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

Campus Name: BRADLEY EL Campus ID: 071902158 District Name: EL PASO ISD

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

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

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

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

			All	African			American		Pacific		Econ	Special	EL (Current and
Academic Performance (At Meets		Baseline 2016-17	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	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	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress		Baseline 2016-17 Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
		32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 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) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

(bb) the methodology by which the State differentiates all such schools;
A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be

A weighted average of the accountations will be computed from the finite of terms freeling targets university the finite of te

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

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

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted

support based on performance in the Closing the Gaps domain (Excel file).

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

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

Part (ii): Student Achievement by Proficiency Level

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

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		State	District	Campu	African sAmerican	Hispani		Americar Indian		Pacific Islander				CWD	cwo	) EL	Male	Female	Migrant		Foste Care	
STAAR Percent	at Appro	ache	s Grade	Level	or Above																	
Grade 3	ut rippi c	40110	o uuu		, ABOVO																	
Reading	All Students	77%	82%	77%	*	75%	88%	-	*	-	*	73%	100%	*	82%	67%	72%	81%	*	*	-	60%
	CWD	51%	61%	*	-	*	*	-	-	-	*	*	-	*	-	*	*	*	-	-	-	*
	CWOD	79%	85%	82%	*	82%	86%	-	*	-	*	79%	100%	-	82%	73%	78%	85%	*	*	-	63%
	EL	70%	80%	67%	-	67%	-	-	-	-	-	67%	-	*	73%	67%	*	63%	-	-	-	-
	Male	74%	80%	72%	*	73%	*	-	-	-	*	65%	100%	*	78%	*	72%	-	*	-	-	*
	Female	79%	83%	81%	•	76%	•	-	•	-	•	79%	Î	•	85%	63%	-	81%	-	•	-	•
Mathematics	All Students	77%	80%	85%	*	84%	75%	-	*	-	*	84%	90%	67%	88%	83%	83%	86%	*	*	-	80%
	CWD	52%	59%	67%	_	71%	*	_	_	_	*	67%	_	67%	_	*	*	*	_	_	_	*
	CWOD		83%	88%	*	86%	86%	-	*	-	*	87%	90%	-	88%	82%	87%	88%	*	*	-	88%
	EL	74%	78%	83%	-	83%	-	-	-	-	-	83%	-	*	82%	83%	*	88%	-	-	-	-
	Male	77%	81%	83%	*	82%	*	-	-	-	*	83%	83%	*	87%	*	83%	-	*	-	-	*
	Female	78%	79%	86%	*	86%	*	-	*	-	*	85%	*	*	88%	88%	-	86%	-	*	-	*
Grade 4																						
