Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: CLARENDON EL Campus ID: 065901101 District Name: CLARENDON 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	African			American		Pacific		Econ	Special	
	ntsAmerican		White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets Reading/ELA Baseline 2016-17 44% Grade Level or Above) Rates	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2017-18 through 44% 2021-22	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022-23 through 52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
2026-27 2027-28 through 62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
2031-32	000/	000/	000/	700/	070/	700/	700/	070/	000/	050/
2032-33 72%		69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics Baseline 2016-17 46% Rates	5 31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2017-18 through 46% 2021-22	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2022-23 through 54% 2026-27	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
2027-28 through 63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
2031-32 2032-33 73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress Baseline 2016-17 Rates										41%
2017-18 through 2021-22										42%
2022-23 through										44%
2026-27 2027-28 through										46%
2031-32 Graduation Rate:4-Year Longitudinal Baseline 2016-17 89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate Rates										
2017-18 through 90% 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 92% 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 94% 2031-32	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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> 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		Campus	African	Hispani		America				Econ			CWODE	i Mala	Fomalo	liaron		Foster	
				-		пізрані	, while	mulan	Asiai	iisiaiiuei	Naces	sDisauv	DISauv				remaien	nyran	tHomeless	Cale	viintai y
STAAR Percent Grade 3	at Appro	oaches	s Grade	Level o	r Above																
Reading	All Students		86%	86%	*	*	90%	-	-	-	*	79%	94%	*	90% ·	- 92%	82%	-	-	-	*
	CWD	51%	*	*	_	_	*	_	-	_	_	*	*	*		_ *	*	_	-	_	_
	CWOD		90%	90%	*	*	96%	-	-	-	*	88%	93%	-	90% ·	- 92%	89%	-	-	-	*
	EL	70%	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-	-
	Male Female	74% 979%	92% 82%	92% 82%	*	- *	100% 82%	-	-	-	- *	86% 75%	100% 90%	*	92% 89%	- 92% 	- 82%	-	-	- -	-
Mathematics	All	77%	80%	80%	*	*	83%	-	-	-	*	68%	94%	*	84%	- 85%	77%	-	-	-	*
(Students																				
	CWD CWOD	52%	* 84%	* Q / 0/	- *	- *	* 88%	-	-	-	- *	* 750/	030\ *	*	 8/10/	- * - 83%	* 84%	-	-	-	- *
	EL	80% 74%	84% -	84% -	_	_	00% -	-	-	-	_	75% -	93% -	-	84% ·	- 83%	04 <i>%</i>	-	-	-	_
	Male	77%	- 85%	- 85%	*	-	- 92%	-	-	-	-	- 71%	- 100%	*	- · · · 83% ·	- 85%	-	-	-	-	*
	Female		77%	77%	*	*	76%	-	-	-	*	67%	90%	*	84%		77%	-	-	-	-
Grade 4																					
Reading	All Students		82%	82%	*	100%	85%	-	-	-	-	75%	92%	*	85%	- 83%	81%	-	-	*	-
	CWD	46%	*	*	-	-	*	-	-	-	-	-	*	*			*	-	-	-	-
	CWOD		85%	85%	*	100%	89%	-	-	-	-	75%	100%	-	85% ·	- 83%	87%	-	-	*	-
	EL	60%	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-	-
	Male	70%	83% 81%	83%	*	*	100% 73%	-	-	-	-	78%	× 000/	-	83% · 87% ·	- 83%	- 81%	-	-	*	-
	Female	:1570	0170	81%			1370	-	-	-	-	71%	89%		0/70		0170	-	-	-	-
Mathematics	All Students	77%	75%	75%	*	100%	80%	-	-	-	-	69%	83%	*	78% ·	- 83%	69%	-	-	*	-
	CWD	49%	*	*	-	-	*	-	-	-	-	-	*	*			*	-	-	-	-
	CWOD		78%	78%	*	100%	84%	-	-	-	-	69%	91%	-	78% ·	- 83%	73%	-	-	*	-
	EL	72%	-	-	- -	- -	-	-	-	-	-	-	-	-			-	-	-	-	-
	Male	77%	83% 69%	83% 69%	*	*	100% 64%	-	-	-	-	78% *	* 700/	-	700/	- 83%	-	-	-	*	-
	Female	; / 0 70	09%	09%			04 %	-	-	-	-		78%		1370 .		69%	-	-	-	-
Grade 5 Reading	All	83%	84%	84%	*	75%	87%	_	-	-	*	75%	95%	71%	86%	- 90%	77%	-	*	*	*
	Students																				
	CWD		71%	71%	- *	*	*	-	-	-	- *	*	*	71%		- *	*	-	-	-	-
	CWOD EL	87% 73%	86%	86% -	-	100%	85%	-	-	-	-	79%	94% -	-	86% ·	- 89%	83%	-	-	-	-
	⊏∟ Male	73% 81%	- 90%	- 90%	-	*	- 89%	-	-	-	*	- 88%	- 92%	*		- 90%	-	-	*	*	-
	Female			77%	*	71%	85%	-	-	-	-	69%	100%	*	000/		77%	-	*	*	*
Mathematics	All Students		100%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	- 100%	100%	-	*	*	*
	CWD	70%	100%	100%	-	*	100%	_	-	-	_	100%	*	100%		- *	100%	-	-	-	-
	CWOD	92%		100%	*	100%	100%	-	-	-	*	100%	100%		100%			-	*	*	*
	EL	86%	-	-	-	-	-	-	-	-	-	-	-	-	- .		-	-	-	-	-
	Male Female	89% 91%		100% 100%	- *	* 100%	100% 100%	-	-	-	*	100% 100%	100%		100% · 100% ·		- 100%	-	*	*	- *
Science		75%			*						*								*	*	*
Science	All Students			81%		86%	87%	-	-	-		71%			80%	- 00%	1170	-			
	CWD	48%	86%	86%	- *	*	*	-	-	-	- *	*	*	86%		- *	*	-	- *	- *	- *
	CWOD EL	78% 62%	80%	80% -	• _	^ _	85%	-	-	-	• _	68%	94%	-	80% ·	- 82%	78%	-	^ _	-	-
	EL Male	62% 76%	- 85%	- 85%	-	-	- 89%	-	-	-	- *	- 75%	- 92%	- *	- · 82% ·		-	-	-	- *	-
	Female			77%	*	86%	85%	-	-	-	-		100%	*	78% ·		77%	-	*	*	*

