### **Texas Education Agency**

# 2017-18 Federal Report Card for Texas Public Schools

Campus Name: INTERNATIONAL LEADERSHIP OF TEXAS EL - KELLER

Campus ID: 057848007

District Name: INTERNATIONAL LEADERSHIP OF TEXAS (ILT)

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);

										Two			EL
										or			(Current
			All	African			American		Pacific	More	Econ	Special	and
			Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
•	Ü	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											
EL Progress		Rates											41%
		2017-18 through 2021-	•										
		22											42%
		2022-23 through 2026-	•										4.40/
		27											44%
		2027-28 through 2031-	•										400/
Creduction Detect Very Langitudinal		32 Beceline 2016 17											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		2017-18 through 2021-		65%	0170	93%	00%	95%	09%	92%	00%	70%	12%
		2017-16 tillough 2021-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-		90%	9070	90 70	90 %	90%	90 70	9070	9070	9070	90%
		2022-23 tillough 2020- 27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-		3Z /0	3Z /0	<i>3∠</i> /0	3Z /0	∃∠ /0	J∠ /0	J∠ /0	3Z /0	3Z /0	3Z /0
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		UL	J+ /U	J+ /0	J+ /0	<del>34</del> /0	J+ /0	J+ /0	Ð₩ /0	J+ /0	J+ /0	3 <del>4</del> /0	J4 /0

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;

(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 Gap's 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

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.

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.

