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

Campus Name: WEIMAR H S Campus ID: 045905002 District Name: WEIMAR ISD

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

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

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

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

			All	African					N 100	Two or			EL (Current
				American	Hispanic	White	American Indian		Pacific Islander		Econ	Special Educ	
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	Former) 29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 through 2031-		42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-		31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-		31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-		41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32 2032-33 Baseline 2016-17	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031- 32											44%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17											46%
Light		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- Other Academic Indicator for Non-High Schools: STAAR Growth Status
 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%
101.01	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools; A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i); The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year. 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.

Part (II): Student Achievement by Proficiency Level

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

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		State	District	Campus.	American	Hispani	cWhite	Indian	Asiani	Islander	Races	Disadv	Disadv	CWD	CWOL	EL.	Male	FemaleM	ligrant	Homeless	Care	Milita
AAR Perce and of Cours		oache	s Grade	Level o	r Above																	
English I	All Students		67%	67%	*	52%	79%	-	-	-	•	50%	76%	•	74%	٠	63%	71%	-	-	-	-
	CWD	25% 68%	74%	* 74%	*	* 62%	* 84%	-	-	-		* 57%	84%	•	- 74%	*	67%	86%	-	-	-	-
	EL	30%	•	•	-	*	-	-	-	-	-	•	*	*	*	*	*	*	-	-	-	-
	Male Female	57% 71%	63% 71%	63% 71%	*	55% 50%	68% 100%	-	-	-	•	50% 50%	71% 83%	*	67% 86%	*	63%	- 71%	-	-	-	-
English II	Ail	66%	80%	80%		83%	81%					76%	81%			630	740/					
Ligitii	Students		00%					_	-	٠		7076	0178		82%	0370	71%	88%	-	-	-	-
	CWD	25%	82%	82%	*	* 82%	* 85%	-	-	-	-	* 709/	* 0.007	*	- 970/	-	720/	*	-	-	-	-
	EL	27%	63%	63%	_	63%	0376	-	-	-	_	79%	83%	-	82% 63%	63%	73%	92%	-	-	-	_
	Male	61%	71%	71%	•	91%	67%	_	-	-	_	75%	69%	*	73%	*	71%	_	-	_	_	_
	Female		88%	88%	*	71%	93%	-	-	•	*	*	90%	*	92%	*	-	88%	-	-	-	-
Algebra I	All Students	82%	90%	90%	٠	88%	93%	-	-	-	*	90%	89%	*	98%	100%	93%	86%	-	*	-	-
	CWD	47%	*	*	*	•	•	-	_	-	-	*	•	*	_	*	*	*	-	_	-	_
	CWOD	86%	98%	98%	•	100%	96%	-	-	-	*	100%	97%	-		100%		100%	-	*	-	-
	EL.		100%	100%	-	100%	-	-	-	-	-	*	*	*	100%	100%	*	*	-	-	-	-
	Male Female	78%	93% 86%	93% 86%	*	100%	89%	-	-	-	*	100%	90%	*	96%	*	93%	-	-	-	-	
					-	80%	100%	•	-	-	-	83%	88%	•	100%	•	-	86%	-	•	-	
Biology	All Students	86%	91%	91%	*	88%	96%	-	-	-	*	89%	92%	63%	96%	100%	93%	90%	-	-	-	
	CWD	56%	63%	63%	*	•	*	-	-	-	-	*	*	63%	-	•	*	*	-	-	-	
	CWOD		96%	96%	*	100%	96%	-	-	-	*	94%	97%	-		100%		100%	-	-	-	
	EL		100%	100%		100%	-	-	-	-	-	*	*	*	100%			*	-	-	-	
	Male	83%	93%	93%		100%	94%	-	-	-	•	89%	95%			100%	93%	-	-	-	-	
	Female	00%	90%	90%	-	79%	100%	-	-	-	-	90%	89%	•	100%	•	-	90%	-	-	-	
	All	43%	42%	or Abov	∕e *	36%	48%		_	_	*	21%	55%		47%		34%	54%	_	_		
		43%			/e * *	36%	48%	-	-	-	*	21%	55% *		47% -		34%	54%	-	- -	-	
