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

District Name: DUBLIN ISD District ID: 072902

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);

										Two			EL
			All	African			American		Pacific	or	Есоп	Special	(Current and
				American	Hispanic	White	Indian					Educ	Former)
Academic Performance (At Meets		Baseline 2016-17		2310051100010	ilis panio				i cinita-i				1.01111017
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-	52%	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-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		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	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021- 22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026- 27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32 1-28 through 2031-	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 scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

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

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

The Closing the Caps 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,

			Region		African		n 050	America		Pacific				0.200	nan ne						Foster	
					American	Hispani	cWhite	Indian	Asian	ilslander	Races	Disadv	Disadv	CWD	CWOE	EL	Male	Female	Aigrant	Homeless	Care	Milita
FAAR Percen Grade 3					or Above																	
Reading	All Students		78%	94%	27	96%	90%		-	8.0	*	91%	100%	•	95%	96%	94%	93%	300	*	×	•
	CWD	51%	53%	100		*	*	-		-	•	•	*		370	•		•	050	5		3
	CWOD		81%	95%	#3	96%	93%	-	-		-	92%	100%	-	95%		97%	93%		8		•
	EL	70%	70%	96%	*5	96%	040/		2.0	5.00	-	95%	40004		96%		100%			-	-	
	Male Female	74% 79%	76% 81%	94% 93%	*) */	95% 96%	91% 89%	(8)		383		91% 91%	100% 100%		97% 93%	100% 94%	94%	93%	360	8	*	- 8
Mathematic	s All	77%	77%	97%	127	98%	97%	727	32	2	×	98%	96%		99%	100%	94%	100%		2	2	*
	Students	5004	540/	100		·					8			72								
	CWD	52%	51%	99%	*5			100	-		2	4000/	050/	್	000/	4000/	070/		5,00	8		
	CWOD EL	74%	80% 71%	100%		98% 100%	100%	(35)				100%	95%			100%		100%		*	-	
	Male	77%	77%	94%	00	95%	91%	- 2			-	100% 95%	91%			100% 100%		100%			-	
	Female			100%	125	100%	100%	- ®	32		•	100%	100%		100%			100%	÷	3	\$	-
Grade 4																						
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	Students CWD	46%	47%			5.00		200	:2		-	100	•		722	*			522	2	9	8
	CWOD		77%	84%	(6)	81%	90%					83%	89%		84%	71%	80%	88%			ŝ	÷
	EL	60%	59%	67%		67%	*	2000	44	500		65%	•	•	71%		57%	77%		80		- 2
	Male	70%	72%	80%		74%	89%				20	78%	90%	•	80%		80%	-	•		*	2
	Female		77%	81%		79%	86%	•				81%	82%	*	88%	77%	-	81%	257	•	*	
Mathematics		77%	78%	90%	(ie)	89%	91%	940	14	140	*	89%	90%	56%	93%	89%	96%	83%		•	25	2
