# **Texas Education Agency**

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

Campus Name: MARBLE FALLS H S Campus ID: 027904001 District Name: MARBLE FALLS ISD

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	(Current & Former)
Academic Perfor	mance (At Meets Grade Level o	or Above)										
Reading/ELA  Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 60% 66% 73% 80% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 82% 85% 85%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 51% 69% 77%	33% 33% 43% 55% 67% 36% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48%	29% 29% 39% 52% 65% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32		33.0	.0%	30%	, 0, 3	01.0	1070		30%	3278	41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate^ Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

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%
	SQSS: College, Career, and Military Readiness	30%

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

À 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.

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)

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		State	District	Campus		Hispani	c White							CWD	CWOD	EL	Male	Female M	igrant	Homeless		
AAR Perc	ent at App	roach	es Gra	de Lev	el or A	bove																
End of Cou																						
English I	All Students	66%	62%	63%	63%	54%	73%	*	*	*	80%	53%	80%	29%	69%	25%	56%	71%	-	*	38%	*
	CWD	27%	29%	29%	*	23%	38%	-	*	-	-	22%	57%	29%	-	6%	28%	30%	-	*	*	-
	CWOD	71%	68%	69%	71%	61%	77%	*	*	*	80%	60%	82%	-	69%	30%	62%	77%	-	*	50%	*
	EL	34%	25%	25%	-	25%	-	-	*	-	-	25%	30%	6%	30%	25%	19%	34%	-	-	-	-
	Male	60%	56%	56%	50%	47%	66%	*	*	*	*	47%	71%	28%	62%		56%	-	-	*	20%	-
	Female	73%	71%	71%	*	63%	82%	-	*	*	71%	59%	91%	30%	77%	34%	-	71%	-	*	*	*
English II	All Students	67%	58%	59%	43%	48%	72%	*	*	-	67%	48%	75%	18%	67%	21%	55%	64%	*	67%	*	*
	CWD	27%	18%	18%	*	16%	27%	-	-	-	*	18%	18%	18%	-	10%	15%	21%	-	*	-	-
	CWOD	72%	66%	67%	60%	57%	77%	*	*	-	80%	56%	81%	-	67%	23%	63%	72%	*	60%	*	*
	EL	30%	21%	21%	-	22%	-	-	*	-	-	17%	57%	10%	23%	21%	19%	24%	*	-	-	-
	Male	62%	55%	55%	60%	50%	63%	*	*	-	*	47%	66%	15%	63%	19%	55%	-	-	*	*	-
	Female	73%	62%	64%	*	46%	83%	-	*	-	*	50%	88%	21%	72%	24%	-	64%	*	*	*	*
Algebra I	All Students	83%	67%	61%	*	60%	62%	-	*	*	63%	55%	75%	39%	66%	49%	56%	68%	*	*	33%	*
	CWD	52%	38%	39%	*	36%	37%	-	*	_	*	34%	58%	39%	-	29%	42%	35%	-	*	*	_
	CWOD	87%	72%	66%	*	66%	66%	-	*	*	57%	60%	77%	-	66%		59%	74%	*	-	*	*
	EL	73%	51%	49%	-	48%	-	-	*	-	-	48%	67%	29%	53%		44%	56%	*	-	-	-
	Male	79%	61%	56%	*	57%	53%	-	*	-	*	50%	69%	42%	59%	44%	56%	-	-	-	*	-
	Female	88%	74%	68%	*	64%	72%	-	*	*	67%	61%	82%	35%	74%	56%	-	68%	*	*	*	*
Biology	All Students	87%	82%	83%	80%	77%	90%	*	80%	*	100%	77%	92%	41%	89%	57%	77%	89%	*	*	*	*
	CWD	60%	40%	41%	*	31%	62%	-	*	_	*	38%	50%	41%	_	18%	36%	48%	_	-	_	_
	CWOD	90%	88%	89%	*	85%	92%	*	*	*	100%	84%	95%	-	89%		83%	95%	*	*	*	4
	EL	68%	57%	57%	-	58%	-	-	*	_	-	58%	50%	18%	65%		44%	72%	*	-	-	_
	Male	84%	76%	77%	*	71%	84%	*	*	*	*	69%	87%	36%	83%	44%		-	_	*	*	_
	Female	90%	88%	89%	*	83%	96%	-	*	*	100%	84%	98%	48%	95%	72%		89%	*	*	*	*