STAAR Percei	nt at Meets	s Grad	le Leve	l or Above)																
Grade 3					•																
Reading	All	43%	43%	43%	*	*	48%	-	-	-	*	37%	50%	*	48%	- 46%	41%	-	-	-	*
	Students																				
	CWD	28%	*	*	-	-	*	-	-	-	-	*	*	*	-	- *	*	-	-	-	-
	CWOD	44%	48%	48%	*	*	56%	-	-	-	*	44%	53%	-	48%	- 50%	47%	-	-	-	*
	EL	32%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	40%	46%	46%	*	-	50%	-	-	-	-	43%	50%	*	50%	- 46%	-	-	-	-	*
	Female	2 45%	41%	41%	*	*	47%	-	-	-	*	33%	50%	*	47%		41%	-	-	-	-
Mathematic	cs All	46%	54%	54%	*	*	52%	-	-	-	*	37%	75%	*	58%	- 62%	50%	-	-	-	*
	Students																				
	CWD	30%	*	*	-	-	*	-	-	-	-	*	*	*	-	- *	*	-	-	-	-
	CWOD	48%	58%	58%	*	*	56%	-	-	-	*	44%	73%	-	58%	- 58%	58%	-	-	-	*
	EL	39%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	47%	62%	62%	*	-	67%	-	-	-	-	43%	83%	*	58%	- 62%	-	-	-	-	*
	Female	2 45%	50%	50%	*	*	41%	-	-	-	*	33%	70%	*	58%		50%	-	-	-	-
Grade 4																					
Reading	All	45%	57%	57%	*	80%	60%	-	-	-	-	38%	83%	*	59%	- 42%	69%	-	-	*	-
Ũ	Students																				
	CWD	28%	*	*	-	-	*	-	-	-	-	-	*	*	-		*	-	-	-	-
	CWOD		59%	59%	*	80%	63%	-	-	-	-	38%	91%	-	59%	- 42%	73%	-	-	*	-
	EL	29%	_	-	-	_	-	-	-	-	-	-	_	-	-		-	-	-	-	-
	Male	43%	42%	42%	*	*	44%	_	-	-	-	33%	*	-	42%	- 42%	-	-	-	*	-
	Female			69%	*	*	73%	_	-	-	-	43%	89%	*	73%		69%	-	-	_	-
		,.																			
Mathematic	cs All	48%	50%	50%	*	60%	55%	_	_	-	-	38%	67%	*	52%	- 42%	56%	_	_	*	_
	Students												•••		0_/0	/•					
	CWD	29%	*	*	_	_	*	_	_	-	-	_	*	*	-		*	_	_	_	_
	CWOD		52%	52%	*	60%	58%	_	_	-	-	38%	73%	_	52%	- 42%	60%	_	_	*	_
	EL	38%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	_	-	-	_
	Male	48%	42%	42%	*	*	44%	-	-	-	-	44%	*	-	42%	- 42%	-	_	-	*	_
	Female			56%	*	*	64%	_	_	-	-	*	78%	*			56%	_	_	_	_
	i onnaie	, ,0	0070				01/0						1070		0070		0070				
Grade 5																					
Reading	All	53%	63%	63%	*	63%	68%	-	-	-	*	46%	84%	43%	67%	- 67%	59%	_	*	*	*
rtodding	Students		0070			0070	0070					1070	0170	1070	0.70	01 /0	0070				
			43%	43%	-	*	*	-	-	-	-	*	*	43%	-	- *	*	_	-	-	_
	CWOD			67%	*	100%	67%	_	_	-	*	53%	82%	-	67%	- 67%	67%	_	*	*	*
	EL	35%	-	-	_	-	-	_	_	-	-	-	-	_	-		-	_	_	_	_
	Male	50%		67%	_	*	67%	_	_	-	*	50%	77%	*	67%	- 67%	_	_	*	*	_
	Female			59%	*	57%	69%	_	_	_	_	44%	100%	*			59%	_	*	*	*
	i cinaic	,0070	0070	00/0		01 /0	0070					7770	10070		01 /0		0070				
Mathematic		57%	80%	80%	*	63%	84%	_	_	_	*	68%	95%	75%	81%	- 81%	78%	_	*	*	*
Mathematic	Students		0070	0070		0070	0470					0070	0070	1070	0170	0170	1070				
		34%	75%	75%	_	*	80%	_	_	_	_	67%	*	75%	_	_ *	80%	_	_	_	_
	CWOD			81%	*	60%	85%	_	_	_	*	68%	94%	-		- 83%		_	*	*	*
	EL	46%	-	-	_	-	-	_	_	_	_	-	-	_	-		-	_	_	_	_
	Male	4 0 %		- 81%	_	*	83%	_	_	_	*	63%	92%	*	83%	- 81%	_	_	*	*	_
	Female			78%	*	71%	86%	_	_	_	_	71%	100%	80%			78%	_	*	*	*
		, 00 /0	10/0	10/0		/ 1 /0	0070	-	-	-	-	11/0	10070	00 /0	10/0	-	10/0	-			
Science	All	⊿∩0⁄_	60%	60%	*	43%	68%	_		_	*	42%	820/	710/	57%	- 70%	50%	_	*	*	*
SCIENCE	Students		00 /0	UU /0		-+J /0	00 /0	-	-	-		7 4 /0	00 /0	11/0	JI /0	- 10/0	50 /0	-			
	CWD		710/	740/		*	*					*	*	71%		*	*				
	CWD			71% 57%	- *	*		-	-	-	- *	370/			- 570/	- 660/	500/	-	- *	- *	- *
		42% 24%					63%	-	-	-		37%	81%	-	J1 70	- 65%	50%	-			
	EL Mala		-	- 70%	-	-	- 700/	-	-	-	- *	- 620/	-	-	-	 - 70%	-	-	-	- *	-
	Male	42%		70%	- *	- 100/	72% 62%	-	-	-		63% 21%	75% 100%	*			- 50%	-	- *	*	- *
	Female	; 30%	50%	50%		43%	62%	-	-	-	-	31%	100%		50%		50%	-			

STAAR Percent at Masters Grade Level

Grade 3																				
Reading	All	24%	31%	31%	*	*	38%	-	-	-	*	21%	44%	*	35%	- 38%	27%	-	-	
	Studer	nte																		