Stur CC CE EM M Fe  Mathematics AI Stur CC CC EE M M Fe  Grade 4 Reading AI Stur CC	t Appro All udents CWD CWOD EL All udents Female All udents CCWD CWD CWD CWOD EL All udents Female All udents CWD	77% 51% 79% 70% 74% 79% 77% 52% 80% 74% 78% 60% 75% 60% 75% 49%	69% 39% 70% 67% 67% 71% 67% 69% 69% 69% 69% 61% 48% 58% 61%		86%  * 92%  * 86% 86%  86%  * 100% 71%  * 87%	75%  * 79% 70% 70% 79% 80%  * 85% 65% 74% 86%	89%  * 90% * 84% 93% 83%  * 85% * 80% 90%	*			100% - 100% - 100% - 100% - 100% - 100% - 100%	79%  * 87% 63% 80% 77%	87%  * 87%  89%  83%  91%  88%  * 89%  89%	* * * * * * *	87% - 87% 84% 84% 90% 89%	77%  * 84% 77% 79% 73% 80%  *	82%  * 84% 79% 82% - 85% *	87%  * 90% 73% - 87%  87%  * 90% 82%		:Homeles	Fosters Care	
Grade 3 Reading Al Stur C C C C M Fr  Mathematics Al Stur C C E M Fr  Grade 4 Reading Al Reading Al Stur C C C E M M Fr  Mathematics Al Stur C C C E S M Fr  Stur C C C C C C E M M S Stur C C C C C E M M S M S M S M S M S M S M S M M S M M M S M	t Appro All udents CWD CWOD EL All udents Female All udents CCWD CWD CWD CWOD EL All udents Female All udents CWD	77% 51% 79% 70% 74% 79% 77% 52% 80% 74% 78% 60% 75% 60% 75% 49%	69% 39% 70% 67% 67% 71% 67% 69% 69% 69% 69% 61% 48% 58% 61%	* 87% 77% 82% 87% 86% * 89% 85% 85% 87% 83% 60% 85% 74%	86% 86% 86% 86% 86% 71% 87%	75%  * 79% 70% 70% 79% 80%  * 85% 65% 74% 86%	89%  * 90% * 84% 93%  83%  * 85% * 80% 86%	*	90% - 90% 80% 92% 88% 100% - 100% 100%		100% - 100% 100% * 100% - 100% *	79%  * 87% 63% 80% 77%  79%  * 87% 69%	87%  * 87% 89% 83% 91%  88%  * 89% 89%	* - *	87% - 87% 84% 84% 90% 89%	77%  * 84% 77% 79% 73% 80%  *	82%  * 84% 79% 82% - 85%  *	87%  * 90% 73% - 87%  87%  * 90%	Migrant	Homeles		Mil
Grade 3 Reading Al Stur C C E M M A Mathematics Al Stur C C E M F Grade 4 Reading Al Reading Al Stur C C C E M M F Stur C C C C E S M M F S Stur C C C C C C C C E M M S Stur C C C C C C E M M S Stur C C C C C E M M S Stur C C C C C C E M M S M S Stur C C C C C C E M M S M S M S M S M M S M M S M M M M	All udents CWD CWOD EL Male Female All udents CWD D CWOD EL Male Female All udents CWD CWOD EL Male LWD CWOD EL Male LWD CWOD EL WOWD CWOD EL CWD CWOD CWOD EL CWO	77% 51% 79% 70% 74% 79% 77% 52% 80% 74% 77% 60% 75% 60% 75% 77% 49%	69% 39% 70% 67% 67% 67% 68% 69% 69% 69% 66% 60% 23% 61% 48% 58% 61%	85%  * 87% 77% 82% 87% 86%  * 89% 80% 85% 87%  83% 60% 60% 74%	86%  * 92%  * 86% 86%  86%  * 100% 71%  * 87%	* 79% 70% 70% 79% 80%  * 85% 65% 74% 86%	* 90% * 84% 93% 83% * 85% 80% 86%	*	90% 80% 92% 88% 100% - 100% 100%	-	100% 100% 100% 100%	* 87% 63% 80% 77% 79%  * 87% 69%	* 87% 89% 83% 91% 88%  * 89% 89%		87% 84% 84% 90% 89%	* 84% 77% 79% 73% 80% * 88%	* 84% 79% 82% - 85% *	* 90% 73% - 87% 87% * 90%	-			
Reading Sture C C C C C C C C C C C C C C C C C C C	udents CWD CWOD EL Male Female All All All All All All All All All A	51% 79% 70% 74% 79% 77% 52% 80% 77% 78% 72% 46% 75% 60% 75% 77% 49%	39% 70% 67% 67% 67% 71% 67% 38% 69% 69% 69% 66% 60% 23% 61% 48% 58% 61%	* 87% 77% 82% 87% 86%  * 89% 85% 87%  83% 60% 85% 74%	* 92% * 86% 86% * 92% * 100% 71% * 87%	* 79% 70% 70% 79% 80%  * 85% 65% 74% 86%	* 90% * 84% 93% 83% * 85% 80% 86%	*	90% 80% 92% 88% 100% - 100% 100%	-	100% 100% 100% 100%	* 87% 63% 80% 77% 79%  * 87% 69%	* 87% 89% 83% 91% 88%  * 89% 89%		87% 84% 84% 90% 89%	* 84% 77% 79% 73% 80% * 88%	* 84% 79% 82% - 85% *	* 90% 73% - 87% 87% * 90%	-			
Stur CC CE EM M Fe  Mathematics AI Stur CC CC EE M M Fe  Grade 4 Reading AI Stur CC	udents CWD CWOD EL Male Female All All All All All All All All All A	51% 79% 70% 74% 79% 77% 52% 80% 77% 78% 72% 46% 75% 60% 75% 77% 49%	39% 70% 67% 67% 67% 71% 67% 38% 69% 69% 69% 66% 60% 23% 61% 48% 58% 61%	* 87% 77% 82% 87% 86%  * 89% 85% 87%  83% 60% 85% 74%	* 92% * 86% 86% * 92% * 100% 71% * 87%	* 79% 70% 70% 79% 80%  * 85% 65% 74% 86%	* 90% * 84% 93% 83% * 85% 80% 86%	*	90% 80% 92% 88% 100% - 100% 100%	-	100% 100% 100% 100%	* 87% 63% 80% 77% 79%  * 87% 69%	* 87% 89% 83% 91% 88%  * 89% 89%		87% 84% 84% 90% 89%	* 84% 77% 79% 73% 80% * 88%	* 84% 79% 82% - 85% *	* 90% 73% - 87% 87% * 90%	-	-		
Mathematics Al Stur C C C El M M Fe M M M M M M M M M M M M M M M M	CWOD EL Male Female All udents CWD EL Male Female All udents CWD EL Male Female All udents CWD CWOD EL All udents CWD CWOD EL Male Female All udents CWD CWD EL MALE ALL UDENT MALE ALL UD	79% 70% 74% 79% 77% 52% 80% 74% 77% 78% 46% 760% 70% 75% 77% 49%	70% 67% 67% 71% 67% 38% 69% 69% 66% 60% 23% 61% 48% 58% 61%	87% 77% 82% 87% 86% * 89% 80% 85% 87% 83%	92% * 86% 86%  * 100% 71%  * 87%	79% 70% 70% 79% 80% * 85% 65% 74% 86%	90% * 84% 93% 83% * 85% * 80% 86%	*	80% 92% 88% 100% - 100% 100% 100%	-	* 100% * 100% - 100% *	63% 80% 77% 79% * 87% 69%	89% 83% 91% 88% * 89% 89%		84% 84% 90% 89%	77% 79% 73% 80% * 88%	79% 82% - 85% * 87%	73% - 87% 87% * 90%	-		-	
