# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

Campus Name: R F HARTMAN EL Campus ID: 043914101 District Name: WYLIE ISD

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

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

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

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

#### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfori	mance (At Meets Grade Level o	r Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
_	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
_	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate:	4-Year Longitudinal Rate^											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>&#</sup>x27;A' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

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

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

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

											Two or		Non								_	
		State	Distric	t Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl		Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant I	Homeless	Foster Care	
STAAR Pero	ent at Appr	oaches	s Grade	e Level o	r Abov	/e																
Grade 3																						
Reading	All Students	75%	89%	86%	83%	90%	89%	-	*	-	*	86%	86%	75%	89%	100%	83%	89%	-	*	-	-
	CWD	49%	72%	75%	_	*	75%	_	*	_	*	*	75%	75%	_	*	73%	*	_	*	_	_
	CWOD	79%	92%	89%	83%	95%	100%	-	*	-	*	88%	93%	-	89%	100%	89%	89%	-	_	-	-
	EL	69%	80%	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	73%	86%	83%	*	89%	83%	-	*	-	*	80%	87%	73%	89%	100%	83%	-	-	*	-	-
	Female	78%	93%	89%	80%	92%	100%	-	-	-	-	90%	86%	*	89%	*	-	89%	-	-	-	-
Mathemati	ics All Students	78%	90%	91%	100%	86%	89%	-	*	-	*	89%	95%	75%	96%	100%	90%	93%	-	*	-	-
	CWD	52%	70%	75%	-	*	75%	-	*	-	*	*	88%	75%	-	*	73%	*	-	*	-	-
	CWOD	81%	94%	96%	100%		100%	-	*	-	*	94%	100%	-	96%	100%	100%	93%	-	-	-	-
	EL	75%	82%	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	78%	91%	90%	*	89%	83%	-	*	-	*	87%	93%	73%	100%	100%	90%	-	-	*	-	-
	Female	78%	90%	93%	100%	83%	100%	-	-	-	-	90%	100%	*	93%	*	-	93%	-	-	-	-
Grade 4																						
Reading	All Students	74%	90%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	*	-	-
	CWD	44%	61%	100%	*	*	100%	-	-	-	-	100%	100%	100%	-	*	100%	*	-	-	-	-
	CWOD	78%	94%	100%	100%		100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	64%	76%	100%	*	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	71%	88%	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-	*	-	-
	Female	77%	91%	100%	,	100%	100%	-		-	-	100%	100%		100%	,	-	100%	-	-	-	-
Mathemati	cs All Students	74%	90%	96%	100%		95%	-	*	-	-	95%	96%	82%	100%	88%	93%	100%	-	*	-	-
	CWD	46%	60%	82%	*	*	83%	-	-	-	-	83%	80%	82%	-	*	75%	*	-	-	-	-
	CWOD	78%	94%	100%	100%		100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	69%	80%	88%	*	80%	-	-	*	-	-	86%	*	*	100%	88%	83%	*	-	-	-	-
	Male	74%	89%	93%	*	88%	93%	-	*	-	-	94%	92%	75% *	100%	83%	93%	-	-	*	-	-
	Female	74%	90%	100%	Î	100%	100%	-	î	-	-	100%	100%	Î	100%	Î	-	100%	-	-	-	-
STAAR Pero	cent at Meet	s Grad	le Leve	l or Abov	е																	
	Δ.II	4.40/	640/	E20/	E00/	E70/	EC0/		*		*	470/	64%	420/	E70/	E00/	57%	50%		*		
Reading	All Students	44%	61%	53%	58%	57%	56%	-		-		47%	04 70	42%	57%	50%	31 70	JU 70	-		-	-
	CWD	26%	41%	42%	_	*	50%		*		*	*	50%	42%	_	*	36%	*		*		_
	CWOD	46%	64%	57%	58%	63%	60%	-	*	-	*	50%	71%		57%	56%	68%	48%	-	_	-	-
	EL	35%	43%	50%	*	60%	*	_	*	_	_	50%	*	*	56%	50%	57%	*	_	_	_	_
	Male	41%	56%	57%	*	67%	58%	-	*	_	*	53%	60%	36%	68%	57%	57%	-	-	*	-	_
	Female	47%	66%	50%	50%	50%	50%	-	-	-	-	43%	71%	*	48%	*	-	50%	-	-	-	_
Mathemati		48%	69%	71%	67%	67%	72%	_	*	-	*	67%	77%	67%	72%	80%	77%	64%	_	*	_	_
	Students CWD	30%	47%	67%	_	*	63%	_	*	_	*	*	75%	67%	_	*	64%	*	_	*	_	_
	CWOD	50%	72%	72%	67%	68%	80%	-	*	-	*	69%	79%	-	72%	78%	84%	63%	-	-	-	-
	EL	41%	54%	80%	*	60%	*	-	*	-	-	88%	*	*	78%	80%	86%	*	-	-	-	-
	Male	49%	70%	77%	*	78%	67%	-	*	-	*	73%	80%	64%	84%	86%	77%	-	-	*	-	-
	Female	46%	68%	64%	60%	58%	83%	-	-	-	-	62%	71%	*	63%	*	-	64%	-	-	-	-