	Students CWD	49%	50%	56%		9.0	-		-	040			*	56%					0.00	2:		
	CWOD		81%	93%		93%	94%		2	-	-	93%	95%	0070	93%	92%	96%	90%			- 2	- 0
	EL	72%	69%	89%		89%	= 1				33	88%	*	4	92%		93%	85%	120	2	3	- 8
	Male	77%	78%	96%	(6)	97%	95%	140		347		95%	100%	*	96%		96%	2		2	-	-
	Female		79%	83%		82%	86%	3.00	$\approx$		80	83%	82%	*	90%	85%	-	83%	(9)	•	*	-
Grade 5																						
Reading	All Students	83%	85%	86%	(*)	83%	93%	250	12	200	*	84%	95%	56%	89%	76%	84%	90%	•			•
		54%	54%	56%	Carl.		•3	141		100		63%	*	56%			*	*		2-		
	CWOD		88%	89%		85%	95%	100	-	140		87%	100%	30 70	89%	79%	89%	90%			-	
	EL	73%	74%	76%	100	76%						76%	10070		79%		77%	75%		-	-	- 1
		81%	83%	84%		79%	95%	120	- 2	2		83%	90%	*	89%		84%	, 0 , 0	3.40		3	
	Female		87%	90%		90%	89%		32	2	• 1	87%	100%	*	90%	75%	-	90%	-	-		
Mathematics	s All	90%	90%	94%		97%	93%				2	93%	100%	670/	079/	059/	0.49/	OFW				
Mathematics	Students		30 70					1.50		:30		93%	100%	67 %	97%	95%	94%	95%		-	-	-
	CWD	70%	67%	67%	-	*	*				•	63%	*	67%	-	*	63%	*		-	70	
	CWOD		92%	97%		98%	95%	-	-	-	•	96%	100%	-	97%	100%		95%		-	-	-
	EL	86%	84%	95%		95%	100		9		*3	95%	-	*	100%	95%		100%		*	20	-
	Male Female	89% 91%	89% 91%	94% 95%	2	97% 95%	91% 95%	(20)	-	(8)	-	92% 94%	100%	63%	98% 95%	92% 100%	94%	95%	**	-	*	
0 :																				-	-	
Science	All Students	75%	75%	88%		90%	88%	-	-			87%	95%	56%	92%	81%	90%	86%			*	
	CWD	48%	47%	56%	(90)		*	201	30	-		63%	*	56%		*	*			20	#3	9
	CWOD	78%	78%	92%		93%	89%	-7		2		89%	100%		92%	84%	96%	85%	•	#2	2.5	*
	EL	62%	58%	81%		81%			35	(7)	175	81%	0.7%	*	84%	81%	85%	75%		±:	25	- 5
	Male Female	76% 75%	76% 74%	90% 86%		92% 86%	91% 84%	12	2	-		90% 81%	90% 100%	*	96% 85%	85% 75%	90%	86%	:•C	-		3
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reading	Students	JU /0	1 1 70					67	-			70%	70%		75%	4∠%	<i>2</i> 0%	81%	-	25	5.0	•
	CWD		35%	•				32	1	-		•		•	-	*	*	*	•	22	27	
	CWOD		74%	75%	•	74%	76%	19	*			76%	74%		75%	63%		80%		#5	E)	-
	EL	42%	46%	42%	(2)	42%	5001	95	$\sim$	38		45%		i	63%	42%	*	*	37	+3	*)	+
				56%	-	60%	50%	€.	-	27		50%	65%	÷	67%		56%	**	7	±2	*3	*
	Female	12%	75%	81%		77%	87%			27		84%	75%	•	80%	*	7	81%	•	20	2.5	÷
Mathematics	S All Students	76%	79%	91%	•	90%	92%	34	$\approx$	5	10	89%	95%	78%	93%	83%	93%	90%		25	-	÷
		50%	50%	78%	200					-	240	83%	*	78%	-	*	75%		*	160	100	
	CWOD			93%	•	89%	97%	5	9	-		90%	97%	70%		75%		90%	8	100		*
				83%	12.7	83%	31 70	-	\$		(***)	82%	*			83%		*	22			÷
				93%	59.	96%	88%		96	-	9	92%	94%	75%	97%	89%		15	•			-
	Female			90%		84%	96%	3	$\approx$	9	•	87%	95%	*	90%	*	*	90%	3		(4)	
rade 7																						
Reading	All	73%	76%	83%	(6)	82%	85%		*	2		80%	94%	*	86%	•	80%	86%	-			-