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English II	All Students CWD CWOD EL Male Female Female Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWOD EL EL CWD CWOD EL EL CWD CWOD EL	43% 14% 47% 37% 251% 47% 47% 47% 47% 41% 9% 41% 53% 19% 58% 29% 49% 49% 49% 55%	42% 47% 34% 54% 59% 62% 38% 73% 59% 70% 13% 80% 57% 71%	42% 47% 34% 54% 59% * 62% 38% 46% 73% 59% * 64% 57% 67% 52% 70% 13% 80% 57%	*	43% 43% 43% 56% - 59% 38% 64% 43% 50% - 50% 57% 56% 57%	52% 41% 63% - 65% 70% - 70% - 74% 64% 86% - 92%				*	24% 7% 40% 47% . 50% . 43% . 43% . 43% . 63%	59% 50% 61% 65% 44% 81% 68% 72% 81% 79%	* * * * * * * * * * * * * * * * * * *	47% * 36% 64% 62% - 62% 38% 50% 75% 64% 67% 67% 61% 80% 67%	38% 38% 57% 67% 57% 57%	. 36% 34% - 46% . 50% . 67% . 67% . 71% . 77% 60%	64% 54% 73% * 75% - 73% 52% 61% - 52% 69% *				
English II Algebra I Biology	All Students CWD CWOD EL Male Female	43% 14% 47% 10% 37% 47% 14% 51% 9% 41% 53% 19% 58% 29% 49% 29% 49% 20% 61% 20% 61% 20% 61% 61% 61% 61% 61% 61% 61% 61	42% 47% 34% 54% 59% 62% 38% 73% 59% 67% 67% 52% 70% 13% 80% 571% 69%	42% 47% 34% 54% 59% * 62% 38% 46% 73% 59% * 64% 57% 67% 52% 70% 13% 80% 57,46% 67% 69%		43% 43% 43% 56% - 59% 38% 64% 43% 50% 57% 56% 47% 54% 57% 57% 57% 57%	52% 41% 64% 63% 65% 33% 87% 70% 70% 74% 64% 86%				*	24% 7% 40% 47% 50% 43% 43% 50% 50% 50% 50% 50% 50% 50% 50%	59% 50% 81% 65% 67% 44% 81% 68% 72% 88% 79%	* * * * * * * * * * * * * * * * * * *	47% 47% 62% 62% 38% 50% 75% 64% 67% 61% 80% 80% 77%	38% 38% 57% * 57% * 57% * 57%	. 36% . 34% . 46% . 46% . 67% . 67% . 71% . 77% 60% 71%	64% 54% 73% 475% 52% 61% 52% 69% 483%				
English II Algebra I	All Students CWD CWOD EL Male Female All Students CWD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL All All All All All All All	43% 14% 47% 10% 37% 47% 14% 51% 9% 19% 53% 19% 58% 57% 22% 61% 25% 25% 25% 7%	42% 47% 34% 54% 59% 62% 38% 73% 59% 67% 67% 52% 70% 13% 80% 571% 69%	42% 47% 34% 54% 59% * 62% 38% 46% 73% 59% * 64% 57% 67% 52% 70% 13% 80% 57,46% 67% 69%		43% 43% 43% 56% - 59% 38% 64% 43% 50% 57% 56% 47% 54% 57% 57% 57% 57%	52% 41% 64% 63% 65% 33% 87% 70% 70% 74% 64% 86%				*	24% 7% 40% 47% 50% 43% 43% 50% 50% 50% 50% 50% 50% 50% 50%	59% 50% 81% 65% 67% 44% 81% 68% 72% 88% 79%	* * * * * * * * * * * * * * * * * * *	47% 47% 62% 62% 38% 50% 75% 64% 67% 61% 80% 80% 77%	38% 38% 57% * 57% * 57% * 57%	. 36% . 34% . 46% . 46% . 67% . 67% . 71% . 77% 60% 71%	64% 54% 73% 475% 52% 61% 52% 69% 483%		*		
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English II English II Algebra I Biology	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female Students CWD Students CWD Students CWD	43% 14% 47% 10% 37% 47% 14% 51% 47% 14% 55% 9% 41% 55% 29% 49% 49% 49% 55% 61% 22% 61% 55% 7% 3%	42% 47% 34% 54% 59% 62% 38% 46% 73% 59% 13% 67% 57% 70% 13% 69% 40e Lev	42% 47% 34% 59% * 62% 38% 46% 73% 59% * 64% 57% 67% 67% 67% 71% 69% rel 2% *		43% 43% 43% 56% 59% 38% 64% 43% 50% 57% 56% 57% 60% 57% 60% 57% 60%	52% 41% 63% - 65% 70% - 74% 64% 86% - 92% 0%				*	24% 7% 40% 47% 50% 50% 43% 43% 43% 50% 53% 56% 50%	59% 50% 61% 65% 44% 81% 68% 72% 81% 79% 79%	* * * * * * * * * * * * * * * * * * *	47% * 38% 64% 62% - 62% 50% 75% 64% 67% 67% 67% 61% 80% - 80% 67% 77% 83%	38% 38% 57% 57% * 57% * 57%	.36% .34% .46% .50% .67% .67% .71% .77% .60% .71% .	64% - 54% 73% - 73% 52% 61% - 52% 69% - 4% - 4%				
English II English II Algebra I Biology	All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students All Students All Students	43% 14% 47% 10% 37% 47% 14% 51% 47% 14% 55% 9% 41% 55% 29% 49% 49% 49% 55% 61% 22% 61% 55% 7% 3%	42% 47% 34% 59% 62% 38% 59% 64% 59% 70% 13% 80% 57% 69% 40% 40% 40% 40% 40% 40% 40% 4	42% 47% 47% 54% 59% * 62% 38% 46% 73% 59% * 64% 57% 67% 52% 70% 13% 80% 57% 69%		43% 27% 43% 56% 59% 38% 64% 43% 50% 	52% 41% 63% 65% 70% 70% 86% 87% 72%				*	24% 7% 40% 47% 50% 50% 50% 43% 43% 43% 50% 53% 63% 63% 60% 00%	59% 50% 61% 65% 44% 81% 68% 72% 81% 79% 79% 2%	* * * * * * * * * * * * * * * * * * *	47% 36% 64% 62% -62% 50% 75% 64% 67% 67% 61% 80% -77% 83%	38% 38% 57% 57% * 57% * 57%	. 36% . 34% . 46% . 67% . 67% . 77% 60% 71% . 0%	64% 				