Reading	All Students	72%	74%	81%	100%	78%	79%	-	-	-	*	78%	92%	*	88%	42%	82%	79%	-	*	-	86%
	CWD	46%	44%	*	_	*	*	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD		79%	88%	100%	87%	85%	-	-	-	*	87%	92%	-	88%	*	90%	87%	-	*	-	86%
	EL	60%	61%	42%	-	45%	*	-	-	-	-	*	*	*	*	42%	*	*	-	-	-	-
	Male	70%	72%	82%	*	81%	78%	-	-	-	-	81%	86%	*	90%	*	82%	-	-	*	-	*
	Female	75%	77%	79%	*	76%	*	-	-	-	*	76%	100%	*	87%	*	-	79%	-	-	-	*
Mathematics		77%	80%	84%	100%	78%	93%	-	-	-	*	82%	92%	*	90%	58%	82%	85%	-	*	-	100%
	Students CWD	49%	50%	*		*	*					*		*		*	*	*				
	CWOD		84%	90%	100%	87%	92%	-	-	-	*	89%	92%	_	90%	71%	90%	90%	-	*	-	100%
	EL	72%	73%	58%	10070	55%	*	-	-	-	_	55%	*	*	71%	58%	*	75%	-	_	-	-
	Male	77%	79%	82%	*	71%	100%	-	_	-	-	81%	86%	*	90%	*	82%	-	_	*	_	*
	Female	78%	80%	85%	*	84%	*	-	-	-	*	83%	100%	*	90%	75%	-	85%	-	-	-	*
Grade 5																						
Reading	All Students	83%	88%	100%	100%	100%	100%	-	-	*	*	100%	100%	*	100%	100%	100%	100%	-	*	-	*
	CWD	54%	62%	*	*	_	_	_	_	_	_	*	_	*	_	_	*	_	_	_	_	_
	CWOD		91%	100%	100%	100%	100%	_	_	*	*	100%	100%	_	100%	100%	100%	100%	_	*	_	*
	EL	73%	80%	100%	-	100%	-	-	-	-	-	100%	-	-		100%		*	-	-	-	-
	Male	81%	86%	100%	*	100%	*	-	-	-	-	100%	100%	*	100%		100%	-	-	*	-	*
	Female	86%	89%	100%	*	100%	100%	-	-	*	*	100%	*	-	100%	*	-	100%	-	-	-	*
Mathematics		90%	92%	98%	100%	97%	100%	-	-	*	*	100%	92%	*	100%	100%	96%	100%	-	*	-	*
	Students CWD	70%	74%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	*
	CWOD		95%	100%	100%	100%	100%	-	-	*	*	100%	100%	-	100%	100%	100%	100%	-	*	-	*
	EL	86%	89%	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	*	*	-	-	-	-
	Male	89%	92%	96%	*	94%	*	-	-	-	-	100%	89%	*	100%	*	96%	-	-	*	-	*
	Female	91%	92%	100%	*	100%	100%	-	-	*	*	100%	*	*	100%	*	-	100%	-	-	-	*
Science	All	75%	79%	80%	83%	78%	78%	-	-	*	*	81%	77%	*	83%	*	83%	77%	-	*	-	*
	Students CWD	100/	55%	*	*	*	*					*	*	*			*	*				*
	CWOD		82%	83%	*	81%	88%		-	*	*	82%	83%	_	83%	*	86%	80%	-	*	-	*
	EL	62%	66%	*	_	*	-	_	_	_	_	*	-	_	*	*	*	*	_	_	_	_
	Male	76%	80%	83%	*	82%	*	-	_	-	-	86%	78%	*	86%	*	83%	_	_	*	_	*
	Female			77%	*	73%	83%	-	-	*	*	77%	*	*	80%	*	-	77%	-	-	-	*
STAAD Dames	ot Masta	C===	a   a	ou Aba																		
STAAR Percent Grade 3	at weets				ve																	
Reading	All	43%	46%	42%	*	43%	50%	-	*	-	*	34%	90%	*	47%	33%	38%	46%	*	*	-	30%
	Students	000/	200/	*		*	*				*	*						*				*
	CWD	28%	32%	47%	*	48%		-	*	-	*	38%	00%	-	- 47%	360/	43%	50%	*	*	-	38%
	CWOD EL	32%	48% 42%	33%	_	33%	57%	-	_	-	_	33%	90%	*	36%			38%	_	_	-	JU 70
	Male	40%	45%	38%	*	36%	*	-	-	-	*	26%	83%	*	43%	*	38%	-	*		-	*
	Female		46%	46%	*	48%	*	-	*	-	*	39%	*	*	50%			46%	-	*	-	*
Mathematics	All	46%	48%	52%	*	55%	38%	_	*	_	*	48%	70%	22%	56%	33%	52%	51%	*	*	_	60%
	Students																					