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	Students																				
	CWD	9%	*	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
	CWOD	26%	35%	35%	*	*	44%	-	-	-	*	25%	47%	-	35%	-	42%	32%	-	-	-
	EL	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	38%	38%	*	-	42%	-	-	-	-	29%	50%	*	42%	-	38%	-	-	-	-
	Female		27%	27%	*	*	35%	-	-	-	*	17%	40%	*	32%	-	-	27%	-	-	-
Mathematics	All	22%	23%	23%	*	*	24%	_	_	_	*	26%	19%	*	26%	_	31%	18%	_	_	_
	Students		2070	2070			2170					2070	1070		2070		0170	1070			
	CWD	12%	*	*	-	-	*	-	-	-	_	*	*	*	-	-	*	*	-	-	-
	CWOD		26%	26%	*	*	28%	-	-	-	*	31%	20%	-	26%	-	33%	21%	-	-	-
	EL	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	31%	31%	*	-	33%	-	-	-	-	43%	17%	*	33%	-	31%	-	-	-	-
	Female	21%	18%	18%	*	*	18%	-	-	-	*	17%	20%	*	21%	-	-	18%	-	-	-
Grade 4																					
Reading	All	23%	29%	29%	*	20%	35%	_	_	_	-	13%	50%	*	30%	-	17%	38%	-	_	*
-	Students		_0,0	,,		/											,.				
	CWD	9%	*	*	_	_	*	_	_	_	-	_	*	*	_	_	_	*	-	_	-
	CWOD		30%	30%	*	20%	37%	_	_	_	-	13%	55%	_	30%	-	17%	40%	-	_	*
	EL	12%	-	-	-		-	-	-	_	-	-	-	_	-	_	-	-	-	-	_
	Male	22%	17%	17%	*	*	22%	_	-	_	-	11%	*	_	17%	_	17%	_	_	_	*
	Female		38%	38%	*	*	45%	_	_	_	_	14%	56%	*	40%	_	-	38%	_	_	_
		, 20 /0	5070	50 /0			J /0	-	-	-	-	1-7 /0	50 /0		-10 /0	-	-	50 /0	-	-	-
Mathematics	All	26%	21%	21%	*	40%	20%	-	-	-	-	19%	25%	*	22%	-	8%	31%	-	-	*