								_		_	Two or	_	Non									
		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	More Races	Econ Disady	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Militarv
Reading	All Students	43%	66%	78%	67%	92%	73%	-	*	-	-	76%	79%	45%	88%	75%	83%	69%	-	*	-	-
	CWD	24%	33%	45%	*	*	33%	_	_	_	_	50%	40%	45%	_	*	63%	*	_	_	_	_
	CWOD	46%	71%	88%	80%	100%	88%	-	*	_	-	87%	89%	-	88%	80%	90%	85%	-	*	-	-
	EL	30%	36%	75%	*	80%	-	-	*	-	-	71%	*	*	80%	75%	67%	*	-	-	-	-
	Male	41%	62%	83%	*	88%	80%	-	*	-	-	75%	92%	63%	90%	67%	83%	-	-	*	-	-
	Female	46%	70%	69%	*	100%	57%	-	*	-	-	80%	64%	*	85%	*	-	69%	-	-	-	-
Mathemati	ics All Students	46%	69%	76%	67%	69%	77%	-	*	-	-	81%	71%	55%	82%	75%	76%	75%	-	*	-	-
	CWD	27%	32%	55%	*	*	50%	-	_	_	-	67%	40%	55%	-	*	63%	*	-	_	-	_
	CWOD	49%	74%	82%	80%	67%	88%	-	*	_	-	87%	79%	-	82%	80%	81%	85%	-	*	-	_
	EL	39%	48%	75%	*	60%	_	-	*	-	-	71%	*	*	80%	75%	67%	*	-	_	-	-
	Male	48%	70%	76%	*	63%	73%	-	*	-	-	81%	69%	63%	81%	67%	76%	-	-	*	-	-
	Female	45%	68%	75%	*	80%	86%	-	*	-	-	80%	73%	*	85%	*	-	75%	-	-	-	-
STAAR Pero	cent at Mast	ers Gra	ade Lev	el																		
Grade 3																						
Reading	All Students	27%	43%	33%	58%	14%	44%	-	*	-	*	25%	45%	25%	35%	20%	30%	36%	-	*	-	-
	CWD	10%	25%	25%	-	*	38%	-	*	-	*	*	38%	25%	-	*	18%	*	-	*	-	-
	CWOD	29%	46%	35%	58%	16%	50%	-	*	-	*	28%	50%	-	35%	22%	37%	33%	-	-	-	-
	EL	19%	22%	20%	*	0%	*	-	*	-	-	25%	*	*	22%	20%	14%	*	-	-	-	-
	Male	24%	37%	30%	*	11%	42%	-	*	-	*	20%	40%	18%	37%	14%	30%	-	-	*	-	-