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nd of Cou English I English II	All Students CWD CWOD EL Male Female All Male Female All Male All Male Male Male Male Male Male Male	48% 15% 53% 14% 42% 56% 48% 11% 42% 55% 59% 24% 63% 53%	43% 14% 48% 7% 37% 51% 37% 5% 43% 1% 42% 31% 12% 34% 17% 17%	44% 14% 49% 7% 52% 38% 6% 45% 2% 34% 44% 25%	50%  * 57% - 33%  * 14%  * 20% - 20%  *	9% 39% 6% 28% 41% 26% 4% 32% 25% 28% 23% 7% 27% 15% 21%	19% 60% - 48% 66% 55% 13% 59% - 47% 64% 28% 16% 30% - 27%	*		* * * * * * * * * * * * * * * * * * * *	50% - 43% 33% - 40% 25%	11% 36% 4% 47% 36% 25% 8% 29% 22% 28% 19% 9% 42% 14% 18%	29% 69% 30% 56% 78% 58% 0% 64% 0% 49% 71% 38% 25% 39% 33% 36%	14% - 6% 16% 11% 6% - 0% 3% 10% 13% - 7% 16%	49% 7% 42% 58% 45% 45% 2% 40% 50% 28%	6% 7% 7% 2% 14% 2% 0% 2% 0% 3% 16% 7%	16% 42% 2% 37% - 34% 3% 40% 0% 34% - 23% 16% 25% 7% 23%	11% 58% 14% - 52% 44% 10% 50% 3% - 44% 27% 8% 31% 28%	* * * * * * * * * * * * * * * * * * * *	*	* 33% - 20% * * * - * * * *	-
ind of Cou English I English II	All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  All Students CWD CWOD EL CWD CWOD EL MALE FEMALE CWD CWOD EL CWD CWOD EL CWOD EL	48% 15% 53% 14% 42% 56% 48% 16% 52% 11% 42% 55% 59% 24% 63% 40%	43%  14% 48% 7% 51%  37%  5% 43% 1% 32% 42%  31%  12% 34% 17%	44% 14% 49% 7% 37% 52% 38% 6% 45% 2% 34% 44% 25% 13% 28% 16% 23%	50%	9% 39% 6% 28% 41% 26% 4% 32% 25% 28% 23% 7% 27% 15%	19% 60% -48% 66% 55% 13% 59% -47% 64% 28% 16% 30%	* * * * * * * * * * * * * * * * * * * *	· · · · · · · · · · · · · · · · · · ·	* * * * * * * * * * * * * * * * * * * *	50% - 43% 33% - 40% - * *	11% 36% 4% 47% 36% 25% 8% 29% 22% 22% 19% 9% 42% 14%	29% 69% 30% 56% 78% 58% 0% 64% 0% 49% 71% 38% 25% 39% 33%	14% - 6% 16% 11% 6% - 0% 3% 10% 13% - 7%	49% 7% 42% 58% 45% 45% 2% 40% 50% 28%	6% 7% 7% 2% 14% 2% 0% 2% 0% 3% 16% 7% 28%	16% 42% 2% 37% - 34% 3% 40% 0% 34% - 23% 16% 25% 7% 23%	11% 58% 14% - 52% 44% 10% 50% 3% - 44% 27% 8% 31%		*	* 33% - 20% * * * - * * * *	-
ind of Cou English I English II	All Students CWD CWOD EL Male Female	48% 15% 53% 14% 42% 56% 48% 16% 52% 11% 42% 55% 59% 24% 63% 40% 53% 65%	43% 14% 48% 7% 51% 37% 55% 43% 1% 32% 42% 31% 12% 34% 17% 27% 36%	44% 14% 49% 7% 52% 38% 6% 45% 22% 34% 44% 25% 13% 25% 16% 23% 27%	50%  * 57%	9% 39% 6% 28% 41% 26% 2% 25% 28% 23% 7% 15% 21% 25%	19% 60% - 48% 66% 55% 13% 59% - 47% 64% 28% 16% 30% - 27% 28%	*		* * * * * * * * * * * * * * * * * * * *	50% - 43% 33% - 40% - * 25% - 33%	11% 36% 4% 27% 36% 25% 8% 29% 22% 28% 19% 22% 14% 18% 22%	29% 69% 30% 56% 78% 58% 0% 64% 0% 49% 71% 38% 25% 39% 36% 39%	14% - 6% 6% 11% 6% - 0% 3% 10% 13% - 7% 6% 8%		6% 7% 7% 2% 14% 2% 0% 2% 0% 3% 16% 7% 28%	16% 42% 2% 37% - 34% 3% 40% 0% 34% - 23% 16% 25% 7% -	11% 58% 14% - 52% 44% 10% 50% 3% - 44% 27% 8% 31% 28% - 27%		*	* 33% - 20% * * * - * * * *	* * * * * * * * * *
nd of Cou	All Students CWD CWOD 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	48% 15% 53% 14% 42% 56% 48% 16% 52% 11% 42% 55% 59% 24% 63% 40% 53% 65%	43% 14% 48% 7% 51% 37% 55% 43% 1% 32% 42% 31% 12% 34% 17% 27% 36%	44% 14% 49% 7% 52% 38% 6% 45% 22% 34% 44% 25% 13% 25% 16% 23% 27%	50%  * 57%	9% 39% 6% 28% 41% 26% 2% 25% 28% 23% 7% 15% 21% 25%	19% 60% - 48% 66% 55% 13% 59% - 47% 64% 28% 16% 30% - 27% 28%	*	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	50% - 43% 33% - 40% - * 25% - 33%	11% 36% 4% 27% 36% 25% 8% 29% 22% 28% 19% 22% 14% 18% 22%	29% 69% 30% 56% 78% 58% 0% 64% 0% 49% 71% 38% 25% 39% 36% 39%	14% - 6% 6% 11% 6% - 0% 3% 10% 13% - 7% 6% 8%		6% 7% 7% 2% 14% 2% 0% 2% 0% 3% 16% 7% 28%	16% 42% 2% 37% - 34% 3% 40% 0% 34% - 23% 16% 25% 7% -	11% 58% 14% - 52% 44% 10% 50% 3% - 44% 27% 8% 31% 28% - 27%	* * * * * * * * * * * * * * * * * * * *	*	* 33% - 20% * * * - * * * *	-