Mathematics Al Stur C C C C C C C C C C C C C C C C C C C	EL Male Female All udents CWD CWOD EL Male Male Hemale All udents CWD EL Male Hemale All udents CWD EL Male Female CWO EL CWO EL Male Female CWO EL CWO EL CWO EL Male FEMA EL	70% 74% 79% 77% 52% 80% 74% 77% 78% 46% 75% 60% 70% 75% 49%	67% 67% 71% 67% 38% 69% 69% 69% 66% 60% 23% 61% 48% 58% 61%	77% 82% 87% 86% * 89% 85% 85% 87% 83%	* 86% 86% 86% * 92% * 100% 71% * 87%	70% 70% 79% 80% * 85% 65% 74% 86%	* 84% 93% 83%  * 85% * 80% 86%	*	80% 92% 88% 100% - 100% 100% 100%	-	* 100% * 100% - 100% *	63% 80% 77% 79% * 87% 69%	89% 83% 91% 88% * 89% 89%		84% 84% 90% 89%	77% 79% 73% 80% * 88%	79% 82% - 85% * 87%	73% - 87% 87% * 90%	-	-	-	
Mathematics Al Stur C C C E E M F G Reading Al Stur C C C E M Stur C C C E M M Stur C C C C E M M Stur C C C C C C C C C C C M M Stur C C C C C C C C C C C C C M M Stur C C C C C C C C C C M M M Stur C C C C C C C C C C C M M M M Stur C C C C C C C C C C M M M M M M M M M	Male Female All udents CWD EL Male Female All udents CWD CWOD EL Male Female All udents CWD All udents CWD CWOD EL Male Female	74% 79% 77% 52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 49%	67% 71% 67% 38% 69% 69% 69% 66% 60% 23% 61% 48% 58% 61%	82% 87% 86% * 89% 80% 85% 87% 83% 60% 85% 74%	86% 86% * 92% * 100% 71% 79% * 87%	70% 79% 80% * 85% 65% 74% 86%	93% 83% * 85% * 80% 86%	* - * - *	92% 88% 100% - 100% 100% 100%	-	* 100% - 100% *	80% 77% 79% * 87% 69%	83% 91% 88% * 89% 89%		84% 90% 89% - 89%	79% 73% 80% * 88%	82% - 85% * 87%	87% 87% *	-	-	-	
Mathematics Al Stur C C C C C C C C C C C C C C C C C C C	All udents CWD CWOD EL Male Female CWD CWOD EL Male Female All udents CWD CWOD EL CWD CWD CWD CWD CWD CWD CWD CWD EL	77% 52% 80% 74% 77% 78%  72% 46% 75% 60% 77% 49%	67% 38% 69% 69% 66% 60% 23% 61% 48% 58% 61%	86%  * 89% 80% 85% 87%  83% 60% 85% 74%	86%  * 92%  * 100% 71%  79%  * 87%	80%  * 85% 65% 74% 86%	83% * 85% * 80% 86%	* - * - *	100% - 100% 100% 100%	- - - -	- 100% *	79% * 87% 69%	88% * 89% 89%	* * *	89% - 89%	80% * 88%	* 87%	87% * 90%	-	- - - -		
Stude C C C EI M Fe Grade 4 Reading AI Stude C C C C C EI M M Stude C C C C C C C C C C C C C C C C C C C	udents CWD CWOD EL Male Female All udents CWD CWOD EL Male Female All udents CWD CWOD EL CWD CWOD EL CWD CWOD EL	52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77% 49%	38% 69% 69% 69% 66% 60% 23% 61% 48% 58% 61%	* 89% 80% 85% 87%  83% 60% 85% 74%	* 92% * 100% 71% 79% * 87%	* 85% 65% 74% 86%	* 85% * 80% 86%	- * - *	- 100% 100% 100%	- - -	- 100% *	* 87% 69%	* 89% 89%	* -	- 89%	* 88%	* 87%	* 90%	- - -		- - - -	
Stude C C C EI M Fe Grade 4 Reading AI Stude C C C C C EI M M Stude C C C C C C C C C C C C C C C C C C C	udents CWD CWOD EL Male Female All udents CWD CWOD EL Male Female All udents CWD CWOD EL CWD CWOD EL CWD CWOD EL	52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77% 49%	38% 69% 69% 69% 66% 60% 23% 61% 48% 58% 61%	* 89% 80% 85% 87%  83% 60% 85% 74%	* 92% * 100% 71% 79% * 87%	* 85% 65% 74% 86%	* 85% * 80% 86%	* - - *	- 100% 100% 100%	- - -	- 100% *	* 87% 69%	* 89% 89%	*	- 89%	* 88%	* 87%	* 90%	-	-	- - -	
Grade 4 Reading Al Stur C C C EI Mathematics Al Stur C C C EI Mathematics Al Stur C C C EI Mathematics Al	CWOD EL Male Female All udents CWD CWOD EL Male Female All udents CWD CWOD EL CWOD EL	80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77% 49%	69% 69% 69% 66% 60% 23% 61% 48% 58% 61%	89% 80% 85% 87% 83% 60% 85% 74%	92% * 100% 71%  79%  * 87%	85% 65% 74% 86%	85% * 80% 86%	* - - *	100% 100% 100%	-	*	87% 69%	89% 89%	* -				90%	-	-	- - -	
Ei MM Feading Al Stur- C C Ei MM Fe Mathematics Al Stur- C C C C	EL Male Female All udents CWD CWOD EL Male Female All udents CWD CWOD	74% 77% 78% 72% 46% 75% 60% 70% 75% 77% 49%	69% 69% 66% 60% 23% 61% 48% 58% 61%	80% 85% 87% 83% 60% 85% 74%	* 100% 71%  79%  * 87%	65% 74% 86% 75%	* 80% 86%	- - *	100% 100%	-	*	69%	89%	-					-	-	-	
Grade 4 Reading Al Stur C C C EI M Mathematics Al Stur C C C EI M M Ft Stur C C C EI M M M M M M M M M M M M M M M M M M	Male Female  All udents CWD CWOD EL Male Female All udents CWD CWOD	77% 78% 72% 46% 75% 60% 70% 75% 77% 49%	69% 66% 60% 23% 61% 48% 58% 61%	85% 87% 83% 60% 85% 74%	71% 79% * 87%	74% 86% 75%	86%	*	100%	-	100%				000/				-	-	-	