	Female	29%	48%	36%	50%	17%	50%	-	-	-	-	29%	57%	*	33%	*	-	36%	-	-	-	-
Mathemat		24%	43%	40%	50%	29%	44%	-	*	-	*	33%	50%	42%	39%	50%	47%	32%	-	*	-	-
	Students	100/	30%	400/	_	*	E00/		*		*	*	E00/	400/	_	*	260/	*		*		
	CWD CWOD	12%		42%			50%	-	*	-	*	34%	50%	42%			36%	30%	-		-	-
	EL	25% 18%	45% 27%	39% 50%	50% *	26% 40%	40% *	-	*	-		63%	50% *	*	39% 56%	56% 50%	53% 57%	30%	-	-	-	-
		26%	45%	47%	*	40% 44%	42%	-	*	-	*	40%	53%	36%	53%	50% 57%	57% 47%	_	-	*	-	-
	Male Female	20%	41%	32%	40%	17%	50%	-		-		29%	43%	3070	30%	3170 *	4770	32%	-		-	-
	remale	2270	4170	32%	40%	17 70	30%	-	-	-	-	2970	4370		3070		-	3270	-	-	-	-
Grade 4 Reading	All	21%	39%	47%	50%	54%	50%		*			52%	42%	18%	56%	25%	52%	38%		*		
Reading	Students				30 /0 *	J4 /0 *		-		•	-					2J /0 *		30 70 *	-		-	-
	CWD	8%	14%	18%			17%	-	-	-	-	17%	20%	18%	-		25%		-	-	-	-
	CWOD	23%	43%	56%	60%	67%	63%	-	_	-	-	67%	47% *	- *	56%	40%	62%	46% *	-	•	-	-
	EL	12%	18%	25%	*	20%	-	-	_	-	-	29%			40%	25%	17%		-	-	-	-
	Male	20%	35%	52%	*	63%	53%	-	_	-	-	50%	54%	25%	62%	17%	52%	-	-	•	-	-
	Female	23%	43%	38%	*	40%	43%	-	*	-	-	60%	27%	*	46%	*	-	38%	-	-	-	-
Mathemat	ics All Students	27%	49%	44%	17%	38%	45%	-	*	-	-	38%	50%	27%	50%	50%	48%	38%	-	*	-	-
	CWD	13%	18%	27%	*	*	17%	-	-	-	-	33%	20%	27%	-	*	38%	*	-	-	-	-
	CWOD	29%	54%	50%	20%	33%	56%	-	*	-	-	40%	58%	-	50%	60%	52%	46%	-	*	-	-
	EL	20%	28%	50%	*	20%	-	-	*	-	-	57%	*	*	60%	50%	50%	*	-	-	-	-
	Male	29%	52%	48%	*	50%	47%	-	*	-	-	38%	62%	38%	52%	50%	48%	-	-	*	-	-
	Female	25%	47%	38%	*	20%	43%	-	*	-	-	40%	36%	*	46%	*	-	38%	-	-	-	-