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				Campus	African Americani	Hispani	cWhite	American Indian		Pacific nislanderi			Econ Disady	CWD	CWOE	EL	Male	FemaleM	igrantHo	omeles	Foster s Care	
	Female		4%	4%	*	0%	0%	-	-		-	0%	6%	*	0%	*	-	4%	-	-	-	
English II	All	8%	7%	7%	*	0%	4%	-	-	-		6%	8%	•	6%	0%	0%	15%	-	_	-	
	Students CWD	4%		*	*		*						*	*				*				
	CWOD		6%	6%	*	0%	4%	-	-	-		0%	8%	_	6%	0%	0%	13%	-	-	-	
	EL	0%	0%	0%	-	0%	-	-	-	-	-	*	•	-	0%	0%	*	*	-	-	-	
	Male Female	5%	0% 15%	0% 15%	*	0% 0%	0% 7%	-	-	-		0%	0%	*	0%	*	0%	-	-	-	-	
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Algebra I	Ali	31%	25%	25%	•	17%	33%	-	-	-	*	14%	32%	*	26%	0%	23%	28%	-	•	-	
	Students CWD			*								_	_	_				*				
	CWOD	7% 34%	26%	26%	*	20%	33%	-	-	-	*	17%	31%	-	26%	0%	22%	30%	-	*	-	
	EL	12%	0%	0%	-	0%	-	-	-	-	-	*	*	*	0%	0%	*	*	-	_	-	
	Male	28%	23%	23%		22%	26%	-	-	-	*	11%	29%	*	22%	*	23%	-	-	-	-	
	Female	34%	28%	28%	•	13%	45%	-	-	-	-	17%	35%	*	30%	*	-	28%	-	*	-	
Biology	Αll	23%	25%	25%	*	13%	36%	-	_	-	*	11%	32%	13%	27%	0%	29%	21%	-	_	_	
-	Students		·		*										-							
	CWD	5%	13% 27%	13% 27%	*	* 15%	* 38%	-	-	-	-	120/	220/	13%	270/	* No/	* 240/	*	-	-	-	
	EL	3%	0%	0%	_	0%	36%	-	-	-	_	13%	33%	*	27% 0%	0% 0%	31% 0%	22%	-	-	-	
	Male	22%	29%	29%	•	10%	44%	-	-	-	*	11%	37%	*	31%	0%	29%	-	-	-	-	
	Female	23%	21%	21%	*	14%	25%	-	-	-	-	10%	26%	*	22%	*	-	21%	-	-	-	
AR Percent	t at Appr	oaches	s Grade	Level o	or Above																	
Grades II Subjects	All	77%	83%	81%	58%	77%	87%	_	_	_		75%	85%	410/	87%	75%	700/	84%	_	*		
	Students		JJ 10	J 1 /0			J: /0	-	-	-		10/0	UU 70	→ 17 0	U1 70	1070	1 3 70	U+70	-		-	
	CWD	45%	53%	41%		*	*	~	-	-	-	42%	41%	41%	-	*	56%	35%	-	-	-	
	CWOD	80% 60%	87% 80%	87% 75%	64%	86% 75%	90%	-	-	-	•	81% 73%	90%	-	87%	76%		95%	-	•	-	
	Male	74%	81%	79%	45%	75% 85%	80%	-	-	-	*	73% 75%	77% 81%	56%	76% 81%	75% 78%		70%	-	-	-	
	Female		85%	84%	75%	70%	98%	-	-	-	*	76%	88%	35%	95%	70%	-	84%	-	*	-	
leading	All	73%	77%	73%	54%	65%	80%					G40/	700/	*	700/	gon,	6701	gpů/				
	All Students		1 1 70	1.376	3476	03%	00%	-	-	-	-	61%	78%	-	78%	50%	0/%	80%	-	-	-	
	CWD	39%	45%		*	•	•	_	-	-	-	*	*	*	-	•	*	•	-	-	-	
	CWOD		81%	78%	60%	71%	84%	-	-	-	•	66%	84%	-	78%	54%		89%	-	-	-	
	EL Male	52% 69%	69% 73%	50% 67%	*	50% 73%	68%	-	-	-	-	62%	* 70%	*	54% 69%	50% 56%		*	-	-	-	
	Female		81%	80%	*	57%	96%	-	-	-	*	60%	70% 87%	*	89%	*	0176	80%	-	-	-	
Anther— "											_											
Mathematics	: All Students	80%	87%	90%	•	88%	93%	-	•	-	*	90%	89%	*	98%	100%	93%	86%	-	•	-	