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											or		Non									
					African			America		Pacific	More		Econ								Foste	
	CWD	State 30%	District 35%	tCampu 22%	sAmerica	nHispani 14%	cWhite	Indian	Asian	Islander	Races	Disadv 22%	Disadv	22%	CWOD	EL *	Male *	Female *	Migran	tHomeless	Care	Military *
	CWOD		50%	56%	*	61%	43%	-	*	-	*	53%	70%	-	56%	36%	57%	56%	*	*	-	63%
	EL	39%	43%	33%	-	33%	-	-	-	-	-	33%	-	*	36%	33%	*	38%	-	-	-	-
	Male Female	47%	50% 46%	52% 51%	*	50% 59%	*	-	- *	-	*	52% 45%	50% *	*	57% 56%	* 38%	52%	- 51%	*	*	-	*
	гептан	45%	40%	31%		39%		-		-		45%			30%	30%	-	31%	-		-	
Grade 4																						
Reading	All	45%	47%	48%	80%	43%	50%	-	-	-	*	42%	75%	*	53%	8%	48%	47%	-	*	-	43%
	Students CWD	28%	23%	*	_	*	*	_	_	_	_	*	_	*	_	*	*	*	_		_	_
	CWOD		50%	53%	80%	49%	54%	-	_	-	*	47%	75%	_	53%	*	55%	50%	_	*	_	43%
	EL	29%	31%	8%	-	9%	*	-	-	-	-	*	*	*	*	8%	*	*	-	-	-	-
	Male	43%	45%	48%	*	43%	44%	-	-	-	-	42%	71%	*	55%	*	48%	470/	-	*	-	*
	Female	4/%	48%	47%	•	44%	•	-	-	-	•	41%	80%	•	50%	•	-	47%	-	-	-	•
Mathematics	All	48%	48%	51%	100%	46%	50%	_	_	-	*	47%	67%	*	58%	17%	42%	59%	_	*	_	57%
	Students																					
	CWD	29%	25%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD EL	50% 38%	52% 35%	58% 17%	100%	54% 18%	54% *	-	-	-	*	55% 9%	67% *	*	58% 29%	29% 17%	48%	67% 25%	-	*	-	57%
	Male	48%	49%	42%	*	33%	44%	-	-	-		38%	57%	*	48%	*	42%	2570	-	*	-	*
	Female		47%	59%	*	56%	*	-	-	-	*	55%	80%	*	67%	25%	-	59%	-	-	-	*
Grade 5	A !!	<b>500</b> /	E 40/	000/	070/	500/	000/					<b>500</b> /	750/		000/	00/	<b>-7</b> 0/	000/				
Reading	All Students	53%	54%	63%	67%	59%	63%	-	-	•	•	58%	75%	•	62%	0%	57%	68%	-	•	-	•
	CWD	30%	32%	*	*	_	_	_	_	_	_	*	_	*	_	_	*	_	_	_	_	_
	CWOD		58%	62%	60%	59%	63%	-	-	*	*	57%	75%	-	62%	0%	55%	68%	-	*	-	*
	EL	35%	38%	0%	-	0%	-	-	-	-	-	0%		-	0%	0%	*	*	-	-	-	-
	Male	50%	51%	57%	*	53%	*	-	-	-	-	47%	75%	*	55%	*	57%	-	-	*	-	*
	Female	56%	58%	68%	-	67%	80%	-	-	-		67%	-	-	68%	-	-	68%	-	-	-	
Mathematics	All	57%	60%	68%	83%	61%	78%	_	_	*	*	65%	77%	*	70%	33%	79%	58%	_	*	_	*
	Students																					
	CWD	34%	39%	*	*	*	*	-	-	-	-	*	*	*	<u>-</u>	-	*	*	-	-	-	*
	CWOD		64%	70%	80%	63%	88%	-	-	*	*	66%	83%	-	70%		82%	60% *	-	*	-	*
	EL Male	46% 57%	48% 60%	33% 79%	*	33% 72%	*	-	-	-	-	33% 80%	- 78%	*	33% 82%	33%	79%	_	-	*	-	*
	Female		60%	58%	*	47%	67%	-	-	*	*	55%	*	*	60%	*	-	58%	-	-	-	*
Science	All	40%	42%	22%	50%	16%	22%	-	-	*	*	14%	46%	*	24%	*	22%	23%	-	*	-	*
	Students CWD	25%	27%	*	*	*	*					*	*	*			*	*				*