	Students																				
	CWD [·]	11%	*	*	_	_	*	_	_	_	_	_	*	*	_		*	_	_	_	_
	CWOD 2		22%	22%	*	40%	21%	_	_	_	_	- 19%	27%	_	- 22%	- 8%	33%	_	_	*	_
		18%	<u>-</u>	ZZ /0	_	+0 /0	21/0	_	_	_	_	1370	21/0	_	ZZ /0 -	- 070	-	_	_	_	_
		27%	8%	8%	*	*	0%		_	_	_	11%	*	_	8%	- 8%	_	_	_	*	
	Female		31%	31%	*	*	36%		_	_	_	*	33%	*	33%		31%	_	_	_	
	I CITIAIC 2	2070	5170	J1 /0			50 /0	-	-	-	-		5570		5570		5170	-	-	-	-
Grade 5																					
Reading	All 2	26%	40%	40%	*	38%	45%	-	-	-	*	17%	68%	29%	42%	- 38%	41%	-	*	*	*
	Students	/ /																			
		9%	29%	29%	-	*	*	-	-	-	-	*	*	29%	-	- *	*	-	-	-	-
	CWOD 2		42%	42%	*	60%	44%	-	-	-	*	16%	71%	_	42%	- 39%	44%	-	*	*	*
		12%	_	-	-	-	-	-	-	-	-	-	-	-	-		_	-	-	-	-
		24%	38%	38%	-	*	39%	-	-	-	*	13%	54%	*	39%	- 38%	-	-	*	*	-
	Female 2			41%	*	29%	54%	-	-	-	-	19%	100%	*	44%		41%	-	*	*	*
Mathematics	All C	30%	41%	41%	*	25%	47%	-	-	-	*	24%	63%	13%	47%	- 38%	43%	-	*	*	*
	Students																				
		13%	13%	13%	-	*	20%	-	-	-	-	0%	*	13%	-	- *	0%	-	-	-	-
	CWOD 3		47%	47%	*	40%	52%	-	-	-	*	32%	65%	-	47%	- 39%	56%	-	*	*	*
		19%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
		29%	38%	38%	-	*	39%	-	-	-	*	25%	46%	*	39%	- 38%	-	-	*	*	-
	Female 3		43%	43%	*	29%	57%	-	-	-	-	24%	100%	0%	56%		43%	-	*	*	*
Science	All	16%	21%	21%	*	0%	26%	-	-	-	*	17%	28%	14%	23%	- 20%	23%	-	*	*	*
	Students																				
		9%	14%	14%	-	*	*	-	-	-	-	*	*	14%	-	- *	*	-	-	-	-
	CWOD '	17%	23%	23%	*	*	26%	-	-	-	*	16%	31%	-	23%	- 24%	22%	-	*	*	*
		7%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male ⁷	18%	20%	20%	-	-	17%	-	-	-	*	25%	17%	*	24%	- 20%	-	-	-	*	-
	Female ²		23%	23%	*	0%	38%	-	-	-	-	13%	50%	*	22%		23%	-	*	*	*
	at Approa	aches	s Grade	e Level or	Above																
All Grades					* Above	92%	88%	_	_	_	88%	78%	94%	72%	87%	- 89%	81%	-	*	62%	*
			83%	e Level or 85%		92%	88%	-	-	-	88%	78%	94%	72%	87%	- 89%	81%	-	*	62%	*
All Grades	All 5 Students					92% 67%	88% 74%	-	-	-	88%	78% 68%	94% 80%	72% 72%	87% -	- 89% - 100%		-	*	62%	*
All Grades	All 5 Students	77% 45%	83%	85%	*			- -	- -	- -	88% - 88%							- -	* - *	62% - 62%	* - *
All Grades	All 5 Students CWD 4 CWOD 8	77% 45%	83% 51%	85% 72%	*	67%	74%	- - -	- - -	- - -	-	68%	80%		-	- 100%	57%	- - -	* - * -	_	* - * -
All Grades	All 5 Students CWD 4 CWOD 8 EL 6	77% 45% 80%	83% 51% 86%	85% 72% 87%	*	67%	74%	- - - -	- - - -	- - -	-	68%	80% 95% -		- 87% -	- 100%	57%	- - - -	* - * -	_	* - * - *
All Grades	All 5 Students CWD 4 CWOD 8 EL 6	77% 45% 80% 60% 74%	83% 51% 86% -	85% 72% 87% -	* - * -	67% 100% -	74% 90% -	- - - -	- - - -	- - - -	- 88% -	68% 79% -	80% 95% -	72% - -	- 87% -	- 100% - 88% 	57%	- - - -	* - * - *	- 62% -	* - * - *
All Grades	All 5 Students CWD 4 CWOD 8 EL 6 Male 7	77% 45% 80% 60% 74%	83% 51% 86% - 84%	85% 72% 87% - 89%	* - * - *	67% 100% - *	74% 90% - 95%	- - - - -	- - - -	- - - -	- 88% -	68% 79% - 82%	80% 95% - 96%	72% - 100% 57%	- 87% - 88% 85%	- 100% - 88% - 89% 	57% 85% - -	- - - -	* - * - *	- 62% - 71%	* - * - *
All Grades	All 5 Students CWD 4 CWOD 8 EL 6 Male 7 Female 7	77% 45% 80% 60% 74% 79%	83% 51% 86% - 84%	85% 72% 87% - 89%	* - * - *	67% 100% - *	74% 90% - 95%	- - - - -	- - - - -	- - - -	- 88% -	68% 79% - 82%	80% 95% - 96%	72% - 100% 57%	- 87% - 88%	- 100% - 88% - 89% 	57% 85% - -	- - - -	* - * - * *	- 62% - 71%	* - * - * *
All Subjects	All Students CWD EL Male Female All Students	77% 45% 80% 60% 74% 79% 73%	83% 51% 86% - 84% 82% 81%	85% 72% 87% - 89% 81%	* - * - *	67% 100% - * 91%	74% 90% - 95% 81% 88%	- - - - -	- - - -	- - - -	- 88% -	68% 79% - 82% 75%	80% 95% - 96% 91%	72% - 100% 57% 58%	- 87% - 88% 85%	- 100% - 88% - 89% 	57% 85% - - 81%		* - * - * *	62% - 71% *	* - * * *
All Grades All Subjects	All 5 Students CWD 4 CWOD 8 EL 6 Male 7 Female 7 All 5 Students CWD 3	77% 45% 80% 60% 74% 79% 73%	83% 51% 86% - 84% 82% 81% 36%	85% 72% 87% - 89% 81% 84% 58%	* - * * *	67% 100% - * 91% 88% *	74% 90% - 95% 81% 88% 67%	- - - - -	- - - - -	- - - -	- 88% -	68% 79% - 82% 75% 76% *	80% 95% - 96% 91% 94%	72% - 100% 57%	87% - 88% 85% 87%	- 100% - 88% - 89% - 89% - *	57% 85% - 81% 80%		* - * - * *	62% - 71% *	* - * - * * -
All Grades All Subjects	All 5 Students CWD 4 CWOD 8 EL 6 Male 7 Female 7 All 7 Students CWD 7	77% 45% 80% 60% 74% 79% 73% 39% 77%	83% 51% 86% - 84% 82% 81%	85% 72% 87% - 89% 81% 84%	* - * - *	67% 100% - * 91% 88%	74% 90% - 95% 81% 88%				- 88% -	68% 79% - 82% 75%	80% 95% - 96% 91% 94%	72% - 100% 57% 58%	- 87% - 88% 85%	- 100% - 88% - 89% 	57% 85% - - 81%		* - * - * - *	62% - 71% *	* - * - * - *
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWD EL	77% 45% 30% 60% 74% 79% 73% 39% 77% 52%	83% 51% 86% - 84% 82% 81% 36% 85%	85% 72% 87% - 89% 81% 84% 58% 87%	* - * - * * *	67% 100% - * 91% 88% * 100%	74% 90% - 95% 81% 88% 67% 90%				- 88% -	68% 79% - 82% 75% 76% * 80% -	80% 95% 96% 91% 94% * 95%	72% - 100% 57% 58%	- 87% 85% 87% - 87% -	- 100% - 88% - 89% - 89% - * - 88% 	57% 85% - 81% 80%		* - * - * * - * - *	62% - 71% *	* - * - * - * - *
All Grades All Subjects	All 5 Students CWD 4 CWOD 8 EL 6 Male 7 Female 7 All 7 Students CWD 7 EL 8 Male 6	77% 45% 80% 60% 74% 79% 73% 39% 77% 52% 69%	83% 51% 86% - 84% 82% 81% 36% 85% - 81%	85% 72% 87% - 89% 81% 84% 58% 87% - 89%	* - * - * * * - *	67% 100% - * 91% 88% * 100% - *	74% 90% - 95% 81% 88% 67% 90% - 95%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83%	80% 95% - 96% 91% 94% * 95% - 95%	72% - 100% 57% 58%	- 87% - 88% 85% 87% - 87% - 88%	- 100% - 88% - 89% - 89% - *	57% 85% - 81% 80% * 87% - -		* _ * _ * _ * _ *	62% - 71% *	* _ * _ * _ * _ *
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWD EL	77% 45% 80% 60% 74% 79% 73% 39% 77% 52% 69%	83% 51% 86% - 84% 82% 81% 36% 85%	85% 72% 87% - 89% 81% 84% 58% 87%	* - * - * * *	67% 100% - * 91% 88% * 100%	74% 90% - 95% 81% 88% 67% 90%				- 88% -	68% 79% - 82% 75% 76% * 80% -	80% 95% 96% 91% 94% * 95%	72% - 100% 57% 58%	- 87% 85% 87% - 87% -	- 100% - 88% - 89% - 89% - * - 88% 	57% 85% - 81% 80%		* _ * _ * _ * _ *	62% - 71% *	* _* - * * _* - * *
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWOD EL EL Kale Female	77% 45% 30% 60% 74% 79% 73% 39% 77% 52% 69% 77%	83% 51% 86% - 84% 82% 81% 36% 85% - 81%	85% 72% 87% - 89% 81% 84% 58% 87% - 89%	* - * - * * * - *	67% 100% - * 91% 88% * 100% - *	74% 90% - 95% 81% 88% 67% 90% - 95%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83%	80% 95% - 96% 91% 94% * 95% - 95%	72% - 100% 57% 58%	87% 88% 85% 87% - 87% - 88% 87%	- 100% - 88% - 89% - 89% - * - 88% - 89%	57% 85% - 81% 80% * 87% - -		* _* _* * _* _* *	62% - 71% *	* _* _* * _* _* *
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL EL EL Male Female Students	77% 45% 80% 60% 74% 79% 73% 39% 77% 69% 77% 80%	83% 51% 86% - 84% 82% 81% 36% 85% - 81% 81% 85%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87%	* _ * _ * _ * _ *	67% 100% - * 91% 88% * 100% - * 86% 100%	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 71% 82%	80% 95% 96% 91% 94% * 95% 95% 92%	72% - 100% 57% 58% - - * * 77%	87% 88% 85% 87% - 87% - 88% 87%	- 100% - 88% - 89% - 89% - * - 88% - 89% 	57% 85% - 81% 80% * 87% - 80% 84%		* _* _* * _* _* *	62% - 71% *	* -* -* * -* * *
All Grades All Subjects Reading	All Students CWD EL Male Female CWD CWD CWD EL EL EL Male Female CWD CWOD EL Students CWD EL EL All CWD CWOD	77% 45% 30% 74% 79% 73% 39% 77% 52% 69% 77% 80%	83% 51% 86% - 84% 82% 81% 36% 85% 81% 85% 55%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 77%	* _* _* * * * * * * * * * * *	67% 100% - - 91% 88% * 100% - - 86% 100% *	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 71% 82% 78%	80% 95% 91% 94% * 95% 95% 92% 94%	72% - 100% 57% 58% - - - *	- 87% 85% 87% - 87% - 88% 87% 88%	- 100% - 88% - 89% - 89% - * - 88% - 89% - 91% - *	57% 85% - - 81% 80% * 87% - - 80% 84% 67%		* _* _* * _* _* * _	62% - 71% *	* _* _* * _* _* _
All Grades All Subjects Reading	All Students CWD EL Male Female CWD CWD EL Male EL Male Female Students CWD EL Male Female CWD EL Students CWD EL	77% 45% 80% 60% 79% 73% 39% 77% 52% 69% 77% 80% 52% 83%	83% 51% 86% - 84% 82% 81% 36% 85% - 81% 81% 85%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87%	* _* _* * _* *	67% 100% - * 91% 88% * 100% - * 86% 100%	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 71% 82%	80% 95% 96% 91% 94% * 95% 95% 92%	72% - 100% 57% 58% - - * * 77%	87% 88% 85% 87% - 87% 88% 87% 88%	- 100% - 88% - 89% - 89% - * - 88% - 89% 	57% 85% - 81% 80% * 87% - 80% 84%		* _* _* * _* _* * _*	62% - 71% *	* -* -* * -* -* * -*