	CWD	52%	50%	*	*	*	*	-	-	-	-	*	*	*	_	*	*	*		-	-	
	CWOD		93%	98%	•	100%	96%	-	-	-	*	100%	97%	-		100%		100%	-	*	-	
	EL Male	70% 78%	89% 87%	100% 93%	*	100% 100%	- 89%	-	-	-	-	100%	90%	*	100% 96%	100%	93%	*	•	-	-	
	Female		88%	86%	*	80%	100%	-	-	-	-	83%	88%	*	100%	*	9376	86%	-	-	-	
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Science	All Students		91%	91%	•	88%	96%	-	-	•	•	89%	92%	63%	96%	100%	93%	90%	-	-	-	
	CWD	48%	80%	63%	•	*	*	-	_	-	-	*	*	63%	-	*	٠	*		_	_	
	CWOD		93%	96%	•	100%	96%	-	-	-	*	94%	97%	-	96%	100%	92%	100%	-	-	-	
	EL Male	58% 78%	86%	100% 93%	*	100%	0.40/	-	-	-	-	*	*	*	100%			*	-	-	-	
	Female		93% 90%	90%		100% 79%	94% 100%	-	-	-	_	89% 90%	95% 89%		100%	100%	93%	90%	-	-	-	
						10	, 0					/0	20 /0		. 55 /6			2370			-	
AR Percent	at Meet	e Grad	e avel	or Aha	ve.																	
Grades	a. meek	. Jiaul		2. MUQ																		
	All	47%	51%	57%	26%	48%	66%	-	-	=	٠	40%	66%	21%	62%	43%	53%	62%	-	*	-	
	Students CWD		28%	21%	*			_	_			8%	200/	240/		*	2201	200/				
	CWOD		20% 54%	62%	29%	56%	69%	-	-	-		8% 45%	29% 71%	21%	62%	48%	22% 56%	20% 71%	-	-	-	
	EL	26%	39%	43%	-	43%	-	=	-	-	-	27%	62%	*	48%	43%	39%	50%	-	-	-	
	Male Female		46%	53% 62%	18%	51%	58%	-	-	-	*	34%	64%		56%	39%		000/	-	-	-	
	remale	JU%	55%	02%	38%	46%	78%	-	-	-	-	46%	69%	20%	71%	50%	-	62%	-	•	-	
Reading	All	46%	46%	50%	31%	44%	55%	-	-	-	*	32%	59%	•	54%	29%	39%	63%	-	-	-	
	Students		0.484	*			_							_								
	CWD		24% 48%	54%	30%	50%	58%	-	-	-	*	* 34%	63%	•	- 54%	31%	4204	* 70%	-	-	-	
	EL	21%	31%	29%	-	29%	-	-	-	-		*	*	*		29%		70%	-	-	-	
	Male		36%	39%	•	45%	38%	-	-	-	*	27%	48%	*	42%	22%	39%	_=	-	-	-	
	Female	50%	55%	63%	•	43%	77%	-	-	-	*	40%	72%	•	70%	*	-	63%	-	-	-	
	All	48%	52%	59%	*	50%	70%	-	_	_	*	43%	68%	*	64%	57%	67%	52%	_			
lathematics	Students																					
	CWD			# £49/.	*	ens/	*	-	-	-	-	*	*	*	- 040/	*	*	*	-	-	-	
	CMOR		55% 41%	64% 57%	-	60% 57%	70% -	-	-	-	-	50%	72% *		64% 67%	67% 57%	0/%	61% *	-	_	-	
	CWOD		52%	67%	*	56%	74%	-	-	-	*	33%	81%	*	67%	*	67%	-	-	-	-	
	EL Male		COR	52%	•	47%	64%	-	-	-	-	50%	53%	•	61%	*	-	52%	-	•	-	
	EL		53%																			
	EL Male Female	49%		700/		540/	pen/				*	E20/	700/	4907	aner	E 701	7404	COP/				
science	EL Male	49%		70%	*	54%	86%	-	-	-	•	53%	79%	13%	80%	57%	71%	69%	-	-	-	
cience	EL Male Female All Students CWD	49% 49% 23%	62% 27%	13%		*		-	-	-	•	*	*	13% 13%	-	•	*	69%	-	-	-	
cience	EL Male Female All Students	49% 49% 23% 52%	62%					- -	-	- -	•				- 80%	57% • 67% 57%	* 77%	69% 83%	- -	-		