	CWOD		44%	24%	*	16%	25%	-	-	*	*	15%	50%	_	24%	*	24%	24%	-	*	-	*
	EL	24%	26%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	42%	45%	22%	*	18%	*	-	-	-	-	7%	44%	*	24%	*	22%	-	-	*	-	*
	Female	38%	38%	23%	*	13%	33%	-	-	*	*	18%	*	*	24%	*	-	23%	-	-	-	*
STAAR Percent	at Maste	rs Gra	ade Lev	/el																		
Grade 3																						
Reading	All	24%	26%	24%	*	24%	38%	-	*	-	*	18%	60%	*	26%	0%	28%	22%	*	*	-	20%
	Students CWD	9%	13%	*	_	*	*	_	_	_	*	*	_	*	_	*	*	*	_	_	_	*
	CWOD		27%	26%	*	25%	43%	-	*	-	*	19%	60%	_	26%	0%	30%	24%	*	*	_	25%
	EL	15%	20%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	22%		28%	*	23%	*	-	-	-	*	17%	67%	*	30%	*	28%	-	*	-	-	*
	Female	26%	27%	22%	•	24%	•	-	^	-	•	18%	•	•	24%	0%	-	22%	-	•	-	•
Mathematics	All	22%	23%	27%	*	25%	38%	_	*	_	*	27%	30%	22%	28%	8%	28%	27%	*	*	_	40%
	Students																					
	CWD			22%	-	14%	*	-	-	-	*	22%	-	22%	-	*	*	*	-	-	-	*
	CWOD	24% 17%		28%	*	27% 8%	43%	-	*	-	*	28% 8%	30%	-	28% 9%	9% 8%	26%	29%	*	*	-	38%
	EL Male	23%	19% 25%	8% 28%	*	8% 23%	*	-	-	-	*	8% 26%	33%	*	9% 26%	8%	28%	13% -	*	-	-	*
	Female			27%	*	28%	*	-	*	-	*	27%	*	*	29%	13%	-	27%	-	*	-	*
Grade 4	Λ.	220/	0.407	050/	000/	0.407	2007				*	200/	E00/	*	270/	007	240/	200/		*		140/
Reading	All Students	23%	24%	25%	20%	24%	29%	-	-	-		20%	50%		27%	8%	24%	26%	-		-	14%
	CWD	9%	8%	*	_	*	*	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD		27%	27%	20%	26%	31%	-	-	-	*	21%	50%	-	27%	*	28%	27%	-	*	-	14%
	EL	12%	12%	8%	-	9%	*	-	-	-	-	*	*	*	*	8%	*	*	-	-	-	-
	Male	22%		24%	*	24%	22%	-	-	-	-	23%	29%	*	28%	*	24%	-	-	*	-	*
	Female	25%	26%	26%		24%		-	-	-		17%	80%		27%		-	26%	-	-	-	
Mathematics	All	26%	24%	27%	80%	15%	43%	_	_	-	*	22%	50%	*	31%	8%	30%	24%	_	*	_	29%
	Students																					
	CWD	11%	9%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD			31%	80%	18%	46%	-	-	-	*	26%	50% *	-	31%	14%	34%	27%	-	*	-	29%
	EL Male	18% 27%	15% 25%	8% 30%	*	9% 14%	44%	-	-	-	-	0% 27%	43%	*	14% 34%	8%	30%	13%	-	*	-	*
	Female			24%	*	16%	*	-	-	-	*	17%	60%	*	27%	13%	30%	- 24%	-	-	-	*
				, •																		
Grade 5		0.55	0.15:				,								4-0:	٠	4	4-5-		_		
Reading	All	26%	24%	15%	17%	13%	13%	-	-	*	*	8%	33%	*	15%	0%	17%	12%	-	*	-	*
	Students CWD	9%	10%	*	*	_	_	_	_	_	_	*	_	*	_	_	*	_	_	_	_	_
	CWOD		27%	15%	20%	13%	13%	-	-	*	*	9%	33%	-	- 15%	0%	18%	- 12%	-	*	-	*
	EL	12%	13%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	24%	22%	17%	*	18%	*	-	-	-	-	7%	38%	*	18%	*	17%	-	-	*	-	*