Grade 4 Reading Al Stur C C E E M Mathematics Al Stur C C C E M C C C M M M M M M M M M M M M	Female All udents CWD CWOD EL Male Female All udents CWD CWOD EL CWD	78% 72% 46% 75% 60% 70% 75% 77% 49%	66% 60% 23% 61% 48% 58% 61%	87% 83% 60% 85% 74%	71% 79% * 87%	86% 75%	86%				*		86%	*	88% 87%	79%		-	-			
Reading Stur Stur CC CC EI M Mathematics AI Stur CC CC H M M M M M M M M M M M M M M M M	udents CWD CWOD EL Male Female All udents CWD CWOD EL	46% 75% 60% 70% 75% 77%	23% 61% 48% 58% 61%	60% 85% 74%	* 87%		90%					77%	91%	*	90%	82%	-	87%	-	-	-	
Reading Stur Stur CC CC EI M Mathematics AI Stur CC CC H M M M M M M M M M M M M M M M M	udents CWD CWOD EL Male Female All udents CWD CWOD EL	46% 75% 60% 70% 75% 77%	23% 61% 48% 58% 61%	60% 85% 74%	* 87%		90%															
Student Control Contro	udents CWD CWOD EL Male Female All udents CWD CWOD EL	46% 75% 60% 70% 75% 77%	23% 61% 48% 58% 61%	60% 85% 74%	* 87%		00 /0	*	89%	_	92%	76%	85%	60%	85%	74%	88%	78%	_	_	_	
C C C Mathematics Al Stur C C C E E	CWD CWOD EL Male Female All cudents CWD CWOD EL	75% 60% 70% 75% 77%	61% 48% 58% 61%	85% 74%	87%	*			JJ /0	-	JZ /0	, 5 /0	00 /0	JJ /0	0070	1-770	JU /0	1070		-	-	
El MM Fe Mathematics Al Stur C C C C M	EL Male Female All udents CWD CWOD EL	60% 70% 75% 77% 49%	48% 58% 61%	74%			*	-	*	-	-	*	71%	60%	-	-	*	*	-	-	-	
Mathematics Al Stur C' C El	Male Female All udents CWD CWOD EL	70% 75% 77% 49%	58% 61%		*	77% 70%	89%	*	88%	-	92%	79% 60%	86% 89%	-	85% 74%	74% 74%		79% *	-	-	-	
Mathematics Al Stur C' C' El	Female All adents CWD CWOD EL	75% 77% 49%	61%		80%	86%	91%		100%		89%	83%	89%	*		100%		_				
Stu C' C' E M	udents CWD CWOD EL	49%		78%	77%	65%	88%	*	82%	-	*	71%	81%	*	79%	*	-	78%	-	-	-	
Stu C' C' E M	udents CWD CWOD EL	49%	62%	89%	740/	86%	96%	*	89%		1000/	040/	020/	700/	000/	89%	020/	84%				
C' C' EI M	CWD CWOD EL		02%	09%	74%	00%	90%		69%	-	100%	81%	92%	70%	90%	09%	93%	04%	-	-	-	
Ei M	EL		38%	70%	*	*	*	-	*	-	-	*	86%	70%	-	-	*	83%	-	-	-	
M			64%	90%	82%	86%	96%	*	88%	-	100%	85%	92%	-	90%	89%		85%	-	-	-	
		72% 77%	56% 64%	89% 93%	* 80%	90% 90%	96%	-	100%	-	100%	80% 83%	100% 96%	*	89% 96%	89% 90%		89%	-	-	-	
	Female		60%	84%	62%	83%	96%	*	82%	_	*	79%	87%	83%	85%	89%	-	84%		- 1	-	
Grade 5	A II	020/	700/	049/	000/	020/	060/		050/		*	000/	040/	*	020/	060/	060/	050/		*		
	All	83%	78%	91%	80%	93%	96%	-	95%	-	-	90%	91%	-	93%	86%	86%	95%	-	-	-	
		54%	33%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	
	CWOD		81%	93%	83%	94%	100%		95%	-	*	93%	94%	-	93%	86%		96%	-	*	-	
	EL Male	73% 81%	70% 74%	86% 86%	73%	83% 86%	95%	-	88% 90%	-	*	90% 86%	83% 87%	*	86% 90%	86% 82%		100%	-	-	-	
	Female		81%	95%	86%	100%	97%	-	100%	-	*	95%	95%	*		100%		95%	-	*	-	
Mathematics Al		90%	82%	94%	92%	89%	96%	-	100%	-	100%	93%	94%	*	96%	91%	91%	96%	-	*	-	
	udents CWD	70%	38%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	
	CWOD		84%	96%	96%	91%	100%	-	100%	-	100%	95%	96%	-	96%	91%	94%	98%	-	*	-	
	EL .	86%	79%	91%	*	83%	-	-	100%		-	100%	83%	-	91%	91%		100%	-	-	-	
	Male Female	89%	80% 83%	91% 96%	91% 93%	83% 96%	95% 97%	-	100% 100%		*	90% 95%	91% 97%	*	94% 98%	88% 100%		96%	-	*	-	
1 (	i ciliale	9170	0370	30 /6	9370	90 /0	91 /0	-	100 /0	-		90 /0	91 /0		30 /0	100 /0	-	90 /0	-		-	
	All	75%	59%	83%	60%	80%	94%	-	95%	-	*	78%	85%	*	85%	68%	84%	83%	-	*	-	
	udents	190/	220/	*	*	*	*					*	*	*			*	*				
	CWD CWOD	48% 78%	23% 61%	85%	63%	81%	98%	-	95%	-	*	80%	87%	_	85%	68%	87%	84%		*		
E	EL	62%	49%	68%	*	58%	-	-	88%	-	-	60%	75%	-	68%	68%	71%	*	-	-	-	
	Male			84%	64%	83%	90%		90%	-	*	81%	85%	*		71%		- 020/	-	-	-	
Fe	Female	75%	ეგ%	83%	57%	78%	96%	-	100%	-	•	75%	85%	*	84%	*	-	83%	-	•	-	
rade 6																						
Reading Al		68%	63%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	
	udents CWD		330/	*		*						*		*		*	*					
	CWD			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
E	EL	42%	51%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	
	Male Female			*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	
F	remale	12%	00%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mathematics Al	All	76%	66%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	
	udents															,						
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	CWOD EL			*	-	*		-	-	-	-	*	_	*	_	*	*	_				
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	Female			*	-	-	-	-	*	-	-	-	*	-	*	-	-	*	-	-	-	