All Subjects All Students CWD CWOL EL Male Femal	77% 46% 81% 62% 74%	District 91% 64% 94% 75% 89% 92%	83% 96% 97% 92% 94%	Afr Amer 94% * 94% 100% 100% 92%	91% 75% 95% 95%	82% 100% * 91% 100%	Amer Ind - - - - -	Asian 93% * 92% 100% 92% *	Pac Isl - - - -	Two or More Races 88%  * 83% - 88%	Econ Disadv 91% 80% 94% 97% 90% 92%	Non Econ Disadv 95% 85% 98% 100% 93% 97%	CWD 83% 83% - 88% 79% 100%	CWOD 96% - 96% 100% 98% 94%	EL 97% 88% 100% 97% 96% 100%	Male 92% 79% 98% 96% 92%	Female 94% 100% 94% 100% - 94%	Migrant Homelo - * - * - * - * * *	Foste ss Care - - - - -	
Reading All Students		87%	92%	89%	94%	95%	-	86%	-	*	91%	93%	87%	94%	100%	92%	93%	- *	-	-
CWD CWOE EL Male Femal	54% 69%	55% 91% 66% 84% 91%	87% 94% 100% 92% 93%	88% * 100% 85%	83% 96% 100% 94% 94%	86% 100% * 93% 100%	- - -	83% * 83% *	-	* - *	90% 91% 100% 90% 92%	85% 97% * 93% 94%	87% - * 84% *	94% 100% 95% 93%	100% 100% 100% 100%	84% 95% 100% 92% -	93% 100% - 93%	- * - * *	- - - -	- - - -
Mathematics All Students CWD	81% 53%	93% 72%	93% 78%	100%	88% 67%	93% 79%	-	100%	-	*	91% 70%	96% 85%	78% 78%	98%	94%	92% 74%	95% *	- *	-	-
CWOD EL Male Femal	84% 72% 79%	96% 84% 93% 94%	98% 94% 92% 95%	100% * 100% 100%	93% 90% 88%	100% * 89% 100%	- - -	100% * 100% *	-	* - * -	96% 93% 90% 92%	100% * 93% 100%	74% *	98% 100% 100% 95%	100% 94% 92% 100%	100% 92% 92%	95% 100% - 95%	- * * - *	- - -	- - - -
STAAR Percent at Me	ets Grad	le Level	l or Abov	'e																
All Subjects All Students CWD CWOL EL Male Femal	24% 52% 29% 47%	71% 33% 75% 40% 68% 73%	68% 52% 73% 69% 73% 63%	64% * 68% 100% 100% 50%		70% 50% 81% * 70% 69%	- - - -	71%  * 75% 63% 67%  *	-	63% * 50% - 63%	50% 50% 68% 70% 71% 58%	73% 54% 80% 67% 75% 69%	52% 52% - 63% 55% 38%	73% - 73% 71% 81% 65%	69% 63% 71% 69% 69% 70%	73% 55% 81% 69% 73%	63% 38% 65% 70% - 63%	- * - * - * *	- - - -	- - - -
Reading All Students	47%	66%	64%	61%	71%	65%	-	43%	-	*	58%	72%	43%	70%	61%	69%	57%	- *	-	-
CWD CWOD EL Male Femal	21% 50% 23% 43%	28% 71% 30% 62% 71%	43% 70% 61% 69% 57%	65% * 100% 46%	50% 75% 70% 76% 65%	43% 77% * 70% 54%	- - - -	* 50% * 33% *	-	* - *	40% 62% 60% 65% 50%	46% 82% * 75% 67%	43% - * 47% *	70% 64% 80% 60%	* 64% 61% 62% 60%	47% 80% 62% 69%	* 60% 60% - 57%	- * - * *	- - - -	- - - -
Mathematics All Students	51%	73%	73%	67%	68%	75%	-	100%	-	*	72%	74%	61%	76%	78%	76%	68%	- *	-	-
CWD CWOD EL Male Femal	37% 50%	37% 78% 51% 73% 73%	61% 76% 78% 76% 68%	71% * 100% 54%	67% 68% 60% 71% 65%	57% 85% * 70% 85%	- - -	100% * 100% *	-	* * - *	60% 74% 80% 77% 65%	62% 79% * 75% 72%	61% - * 63% *	76% 79% 83% 70%	* 79% 78% 77% 80%	63% 83% 77% 76%	* 70% 80% - 68%	- * - * *	- - - -	- - - -
STAAR Percent at Ma All Grades All Subjects All	sters Gr 23%		/el 40%	47%	31%	46%		36%			35%	47%	28%				35%			