					African			American	1	Pacific	More	Econ	Econ								Foster	•
		State	District	Campus	American	Hispani								cwp.	cwop	EL	Male	Female	Miorant	Homeless		
	Female			69%	*	50%	92%	-	-		-	50%	79%	*	83%	*	-	69%	-	-	-	-
AAR Percent	at Maste	ers Gr	ade Le	vel																		
All Grades																						
All Subjects	Ali	21%	19%	14%	5%	8%	18%	-	-	-	•	7%	18%	17%	14%	0%	12%	17%	-	*	-	-
	Students																					
	CMD	8%	16%	17%	*	*	*	-	-	-	-	8%	24%	17%	-	•	11%	20%	-	-	-	-
	CWOD		20%	14%	0%	9%	18%	-	-	-	*	7%	17%	-	14%	0%	12%	16%	-	*	-	-
	EL	9%	15%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	16%	12%	0%	7%	17%	-	-	-	*	5%	16%	11%	12%	0%	12%	_	-	_	-	-
	Female	22%	23%	17%	13%	8%	18%	_	-		*	11%	20%	20%	16%	0%	-	17%	-	•	-	-
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Reading	ΑII	19%	17%	4%	В%	0%	2%	_	-	_	*	2%	5%	*	3%	0%	0%	9%	_	_	_	_
	Students					• 70	_,					/			0.0	0,0	0,0	0.0				
	CWD	7%	14%	*	*	•		_	_	_	_	*	*		_	*	*	*	_	_	_	_
	CWOD		17%	3%	0%	0%	2%				*	0%	4%	_	3%	0%	0%	7%	-			
	EL	7%	14%	0%	070	0%	270					070	-470		0%	0%	0%	*	-			-
	Male	16%	10%	0%		0%	0%	_	_	_	*	0%	0%	*	0%	0%	0%	_	-	-	-	-
	Female		23%	9%	*	0%	4%	-	•	-		7%	10%	*	7%	U76	U70	9%	-	-	-	-
	remaie	22 /0	20 /0	3 /8		0 70	4 70	-	•	-		1 70	1070		1 70		-	370	-	-	-	•
Mathematics	All	23%	19%	25%		17%	33%				*	14%	32%		26%	0%	23%	28%		*		
	Students	2076	1370	24/0		(7.70	33 /6	-	-	-		1-1-70	32 /6		2076	U 70	2376	2070	-		-	-
	CWD	10%	16%	*	*							*	*	*								
	CWOD					2007	200/	-	-	•	-	470			-		0004	0001	-	-	-	-
			19%	26%	_	20%	33%	-	-	-	-	17%	31%	-	26%	0%	22%	30%	-	-	-	-
	EL	13%	13%	0%	-	0%	-	-	-	-	-			-	0%	0%		-	-	-	-	-
	Male	23%	17%	23%		22%	26%	-	-	-	-	11%	29%	*	22%		23%	-	-	-	-	-
	Female	24%	20%	28%	•	13%	45%	-	-	-	-	17%	35%	*	30%	*	-	28%	-	*	-	-
Science	All	22%	29%	25%	*	13%	36%	-	-	-	•	11%	32%	13%	27%	0%	29%	21%	_	_	_	_
	Students																					
	CWD	7%	20%	13%	*	*	•	-	-	-	-	*	*	13%	_	*	*	*	-	_	-	_
	CWOD		30%	27%	*	15%	38%	_	_	_	*	13%	33%	-	27%	0%	31%	22%	-	_	-	-
	EL	5%	21%	0%	_	0%					-	*	*	*	0%	0%	0%	*	_	_	_	_
	Male	23%	31%	29%	*	10%	44%	_			*	11%	37%	*	31%	0%	29%	-	_	_	_	_
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Part (iii): Academic Growth and Graduation Rate