Two Non African American Pacific More Econ Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Female 28% 10% 27% 12% 20% 12% 7% 14% 17% 17% 19% Mathematics ΑII 30% 29% 18% 33% 12% 31% 19% Students CWD 17% 18% **CWOD 31%** 31% 19% 40% 13% 13% 14% 33% 19% 20% EL 19% 20% 17% 17% 17% 17% 17% 33% Male 29% 29% 17% 17% 7% 18% 17% 17% 18% 19% Female 30% 29% 19% 7% 20% 23% Science All 16% 16% 10% 17% 9% 0% 6% 11% 17% 4% Students CWD 17% 11% 10% 0% 6% 25% 11% 19% 4% **CWOD** 8% Male 18% 17% 17% 18% 7% 33% 19% 17% Female 15% 14% 4% 0% 0% 5% 4% STAAR Percent at Approaches Grade Level or Above All Grades 83% 87% 100% 84% 91% 46% 90% 70% 85% 86% 71% 82% All Subjects ΑII 77% 85% 94% Students CWD 45% 46% 37% 49% 89% 90% 78% 71% 87% **CWOD 80%** 90% 94% 91% 100% 89% 94% 90% 90% 60% 57% 70% 70% 69% 78% 70% 68% 71% Male 74% 72% 85% 95% 83% 86% 83% 88% 48% 90% 68% 100% 86% 85% Female 79% 86% 94% 84% 89% 100% 85% 97% 44% 90% 71% 86% 78% 93% 63% 84% 75% Reading ΑII 73% 70% 85% 82% 87% 100% 82% 97% 39% 90% 85% Students 39% 39% CWD 39% 39% 45% 89% 90% 75% 89% 90% 78% **CWOD 77%** 74% 90% 93% 89% 88% 97% 52% 66% 62% 75% 63% 67% 61% EL 47% 63% 88% Male 69% 66% 84% 83% 81% 80% 95% 45% 89% 67% 84% 80% Female 77% 100% 81% 93% 83% 100% 85% 70% 85% 85% 100% 87% 55% 90% Mathematics All 100% 90% 91% 92% 77% 86% 90% Students CWD 52% 53% 55% 47% 58% 50% 63% 83% 92% **CWOD 83%** 84% 92% 100% 90% 93% 91% 94% 92% 92% 94% EL 70% 70% 77% 76% 76% 83% 77% 67% 83% 50% 100% 94% 86% 90% Male 78% 79% 86% 82% 86% 92% 67% 86% 100% 63% 83% 90% Female 82% 81% 90% 100% 88% 87% 88% 92% 91% 80% 83% 78% 83% Science ΑII 79% 78% 81% 77% 83% 77% Students CWD 48% CWOD 82% 81% 83% 81% 88% 82% 83% 83% 86% 80% 58% 55% Male 78% 76% 83% 82% 86% 78% 86% 83% Female 80% 78% 73% 83% 80% 77% STAAR Percent at Meets Grade Level or Above All Grades All Subjects ΑII 49% 67% 46% 50% 55% 44% 71% 15% 53% 20% 48% 50% 43% 50% Students CWD 10% 15% 20% 50% 51% 55% 56% 48% 53% 24% 52% 54% 43% 55% CWOD 53% 67% 73% 26% 24% 20% 20% 17% 24% 20% 14% 24% 45% 48% 89% 43% 43% 42% 65% 20% 52% 14% 48% 60% 62% Male 43% Female 50% 46% 50% 41% 49% 57% 56% 46% 80% 6% 54% 24% 50% 39% ΑII 46% 42% 50% 60% 43% 52% 40% Reading 47% 53% 60% 79% 17% 53% 17% 47% Students 17% CWD 22% 19% 17% 18% CWOD 48% 57% 51% 57% 53% 21% 51% 55% 44% 45% 53% 47% 79% 21% 14% 21% 8% EL 20% 17% 17% 17% 22% 38% 47% 88% 43% 44% 38% 76% 18% 51% 8% 47% 50% Male Female 50% 51% 52% 30% Mathematics All 48% 48% 56% 80% 53% 55% 60% 52% 71% 15% 61% 56% 56% 62% Students CWD 26% 26% 15% 7% 16% 25% 0% 61% 33% 61% **CWOD 51%** 51% 61% 79% 59% 61% 57% 74% 61% 67% EL 33% 32% 27% 28% 24% 33% 27% 25% 28% 25% 100% 64% 70% Male 47% 48% 56% 51% 50% 53% 61% 25% 56% 60% 85% 56% Female 49% 48% 56% 57% 55% 51% 0% 61% 28% 55% 22% 14% Science ΑII 49% 22% 50% 16% 46% 24% 22% 23% Students CWD 23% 52% 47% 24% 16% 25% 15% 50% 24% 24% 24% 21% 17%