											Two or		Non									
					Afr			Amer		Pac	More	Econ	Econ								<b>Foster</b>	
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWD	8%	13%	28%	*	33%	32%	_	*	_	*	20%	35%	28%	_	13%	29%	25%	_	*	_	
	CWOD	25%	45%	44%	50%	30%	54%	_	42%	_	50%	38%	52%		44%	43%	51%	36%	_	*	_	_
	EL	11%	17%	36%	100%		*	_	38%	_	-	43%	0%	13%	43%	36%	35%	40%	_	_		_
	Male	22%	39%	44%	60%	41%	46%	_	33%	_	38%	37%	52%	29%	51%	35%	44%	40 /0	_	*	_	_
								-	3370	-	3070						44 70	250/	-		-	-
	Female	24%	44%	35%	42%	21%	46%	-	-	-	-	33%	39%	25%	36%	40%	-	35%	-	-	-	-
Reading	All	20%	35%	39%	56%	29%	48%	_	0%	_	*	35%	43%	22%	44%	22%	41%	36%	_	*	_	_
	Students	2070	0070	00 /0	0070	2070	4070		070			0070	4070	22 /0	4470	2270	7170	0070				
	CWD	7%	11%	22%	*	17%	29%	_	*	_	*	10%	31%	22%	_	*	21%	*	_	*	_	_
	CWOD	22%	38%	44%	59%	32%	58%	_	0%	_	*	40%	48%	_	44%	29%	50%	38%	_	*	_	_
	EL	8%	12%	22%	*	10%	*	_	*	_	_	27%	*	*	29%	22%	15%	40%	_	_	_	_
	Male	17%	30%	41%	80%	35%	48%		0%	_	*	35%	46%	21%	50%	15%	41%	-1070	_	*		_
							46%	_	*	_			39%	Z I /0 *	38%	40%		36%	_		_	_
	Female	23%	40%	36%	46%	24%	40%	-		-	-	35%	39%		30%	40%	-	30%	-	-	-	-
Mathematics	ΑII	26%	47%	42%	39%	32%	45%	_	71%	_	*	35%	50%	35%	44%	50%	47%	34%	_	*	_	_
	Students	2070	11 70	.= /0	0070	0270	1070		1 1 70			0070	0070	0070	1170	0070	11 70	0170				
·	CWD	11%	16%	35%	*	50%	36%	_	*	_	*	30%	38%	35%	_	*	37%	*	_	*	_	_
	CWOD	28%	51%	44%	41%	29%	50%	_	83%	_	*	36%	55%	-	44%	57%	53%	35%	_	*	_	_
	EL	16%	24%	50%	*	30%	*	_	*	_		60%	*	*	57%	50%	54%	40%	_		_	_
					400/		4.40/	-	070/	-	*		F70/	270/				4070	-	-	-	-
	Male .	25%	47%	47%	40%	47%	44%	-	67%	-	~	39%	57%	37%	53%	54%	47%	-	-	**	-	-
	Female	26%	47%	34%	38%	18%	46%	-	*	-	-	31%	39%	*	35%	40%	-	34%	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	76	75	73	88	=	*	-	-	75	75	50
CWD	75	*	*	75	-	-	-	-	70	75	*
CWOD	77	70	75	93	-	*	-	-	77	-	40
EL	50	*	60	-	-	*	-	-	57	*	50
Male	76	*	86	82	-	*	-	-	68	64	50
Female	77	*	*	100	-	*	-	-	*	*	*
Mathematics											
All Students	73	75	73	67	-	*	-	-	81	65	81
CWD	65	*	*	50	-	-	-	-	90	65	*
CWOD	75	80	63	73	-	*	-	-	77	-	70
EL	81	*	70	-	-	*	-	-	93	*	81
Male	76	*	79	68	-	*	-	-	86	71	92
Female	67	*	*	64	-	*	-	-	*	*	*