		State	District	Campus	Afr s Amer	Hispani	c White	Amei Ind		Pac Isl		Econ Disadv	Non Econ Disadv	CWD	CWOD	) EL	Male	Female	Migrant	Homeless	Foster Care	
	EL	24%	6%	6%	-	6%	-	-	*		-	4%	33%	0%	8%	6%	0%	14%	*	-	-	-
	Male Female	58% 62%	51% 59%	52% 60%	*	37% 48%	70% 73%	-	*	*	71%	37% 45%	73% 81%	11% 22%	58% 64%	0% 14%	52% -	60%	*	*	*	*
TAAR Perce		ters G	rade L	.evel																		
End of Cours English I	se All	10%	7%	7%	0%	3%	13%	*	*	*	0%	2%	15%	4%	7%	0%	5%	8%	_	*	0%	*
Liigiisii i	Students	1070	1 /0	1 /0		370	1070				0 70	270	1370	770	7 70	0 70	370	070	_		0 70	
	CWD	3%	4%	4%	*	2%	10%	-	*	-	-	3%	7%	4%	-	0%	6%	0%	-	*	*	
	EL	11% 1%	7% 0%	7% 0%	0%	3% 0%	13%	_	*	_	0%	1% 0%	16% 0%	0%	7% 0%	0% 0%	5% 0%	9% 0%	-	_	0%	
	Male	7%	5%	5%	0%	1%	11%	*	*	*	*	2%	12%	6%	5%	0%	5%	-	-	*	0%	
	Female	14%	8%	8%	*	4%	15%	-	*	*	0%	1%	20%	0%	9%	0%	-	8%	-	*	*	
English II	All Students	8%	3%	4%	0%	1%	6%	*	*	-	0%	0%	8%	1%	4%	0%	3%	5%	*	0%	*	
	CWD	4%	1%	1%	*	0%	7%	-	-	-	*	2%	0%	1%	-	0%	0%	3%	-	*	-	
	CWOD	8% 0%	4%	4%	0%	2%	6%	*	*	-	0%	0%	9% 0%	- 00/	4% 0%	0%	3%	5%	*	0%	*	
	EL Male	6%	0% 2%	0% 3%	0%	0% 2%	3%	*	*	-	*	0% 0%	6%	0% 0%	0% 3%	0% 0%	0% 3%	0%	_	*	*	
	Female	10%	5%	5%	*	1%	9%	-	*	-	*	1%	12%	3%	5%	0%	-	5%	*	*	*	
Algebra I	All Students	36%	14%	10%	*	10%	9%	-	*	*	13%	8%	14%	5%	11%	5%	10%	9%	*	*	17%	
	CWD	9%	5%	5%	*	2%	5%	-	*	-	*	4%	8%	5%		0%	8%	0%	-	*	*	
	CWOD	39%	15%	11%	*	12%	10%	-	*	*	14%	9%	15%	- 00/	11%	6%	10%	11%	*	-	*	
	EL Male	19% 31%	6% 12%	5% 10%	*	5% 10%	10%	-	*	-	*	4% 7%	17% 16%	0% 8%	6% 10%	5% 2%	2% 10%	9%	-	-	*	
	Female	40%	16%	9%	*	10%	8%	-	*	*	17%	8%	12%	0%	11%	9%	-	9%	*	*	*	
Biology	All Students	24%	17%	17%	40%	9%	28%	*	40%	*	0%	9%	30%	6%	19%	0%	22%	13%	*	*	*	
	CWD	6%	5%	6%	*	3%	8%	-	*	-	*	8%	0%	6%	-	0%	4%	9%	-	-	-	
	CWOD	26% 4%	19%	19%	*	10%	30%	*	*	*	0%	9% 0%	32% 0%	- 0%	19% 0%	0%	25%	14%	*	*	*	
	EL Male	24%	0% 21%	0% 22%	*	0% 9%	39%	*	*	*	*	11%	36%	0% 4%	25%	0% 0%	0% 22%	0% -	_	*	*	
	Female	25%	13%	13%	*	8%	18%	-	*	*	0%	7%	22%	9%	14%	0%	-	13%	*	*	*	
AAR Perce Ill Grades All Subjects	All Students	77%	72%	67%	61%	59%	75%	*		100%	79%	58%	81%	31%	73%		61%	74%	*	67%	48%	8
	CWD	46% 81%	39% 78%	31% 73%	0% 78%	26% 67%	41% 79%	*	100% 67%	- 100%	81%	27% 65%	44% 85%	31%	73%		30% 67%	33% 80%	-	* 82%	53%	8
	EL	62%	52%	38%	-	37%	1970	-	50%	-	-	36%	48%	16%	42%		31%	46%	*	-	-	0
	Male	74%	69%	61%	53%	55%	68%	*	70%	*	70%	53%	73%	30%	67%	31%		-	-	63%	33%	_
	Female	80%	75%	74%	71%	64%	84%	-	86%	*	83%	64%	91%	33%	80%	46%	-	74%	*	71%	67%	8
Reading	All Students	73%	69%	61%	53%	51%	73%	*	75%	*	75% *	51%	78%	23%	68%		56%	68%	*	70%	36%	
	CWD	39% 78%	35% 75%	23% 68%	* 67%	19% 60%	33% 77%	*	67%	*	80%	20% 58%	35% 82%	23%	- 68%		22% 63%	25% 75%	*	* 75%	44%	
	EL	54%	46%	23%	-	23%	-	_	*	-	-	21%	41%	8%	27%		19%	30%	*	-	-	
	Male	69%	66%	56%	55%	48%	65%	*	60%	*	60%	47%	69%	22%	63%		56%	-	:	67%	14%	