### STAAR Percent at Masters Grade Level

Male

Female 49%

50% 44%

22%

23%

18%

13%

33%

All Grade

7%

18%

44%

24%

24%

22%

23%

African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military All Subjects ΑII 18% 26% 36% 18% 39% 10% 23% 6% 25% Students 10% 10% 10% CWOD 23% 20% 23% 33% 20% 28% 33% 18% 40% 23% 7% 25% 21% 29% 26% EL 9% 8% 6% 6% 3% 7% 6% 4% 8% 12% 47% 38% 33% Male 20% 18% 24% 20% 26% 18% 25% 4% 24% 40% Female 22% 19% 20% 12% 18% 26% 33% 17% 40% 6% 21% 8% 20% 17% 20% 20% 16% 47% 24% 20% ΑII 19% 16% 22% 21% 27% 11% 23% 3% 21% Reading Students **CWD** 7% 11% 11% CWOD 20% 22% 29% 47% 23% 4% 22% 17% 23% 21% 17% 26% 7% 3% 3% 0% 4% 3% 0% 6% Male 16% 14% 24% 38% 22% 25% 17% 43% 9% 26% 0% 30% Female 22% 0% 16% 21% 10% Mathematics All 23% 23% 25% 47% 18% 32% 60% 22% 37% 10% 26% 10% 26% 24% 29% Students CWD 10% 10% 10% 7% 11% 10% 17% 0% **CWOD 25%** 50% 36% 38% 26% 13% 27% 28% 25% 26% 20% 23% 26% 13% 7% 13% EL 13% 10% 10% 10% 8% 11% 23% 26% 63% 18% 31% 22% 36% 17% 27% 8% 30% 23% 26% Male 38% 11% 24% 27% Female 24% 29% 19% 33% 21% 0% 26% 23% 10% 17% 9% 0% 6% 23% Science ΑII 22% 16% Students CWD 6% \* **CWOD 24%** 17% 11% 10% 0% 25% 11% 19% 4% FΙ 5% 4% 18% 33% 19% Male 23% 17% 17% Female 21% 15% 4% 0% 0% 5%

Part (iii): Academic Growth and Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score Reading											
All Students	66	68	66	67			*	*	62	*	67
CWD	*	*	*	*	-	-	_	_	*	*	*
CWOD	67	70	68	65	_	_	*	*	63	-	78
EL	67	-	64	*	-	-	-	-	67	*	67
Male	70	*	72	*	_	_	-	_	66	*	83
Female	62	*	60	75	_	_	*	*	60	*	*
Mathematics											
All Students	70	91	67	68	-	-	*	*	67	59	56
CWD	59	*	*	*	-	-	-	-	55	59	*
CWOD	71	90	70	65	-	-	*	*	69	-	63
EL	56	-	53	*	-	-	-	-	53	*	56
Male	71	83	71	63	-	-	-	-	66	*	*
Female	69	100	63	73	-	-	*	*	68	*	56

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

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort (	Graduation Rate	(Gr 9-12):	Class of 20	17									
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.

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Total EL in Class

Proficiency of EL

Rate of Proficiency

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

'-' Indicates zero observations reported for this group.

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

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

Student Success (Student Achie			Hispanic e: STAAR C	White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	52	64	49	54	-	*	*	*	49	*	*
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	_

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.

	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	N					Υ		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Υ	N					Υ		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ	N					Υ		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ	N					Υ		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		N
English Learner Language Profit Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	ciency Statu	s									42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	9270	9270	9270	9270	9270	9270	9270	9270	92%	9270	9270
Target Met	0.49/	94%	94%	94%	94%	0.40/	94%	0.40/	0.40/	0.40/	94%
Interim Goals (2028-2032) Target Met	94%					94%		94%	94%	94%	
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.

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.

					Two or		Non						
African		American		Pacific	More	Econ	Econ						
Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female N	Migrant

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

<sup>&#</sup>x27;n/a' Indicates the student group is not applicable to this report.

