
Reading	43,730	1%	378	1%	*	*

	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	39,178	1%	351	1%	*	*
Science	16,112	1%	136	1%	*	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2017 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

**State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

\*\* Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.