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Students CWD EL Students CWD EL Students CWD EL	77% 45% 30% 74% 79% 73% 39% 77% 52% 69% 77% 80% 52% 80%	83% 51% 86% 82% 81% 36% 85% 81% 81% 85% 55% 88%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 87% 77% 88%	* _* _* * _* _* _* _* _	67% 100% - - 91% 88% * 100% - - 86% 100% *	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% -				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 71% 82% 78% 82% -	80% 95% 96% 91% 94% * 95% 92% 94% * 95% -	72% - 100% 57% 58% - - * * 77% 77%	87% 88% 85% 87% - 87% - 88% 87% 88% - 88% -	- 100% - 88% - 89% - 89% - * - 88% - 91% - * - 90% 	57% 85% - - 81% 80% * 87% - - 80% 84% 67%		* _* _* * _* _* _* _* _* _	62% - 71% *	* _* _* * _* _* * _* _
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL EL Male Female Students CWD EL EL Students CWD EL EL Students CWD EL EL EL Students CWD EL EL EL EL EL EL EL EL EL EL EL EL EL	77% 45% 30% 74% 79% 73% 39% 77% 52% 69% 77% 80% 52% 83% 70% 78%	83% 51% 86% - 84% 82% 81% 36% 85% 81% 85% 85% 85% 85% 88% - 89%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 87% - 77% 88% - 91%	* _* _* * _* _* _* _* _*	67% 100% - - 91% 88% * 100% - * 100% * 100% - *	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% - 97%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 71% 82% 82% - 83%	80% 95% 91% 94% * 95% 92% 94% * 95% - 100%	72% - 100% 57% 58% - - * * 77% 77% 77%	- 87% 85% 87% - 87% - 88% 87% 88% - 88% - 90%	- 100% - 88% - 89% - 89% - * - 88% - 89% - 91% - *	57% 85% - 81% 80% * 87% - 80% 84% 67% 87% - -		* _* _* * _* _* * _* _* _*	62% - 71% * * - * * * * *	* _* - * * * _* - * - * - *
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Students CWD EL Students CWD EL Students CWD EL	77% 45% 30% 74% 79% 73% 39% 77% 52% 69% 77% 80% 52% 83% 70% 78%	83% 51% 86% 82% 81% 36% 85% 81% 81% 85% 55% 88%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 87% 77% 88%	* _* _* * _* _* _* _* _	67% 100% - * 91% 88% * 100% * 100% * 100%	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% -				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 71% 82% 78% 82% -	80% 95% 96% 91% 94% * 95% 92% 94% * 95% -	72% - 100% 57% 58% - - * * 77% 77%	87% 88% 85% 87% - 87% - 88% 87% 88% - 88% -	- 100% - 88% - 89% - 89% - * - 88% - 91% - * - 90% 	57% 85% - - 81% 80% * 87% - - 80% 84% 67%		* _* _* * _* _* * _* _* *	62% - 71% *	* _* _* * _* _* * _* _* _*
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Students CWD Students CWD EL Students CWD Students CWD EL Students CWD Students Studen	77% 45% 30% 74% 79% 73% 39% 77% 52% 39% 77% 80% 52% 80% 52% 83% 70% 78% 82%	83% 51% 86% - 84% 82% 81% 85% - 81% 85% 85% 85% 85% 88% - 89% 82%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 77% 88% - 91% 84%	* _* _* * _* _* _* _* _*	67% 100% - * 91% 88% * 100% * 100% - * 100%	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% - 97% 81%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 82% 78% 82% - 83% 81%	80% 95% 96% 91% 94% * 95% 92% 94% * 95% - 100% 88%	72% - 100% 57% 58% - - * * 77% 77% 77% - * 67%	87% 88% 85% 87% - 87% 88% 88% - 88% - 88% - 90% 87%	- 100% - 88% - 89% - 89% - * - 88% - 91% 91% 91% 	57% 85% - 81% 80% * 87% - 80% 84% 67% 87% - 84%		* _* _* * _* _* * _* _* *	62% - 71% * * - * * * * *	* _* _* * _* _* * _* _* *
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female CWD EL Male Female All Students CWD EL Male Female	77% 45% 30% 74% 79% 73% 39% 77% 52% 39% 77% 80% 52% 80% 52% 83% 70% 78% 82%	83% 51% 86% - 84% 82% 81% 36% 85% 81% 85% 85% 85% 85% 88% - 89%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 87% - 77% 88% - 91%	* _* _* * _* _* * _* _* *	67% 100% - - 91% 88% * 100% - * 100% * 100% - *	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% - 97%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 71% 82% 82% - 83%	80% 95% 96% 91% 94% * 95% 92% 94% * 95% - 100% 88%	72% - 100% 57% 58% - - * * 77% 77% 77% - * 67%	- 87% 85% 87% - 87% - 88% 87% 88% - 88% - 90% 87%	- 100% - 88% - 89% - 89% - * - 88% - 91% - * - 90% - 91%	57% 85% - 81% 80% * 87% - 80% 84% 67% 87% - -		* _* _* * _* _* * _* _* *	62% - 71% * * - * * * * *	* _* _* * _* _* * _* _* *
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Students CWD EL Students CWD EL Female Students CWD EL Students CWD EL Students CWD Students	77% 45% 30% 74% 79% 73% 39% 77% 52% 69% 77% 80% 52% 80% 52% 83% 70% 78% 82%	83% 51% 86% - 84% 82% 81% 85% - 81% 85% 85% 55% 88% - 89% 82% 82%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 77% 88% - 91% 84% 81%	* _* - * * _* _* _* _* *	67% 100% - * 91% 88% * 100% * 100% - * 100%	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% - 97% 81%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 82% 78% 82% - 83% 81%	80% 95% 96% 91% 94% * 95% 92% 94% * 95% - 100% 88%	72% - 100% 57% 58% - - * * 77% 77% 77% - * 67% 86%	87% 88% 85% 87% - 87% 88% 88% - 88% - 88% - 90% 87%	- 100% - 88% - 89% - 89% - * - 88% - 91% 91% 91% 	57% 85% - 81% 80% * 87% - 80% 84% 67% 87% - 84%		* _* _* * _* _* * _* _* *	62% - 71% * * - * * * * *	* _* _* * _* _* * _* _* *
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Students CWD EL Female Students CWD EL All Students CWD EL All Students CWD EL All Students CWD EL All Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD EL Students CWD Students CWD EL Students CWD Students Students Students Students Students Students Students CWD Students Students Students Students Students Students CWD	77% 45% 30% 74% 79% 73% 39% 77% 52% 39% 77% 80% 52% 80% 52% 83% 70% 78% 82% 70% 78%	83% 51% 86% 82% 81% 36% 85% 81% 85% 55% 88% 55% 88% - 89% 82% 82%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 77% 88% - 91% 88% - 91% 84% 81%	* _* _* * _* _* * _* _* *	67% 100% - * 91% 88% * 100% * 100% - * 100%	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% - 97% 81% 87% *				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 82% - 83% 82% - 83% 81% 71% *	80% 95% 91% 94% * 95% 92% 94% * 95% - 100% 88% 94% *	72% - 100% 57% 58% - - * * 77% 77% 77% - * 67%	87% 88% 85% 87% 87% 88% 88% 88% - 88% - 90% 87% 80% -	- 100% - 88% - 89% - 89% - * - 88% - 91% - 91% - 91% - 85% 	57% 85% - 81% 80% * 87% - 80% 84% 67% 87% - 84% 77% *		* _* _* * _* _* * _* _* * _* _*	62% - 71% * * - * * * * *	* _* _* * * _* _* _* _* _* _* _*
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female CWD EL Male Female CWD EL All Students CWD EL All Students CWD EL All Students CWD EL All Students CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD CWD EL CWD EL CWD EL CWD CWD EL CWD EL CWD EL CWD CWD EL CWD CWD EL CWD EL CWD CWD EL CWD EL CWD CWD EL CWD CWD EL CWD CWD EL CWD CWD EL CWD EL CWD CWD EL CWD CWD EL CWD EL CWD EL CWD CWD EL CWD C CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD EL CWD E CWD EL CWD E C CWD E C CWD E C CWD E C CWD E C CWD E C CWD E C CWD E C CWD E C CWD E C C C C C C C C C C C C C C C C C C	77% 45% 30% 74% 79% 73% 39% 77% 52% 69% 77% 80% 52% 80% 70% 78% 82% 70% 78% 82%	83% 51% 86% - 84% 82% 81% 36% 85% 81% 85% 55% 88% - 89% 82% 82% 82% 82%	85% 72% 87% 89% 81% 84% 58% 87% 58% 87% 89% 80% 87% 77% 88% - 91% 84% 81% 81%	* _* _* * _* _* _* _* _* _* _*	67% 100% - * 91% 88% * 100% * 100% - * 100%	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% - 97% 81%				- 88% -	68% 79% - 82% 75% 76% * 80% - 83% 82% 78% 82% - 83% 81%	80% 95% 96% 91% 94% * 95% 92% 94% * 95% - 100% 88%	72% - 100% 57% 58% - - * * 77% 77% 77% - * 67% 86%	87% 88% 85% 87% - 87% 88% 88% - 88% - 88% - 90% 87%	- 100% - 88% - 89% - 89% - * - 88% - 91% 91% 91% 	57% 85% - 81% 80% * 87% - 80% 84% 67% 87% - 84%		* _* _* * _* _* * _* _* * _* _* _* _	62% - 71% * * - * * * * *	* _* _* * _* _* * _* _* * _* _*
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female CWD EL Male Female CWD EL Male Female Students CWD EL Male Female CWD EL Male Female CWD EL All Students CWD EL All Students CWD EL All Students CWD EL All Students CWD EL All EL EL EL EL EL EL EL EL EL EL EL EL EL	77% 45% 30% 74% 79% 73% 39% 77% 52% 69% 77% 80% 52% 80% 77% 80% 77% 80% 77% 80% 77% 78% 82% 79%	83% 51% 86% 82% 81% 36% 85% 81% 85% 85% 55% 88% - 89% 82% 82% 82% 82%	85% 72% 87% - 89% 81% 84% 58% 87% - 89% 80% 87% 77% 88% - 91% 88% - 91% 84% 81%	* _* _* _* _* _* _* _* _* _* _* _* _* _*	67% 100% - - 91% 88% * 100% - * 100% - * 100% - * 100% - * 100% - * 100% - * 100% - * -	74% 90% - 95% 81% 88% 67% 90% - 95% 80% 89% 70% 92% - 97% 81% 87% 87% * 85%				88% - 83% * * - * * * * * * * * * * * *	68% 79% 82% 75% 76% * 80% - 83% 71% 82% - 83% 81% 71% * 68% -	80% 95% 91% 94% * 95% 92% 94% * 95% - 100% 88% 94% * 94% -	72% - 100% 57% 58% - - * * 77% 77% 77% - - * 67% 86% 86% 86% -	87% 88% 85% 87% 87% 88% 88% 88% - 88% - 90% 87% 80% 80%	- 100% - 88% - 89% - 89% - * - 88% - 91% - 91% - 91% - 91% - 85% - 85%	57% 85% - 81% 80% * 87% - 80% 84% 67% 84% 67% 87% - - 84% 77%		* _* _* * _* _* * _* _* * _* _* _	62% - 71% * * * * * * * * * * * * *	* _* _* * * _* _* _* _* _* _* _* _* _