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

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

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

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
4-year Longitudinal Cohort Gra	aduation Rate	(Gr 9-12):	Class of 20	18									
All Students	-	-	-	-	-	-	_	_	-	-	-	-	-
CWD	_	-	-	-	-	-	-	_	-	-	-	_	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	_	_	_	_	_	_	_	_	_	_	-	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.

(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
44	21	48%

<sup>&#</sup>x27;^' Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achie			Hispanic e: STAAR C	White omponen	American Indian it Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	67	68	64	70	-	67	-	63	64	54	67
School Quality (College, Career,	and Militar	y Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	_	-	-	_

<sup>&#</sup>x27;-' Indicates there are no students in the group.

<sup>&#</sup>x27;^' Ever EL in grades 9-12

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

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

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

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

Part (vi): Goal Meeting Status

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

	All 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	Υ		Υ	Υ					Υ		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ		Υ	Υ					Υ		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ		Υ	N					Υ		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		Υ	N					N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Υ					Υ		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Y	Y				/	Υ		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Υ	222/	Υ	Y					Υ	222/	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Υ		N	N					Y		
English Learner Language Profi	ciency Statu	s									
Interim Goals (2018-2022) Target Met											36% Y
Interim Goals (2023-2027)											38%
Target Met											Υ
Interim Goals (2028-2032)											40%
Target Met											Υ
Long-Term Goals											40%
Target Met											Υ
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	J2 /0	JZ /0	JZ /0	JZ /0	JZ /0	JZ /0	J2 /0	JZ /0	JZ /0	JZ /0	JZ /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
to 30dio (2020-2002)	O-7 /0	0170	0170	O 170	0 7 70	01/0	O F /0	O 770	O 1770	0 170	O T /U

<sup>&#</sup>x27;-' Indicates there are no students in the group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Target Met Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

## Part (vii): STAAR Participation

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

		Campus	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Participation Ra	ite	Campus	American	Tilspailic	Wille	ilidiali	Asiaii	isianuei	Naces	Disauv	Disauv	CVID	CWOD		Wate	i ciliale	Wilgram
All Subjects	All	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
•	Students																
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-	100%	-
Science	All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	_	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation	on Rate																

<sup>&#</sup>x27;' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

## Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

						Indian or			Two or		Students with Students Disabilities
		Total	African American	∐icpanic	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with (Section Disabilities 504)
In-School Suspensions		Students	American	пізрапіс	wille	Native	ASIAII	isianuei	Races	EL	Disabilities 504)
•	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Out-of-School Suspensions			•	•	•	•	•		•	•	
	Male	0	0	0	0	0	0	0	0	0	
	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	
Expulsions	iolai	U	U	U	U	U	U	U	U	U	
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
With Eddodional Colvicos	Female	Ő	Õ	Ö	0	Ö	0	0	0	0	
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	
Without Educational Services	Male	0	0	Ö	0	Ö	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement			_		_	_	_	_	_	_	
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
Oteralanda With Diaghilitia	Total	0	0	0	0	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
	Male	0	0	0	0	0	0	0	0	0	0
	Female	2	0	0	2	0	0	0	0	0	2
0 1 (0 1 10 :	Total	2	0	0	2	0	0	0	0	0	2
Out-of-School Suspensions	N 4 - 1 -	0	0	0	4	0	0	0	0	0	0
	Male	6	2	0	4	0	0	0	0	0	0
	Female Total	0 6	0 2	0 0	0 4	0 0	0 0	0 0	0 0	0 0	0
Expulsions	iolai	O	2	U	4	U	U	U	U	U	U
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
With Educational Sci vices	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Male	Ô	0	Ö	0	0	0	0	0	0	0
	Female	Õ	Ö	Ö	0	Ö	0	0	0	0	0
	Total	Ö	Ö	0	0	0	0	0	Ö	Ö	0
Under Zero Tolerance Policies	Male	Õ	Ö	Ö	Ö	Ö	Ö	Ő	Ö	Ö	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
School-Related Arrests											
	Male	0	0	0	0	0	0	0	0	0	0

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students E with Disabilities	with Disabilities (Section 504)
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	17	0	0	11	2	2	0	2	2	5	2
	Female	10	0	2	8	0	0	0	0	2	2	2
	Total	27	0	2	19	2	2	0	2	4	7	4

Students

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Dragshag   Dragsaga		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific 'Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	82	17	29	17	0	17	0	2	50	8
	Female	51	8	20	11	2	8	0	2	35	5