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

	All	African	•		American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	*	67	69	-	-	-	•	65	•	*
CWD	*	*	-	•	-	-	-	-	*	*	-
CWOD	67	*	67	72	-	-	-	*	59	-	•
EL	*	-	•	-	-	-	-	-	•	-	*
Male	67	*	63	77	-		-	-	65	*	*
Female	67	*	*	62	-	-		*	*	*	*
Mathematics											
All Students	64	*	61	71	-	-	-	*	58	*	79
CWD	*	*	*	*	-	-	-	_	*	*	*
CWOD	71	*	71	72	_	-	_		66	-	83
EL	79	_	79	-	-	_	_	_	*	*	79
Male	72	_	81	64	-	-	-	*	71	*	*
Female	56	•	50	86	-	_	_	-	50	•	*

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates.

	All	African	•	•	American		Pacific	Two or More	Econ	,,,,,			Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
Federal Graduation Rates													
l-year Longitudinal Cohort Grad	luation Rate	(Gr 9-12):	Class of 20	117									
All Students	98.0%	*	92.9%	100.0%	-	-	-	*	100.0%	*	*	_	-
CWD	*		•		-	-	-	*	*	*	-	-	-
CWOD	100.0%	* -	100.0%	100.0%	-	-	-	-	100.0%	-	*	-	-
EL	*	-	*	-	-	-	-	-	•	-		-	_
Male	96.4%	*	85.7%	100.0%	-	-	-	*	100.0%	*	*	-	-
Female	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%	-	•	-	-
" Indicates results are masked	due to small	I numbers t	o protect st	udent conf	identiality.								
 Indicates there are no stude 	nts in the aro	up.			-								

Part (iv): English Language Proficiency

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

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	17	6	-
141 '-'	Indicates results are masked due Indicates zero observations report	to small numbers to protect student cont ed for this group.	fidentiality.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Student Success (Student Achiev	ement Don	nain Score:	STAAR C	omponen	it Only)			·			- "
STAAR Component Score	51	*	44	57	-	-	-	*	41	26	•
School Quality (College, Career, a	ınd Military	Readiness	e Performa	nce)							
%Students meeting CCMR	59%	*	50%	67%	-	-	-	*	*	*	-
"Indicates results are masked Indicates there are no student Indicates the student group is	s in the gro	up.	•	ident con	fidentiality.			* *************************************			

Part (vi): Goal Meeting Status

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

	All	African American	Hienanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Students	American	nispanic	AAIIICE	mulan	Asian	istander	Races	DISAGN	CAAD	<u> </u>
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y Y	JZ. /B	37 /6 Y	N	4376	7 44 70	4376	JC 76	Y	1870	25 /0
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N N	42 70	N N	N	0176	7 0 70	3376	OZ 76	437a N	3170	3576
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N N	J4 /8	N N	N N	0276	02 /n	0376	7 0 78	N	4076	JZ /6
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N N	0078	N	N N	7270	0) /8	1070	7078	N	0076	0070
Mathematics	14		111	IN					IN		
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Ϋ́	3179	4070	0070	7070	OZ 78	30 /8	J+78	3076	2070	4070
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N.	7170	4570	4070	5070	0070	07 70	0176	7070	0 - 70	70 70
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	5170	00.0		00,0	0070	3578	0074	51,70	1070	00 10
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	0070	1070	0075	70,0	0.70	7070	,,,,	00,2	0270	, 0,0
English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	isiono, cana	-									42% 44% 46% 46%
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y			Y							
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y			Y							
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y			Υ							
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y			Υ							
'+' STAAR Performance and 0 Blank cells above represe								cy uses EL (Cı	urrent).		