			Region		African			American	1	Pacific I	Two or More	Econ	Non Econ								Foster	
	CWD	State 37%			tAmerican	Hispani								CWD	CWO	EL	Male	FemaleM	igrantH	lomeles		
	CWOD	77%	80%	86%	•	81%	94%			•	*	83%	94%	37	86%	•	84%	87%	- CC			
	EL Male	44% 69%	45% 71%	80%		77%	82%	11965 7060		140		* 71%	100%		84%		* 80%	*		-		
	Female		81%	86%	•	86%	89%	•		1.00	•	86%	83%	•	87%	٠		86%				
Mathematics	All	71%	71%	83%		80%	90%		•			82%	88%		000/	639/	920/	920/				
	Students	7 1 70	/ 1 /0	0376		0076	90%			9		02%	00%		86%	03%	83%	83%	30			
	CWD	42%	42%		2		*			190	•	•	20	15	300	~	*	*	-23	€	0	
	CWOD	75% 52%	75% 50%	86% 63%	•	79% 63%	100%	•	•		•	85% 63%	88%	36	86% 63%	63% 63%		84%		*	*	
	Male	69%	68%	83%	- 3	82%	82%	3				75%	100%		88%	*	83%	*	120	-		
	Female	73%	73%	83%		79%	100%		4	-	*	86%	*	5.6	84%	*	3	83%			-	
irade 8																						
Reading	All	85%	87%	89%	*	84%	96%	200		285		87%	95%	82%	90%	89%	87%	91%	91	-	1.0	
,	Students																					
	CWD	49%	48% 90%	82% 90%		86%	96%	200		0		80% 88%	* 95%	82%	90%	89%	80% 88%	91%	*	- 8	ē	
	EL	58%	60%	89%	+6	89%	3070	1965	9	363		89%	33 /6	-	89%		100%	*	-0	ž.	-	
	Male	82%	84%	87%		78%	100%	100	24	200	*	84%	93%	80%	88%	100%		83	*:	-	*	
	Female	88%	90%	91%	51	92%	90%	(T)	12	**	•	90%	100%	*	91%	*	27.	91%	200	5	*	
Mathematics	All	85%	85%	88%	•2	86%	90%	3.3	54		•	87%	92%	73%	91%	88%	85%	93%	97	2	2	
	Students				44								50		. , 0	10					ñ	
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	CWOD	73%	89% 70%	91% 88%	3	92% 88%	88%					91% 88%	91%	7	91% 88%	88% 88%	90% 100%	93%	200		-	
	Male	82%	83%	85%	•	80%	92%		3	2	•	84%		70%	90%	100%		20	2		8	
	Female	87%	87%	93%	• 3	94%	89%	-	:4	(40)	*	92%	*	*	93%	*	2	93%	31	2	3	
Science	Ali	75%	77%	84%		79%	93%				2	81%	95%	45%	90%	67%	85%	83%				
	Students	. 0 /0						355	55	550		0170	5570	70 /0	JU /0	07 70	00 /0	00 /0	31	=	-	
	CWD	39%	38%	45%	163		•	(2)	2	520	27	50%	*	45%	-	3	50%	*			9	
	CWOD	78% 46%	81% 44%	90% 67%	(4)	86% 67%	96%	520		20	*	86% 67%	100%	-	90% 67%	67% 67%	93%	85%	-	2	-	
	Male	74%	76%	85%		78%	94%	000	-	500		82%	93%	50%	93%	*	85%		-		- 2	
	Female	76%	78%	83%		79%	90%	30		10%	•	80%	100%	*	85%	*		83%			8	
d of Course																						
English I	All	64%	67%	63%		61%	67%		56		•	63%	63%		70%	65%	55%	71%			2	
	Students																					
	CWD	25%	26%	70%	5.43 72.3	670/	750/	30	7	**		*	*		700/		0001	700/		2	2	
	CWOD	30%	72% 31%	65%	0.00	67% 65%	75%	5	-	1		70% 60%	70%	3	70% 65%	65% 65%	63%	76% 70%	-	Ŷ.	Ş	
	Male	57%	61%	55%		51%	58%			(4)	÷.	58%	44%		63%	*	55%	<b>#</b> 5			2	
	Female	71%	75%	71%		70%	76%	.50				67%	81%	•	76%	70%	-	71%	•	•	$\times$	
English II	All	66%	70%	74%	028	66%	88%	· 2	-			70%	83%		79%	*	70%	80%				