	Female	78%	73%	68%		55%	83%	-	•		82%	55%	90%	25%	75%	30%	-	68%		•		
Mathematics	Students	81%	73%	61%	*	60%	62%	-	*	*	63%	55%	75%	39%	66%	49%	56%	68%	*	*	33%	
	CWD	53%	44%	39%	*	36%	37%	-	*	-	*	34%	58%	39%	-		42%	35%	-	*	*	
	CWOD EL	84% 72%	78% 60%	66% 49%	*	66% 48%	66%	-	*	*	57%	60% 48%	77% 67%	- 29%	66% 53%		59% 44%	74% 56%	*	-	*	
	Male	79%	72%	56%	*	57%	53%	-	*		*	50%	69%	42%	59%		56%	-	-	-	*	
	Female	82%	75%	68%	*	64%	72%	-	*	*	67%	61%	82%	35%	74%	56%	-	68%	*	*	*	
Science	All Students	80%	77%	83%	80%	77%	90%	*	80%	*	100%	77%	92%	41%	89%	57%	77%	89%	*	*	*	
	CWD	51%	37%	41%	*	31%	62%	-	*	-	*	38%	50%	41%	-	18%	36%	48%	-	-	-	
	CWOD	84%	83%	89%	*	85%	92%	*	*	*	100%	84%	95%	-	89%		83%	95%	*	*	*	
	EL Male	61% 79%	52% 72%	57% 77%	*	58% 71%	84%	*	*	*	*	58% 69%	50% 87%	18% 36%	65% 83%		44% 77%	72%	*	*	*	
		81%	81%	89%	*	83%	96%	-	*	*	100%	84%	98%	48%	95%	72%		89%	*	*	*	
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ΓAAR Perce	nt at Mee	15 016				31%	5E0/	*	6E0/	60%	44%	29%	62%	12%	47%	Ω0/.	37%	170/	*	53%	29%	c
All Grades			420/	420/	300/		55%		65%	00%	44%				41%			47%	-	J3%	∠9%	8
	All Students	49%	42%	42%	39%																	
All Grades	All Students CWD	49% 24%	18%	12%	0%	7%	20%	-	100%		* //Ω0/:	10% 34%	18% 66%	12%	170/		12%	13% 53%	*	* 640/	* 35%	0
All Grades	All Students	49%	18% 46%	12% 47%		7% 37%	20% 58%	*	50%	- 60% -	* 48% -	34%	66%	-	47% 9%	9%	42%	53%	*	* 64% -	* 35%	8
All Grades	All Students CWD CWOD EL Male	49% 24% 52% 29% 47%	18% 46% 18% 39%	12% 47% 8% 37%	0% 50% - 29%	7% 37% 7% 28%	58% - 50%	*	50% 33% 50%	60% - *	30%	34% 6% 26%	66% 24% 55%	- 4% 12%	9% 42%	9% 8% 2%	42% 2% 37%	53% 15% -	- * *	50%	35% - 17%	
All Grades	All Students CWD CWOD EL	49% 24% 52% 29% 47%	18% 46% 18%	12% 47% 8%	0% 50% -	7% 37% 7%	58%	-	50% 33%		-	34% 6%	66% 24%	- 4%	9%	9% 8%	42% 2% 37%	53% 15%	- * * - *	-	35% -	
All Grades	All Students CWD CWOD EL Male Female	49% 24% 52% 29% 47%	18% 46% 18% 39%	12% 47% 8% 37%	0% 50% - 29%	7% 37% 7% 28%	58% - 50%	*	50% 33% 50%	60% - *	30%	34% 6% 26%	66% 24% 55%	- 4% 12%	9% 42%	9% 8% 2% 15%	42% 2% 37%	53% 15% -	- * * - *	50%	35% - 17%	
All Grades All Subjects	All Students CWD CWOD EL Male Female	49% 24% 52% 29% 47% 52%	18% 46% 18% 39% 44%	12% 47% 8% 37% 47%	0% 50% - 29% 57%	7% 37% 7% 28% 36%	58% - 50% 60%	*	50% 33% 50% 86%	60% - *	30% 50%	34% 6% 26% 33%	66% 24% 55% 71%	- 4% 12% 13%	9% 42% 53%	9% 8% 2% 15%	42% 2% 37% -	53% 15% - 47%	* * * *	50% 57%	35% - 17% 44%	8
All Grades All Subjects	All Students CWD CWOD EL Male Female All Students	49% 24% 52% 29% 47% 52%	18% 46% 18% 39% 44%	12% 47% 8% 37% 47%	0% 50% - 29% 57%	7% 37% 7% 28% 36%	58% - 50% 60% 55%	*	50% 33% 50% 86% 63%	60% - *	30% 50% 44%	34% 6% 26% 33% 28%	66% 24% 55% 71% 62%	- 4% 12% 13% 10%	9% 42% 53%	9% 8% 2% 15% 5%	42% 2% 37% - 36%	53% 15% - 47% 48%	- * - * *	50% 57% 50%	35% - 17% 44% 27%	