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Wienanie	White	American Indian	Acine	Pacific Islander	Two or More	Econ Disadv	Non Econ	CWD	CWOD	EL	Male	Fama!-	Min-
rticipation Rat	e	Campus	American	rispanic	vvnite	ingian	Asian	isiander	Races	Disagv	Disadv	CWD	CWOD	EL_	Male	Female	Migr
All Subjects	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	•	100%	100%	-
	CMOD	100%	100%	100%	100%	~	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL.	100%		100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male .	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%		-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	
	CMD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	*	*	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	*	100%	100%	-	_	_	*	100%	100%	100%	100%	100%	100%	100%	-
	CMD	100%	*	*	*	- "	-	-	-	•	100%	100%	-	*	*	100%	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	=	-	*	*	*	100%	100%	*	•	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	•	100%		-
	Female	100%	•	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Science	All Students	100%	*	100%	100%	_		_	*	100%	100%	100%	100%	100%	100%	100%	_
	CWD	100%		*	*	_	_	_	_	*	100%	100%	.0070	*	*	100%	
	CWOD	100%		100%	100%	_	_			100%	100%	10076	100%	100%	100%	100%	
	EL	100%		100%	-	_	_	_		*	*	*	100%	100%	100%	*	
	Male	100%	*	100%	100%	-	-	_	*	100%	100%	*	100%	100%	100%	_	_
	Female	100%	*	100%	100%	_			_	100%	100%	100%	100%	*	100 /4	100%	
n-Participation				70074	10070					10070	10075	10070	10078			10070	
All Subjects	All Students	0%	0%	0%	0%	_			*	0%	0%	0%	0%	0%	0%	0%	
7 117 0 220,0010	CWD	0%	0%	0%	0%	_	_	_	_	0%	0%	0%	0 /0	*	0%	0%	_
	CWOD	0%	0%	0%	0%		_	_	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	U 70		-	_		0%	0%	*	0%	0%	0%	0%	
	Male	0%	0%	0%	0%		-			0%	0%	0%	0%	0%	0%	076	
	Female	0%	0%	0%	0%	-	-	-	•	0%	0%	0%	0%	0%	-	0%	-
- "																	
Reading	All Students	0%	Ο%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%		0%	*	-	-	-	-	0%	0%	0%	-	*	*	0%	-
	CMOD	0%	0%	0%	0%	-	-	-	•	0%	0%	-	0%	0%	0%	0%	-
	EL	0%		0%		-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	<u>M</u> ale	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%	-
	CWD	0%	*	•	*	-	-	-	-	*	0%	0%	-	•	•	0%	
	CWOD	0%	*	0%	0%	-	-	-	* 1	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	-	-	-	-	-		*	*	0%	0%	*	*	
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%		0%	-	
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	•	-	0%	-
Science	All Students	0%	*	0%	0%	_	_	-		0%	0%	0%	0%	0%	0%	0%	_
	CWD	0%	*	*	•	_	_	_	_	*	0%	0%	-	*	*	0%	
	CWOD	0%	*	0%	0%	_	_	_	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%	_	0%	-	_	-	_	_	*	*	*	0%	0%	0%	*	-
	Male	0%	*	0%	0%			-	*	0%	0%	*	0%	0%	0%	_	
		0%	* 1	0%	0%	-	•	-					0%	U 70		0%	-
	Female							_		0%	0%	0%			-		

Part (vill): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	36	11	11	14	•	*	*	*	*		
	Female	6	*	*	•	*	*	*		*		
	Total	42	13	13	16	*	*	*	*	*		
Out-of-School Suspensions												
	Male	•	*			*	*	*	*	•		
	Female	*	*	*		*		•	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	•	•	*	•		*		
	Female	*	*	*	*	*	*	*	*	•		
	Total	*	*	*	•	•	*	•	*	*		
Without Educational Services	Male	*	*	*	*	*	*		*	*		
	Female	*	*	*	*	*	*	*	*	•		
	Total	*	*	*	*	•	*	•	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	•		
	Female	*	•	*	*	*	*	•	*	•		
	Total	•	*	*	*	*	•	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*		*	*	*		