Male	78%	80%	85%	-	-	89%	-	-	-	*	75%	92%	*	82%	- 8	35%	-	-	-	*	-
Fema	le 80%	84%	77%	*	86%	85%	-	-	-	-	69%	100%	*	78%	-	-	77%	-	*	*	*

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects		47%	52%	59%	*	62%	63%	-	-	-	63%	45%	78%	47%	61%	- 62	% 57%	, o –	*	46%	*
	Students	i																			
	CWD	23%	28%	47%	-	33%	52%	-	-	-	-	36%	70%	47%	-	- 73	% 33%	, o –	-	-	-
	CWOD	50%	54%	61%	*	70%	64%	-	-	-	63%	46%	78%	-	61%	- 60	% 61%	, o –	*	46%	*
	EL	26%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	45%	51%	62%	*	*	65%	-	-	-	67%	48%	75%	73%	60%	- 62	% -	-	*	71%	*
	Female	e 50%	52%	57%	*	60%	61%	-	-	-	*	43%	80%	33%	61%		57%	, o –	*	*	*
Reading	All	46%	50%	55%	*	63%	59%	-	-	-	*	41%	72%	25%	59%	- 54	% 55%	, o –	*	*	*
	Students	;																			
	CWD	22%	14%	25%	-	*	33%	-	-	-	-	*	*	25%	-	- *	*	-	-	-	-
	CWOD	48%	53%	59%	*	77%	62%	-	-	-	*	45%	74%	-	59%	- 55	% 62%	, o –	*	*	*
	EL	21%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	41%	45%	54%	*	*	56%	-	-	-	*	42%	68%	*	55%	- 54	% -	-	*	*	*
	Female	e 50%	55%	55%	*	57%	61%	-	-	-	*	40%	76%	*	62%		55%	, o –	*	*	*
Mathematic	s All	48%	50%	64%	*	69%	65%	-	-	-	*	50%	81%	54%	65%	- 65	% 62%	, o –	*	*	*
	Students	;																			
	CWD	26%	32%	54%	-	*	50%	-	-	-	-	44%	*	54%	-	- *	44%	, o –	-	-	-