	Students	0070	, 0, 10									7 0 70	0070		1 5 70		7 0 70	0070		2.	-	
		25%	26%	700/	(9)	7404	*	30				(*)	*	•	-	•	*	*		-	2	
	CWOD	71% 27%	75% 28%	79%	2.50	71%	95%	120	3		37	74%	89%		79%		78%	81%	-	83	-	
		61%	65%	70%		62%	81%		3			66%	77%		78%		70%			-	-	
	Female	72%	76%	80%		71%	100%	-	4	37	16	74%	100%		81%	*		80%	2	-	8	
Algebra I	All	82%	Ω/10/.	80%		77%	88%					740/	1008/	670/	000/	600/	760/	0.40/	6	2		
	Students	0270	0476	00%		/ / 70	00%	-		1.0		74%	100%	67%	82%	60%	76%	84%		20	*	
	CWD		48%	67%		*	88%	-		-		56%	*	67%	200	-	63%	*			*	
	CWOD		88%	82%	88	79%	88%	=	9	72	(*)	77%	100%	2	82%	60%	79%	85%	3	•	*	
	EL Male	67% 78%	68% 80%	60% 76%	590	60% 66%	90%	:+ :-	2	14		60% 68%	100%	63%	60% 79%	60%	* 76%	71%	2	•	2	
	Female		87%	84%		88%	83%	2	*	18		81%	100%	*	85%	71%	-	84%	•		*	
D:-1-														_						-		
Biology	All Students	86%	88%	95%	127	96%	93%	-	-	-		96%	93%	•	97%	100%	93%	97%	2	•	*	
		56%	58%	•		•		54	2					•	(4)	¥		*		46	-	
	CWOD	89%	91%	97%		100%	93%	22	*	÷.	0.00	98%	96%	*	97%	100%		100%	*	*	*	
	EL Male	64%	66%	100% 93%	\$	100%	98%	1	•	į		100%	* BO%		100%	100%		*	2	1	*	
	iviale Female	83% 88%	86% 90%	93% 97%	3.0	97% 95%	88% 100%	2	9	-		96% 96%	89% 100%		95% 100%	*	93%	97%	-	21	3	
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AR Percent	at Maata	Grad	ه ا میردا	or Ab-	ave.																	
ade 3	at weets	Grad	e revel	OF ADO	,ve																	
Reading		43%	45%	58%	40	51%	67%	-	÷		( <b>*</b> )	48%	79%	*	58%	56%	61%	56%	3			
S	Students	28%	29%											ु		2.5						
	CWD		29% 47%	58%	-	52%	67%	20		*	0.00	49%	77%		58%	58%	65%	52%	*	180		
	EL	32%	33%	56%		56%		2				57%	*	•		56%		50%	*	100	*2	
		40%	42%	61%	27	59%	64%	2	2	2		50%	82%	•	65%	67%	61%		9		-	
	Female	45%	48%	56%	365	44%	68%					47%	77%	•	52%	50%	2	56%	*	19-7	**	
Mathematics	All	46%	46%	73%	27	72%	77%		*			67%	88%	•	75%	84%	67%	78%	*	16	+0	
	Students																					
	CWD		30%	750/	12.1	7.40/	* 700/	2	2			74.07	000/	•	7501	*	740/	*	3	15	23	
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		38%	37%	54%	*	36%	82%	9		2	•	42%	82%	•	59%	*	54%	12		37		
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rade 8 Reading		-TU /0	J 1 /0	JU /6		J4 70	7370	8		54		01/0	JJ 70	370	<b>→</b> ∪ 70	1 1 70	JZ 70	4070	5	200		35
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		State	Region		African tAmerican	Hispani		American Indian		Pacific nislander				CWD	cwor	EL	Male	FemaleM	igrantHo	meless	Foster Care	
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Grade 5																						
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	Male	24%	25%	23%	•	18%	32%		-	7	•	21%	30%	*	24%	0%	23%	-	•	*		- 25
	Female	28%	30%	17%		10%	28%	12	2	-	•1	3%	60%	*	18%	0%	-	17%	•	•		-