		Total	African American	L ionagia	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section
	Female	students *	American *	nispanic *	AAUITO	Native	ASIAN	islander *	Races	<u> </u>	Disabilities	504)
	Total	*		*			*					
Referrals to Law Enforcement	Total											
Coordis to Law Elliotoci Cit	Male			*	*	*	*					
	Female	*	*	*	*			*				
	Total			*	•		*					
Students With Disabilities	TOTAL											
In-School Suspensions												
in-achool auspensions	Mala								_	_		_
	Male		-			•		-				
	Female			-						•		
	Total	•	•	•	•	*	•	*	*	*		•
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		•
	Female	*	*	*	*	•	*	*	*	•		*
	Total	*	*	•	•	•	*		*	•		*
Expulsions										,		
With Educational Services	Male	*	*	•	*	*	*	*	*	*		*
	Female	*	*	*	*	•	•	*	*	*		*
	Total	•		•	*	•	*					*
Without Educational Services	Male	*	*	•	*	*	*		*	*		*
	Female	*	*	•	*	*	*	*	*	*		
	Total	*	*	*	*			*	*	*		*
Under Zero Tolerance Policies	Male			*				*				*
511457 2 516 7 5161 (11156 1 51151)	Female	*	*			*	*	*	*	*		
	Total	*	*	*	*							
School-Related Arrests	Tulai											
School-Kelated Allests	Male											
	Female					*						
		_				•			·			•
se ili ee	Total	-	•		•	•	•	•	•	•		*
Referrals to Law Enforcement		_		_	_							
	Male	•	•	•	•	*	*	*	*	*		*
	Female	*	•	*	*	:	*	•	*	•		*
	Total	*	*	*	*	*	•	*	•	*		*
All Students Chronic Absenteeism												
	Male	30	5	5	20	•	•	•	*		*	*
	Female	39	5	5	29		*	*	*	*		*
	Total	69	10	10	49		*	*	*	*	*	*
	10107	00			70							

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs									** - ****		
	Male	-	_	-	-	-	-	-	-	-	-
	Female	-	-	-	-	_	_		-	-	_
	Total	-	_	-	-	_	-	-	-	_	_
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	_	_
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	_	_	-	-	_	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	•	-
"' Indicates results are masked due "" When only one racial/ethnic group - Indicates there are no students in - Blank cell indicates the student gr	is masked, then the the group.	second sma	allest racial/		is maske	ed (regardles	s of size).				

Part (ix): Teacher Quality Data

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

Low Poverty

	All Sc	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.1	9.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the acher is Certified or Licensed	4.2	20.6%
Indicates there are no data available in the group.		
Blank cell Indicates data are not applicable to this report.		

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%		*	-	-
Mathematics	6,020	1%	*	*	-	-
Grade 4 Reading	6,061	1%	*	*	-	-
Mathematics	6,056	1%	•	*	-	-
Grade 5 Reading	6,162	2%	•	*	-	
Mathematics	6,160	1%	*	*	-	-
Science	6,164	1%	*	*	-	-
Grade 6 Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	•	*	-	-
Mathematics	5,294	1%	*	*	-	-
Grade 8 Reading	5,088	1%	-	~	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	•	-
End of Course English I	4,868	1%	•	*	*	*
English II	4,556	1%	*	*	*	•
Algebra I	4,884	1%	*	*	*	*
Biology	4,861	1%	•	*	•	*
All Grades All Subjects	99,020	1%	18	2%	•	*
Reading	43,730	1%	8	2%	*	*
Mathematics	39,178	1%	7	2%	*	*
Science	16,112	1%	*	*		*

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
İ						
-91	Indicates results are masked due to sr	nall numbers to prot	tect student confidential	ity.		
Ų.	Indicates zero observations reported for	or this group.		•		

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

		·	% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	ΤX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	-	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	•	52	•	28	•	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	•	42	*	31	*	23	•	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ 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	ĩ
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	$\tilde{3}$
		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
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	ì
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian		37	•	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	i	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	•	44	•	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	•	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
	_	Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
	-	Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
	es reporting standar		•
'n/a' Indicate	es data reporting is r	ot applicable for this group.	

Source: TEA Division of Student Assessment

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

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

Data are not available.

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