STAAR Percent a Grade 3 Reading			District	Campus	African American	Hispani		America	11	Pacific	INIOLE	_con	⊏con								Foste	
Grade 3 Reading		Grad					cvvnite	Indian	Asian	Islande	rRaces	Disadv	Disad	/CWD	CWOL	) EL	Male	FemaleN	/ligrar	ntHomeles	s Care	Milita
Reading	ΔII		e Leve	l or Abov	/e																	
	Students	43%	34%	58%	36%	48%	68%	*	60%	-	82%	38%	65%	*	60%	34%	51%	65%	-	-	-	*
	CWD	28%	23%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	44% 32%	34% 26%	60% 34%	33%	51% 35%	69%	*	60% 40%	-	82%	42% 25%	66% 42%	*	60% 38%		53% 33%	67% 36%	-	-	-	*
		40%	32%	51%	29%	44%	56%	-	58%	-	71%	35%	57%	*	53%		51%	-	-	-	-	*
	Female	45%	36%	65%	43%	52%	79%	*	63%	-	*	41%	75%	*	67%	36%	-	65%	-	-	-	-
	All Students	46%	36%	58%	43%	41%	66%	*	90%	-	64%	43%	64%	*	60%	51%	53%	64%	-	-	-	*
		30%	25%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		37%	60%	42%	43%	67% *	*	90%	-	64%	47%	64%	-	60%		54%	66%	-	-	-	*
	EL Male	39% 47%	34% 37%	51% 53%	43%	35% 30%	56%	-	90% 100%	-	57%	38% 40%	63% 57%	*	56% 54%		50% 53%	55%	-	-	-	*
	Female		35%	64%	43%	52%	75%	*	75%	-	*	45%	71%	*	66%	55%	-	64%	-	-	-	-
Grade 4 Reading	All Students	45%	35%	63%	50%	52%	76%	*	83%	-	58%	60%	65%	50%	64%	42%	68%	58%	-	-	-	-
		28%	17%	50%	*	*	*	-	*	-	-	*	57%	50%	-	-	*	*	-	-	-	-
	CWOD	47%	36%	64%	57%	53%	74%	*	82%	-	58%	62%	65%	-	64%		70%	58%	-	-	-	-
	EL Male	29% 43%	23% 34%	42% 68%	* 60%	30% 62%	* 74%	-	* 100%	-	* 56%	30% 72%	56% 67%	-	42% 70%		60% 68%	*	-	-	-	-
	rviale Female		34% 37%	68% 58%	38%	43%	74% 77%	*	73%	-	*	72% 50%	62%	*	70% 58%	*	-	58%	-	-	-	-
Mathematics S	Students	48%	33%	70%	52%	64%	86%	*	83%	-	58%	67%	72%		72%	63%	73%	68%	-	-	-	-
	CWD	29% 50%	15% 34%	40% 72%	* 59%	* 65%	* 87%	- *	* 82%	-	- 58%	* 72%	57% 73%	40%	- 72%	63%	76%	50% 69%	-	-	-	-
	EL	38%	25%	63%	39%	50%	*	-	J∠ 70 *		*	50%	78%	-	63%		80%	44%	-	-	-	-
	Male	48%	34%	73%	53%	67%	91%	-	100%	-	44%	78%	71%	*	76%	80%	73%	-	-	-	-	-
0.15	Female	47%	32%	68%	46%	61%	81%	*	73%	-	*	58%	72%	50%	69%	44%	-	68%	-	-	-	-
Grade 5 Reading	All Students	53%	45%	64%	44%	63%	72%	-	71%	-	*	66%	63%	*	65%	45%	57%	70%	-	*	-	-
		30%	14%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD		47%	65%	46%	63%	75%	-	71%	-	*	68%	64%	-	65%		59%	71%	-	*	-	-
	EL Male	35% 50%	33% 41%	45% 57%	* 45%	42% 52%	- 67%	-	50% 60%	-	*	60% 48%	33% 60%	*	45% 59%		41% 57%	60%	-	-	-	-
	Female		48%	70%	43%	74%	76%	-	82%	-	*	85%	65%	*	71%	60%	-	70%	-	*	-	-
Mathematics	All Students	57%	42%	72%	56%	66%	82%	-	95%	-	40%	59%	77%	*	74%	55%	70%	74%	-	*	-	-
		34%	14%	*	*	*	*	-	-	_	_	*	*	*	_	-	*	*	-	_	_	_
	CWOD	60%	44%	74%	58%	67%	85%	-	95%	-	40%	60%	79%	-	74%	55%	73%	75%	-	*	-	-
	EL	46%	36%	55%	*	33%	- 040/	-	88%	-	-	60%	50%	-	55%		47%	80%	-	-	-	-
	Male Female	57% 58%	43% 41%	70% 74%	64% 50%	59% 74%	81% 83%	-	90% 100%	-	*	57% 60%	75% 79%	*	73% 75%	47% 80%	70%	- 74%	-	*	-	-
Science	All	40%	23%	41%	12%	41%	53%	_	52%	_	*	27%	46%	*	42%		43%	39%	_	*	-	-
S	Students	050/	00/	*	*	*	*					*										
	CWD	25% 42%	9% 24%	42%	13%	41%	55%	-	52%	-	*	28%	47%	_	42%	23%	44%	40%	-	*	-	
	EL	24%	16%	23%	*	8%	-	-	38%	-	-	10%	33%	-	23%		29%	*	-	-	-	-
		42%	27%	43%	18%	38%	57%	-	60%	-	*	24%	51%	*	44%	29%	43%	-	-	-	-	-
Crada 6	Female	38%	19%	39%	7%	44%	50%	-	45%	-	*	30%	42%	*	40%	*	-	39%	-	*	-	-
Grade 6 Reading	All Students	38%	31%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWD	22%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD		32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL Male	14% 34%	16% 27%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Female		35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All	43%	30%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
S	Students	230/	18%	*		*						*		*		*	*					
	CWD		30%	*	-	-	-	-	*			-	*	-	*	_	-	*	-	-	-	-
	EL	24%	20%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
		44%	30% 29%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	Female	42%	29%		-	-	-	-	=	-	-	-	-	-	-	-	-	-	-	-	-	-
AAR Percent a	at Maste	rs Gr	ade Lev	/el																		
Reading		24%	18%	37%	0%	34%	45%	*	45%	-	36%	19%	43%	*	38%	17%	27%	47%	-	-	-	*
٤	Students	9%	8%	*	*	*	*	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD	26%	18%	38%	0%	36%	46%	*	45%	-	36%	21%	44%	-	38%		28%	49%	-	-	-	*
	EL	15%	10%	17%	*	15%	*	-	20%	-	*	0%	32%	*	19%		17%	18%	-	-	-	-
	Male Female	22%	16% 19%	27% 47%	0% 0%	22% 45%	28% 61%	*	50% 38%	-	29%	5% 32%	34% 53%	*	28% 49%	17% 18%	27%	- 47%	-	-	-	*
	ı emale	2070	1370		U 70	40%	U 170		30%	-		JZ 70	J3%		<b>→</b> 570	1070	-	<b>→1</b> 70	-	-	-	-
Mathematics S	Students	22%	16%	34%	21%	20%	32%	*	65%	-	64%	21%	38%	*	34%	23%	33%	34%	-	-	-	*
	CWD		8%	*	* 4 <b>7</b> 0/	*	*	-	-	-	- 640/	*	*	*	- 240/	*	*	*	-	-	-	-
	CWOD EL	24% 17%	16% 14%	34% 23%	17% *	21% 5%	33%	_	65% 50%	-	64% *	24% 19%	38% 26%	*	34% 25%		34% 25%	34% 18%	-	-	-	*
		/0	. + /0	_0 /0		J /0			50 /0			. 0 /0	_0 /0		_0 /0	_0 /0	_0 /0	. 5 / 0		-	-	