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	Female	51%	45%	48%	*	35%	65%	-	*	*	45%	33%	75%	11%	55%	9%	- IVIAIE	48%	*	*	*	*
	1 Omaio	0170	4070	4070		0070	0070				4070	0070	1070	1170	0070	0 70		4070				
Mathematics		51%	40%	25%	*	23%	28%	-	*	*	25%	19%	38%	13%	28%	16%	23%	27%	*	*	17%	*
,	Students				*						*											
	CWD	26%	20%	13%	*	7%	16%	-	*	-		9%	25%	13%		7%	16%	8%	-	*	*	-
	CWOD	54%	43%	28%		27%	30%	-	*	*	29%	22%	39%		28%		25%	31%	*	-	*	*
	EL	37%	22%	16%	*	15%	-	-		-	-	14%	33%	7%	18%	16%		28%	*	-	-	-
	Male	50% 51%	39% 40%	23% 27%	*	21% 25%	27% 28%	-	*	*	33%	18% 22%	36% 39%	16% 8%	25% 31%	7% 28%	23%	- 27%	*	*	*	*
	Female	51%	40%	21%		25%	20%	-			33%	2270	39%	070	3170	20%	-	21%				
Science	All Students	53%	46%	56%	60%	42%	72%	*	80%	*	60%	41%	77%	16%	61%	6%	52%	60%	*	*	*	*
`	CWD	25%	20%	16%	*	9%	31%		*		*	13%	25%	16%		0%	11%	22%				
	CWD	56%	50%	61%	*	49%	75%	*	*	*	67%	46%	80%	1070	61%	8%	58%	64%	*	*	*	*
	EL	26%	13%	6%	_	6%		_	*	_	-	4%	33%	0%	8%	6%	0%	14%	*	_	_	_
	Male	53%	44%	52%	*	37%	70%	*	*	*	*	37%	73%	11%	58%	0%	52%	-	_	*	*	_
	Female		47%	60%	*	48%	73%	-	*	*	71%	45%	81%	22%	64%	14%	-	60%	*	*	*	*
TAAR Percer	nt at Mas	ters C	Frade L	_evel																		
All Grades																						
All Subjects	All	23%	17%	9%	9%	5%	14%	*	24%	40%	3%	4%	17%	4%	10%	1%	9%	9%	*	20%	10%	0%
,	Students																					
	CWD	8%	6%	4%	0%	2%	8%	-	40%	-	*	4%	4%	4%	-	0%	5%	3%	-	*	*	-
	CWOD	25%	18%	10%	11%	6%	15%	*	17%	40%	3%	5%	19%	. <del>.</del> .	10%	2%	10%	10%	*	27%	12%	0%
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	Male	22%	16%	9%	6%	5%	16%	*	20%	*	0%	5%	17%	5%	10%	1%	9%		-	13%	8%	
	Female	24%	17%	9%	14%	6%	13%	-	29%	*	4%	4%	17%	3%	10%	2%	-	9%	*	29%	11%	0%
Reading	All Students	20%	16%	5%	0%	2%	10%	*	13%	*	0%	1%	12%	3%	6%	0%	4%	7%	*	10%	0%	*
	CWD	7%	5%	3%	*	1%	8%	-	*	-	*	3%	3%	3%	-	0%	3%	2%	-	*	*	-
	CWOD	22%	18%	6%	0%	2%	10%	*	17%	*	0%	1%	13%	-	6%	0%	4%	8%	*	13%	0%	*
	EL	8%	4%	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*	-	-	-
	Male	17%	14%	4%	0%	1%	7%	*	0%	*	0%	1%	9%	3%	4%	0%	4%	-	-	0%	0%	-
	Female	23%	19%	7%	*	3%	12%	-	*	*	0%	1%	16%	2%	8%	0%	-	7%	*	*	*	*
Mathematics	All Students	26%	17%	10%	*	10%	9%	-	*	*	13%	8%	14%	5%	11%	5%	10%	9%	*	*	17%	*
	CWD	11%	6%	5%	*	2%	5%	-	*	-	*	4%	8%	5%	-	0%	8%	0%	-	*	*	-
	CWOD	28%	19%	11%	*	12%	10%	-	*	*	14%	9%	15%	-	11%	6%	10%	11%	*	-	*	*
	EL	16%	8%	5%	-	5%	-	-	*	-		4%	17%	0%	6%	5%	2%	9%	*	-	-	-
	Male	25%	18%	10%	*	10%	10%	-	*	-	*	7%	16%	8%	10%	2%	10%	-	-	-	*	-
	Female	26%	15%	9%	*	10%	8%	-	*	*	17%	8%	12%	0%	11%	9%	-	9%	*	*	*	*
Science	All Students	24%	17%	17%	40%	9%	28%	*	40%	*	0%	9%	30%	6%	19%	0%	22%	13%	*	*	*	*
`	CWD	8%	8%	6%	*	3%	8%	_	*	_	*	8%	0%	6%	_	0%	4%	9%	_	_	_	_
	CWOD	26%	19%	19%	*	10%	30%	*	*	*	0%	9%	32%	-	19%	0%	25%	14%	*	*	*	*
	EL	7%	2%	0%	_	0%	-	_	*	_	-	0%	0%	0%	0%	0%	0%	0%	*	_	_	_
	Male	25%	19%	22%	*	9%	39%	*	*	*	*	11%	36%	4%	25%	0%	22%	-	_	*	*	_
					*	8%	18%		*	*	0%	7%	22%	9%	14%	0%		13%	*	*	*	*
	Female	2.5%	15%	13%																		