	CWOD 51%	52%	65%	*	69%	68%	-	_	-	*	51%	81%	_	65%	- 64%	65%	_	*	*	*
		52 /0	0070		0070	0070					5170	0170		00 /0	0470	0070				
	EL 33%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male 47%	55%	65%	*	*	69%	-	_	-	*	50%	82%	*	64%	- 65%	-	-	*	*	*
	Female 49%		62%	*	71%	62%				*	50%	80%	44%	65%		62%		*	*	*
	remate 49%	40%	02 70		/ 1 70	0270	-	-	-		50%	00%	44 70	05%		0270	-			
Science	All 49%	59%	60%	*	43%	68%	-	-	-	*	42%	83%	71%	57%	- 70%	50%	-	*	*	*
	Students																			
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	CWD 23%	56%	71%	-	*	*	-	-	-	-	*	*	71%	-	- *	*	-	-	-	-
	CWOD 52%	60%	57%	*	*	63%	-	-	-	*	37%	81%	-	57%	- 65%	50%	-	*	*	*
	EL 21%	_	-	_	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_
		-		_	_	300/	_	_	-		-		т _	0 = 0/		_	_	_	- -	_
	Male 50%	60%	70%	-	-	72%	-	-	-	^	63%	75%	^	65%	- 70%	-	-	-	^	-
	Female 49%	59%	50%	*	43%	62%	-	-	-	-	31%	100%	*	50%		50%	-	*	*	*
STAAR Percer	nt at Masters Gr	ade Le	vel																	
All Grades																				
		040/	0001	ъ	000/	0.40/				050/	000/	4 4 9 /	400/	000/	000/	040/		ъ		т.
All Subjects		21%	30%	*	23%	34%	-	-	-	25%	20%	44%	13%	33%	- 29%	31%	-	*	15%	*
	Students																			
	CWD 8%	8%	13%	_	0%	17%	_	_	_	_	9%	20%	13%	_	- 18%	10%	_	_	_	_
				-			_	_	-	050/			1070				_	т –	4 = 0/	т _
	CWOD 23%	23%	33%	*	30%	37%	-	-	-	25%	21%	46%	-	33%	- 30%	35%	-	^	15%	^
	EL 9%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male 20%	22%	29%	*	*	29%	_	_	_	33%	21%	36%	18%	30%	- 29%	_	_	*	29%	*
				*	000/					5570						040/		+	×	*
	Female 22%	21%	31%	Ŷ	20%	40%	-	-	-	^	18%	52%	10%	35%		31%	-	Ŷ	~	Ŷ
Reading	All 19%	22%	34%	*	25%	40%	-	-	-	*	17%	55%	17%	36%	- 33%	35%	-	*	*	*
J	Students																			
		00/	4 - 0/		4	000/					4	<u>ب</u> د	470/		4	L.				
	CWD 7%	9%	17%	-	*	22%	-	-	-	-	*	*	17%	-	- ^	^	-	-	-	-
	CWOD 20%	24%	36%	*	31%	42%	-	-	-	*	18%	58%	-	36%	- 33%	38%	-	*	*	*
	EL 7%	_	-	_	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_
				*	*	-	-	-	-	- -	4 7 0 /	-	т -	-		-	-	-	- -	-
	Male 16%		33%	^		36%	-	-	-	^	17%	50%	^	33%	- 33%	-	-	[°]	^	~
	Female 22%	21%	35%	*	21%	44%	-	-	-	*	17%	60%	*	38%		35%	-	*	*	*
Mathematic		240/	200/	*	240/	200/				*	220/	200/	00/	220/	200/	240/		*	*	*
Mathematic		21%	30%		31%	32%	-	-	-		23%	38%	٥%	33%	- 28%	31%	-			
	Students																			
	CWD 10%	5%	8%	_	*	10%	-	_	-	-	0%	*	8%	-	- *	0%	-	_	-	_
				*	38%	35%				*	27%					37%		*	*	*
	CWOD 25%		33%		30%	55%	-	-	-		2170	40%	-	33%	- 29%	3170	-			
	EL 13%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male 23%	20%	28%	*	*	28%	-	-	-	*	25%	32%	*	29%	- 28%	-	-	*	*	*
	Female 24%		31%	*	29%	36%	_	_	_	*	22%	44%	0%			31%	_	*	*	*
		2170	5170		23/0	5070	-	-	-		22 /0	++ /0	0 /0	57 /0		5170	-			
Sajanaa		200/	34 0/	*	00/	0 60/				*	170/	200/	1 4 0/	7 20/	200/	0 20/		*	*	*
Science	All 22%	20%	21%	*	0%	26%	-	-	-		17%	28%	14%	23%	- 20%	23%	-			
	Students																			
	CWD 7%	11%	14%	_	*	*	-	-	-	-	*	*	14%	-	- *	*	-	_	_	_
				*	*	000/				*						220/		*	*	*
	CWOD 24%	Z1%	23%			26%	-	-	-		16%	31%	-	23%	- 24%	22%	-			
	EL 5%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
		20%	20%	_	-	17%	-	_	_	*	25%	17%	*	24%	- 20%	-	-	_	*	_
				*	00/								*			220/		*	*	*
	Female 21%	2070	23%		0%	38%	-	-	-	-	13%	50%		2270		23%	-			
4																				