		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
Participation Rat	te	·		•													Ū
All Subjects	All Students	100%	100%	99%	100%	_	*	*	100%	99%	100%	100%	99%	100%	99%	100%	*
, oubjects	CWD	100%	*	100%	100%	-	_	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	_	*	*	100%	99%	100%	-	99%	100%	99%	100%	*
	EL	100%	-	100%	*	_	_	_	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	_	_	_	*	99%	100%	100%	99%	100%	99%	-	*
	Female	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students		100%	99%	100%	-	*	*	100%	99%	100%	100%	99%	100%	99%	100%	*
	CWD	100%	*	100%		-	-		*	100%	<del>.</del>	100%	<u>-</u>	100%	100%	100%	
	CWOD	99%	100%	99%	100%	-	*	*	*	99%	100%	-	99%	100%	99%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	-	-	-	*	98%	100%	100%	99%	100%	99%	-	*
	Female	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	100%	99%	100%	-	*	*	100%	99%	100%	100%	99%	100%	99%	100%	*
	CWD	100%	*	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	-	*	*	*	99%	100%	-	99%	100%	99%	100%	*
	EL	100%	_	100%	*	-	-	_	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	_	_	_	*	98%	100%	100%	99%	100%	99%	_	*
	Female	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	_	_	*	*	100%	100%	*	100%	100%	100%	100%	_
	CWD	*	*	*	*	_	_	_	-	*	*	*	-	-	*	*	-
	CWOD	100%	100%	100%	100%	-	-	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	_	-	100%	-	-	100%	100%	*	*	-
	Male	100%	*	100%	*	_	_	_	_	100%	100%	*	100%	*	100%	_	_
	Female	100%	*	100%	100%	-	_	*	*	100%	*	*	100%	*	-	100%	_
Non-Participatio		,		10070	10070					10070			10070			10070	
All Subjects	All Students	0%	0%	1%	0%		*	*	0%	1%	0%	0%	1%	0%	1%	0%	*
All Subjects	CWD	0%	*	0%	0%	-	_	_	*	0%	*	0%	-	0%	0%	0%	_
	CWOD	1%	0%	1%	0%	-	*	*	0%	1%	0%	0 70	1%	0%	1%	0%	*
					*	-					U /0 *	_		0%			
	EL	0%	- 00/	0%		-	-	-	*	0%	00/	0%	0%		0%	0%	-
	Male	1%	0%	1%	0%	-	-	-		1%	0%	0%	1%	0%	1%	-	
	Female	0%	0%	0%	0%	-		-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students		0%	1%	0%	-	*	*	0%	1%	0%	0%	1%	0%	1%	0%	*
	CWD	0%	*	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	-	*	*	*	1%	0%	-	1%	0%	1%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	-	-	-	*	2%	0%	0%	1%	0%	1%	-	*
	Female	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	0%	_	*	*	0%	1%	0%	0%	1%	0%	1%	0%	*
maaromaaoo	CWD	0%	*	0%	*	_	_	_	*	0%	*	0%	-	0%	0%	0%	_
	CWOD	1%	0%	1%	0%	_	*	*	*	1%	0%	-	1%	0%	1%	0%	*
	EL	0%	-	0%	*	_	_	_	_	0%	*	0%	0%	0%	0%	0%	_
	Male	1%	0%	2%	0%				*	2%	0%	0%	1%	0%	1%	070	*
	Female	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Caiamaa		00/	00/		00/			*	*	00/	00/		00/	00/	00/	00/	
Science	All Students CWD	0% *	0% *	0% *	0% *	-	-	-	-	0% *	0% *	*	0% -	0% -	0% *	0% *	-
	CWOD	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-
	Male	0%	*	0%	*	_	_	-	-	0%	0%	*	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	*	*	0%	*	*	0%	*	-	0%	-

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

Part (viii): Civil Rights Data

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

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

Indicates zero observations reported for this group.

		Total	African			Indian or Alaska			Two or More		Students with Disabilitie	es
School-Related Arrests		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities (Section 5	J4)
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Iotai											
Referrals to Law Efficient	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	rotai											
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
56 111 56	Total	*	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement		*	*	*	*	*	*	*	*	*		
	Male .	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
AH 04 1 4	Total	•	^	•	•	•	•	•	•	•	•	
All Students												
Chronic Absenteeism	Mala	*	*	*	*	*	*	*	*	*	* *	
	Male		*		*	*	*	*	*	*	* *	
	Female	10 14	*	8 10	*	*	*	*	*	*	* *	
	Total	14		10	**		**	**	*			

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

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
1 1000H0011 Togramo	Male	32	*	23	5	*	*	*	*	*	8
	Female	14	*	8	*	*	*	*	*	*	*
	Total	46	*	31	7	*	*	*	*	*	10
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

- Indicates results are masked due to small numbers to protect student confidentiality.
- 1\*\*1 When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). ...
- Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 5.0	Percent 15.6%
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	1.2	4.0%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,019	1%	88	2%	-	-
Mathematics	6,020	1%	88	2%	-	-
Grade 4 Reading	6,061	1%	66	2%	-	-
Mathematics	6,056	1%	66	2%	-	-
Grade 5 Reading	6,162	2%	82	2%	-	-
Mathematics	6,160	1%	82	2%	-	-
Science	6,164	1%	82	2%	-	-
Grade 6 Reading	5,678	1%	60	2%	-	-
Mathematics	5,677	1%	60	1%	-	-
Grade 7 Reading	5,298	1%	55	1%	-	-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	-
Algebra I	4,884	1%	41	1%	-	-
Biology	4,861	1%	44	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
All Grades All Subjects	99,020	1%	1,084	1%	-	-
Reading	43,730	1%	468	1%	-	-
Mathematics	39,178	1%	441	2%	-	-
Science	16,112	1%	175	1%	-	-

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

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

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

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

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

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

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

Subject Student Group % Grade

Indicates reporting standards not met.

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

#### Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018