## 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	68	*	74	62	*	*	-	40	67	72	64
CWD	72	-	72	71	-	-	-	-	74	72	67
CWOD	68	*	74	61	*	*	-	40	65	-	63
EL	64	-	64	-	-	-	-	-	57	67	64
Male	67	*	68	65	*	*	-	*	62	65	57
Female	69	-	81	58	-	*	-	*	71	81	73
Mathematics											
All Students	42	*	45	37	-	*	*	42	39	32	35
CWD	32	-	28	32	-	*	-	-	25	32	0
CWOD	43	*	47	38	-	-	*	42	41	-	42
EL	35	-	35	-	-	-	-	-	34	0	35
Male	39	*	43	35	-	*	-	*	35	36	21
Female	44	*	47	39	_	_	*	50	42	25	50

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

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

								Two or					
	All	African			American		Pacific	More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Cla	ss of 201	8								
All Students	96.7%	100.0%	93.9%	98.4%	100.0%	100.0%	-	100.0%	95.3%	82.6%	75.0%	100.0%	100.0%
CWD	82.6%	100.0%	80.0%	81.8%	-	-	-	100.0%	87.5%	82.6%	-	100.0%	-
CWOD	98.2%	100.0%	95.5%	100.0%	100.0%	100.0%	-	100.0%	96.5%	-	75.0%	100.0%	100.0%
EL	75.0%	-	71.4%	-	-	100.0%	-	-	71.4%	-	75.0%	-	-
Male	95.8%	100.0%	91.5%	98.3%	100.0%	100.0%	-	100.0%	93.8%	80.0%	80.0%	100.0%	-
Female	97.6%	100.0%	96.2%	98.5%	100.0%	100.0%	-	100.0%	96.9%	84.6%	66.7%	100.0%	100.0%
'*' Indicates results are ma '-' Indicates there are no s '^' Ever EL in grades 9-12			mbers to pr	otect stud	lent confide	ntiality.							

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
	123	8	7%
'A' '*'	Indicates data reporting does not n Indicates results are masked due to Indicates zero observations reporte	small numbers to protect student con	fidentiality.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achi	evement Dor	nain Score	: STAAR Co	omponen	t Only)						
STAAR Component Score	39	36	32	48	*	55	67	42	30	16	16
School Quality (College, Career	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	72%	86%	69%	75%	*	*	*	*	72%	64%	50%
"" Indicates results are maske '-' Indicates there are no stude			o protect stu	ıdent con	fidentiality.						

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

	All	African			American		Pacific	Two or More	Econ		,
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N	N					N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		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	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
	Ň		N	N					N	N	N

36%

Interim Goals (2018-2022)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Target Met			•								N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
ederal Graduation Status^											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N	N					N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N	N					N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N	N					N		

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.

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).