'*' 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 African Students American Hispanic core	American White Indian Asian	Pacific Two or More Econ Islander Races Disadv	CWD EL
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Academic Growth Scor Reading

Neaung											
All Students	78	*	67	80	-	-	-	*	70	100	-
CWD	100	-	*	100	-	-	-	-	100	100	-
CWOD	74	*	56	77	-	-	-	*	65	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	73	*	*	75	-	-	-	*	65	*	-
Female	82	*	73	85	-	-	-	-	74	100	-
Mathematics											
All Students	81	100	83	78	-	-	-	*	83	78	-
CWD	78	-	*	*	-	-	-	-	83	78	-
CWOD	82	100	78	80	-	-	-	*	82	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	77	*	*	73	-	-	-	*	76	*	-
Female	84	*	82	83	-	-	-	-	87	83	-

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

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

Federal Graduation Rates

4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017

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.

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.

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

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											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
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.

		Campue	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	e	Jumpus	AIIIGHUAII	inspanic	THILE	mulan	Asiaii	131011001	1.4053		DISQUY				141010		myant
All Subjects	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%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	100%	*	100%	-	-	-	100%	100%	100%	100%	100%	-	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-
Reading	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%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	*	*	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-
Mathematics	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%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	*	*	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-
Science	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%	-
	CWD	100%	-	*	*	-	-	-	-	100%	*	100%	-	-	*	*	-
	CWOD	100%	*	*	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	-	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-
Non-Participation	Female <mark>1 Rate</mark>	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	-	-	100%	-
All Subjects	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	0%	*	0%	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-
	Female	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%	_
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-
	EL	-	_	-	_	-	-	-	-	-	_	-	-	-	-	-	-
	Male	0%	*	*	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-
Mathematics	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	-	-	-	-	_	-	-	-	-	-	-	-	_	-	-	_
	Male	0%	*	*	0%	_	-	-	*	0%	0%	*	0%	_	0%	-	_
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-
Science	All Students	0%	*	0%	0%	_	_	_	*	0%	0%	0%	0%	_	0%	0%	_
	CWD	0%	_	*	*	_	-	-	-	0%	*	0%	-	-	*	*	-
	CWOD	0%	*	*	0%	_	-	-	*	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	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.

												with
		Total	African			Indian or Alaska		Pacific	Two or More		Students I with	Disabilities (Section
Students Without Disabilities		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
In-School Suspensions												
	Male	7	*	*	5	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	9	*	*	7	*	*	*	*	*		
Out-of-School Suspensions	10101	v			•							
	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	*	*	*	*	*	*	*	*	*		
Students With Disabilities 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	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	7	*	*	5	*	*	*	*	*	*	*
	Female	10	*	*	8	*	*	*	*	*	*	*
	Total	17	*	*	13	*	*	*	*	*	*	*

Students

	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 T Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs				-							
-	Male	15	*	*	11	*	*	*	*	*	*
	Female	17	*	*	11	*	*	*	*	*	*
	Total	32	*	*	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 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 So	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	5.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the	0.0	-
Teacher is Certified or Licensed		

'-' 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%	-	-	-	-	
Mathematics	6,020	1%	-	-	-	-	
Grade 4 Reading	6,061	1%	-	-	-	-	
Mathematics	6,056	1%	-	-	-	-	
Grade 5 Reading	6,162	2%	*	*	*	*	
Mathematics	6,160	1%	*	*	*	*	

Science	6,164	1%	*	*	*	*
Grade 6 Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	9	1%	9	4%
Reading	43,730	1%	*	*	*	*
Mathematics	39,178	1%	*	*	*	*
Science	16,112	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 Participation Rates for Students with Disabilities and Limited English Proficient Students

			% Below Basic % At or Above		bove Basic	% At or Above Proficien		t % At or Above Advanced		
Grade	Subject	Student Group	ТХ	US	ТХ	US	ТХ	US	ТХ	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
	C C	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 Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 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.

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