		C4c4:	Dia4!1	C	African	Ulav '		America			or More			·0/4/5	014/O.T	· -·	Meti	Fam.s.! - 85'		Foste	
	Male	23%	16%	33%	29%	19%	24%	indian -	75%	siande -	FRaces 57%	20%	38%	*	34%	25%	33%	-	ırantHomele 	ss Care	Mili
	Female	21%	15%	34%	14%	21%	39%	*	50%	-	*	23%	38%	*	34%	18%	-	34%		-	
Grade 4 Reading	All	23%	17%	42%	29%	34%	57%	*	50%	-	33%	40%	43%	20%	44%	26%	45%	39%		_	
	Students CWD	9%	6%	20%	*	*	*		*		_	*	14%	20%			*	*			
	CWD		18%	44%	35%	35%	57%	*	53%	-	33%	41%	45%	20%	44%	26%	48%	39%		-	
	EL	12%	8%	26%	*	20%	*	-	*	-	*	30%	22%	*	26%		30%	*		-	
	Male Female	22% 25%	16% 19%	45% 39%	40% 15%	43% 26%	57% 58%	*	43% 55%	-	33%	50% 33%	44% 42%	*	48% 39%	30%	45%	39%	: :	-	
Mathematics	ΔΙΙ	26%	17%	49%	33%	39%	67%	*	67%	_	25%	45%	50%	30%	50%	47%	53%	45%	_	_	
	Students									-	2570				30 /0	41 /0	33 /0		-	_	
	CWD	11%	9% 17%	30% 50%	* 36%	* 40%	* 67%	*	* 71%	-	- 25%	* 49%	43% 51%	30%	- 50%	- 47%	* 56%	50% 45%		-	
	EL	18%	11%	47%	*	30%	*	-	*	-	*	40%	56%	-	47%		50%	44%		-	
	Male Female	27%	18% 16%	53% 45%	27% 38%	48% 30%	78% 58%	-	71% 64%	-	22%	39% 50%	57% 43%	* 50%	56% 45%	50% 44%	53%	- 45%		-	
	i emale	2370	10 /0	45 /0	30 /0	30 /0	30 /0		04 /0	-		30 /0	4370	30 /0	4570	44 /0	-	4570		-	
rade 5	All	26%	20%	35%	20%	30%	46%		48%		*	24%	39%	*	36%	9%	26%	43%	_ *		
Reading	Students	20%	20%					-	40%	-	**		J970	-	30%	570	20%	4370	-	-	
	CWD	9%	2%	* 36%	* 21%	* 31%	* 19%	-	400/	-	-	* 25%	* 400/	*	- 360/	- 00/	*	*		-	
	CWOD EL	12%	21% 10%	36% 9%	21%	31% 0%	48%	-	48% 25%	-	_	25% 10%	40% 8%	-	36% 9%	9% 9%	27% 6%	44% 20%		-	
	Male	24%	17%	26%	9%	14%	48%	-	40%	-	*	10%	32%	*	27%	6%	26%	-		-	
	Female	28%	22%	43%	29%	48%	45%	-	55%	-	*	40%	44%	*	44%	20%	-	43%	- *	-	
Mathematics		30%	19%	39%	16%	43%	42%	-	60%	-	0%	24%	44%	*	40%	18%	35%	43%	- *	-	
5	Students CWD	13%	5%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*		_	
	CWOD	31%	19%	40%	17%	43%	44%	-	60%	-	0%	25%	45%	-	40%		36%	43%	- *	-	
	EL Male	19% 29%	15% 19%	18% 35%	* 27%	8% 34%	33%	-	38% 60%	-	-	20% 14%	17% 43%	-	18% 36%		18% 35%	20%		-	
	Female		18%	35% 43%	27% 7%	52%	48%	-	60%	-	*	35%	45% 45%	*	43%	20%	-	43%	- *	-	
Science	All	16%	6%	17%	4%	14%	22%		29%		*	10%	19%	*	17%	0%	16%	17%	*		
	Students	1070	070	17 70	4 70	14 70	2270	-	2970	-		1076	1970		17 70	0 76	1076	17 70	-	-	
	CWD	9%	3%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	- :	-	
	CWOD	7%	7% 3%	17% 0%	4% *	13% 0%	23%	-	29% 0%	-	_	10% 0%	19% 0%	-	17% 0%	0% 0%	16% 0%	17% *		-	
	Male	18%	7%	16%	0%	10%	33%	-	20%	-	*	0%	23%	*	16%	0%	16%	-		-	
	Female	15%	6%	17%	7%	19%	14%	-	36%	-	*	20%	16%	*	17%	*	-	17%	- *	-	
rade 6																					
Reading	All Students	18%	12%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-		-	
,	CWD	8%	3%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-		-	
	CWOD		13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
	EL Male	4% 15%	5% 9%	*	-	*	-		-	-	-	*	-	*	-	*	*	-		-	
	Female		16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
Mathematics	All	18%	9%	*	_	*	-	_	*	_	-	*	*	*	*	*	*	*		_	
	Students																				
	CWD	9% 19%	4% 9%	*	-		-		*	-	-		*		*			*		-	
	EL	6%	4%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-		-	
	Male Female	18%	8% 9%	*	-	*	-	-	- *	-	-	*	*	*	-	*	*	-		-	
	i ciliale	17 70	570		-	-	-	-		-	-	-		-		-	-			-	
AR Percent	at Appro	ache	s Grade	e Level	or Above																
Grades	• • •					0601	0627		0.404		0627	0001	0621	4.00	0601	0.404	0701	070/			
	All Students	17%	72%	87%	78%	83%	92%	*	94%	-	93%	82%	89%	41%	89%	81%	87%	87%	- *	-	
,	CWD		33%	41%	35%	38%	43%	-	*	-	-	*	53%	41%	-	*	35%	48%		-	
	CWOD	80% 60%	74% 61%	89% 81%	84% 93%	85% 73%	94% 83%	*	94% 89%	-	93%	86% 74%	90% 87%	-	89% 83%	83%	90% 83%	89% 76%	- *	-	
	EL Male	74%	70%	81% 87%	93% 82%	73% 82%	90%	-	89% 96%	-	95%	74% 84%	88%		90%		87%	76%		-	
	Female		73%	87%	76%	84%	93%	*	93%	-	90%	81%	90%	48%	89%	76%	-	87%	- *	-	
Reading	All	73%	72%	86%	81%	82%	91%	*	92%	-	89%	82%	88%	41%	88%	79%	86%	87%	- *	-	
	Students				*	*	*		*			*				*	*	450/			
	CWD	39% 77%	30% 74%	41% 88%	86%	84%	93%	*	91%	-	89%	86%	54% 89%	41%	88%	82%	88%	45% 89%	 - *	-	
	EL	52%	59%	79%	100%	74%	*	-	83%	-	*	70%	88%	*	82%	79%	85%	68%		-	
	Male Female	69% 77%	68% 75%	86% 87%	79% 82%	81% 82%	90% 93%	*	93% 90%	-	89% 89%	83% 80%	86% 89%	* 45%	88% 89%	85% 68%	86%	- 87%	 - *	-	
	All Students	80%	72%	89%	83%	85%	91%	*	97%	-	100%	84%	91%	45%	92%	86%	89%	89%	- *	-	
	CWD	52%	36%	45%	*	*	*	-	*	-	-	*	62%	45%	-	*	*	55%		-	
Mathematics (	OLLION	83% 70%	74% 65%	92% 86%	90% 100%	87% 77%	93%	*	97% 96%	-	100%	89% 81%	93% 90%	-	92% 89%	89%		91% 88%	- *	-	
			72%	86% 89%	91%	77% 82%	90%	-	100%	-	100%	85%	91%	*	92%	85%	85% 89%	-		-	
	EL	78%			76%	89%	93%	*	93%	-	100%	83%	92%	55%	91%	88%	-	89%	- *	-	
	EL		72%	89%	1070	0370															
S	EL Male Female	82%						_	95%	_	*	78%	85%	*	85%	68%	84%	83%	- *	_	
Science	EL Male Female All Students	82% 79%	71%	83%	60%	80%	94%	-	95%	-	*	78%	85%	*	85%	68%	84%	83%	- *	-	
Science	EL Male Female	82% 79% 48%						-	95% - 95%	-	* - *	78% * 80%	85% * 87%	*	_	68% - 68%	*	83% * 84%	- *	-	