Mathematics	IIA	30%	29%	36%	(*)	32%	44%	000	:8	5-	•	30%	60%	11%	38%	14%	39%	31%		÷	×	-
	Students																					
	CWD		11%	11%	2	0004	*	555		5		13%	*	11%		4004	13%		(4)	8	7.	25
	CWOD	31% 19%	31% 17%	38% 14%	0 <b>.6</b> 0	33% 14%	47%		-	3		32%	63%	*	38%	16%		32%	•	•	š	2
		29%	29%	14% 39%		33%	50%		-	14		14% 37%	50%		16% 43%	14% 15%		13%	60		-	
	Female		28%	31%	•	29%	37%	885	*	(±		19%	70%	*		13%	3970	31%	-	*	*	
0.1											11.00											
		16%	17%	24%	0.00	18%	32%			-	(*)	19%	45%	22%	24%	10%	24%	24%			7	17
Science	SHIPPING															2	0	12				
	Students CWD	9%	8%	22%			*			100		25%	*	22%	7.00		•	*				

			Region		African			Americar	n	Pacific	or More	Econ	Non Econ								Foster	
		State	11	Distric	tAmerican									CWD	CWOE			FemaleN	MigrantH	omeles		
	EL Male	7% 18%	5% 18%	10% 24%	- 1	10% 23%	27%	*	Š	12/		10% 21%	40%	:	11% 24%	10%	8% 24%	13%	:	1	5	
	Female			24%		10%	37%			-	*	16%	40% 50%		24% 24%	13%	24%	24%			÷	
rade 6																						
Reading	All	18%	20%	13%	500	6%	23%	500	1.5	30		9%	19%	*	13%	0%	7%	17%			7.5	
	Students CWD	8%	7%		100	*	*	100	19	157	1051	0.00	*		120					25	20	
	CWOD		22%	13%	•	6%	24%		- (4	3.		8%	21%		13%	0%	9%	16%	•			
	EL	4%	5%	0%	360	0%		260	200		(e)	0%			0%	0%	*	*	*	1.0	+:	
	Male Female	15%	17% 24%	7% 17%	-	0% 12%	19% 26%		1	3		0% 16%	18% 20%	:	9% 16%	*	7%	17%			*	
		, 22 /0		17 70		12 70				-		1070	2070		10 70		8	17 70			70	
Mathematic	s All Students	18%	20%	18%		16%	23%	3	÷	-	9.5	18%	19%	22%	18%	8%	12%	24%			47	
	CWD	9%	7%	22%			•	0.00	27	2911	0.00	17%	14	22%	_		13%	*				
	CWOD	19%	21%	18%		17%	21%		19	-		18%	18%	-	18%	13%		22%	0.	100	7.0	
	EL	6%	6%	8%		8%	400/		14		0.00	9%	4.007	400/	13%	8%	11%	*	2	-	-	
	Male Female	18%	20% 19%	12% 24%		12% 20%	13% 30%	240	14	-		13% 23%	12% 25%	13%	12% 22%	11%	12%	24%			-	
	, omaic	. 17 70	1070	_ 170		2070	0070	1,20				2070	2070		2270		-	2470			-	
rade 7	0.11	001/	0407	000/		050/	450/					0701	4407		0001		0404	2004				
Reading	All Students	28%	31%	30%		25%	45%	-	- 7		9,963	27%	41%		30%	-	31%	29%	-		*	
	CWD	10%	9%		: • :		•		56	-	•	*	(e)	•	*	9	*		-		*	
	CWOD	30%	33%	30%	•	23%	50%	•	•	300		26%	41%	*	30%	•	34%	26%	i.e	*	*1	
	EL Male	6% 24%	6% 26%	31%	- 3	23%	45%	3	12	0.0		25%	45%	•	34%		* 31%	*	1	•	5	
	Female		36%	29%		28%	45% 44%	•	32	1		25% 28%	33%		26%		31%	29%	Ş			
					-			222	191		054			12								
Mathematic	s All Students	18%	16%	13%	•	8%	25%			:=	•	15%	6%	•	13%	0%	17%	10%	<u>:</u> *	189	*	
	CWD	7%	5%		-	5.6	(*)	-3		-		>• €				-				3	2	
	CWOD	19%	18%	13%		6%	28%	•	•		2.0	15%	6%	=	13%	0%	19%	8%	1			
	EL	5%	4%	0%	(30)	0%	0001	190		0		0%	100	-	0%	0%	*			-	-	