	Total	Total students 133	African American 25	Hispanic 49	White 28	Indian or Alaska Native 2	<b>Asian</b> 25	Pacific Islander 0	Two or More Races 4	<b>EL</b> 85	Students with Disabilities 13
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	=	_	-	-	-	-	-	=	-	=
	Total	=	_	-	-	-	-	-	=	-	=
International Baccalaureate Courses	Male	=	_	-	-	-	-	-	=	-	=
	Female	=	_	-	-	-	-	-	=	-	=
	Total	=	_	-	-	-	-	-	=	-	=
Dual Enrollment/Dual Credit Programs	Male	=	_	-	-	-	-	-	=	-	=
	Female	=	_	-	-	-	-	-	=	-	=
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 6.3	Percent 18.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.7	2.2%

<sup>&#</sup>x27;-' Indicates there are no data available in the group.
Blank cell indicates data are not applicable to this report.

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

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2018-19 fiscal year.

		State & Local and								
		Federal		State	& Local			F	ederal	
				Di	istrict			D	istrict	
	Enrollment	Total(\$)	Site(\$)	Alloc	cation(\$)	Total(\$)	Site(\$)	Allo	cation(\$)	Total(\$)
Business/central/other support services		251		2	249	251				
Food services		315					1	13	203	315

<sup>&#</sup>x27;-' Indicates there are no students in the group.

		State & Local and Federal		State & Local District			Federal District	
	Enrollment	Total(\$)	Site(\$)	Allocation(\$)	Total(\$)	Site(\$)	Allocation(\$)	Total(\$)
Instruction		6,149	5,567	171	5,738	381	1 29	411
Support services, general administration		260		260	260			
Support services, instructional staff		440	412	1	414	15	5 11	26
Support services, operation and maintenance of plant		774	320	444	763	10	0 0	10
Support services, pupils		659	319	0	320	33′	1 9	340
Support services, school administration		482	480	1	481	•	1 0	1
Support services, student transportation		294		294	294			
Total	528	9,623	7,101	1,419	8,520	850	253	1,103

Blank cell indicates there are no data available in the group. Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	13	1%	-	-
Mathematics	5,880	1%	13	1%	-	-
Grade 4 Reading	6,312	2%	17	1%	*	4%
Mathematics	6,311	2%	17	1%	*	4%
Grade 5 Reading	6,133	1%	14	1%	-	-
Mathematics	6,131	1%	14	1%	-	-
Science	6,133	1%	14	1%	-	-
Grade 6 Reading	6,038	1%	11	1%	-	-
Mathematics	6,036	1%	11	1%	-	-
Grade 7 Reading	5,616	1%	13	1%	-	-

Mathematics	State Number of ALT2 5,616	State Rate of ALT2 2%	District Number of ALT2 13	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Grade 8 Reading	5,251	1%	13	1%	-	-
Mathematics	5,254	2%	13	1%	-	-
Science	5,250	1%	13	1%	-	-
End of Course English I	5,150	1%	11	1%	-	-
English II	4,680	1%	12	1%	-	-
Algebra I	5,122	1%	11	1%	-	-
Biology	4,954	1%	11	1%	-	-
All Grades All Subjects	101,751	1%	234	1%	*	2%
Reading	45,064	1%	104	1%	*	2%
Mathematics	40,350	1%	92	1%	*	2%
Science	16,337	1%	38	1%	-	-

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2019 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At A	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	· ·	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

Outdo	Outland	Otredant Onesia		w Basic		ove Basic		ve Proficient		dvanced
Grade	Subject	Student Group English Language Learners	<b>TX</b> 61	<b>US</b> 65	<b>TX</b> 39	<b>US</b> 35	<b>TX</b> 12	<b>US</b> 10	<b>TX</b> 2	<b>US</b> 1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%

Grade	Subject	Student Group	Rate	
	Mathematics	Students with Disabilities	88%	
		English Learners	97%	

<sup>\*&#</sup>x27; Indicates reporting standards not met.

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

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.