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)

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	Americar	Hispanic	White			Islander				CWD	CWOD	EL	Male	Female	Migrar
articipation R	ate																
All Subjects	All Students	99%	96%	99%	99%	*	100%	100%	100%	99%	100%	98%	99%	100%	99%	99%	*
	CWD	98%	100%	99%	97%	_	100%	_	*	98%	100%	98%	_	98%	99%	98%	_
	CWOD	99%	95%	99%	100%	*	100%	100%	100%	99%	100%	-	99%	100%	100%	99%	*
	EL	100%	-	100%	10070	_	100%	-	-	100%	100%	98%	100%	100%	99%	100%	*
	Male	99%	100%	100%	99%	*	100%	*	100%	99%	100%	99%	100%	99%	99%	10070	
	Female	99%	86%	99%	99%	_	100%	*	100%	99%	100%	98%	99%	100%	9970	99%	*
Reading	All Students	99%	93%	100%	99%	*	100%	*	100%	99%	100%	100%	99%	100%	99%	99%	*
	CWD	100%	*	100%	100%	-	*	_	*	100%	100%	100%	_	100%	100%	100%	_
	CWOD	99%	92%	100%	99%	*	100%	*	100%	99%	100%	_	99%	100%	99%	99%	*
	EL	100%	-	100%	-	_	*	_	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	100%	100%	99%	*	100%	*	100%	99%	100%	100%	99%	100%	99%	-	_
	Female	99%	*	100%	99%	_	*	*	100%	99%	100%	100%	99%	100%	-	99%	*
Mathematics	All Students	99%	*	99%	98%	-	*	*	100%	98%	100%	94%	100%	99%	99%	98%	*
	CWD	94%	*	95%	89%	-	*	-	*	93%	100%	94%	-	93%	95%	93%	-
	CWOD	100%	*	99%	100%	-	*	*	100%	99%	100%	-	100%	100%	100%	99%	*
	EL	99%	-	99%	-	-	*	-	-	99%	100%	93%	100%	99%	98%	100%	*
	Male	99%	*	99%	98%	-	*	_	*	99%	100%	95%	100%	98%	99%	_	_
	Female	98%	*	98%	98%	-	*	*	100%	97%	100%	93%	99%	100%	-	98%	*
Science	All	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	*
	Students																
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	100%		100%	-
	CWOD	100%	*	99%	100%	*	*	*	100%	100%	100%	-	100%	100%		99%	*
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	99%	100%	-	*	*	100%	99%	100%	100%	99%	100%	-	100%	*
on-Participati	on Rate																
All Subjects	All	1%	4%	1%	1%	*	0%	0%	0%	1%	0%	2%	1%	0%	1%	1%	*
	Students	20/	00/	40/	20/		00/	_	*	20/	00/	20/		20/	40/	20/	
	CWD	2%	0%	1%	3%	*	0%	_		2%	0%	2%	-	2%	1%	2%	- *
	CWOD	1%	5%	1%	0%		0%	0%	0%	1%	0%	-	1%	0%	0%	1%	
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	2%	0%	0%	1%	0%	*
	Male	1%	0%	0%	1%	*	0%	*	0%	1%	0%	1%	0%	1%	1%	-	-
	Female	1%	14%	1%	1%	-	0%	*	0%	1%	0%	2%	1%	0%	-	1%	*
Reading	All Students	1%	7%	0%	1%	*	0%	*	0%	1%	0%	0%	1%	0%	1%	1%	*
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	8%	0%	1%	*	0%	*	0%	1%	0%	-	1%	0%	1%	1%	*
	EL	0%	-	0%	-	_	*	_	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	0%	0%	1%	*	0%	*	0%	1%	0%	0%	1%	0%	1%	-	_
	Female	1%	*	0%	1%	-	*	*	0%	1%	0%	0%	1%	0%	-	1%	*
Mathematics		1%		1%	2%				0%	2%	0%	6%	0%	1%	1%	2%	

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	America	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migran
	All																
	Students																
	CWD	6%	*	5%	11%	-	*	-	*	7%	0%	6%	-	7%	5%	7%	-
	CWOD	0%	*	1%	0%	-	*	*	0%	1%	0%	-	0%	0%	0%	1%	*
	EL	1%	-	1%	-	-	*	-	-	1%	0%	7%	0%	1%	2%	0%	*
	Male	1%	*	1%	2%	-	*	-	*	1%	0%	5%	0%	2%	1%	-	-
	Female	2%	*	2%	2%	-	*	*	0%	3%	0%	7%	1%	0%	-	2%	*
Science	All	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	1%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	1%	*
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	1%	0%	_	*	*	0%	1%	0%	0%	1%	0%	-	0%	*

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)