					African			America		Pacific											Foster	
					American						<u>Races</u>			<u>CWD</u>				FemaleN	ligrantHo	meles	s Care	Mil
	Male Female	78%	70% 71%	84% 83%	64% 57%	83% 78%	90% 96%	-	90% 100%	-	*	81% 75%	85% 85%	*	87% 84%	71%	84%	83%	-	*	-	
	Tomaic	00 70	7 1 70	00 /0	31 70	7070	30 /0		100 /0			1370	0070		0470			0070				
AR Percent	at Meets	Grad	e Leve	or Abov	/e																	
II Grades All Subjects	All	47%	39%	61%	42%	54%	72%	*	76%	_	59%	52%	65%	33%	62%	45%	59%	63%	_	*	_	
	Students								*													
	CWD	23%	15%	33%	24%	31%	36%	-		-	-	*	43%	33%	-	400/	27%	39%	-	-	-	
	CWOD EL	26%	41% 25%	62% 45%	45% 36%	55% 35%	73% 50%	_	76% 65%	-	59%	54% 39%	65% 50%	*	62% 46%		61% 46%	64% 42%	-	_	-	
	Male	45%	38%	59%	47%	50%	69%		79%	_	56%	50%	63%	27%	61%		59%		-	_	_	
	Female		41%	63%	38%	57%	74%	*	73%	-	65%	53%	66%	39%	64%	42%	-	63%	-	*	-	
Reading	All	46%	42%	62%	45%	55%	72%	*	71%	_	68%	55%	64%	36%	63%	40%	59%	65%	-	*	-	
	Students					*	*															
	CWD	22%	15%	36%	*			-	*	-	-	*	46%	36%	-	*	*	45%	-	-	-	
	CWOD EL	21%	43% 24%	63% 40%	47% 17%	56% 37%	73%	-	71% 52%	-	68%	57% 38%	65% 43%	*	63% 41%	41%	42%	65% 36%	-	-	-	
	Male	41%	38%	59%	48%	53%	65%	-	69%	-	63%	52%	61%	*	60%		59%	-	-	-	-	
	Female		45%	65%	41%	57%	77%	*	73%	-	78%	58%	67%	45%	65%	36%	-	65%	-	*	-	
Mathematics	All	48%	37%	67%	52%	57%	78%	*	90%	-	57%	56%	71%	32%	69%	56%	65%	69%	-	*	-	
	Students																					
	CWD	26%	15%	32%	*	*	*	-	*	-	-	*	46%	32%	-	*	*	36%	-	-	-	
	CWOD EL	51% 33%	38% 28%	69% 56%	55% 50%	58% 40%	79% *	*	90% 87%	-	57% *	60% 49%	72% 63%	-	69% 58%		67% 56%	70% 56%	-	*	-	
	EL Male	33% 47%	37%	65%	56%	51%	75%	-	97%	-	53%	49% 58%	68%	*	67%		65%	50%	-	-	-	
	Female		37%	69%	47%	62%	80%	*	83%	-	67%	55%	74%	36%	70%	56%	-	69%	-	*	-	
Science	All	49%	39%	41%	12%	41%	53%		52%		*	27%	46%	*	42%		43%	39%	_	*		
	Students	+370	J970	-				-	JZ 70	-		Z1 70	4070		42 70	ZJ 70	4570	J570	-		-	
	CWD	23%	12%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	
	CWOD		40%	42%	13%	41%	55%	-	52%	-	*	28%	47%	-	42%		44%	40%	-	*	-	
	EL Male	21% 50%	20% 41%	23% 43%	18%	8% 38%	- 57%	-	38% 60%	-	*	10% 24%	33% 51%	*	23% 44%		29% 43%	-	-	-	-	
	Female		37%	39%	7%	44%	50%		45%	-	*	30%	42%	*	40%	*	4370	39%	-	*	-	
AAR Percent I Grades	at Maste	rs Gr	ade Lev	/el																		
All Subjects	All Students	21%	16%	36%	19%	30%	44%	*	52%	-	30%	26%	40%	16%	37%	19%	33%	38%	-	*	-	
`	CWD	8%	5%	16%	12%	13%	29%	_	*	_	_	*	23%	16%	_	*	8%	26%	_	_	_	
	CWOD		17%	37%	20%	31%	45%	*	53%	-	30%	28%	40%	-	37%	20%	35%	39%	-	*	-	
	EL	9%	9%	19%	7%	10%	50%	-	35%	-	*	15%	23%	*	20%		18%	22%	-	-	-	
	Male	20%	15%	33%	21%	25%	43%	-	51%	-	27%	18%	39%	8%	35%		33%	-	-	-	-	
	Female	22%	17%	38%	17%	35%	46%	*	52%	-	35%	34%	40%	26%	39%	22%	-	38%	-	*	-	
Reading	All	19%	17%	38%	19%	32%	49%	*	47%	-	29%	28%	42%	9%	39%	17%	32%	43%	-	*	-	
,	Students CWD	7%	5%	9%	*	*	*	_	*	_	_	*	8%	9%	_	*	*	18%	_	_	_	
	CWOD		18%	39%	22%	34%	50%	*	48%	-	29%	29%	43%	-	39%	18%	34%	44%	-	*	-	
	EL	7%	8%	17%	0%	12%	*	-	30%	-	*	11%	23%	*	18%	17%	15%	20%	-	-	-	
	Male	16%	14%	32%	21%	24%	43%	-	45%	-	26%	20%	37%	*	34%		32%	-	-	-	-	
	Female	22%	20%	43%	18%	41%	54%	*	50%	-	33%	35%	46%	18%	44%	20%	-	43%	-	*	-	
Mathematics		23%	16%	41%	24%	33%	47%	*	64%	-	36%	30%	44%	23%	41%	27%	40%	41%	-	*	-	
;	Students CWD	10%	6%	23%	*	*	*	_	*	_	_	*	38%	23%	_	*	*	36%	_	_	_	
	CWOD		16%	41%	24%	34%	47%	*	66%	-	36%	32%	45%	-	41%	29%	42%	41%	-	*	-	
	EL	13%	11%	27%	17%	12%	*	-	52%	-	*	24%	30%	*	29%	27%	27%	28%	-	-	-	
	Male	23%	16%	40%	28%	32%	45%	-	69%	-	32%	23%	46%	*	42%	27%		-	-	-	-	
	Female	24%	15%	41%	21%	34%	48%	*	60%	-	44%	36%	43%	36%	41%	28%	-	41%	-	*	-	
Science	All	22%	14%	17%	4%	14%	22%	-	29%	-	*	10%	19%	*	17%	0%	16%	17%	-	*	-	
;	Students CWD	7%	6%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	
	CWOD		15%	17%	4%	13%	23%	-	29%	_	*	10%	19%	-	17%	0%	16%	17%	-	*	-	
	EL	5%	5%	0%	*	0%	-	-	0%	-	-	0%	0%	-	0%	0%	0%	*	-	-	-	
	Male	23%	16%	16%	0%	10%	33%	-	20%	-	*	0%	23%	*	16%	0%	16%		-	-	-	
	Female	21%	13%	17%	7%	19%	14%	-	36%	-	*	20%	16%	*	17%	*	-	17%	-	*	-	

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			American		Pacific 7	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
cademic Growth Score											
Reading											
All Students	69	65	66	74	*	78	-	57	74	65	62
CWD	65	*	*	*	-	-	-	-	*	65	-
CWOD	70	67	66	73	*	78	-	57	75	-	62
EL	62	*	63	*	_	75	-	*	63	-	62

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Male	71	75	59	82	-	75	-	60	77	*	60
Female	68	57	73	68	*	81	-	*	71	83	67
Mathematics											
All Students	78	78	75	76	*	93	-	70	79	96	86
CWD	96	100	*	*	-	-	-	-	*	96	-
CWOD	77	75	74	75	*	93	-	70	79	-	86
EL	86	*	83	*	-	100	-	*	83	-	86
Male	81	79	84	78	-	94	-	65	78	100	90
Female	75	78	66	74	*	93	-	*	80	92	77

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

This section provides information on high school graduation rates.

	All	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL	Homeless	Foster Care
ederal Graduation Rates		American	Поратис	Wille	malan	Asiaii	isianuei	Naces	Disauv	OND		Homeless	Oare
-year Longitudinal Coho		(Gr 9-12):	Class of 20	17									
All Students	-		-		_	-	-	_	-	-	_	_	_
CWD	_	-	-	_	_	-	-	_	-	-	_	_	_
CWOD	_	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	_	-
Male	_	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
Indicatos regulto are a													
Indicates results are i	masked due to small	Il numbers t	o protect stu	ident con	fidentiality.								
Indicates there are no	students in the gro	up.											

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
	146	33	23%
!*! !_!	Indicates results are masked due Indicates zero observations repor	to small numbers to protect student colled for this group.	nfidentiality.

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
Student Success (Student Achiev	ement Dor	nain Score	STAAR Co	mponen	t Only)						
STAAR Component Score	61	46	56	69	*	74	-	61	53	30	48
School Quality (College, Career, a	nd Military	Readiness	Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
"" Indicates results are masked '- Indicates there are no student n/a' Indicates the student group is	s in the gro	up.		ident cont	fidentiality.						

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

	All	African		1411 14	American		Pacific	Two or More	Econ	011/2	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
nglish Learner Language Prof	iciency Statu	IS									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% N 44% N 46% N 46% N
ederal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
+' STAAR Performance and G Blank cells above represen								cy uses EL (Cu	ırrent).		

Source: 2018 Accountability Closing the Gaps Status Table

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

		Compus	African	Lionon!	White	American	Anian	Pacific	Two or More	Econ	Non Econ Disady	CWD	CWOD	EL	Mala	Fomolo	Migrant
Participation Rat		Campus	American	Hispanic	wnite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
articipation Kai	.6																
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%	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%	-
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%	99%	100%	100%	*	100%	_	100%	100%	100%	100%	100%	100%	100%	100%	_
	CWD	100%	100%	100%	100%	-	*	_	-	100%	100%	100%	-	*	100%	100%	_
	CWOD	100%	98%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	_
	EL	100%	100%	100%	*	_	100%	_	*	100%	100%	*	100%	100%	100%	100%	_
	Male	100%	97%	100%	100%	_	100%	_	100%	100%	99%	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%	_
Science	CWD	100%	*	*	*	-	10070	-	10070	*	*	100%	10070	10070	*	*	-
	CWOD	100%	100%	100%	100%	-	100%		100%	100%	100%	100%	100%	100%	100%	100%	-
	EL	100%	10070		100%	-			10070					100%			
				100%		-	100%	-	*	100%	100%	*	100%		100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	-	-
Non-Participation	Female n Rate	100%	100%	100%	100%	-	100%	-		100%	100%		100%	100%	-	100%	-
All Cubicata	All Students	0%	1%	0%	0%	*	0%		0%	0%	0%	0%	0%	0%	0%	0%	
All Subjects							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%	0%	-
	Male	0%	1%	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%	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%	1%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	2%	0%	0%	*	0%	_	0%	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	0%	0%	*	-	0%	_	*	0%	0%	*	0%	0%	0%	0%	_
	Male	0%	3%	0%	0%	_	0%		0%	0%	1%	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%	0%	0%	-
	CWD	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%	-

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-
1	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	-	0%	-
'*' '-'	Indicates results are mas Indicates zero observation				tect stu	dent confide	ntiality.										

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		*A/I-14-	Indian or Alaska	<b>A</b> -1	Pacific	Two or More		with	Students with Disabilities (Section
Students Without Disabilities		Students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
In-School Suspensions												
•	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	9	*	*	5	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	15	*	*	7	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*			*			
Mari 151 11 10 1	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male .	_	_	-	_	_				_		
	Female	*	*	*	*	*	*	*	*	*		
Under Zere Teleranes Delisios	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	iotai											
Oction-Related Affests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	iotai											
receivable to Law Emoreciment	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	Total											
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
·	Male	6	*	*	*	*	*	*	*	5		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	5		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
l	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male .	*	*	*	*	*			*			*
	Female											
Oakaal Dalatad Assasta	Total	•	•	•	•	^	•	•	•	•		•
School-Related Arrests	Mala	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iolai											
INCICITAIS IO LAW EIIIOICEIIIEIII	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	iotai											
Chronic Absenteeism												
55.1107 (D501110013111	Male	25	5	5	11	*	*	*	*	*	*	*
	Female	36	*	14	14	*	*	*	*	8	*	*
	Total	61	7	19	25	*	*	*	*	10	*	*
1	·oui	01			20							
1												

	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	*

	Total
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 1	Two or More Races	EL	Students with Disabilities
Preschool Programs											
1	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
İ											

- 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.

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.

### Low Poverty

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	32.7	54.8%
Teachers Teaching with Emergency or Provisional Credentials	4.0	7.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	41.2	72.7%
-' 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

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.

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%	6	0%	*	*
Mathematics	6,020	1%	6	0%	*	*
Grade 4 Reading	6,061	1%	7	0%	*	*
Mathematics	6,056	1%	7	0%	*	*
Grade 5 Reading	6,162	2%	7	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
Mathematics	6,160	1%	7	0%	-	-
Science	6,164	1%	7	0%	-	-
Grade 6 Reading	5,678	1%	11	1%	*	*
Mathematics	5,677	1%	11	1%	*	*
Grade 7 Reading	5,298	1%	6	0%	-	-
Mathematics	5,294	1%	6	0%	-	-
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%	95	0%	8	1%
Reading	43,730	1%	43	0%	*	*
Mathematics	39,178	1%	41	0%	*	*
Science	16,112	1%	11	0%	<u>-</u>	-

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

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	nt % At or Above Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	3	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 Disady	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
	Maniemanos	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 Disady	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
		English Language Learners	29	41	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	ŭ	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 Disady	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
	Mathematics	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
		***************************************	10	20	33	31	33	31	10	.0

			% Below Basic		% At or Al	% At or Above Basic		ve Proficient	% At or Above Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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
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
'*' Indicate	es reporting standard	ds not met.	
n/a' Indicate	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

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 | Academics | Performance Reporting

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