		Total	African			Indian or Alaska		Pacific	Two or More		w Students Disab	dents ith oilities ction
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL		04)
Students Without Disabilities	i											
In-School Suspensions												
	Male	144	5	56	77	2	2	0	2	14		
	Female	88	2	38	44	2	0	0	2	5		
	Total	232	7	94	121	4	2	0	4	19		
Out-of-School Suspensions												
	Male	19	2	7	10	0	0	0	0	2		
	Female	7	0	2	5	0	0	0	0	0		
	Total	26	2	9	15	0	0	0	0	2		
Expulsions												
With Educational Services	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		
Without Educational	Male	Ō	Ō	Ö	Ō	Ö	Ö	Ō	Ö	0		
Services												
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance	Male	Ō	Ō	Ö	Ō	Ö	Ö	Ō	Ö	Ö		
Policies		·	Ü	ŭ	ŭ	ŭ	ŭ	ŭ	Ū	·		
	Female	0	0	0	0	0	0	0	0	0		
	Total	Ö	0	Ö	0	Ö	Õ	Õ	Ö	0		
School-Related Arrests	Total	Ü	Ü	Ü	Ū	Ü	•	Ü	o	o		
Control New York	Male	0	0	0	0	0	0	0	0	0		
	Female	Ö	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Iotai	O	U	O	U	O	U	U	U	U		
Itelefials to Law Efficient	Male	0	0	0	0	0	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	2	0	0	2	0	0	0	0	0		
Students With Disabilities	iotai	2	U	U	2	U	U	U	U	U		
In-School Suspensions												
III-3011001 3uspensions	Male	59	2	29	26	0	0	0	2	2	1	17
	Female	15	0	29 5	8	0	0	0	2	0		5
		74	2	34	34	0	0	0	4	2		22
Out of School Sugnansians	Total	74	2	34	34	U	U	U	4	2	2	.∠
Out-of-School Suspensions	Mala	22	0	10	10	2	0	0	0	0		4
	Male		0	10 0	10 4	2 0		0				
	Female	6	-	-	-		0	-	2	0		2
Evandaiana	Total	28	0	10	14	2	0	0	2	0	•	6
Expulsions	Mala	0	0	0	•	0	0	•	0	•		^
With Educational Services	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
Without Educational	Male	0	0	0	0	0	0	0	0	0	(	0
Services		_	_	-	_	-	_	_		_		
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0	(	0
Policies												
	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												

		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)
	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
Referrals to Law Enforcement												
	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	225	5	107	107	2	2	2	0	8	38	17
	Female	212	8	77	122	0	0	0	5	5	20	17
	Total	437	13	184	229	2	2	2	5	13	58	34

	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 religiion	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.

Preschool Programs Male Fema	-							Races	EL	Disabilitie
Fema	-									
		-	-	-	-	-	-	-	-	-
T	ıle -	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework										
Advanced Placement Courses Male	66	0	23	41	0	0	0	2	2	2
Fema	ile 139	2	50	83	Ō	2	2	0	2	2
Total	205	2	73	124	0	2	2	2	4	4
International Baccalaureate Courses Male	-	-	-	-	-	-	-	-		
Fema	ıle -	_	_	_	_	_	_	_	_	_
Total	_	_	_	_	_	_	_	_	_	_
Dual Enrollment/Dual Credit Male	24	0	2	20	0	0	0	2	0	0
Programs Wale		Ü	-		Ü	·	Ü	-	Ŭ	Ü
Fema	ile 57	0	11	44	0	0	0	2	0	0
Total	81	0	13	64	0	0	0	4	0	0

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
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	13.5	14.4%
Teachers Teaching with Emergency or Provisional Credentials	2.9	3.2%
	18.4	20.5%

All S	chool
Number	Percent

Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed

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

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.

To be updated by June 30th, 2020.

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%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4 Reading	6,312	2%	*	1%	-	-
Mathematics	6,311	2%	*	1%	-	-
Grade 5 Reading	6,133	1%	7	2%	-	-
Mathematics	6,131	1%	7	2%	-	-
Science	6,133	1%	7	2%	-	-
Grade 6 Reading	6,038	1%	11	3%	-	-
Mathematics	6,036	1%	11	3%	-	-
Grade 7 Reading	5,616	1%	6	2%	-	-
Mathematics	5,616	2%	6	3%	-	-
Grade 8 Reading	5,251	1%	7	2%	-	-
Mathematics	5,254	2%	7	2%	-	-
Science	5,250	1%	7	2%	-	-
End of Course English I	5,150	1%	7	1%	7	1%
English II	4,680	1%	*	1%	*	1%
Algebra I	5,122	1%	6	1%	6	2%
Biology	4,954	1%	*	1%	*	1%
All Grades All Subjects	101,751	1%	103	2%	19	1%
Reading	45,064	1%	45	2%	10	1%
Mathematics	40,350	1%	41	2%	6	2%
Science	16,337	1%	17	2%	*	1%
	Its are masked due to so observations reported for		ect student confidential	ity.		

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.

							% At o	r Above		
				w Basic		ove Basic		cient		lvanced
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
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
	Mathornation	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 Disady	9 21	29	79	71	32	26	3	3
			55	29 54	79 45	7 i 46		26 14	ა 1	
		Students with Disabilities English Language Learners	24	54 41	45 76	46 59	13 29	14	2	2 1
		English Earliguage Ecamers								
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 Disady	41	46	73 59	73 54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
			73 60	73 72	27 40	28	5 8	5	1	1
		English Language Learners	00	12	40	∠0	0	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%
	<u> </u>	English Learners	94%
1	Mathematics	Students with Disabilities	79%
1		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
	<u> </u>	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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)

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
	In-State Public Institutions	39%	*	29%	45%	*	*	*	-	25%	*	*
ŀ	*' Indicates results are masked	due to small	numbers to	protect stud	ent confic	dentiality.						

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