	Male Female	17%	16% 17%	17% 10%		5% 10%	36% 11%			9.0		21% 11%	9%		19% 8%	*	17%	10%			-	
	romaic	. 1070	17 70	1070		1070	1170		-5			1170			0 70		-	1070			24	
ade 8					- 24																	
Reading	All Students	26%	28%	23%		21%	29%	140		53		21%	30%	0%	26%	0%	21%	26%			*5	
	CWD	8%	7%	0%				1.00	0-	24		0%	*	0%	_	_	0%				+0	
	CWOD	28%	30%	26%		24%	33%					24%	32%	-	26%	0%	26%	26%			7)	
	EL	4%	4%	0%	-	0%	0004	-	-	14	:	0%	-	-	0%	0%	0%	*	8	-	-	
	Male Female	22%	24% 32%	21% 26%	90	19% 25%	28% 30%	90			•	16% 27%	33% 20%	0%	26% 26%	0%	21%	26%		-	20	
	romaic	0070	0270	20,0		2070	0070		-			21 70	2070		2070		_	2070				
Mathematic:		15%	14%	1%		0%	5%	30	7	65		2%	0%	0%	2%	0%	3%	0%	57	1.5	52	
	Students CWD	9%	7%	0%				150	=		0.00	0%		0%	_		0%	*	-	16:	26	
	CWOD		15%	2%	-	0%	6%	380	- 3			2%	0%	-	2%	0%	3%	0%	2	(e)	-	
	EL	6%	3%	0%	20	0%	-			S <del>2</del>	370	0%	3.50	-	0%	0%	0%	*		(*)	30	
	Male	14%	14%	3%		0%	8%	-	15	1		3%	0%	0%	3%	0%	3%	-	*		5	
	Female	10%	15%	0%		0%	0%		-	-		0%	-		0%	-	-	0%				
Science	All	27%	30%	16%		13%	21%	-			•	12%	30%	9%	17%	0%	21%	9%	3	100	15	
	Students	001		***		*	525															
	CWD	8%	8% 32%	9% 17%	12.7	14%	21%	3		â		10% 12%	32%	9%	- 17%	0%	10% 23%	9%	3		-	
	EL	6%	5%	0%	-	0%	2170		ą	9	-	0%	3270	_	0%	0%	2376	*	3	19		
	Male	29%	31%	21%	•	16%	28%		*	:=		16%	33%	10%	23%	*	21%	-	=	( in:	\$1	
	Female	25%	28%	9%	13	8%	10%	=	3	26	•	7%	20%	A	9%	*	-	9%	*	100	•	
d of Course	Э																					
nglish I	All	7%	7%	7%	:97	1%	16%	74	3		0.00	4%	13%	•	5%	0%	8%	5%	*	(*)	100	
	Students CWD	3%	3%	*		*	(%)	-	_	-					_		*	*	2		=-	
	CWOD	7%	8%	5%		1%	11%	100	3			3%	11%		5%	0%	6%	4%	5K			
	EL	0%	0%	0%		0%		-	3	T.		0%	*	77	0%	0%	*	0%	3	970	17.	
	Male	5%	5%	8%	1	3%	17%	12	2	5	2.0	6%	13%	•	6%	*	8%	-				
	Female	9%	10%	5%		0%	14%	-	•	-	*	2%	13%	•	4%	0%	-	5%		058	14.3	
nglish II	All	8%	8%	7%	27	3%	15%	18		32		4%	12%	•	7%	*	3%	12%	*	70m2	(6)	
-	Students																					
	CWD	4% 8%	4% 9%	7%	5 <u>2</u>	3%	* 16%	3 <u>4</u> 33		1		* 404	1/20/	•	70/	:	20/	120/				
	EL	0%	9% 0%	1%		3%	16%	19	2		(4)	4%	13%	•	7% *	٠	3%	13%	-	261	145	
	Male	5%	6%	3%	-	0%	7%	i.e.	3	3		2%	3%	•	3%		3%	3.00	$\simeq$		(€)	
	Female	10%	11%	12%	22	6%	29%	10		*	37	5%	36%	•	13%	•	*	12%	2	573	350	
lgebra I	ΑII	31%	30%	33%		33%	33%	-	-	-2	5.00	32%	36%	33%	33%	0%	33%	33%		500	720	
"Appla I	Students	V 1 70	JU /0	3370			JJ 70		-	-		JZ 70	5070	3376	JJ70	U 70	JJ 70	JJ 70		2000 PM		
	CWD	7%	6%	33%	•	•	50%	98	$\times$	9		33%	*	33%		-	38%	*	•		100	
	CWOD		33%	33%	3	34%	28%	27	7	3		32%	37%	*	33%	0%	33%	34%	*	•	200	
	EL Male	12% 28%	12% 28%	0% 33%	-	0% 31%	33%	2	÷	3	•	0% 34%	31%	38%	0% 33%	0%	33%	0%	0			
	Female		32%	33%	•	34%	33%	14	-	÷		31%	44%	*	34%	0%	-	33%				
15-1-														-						7/27		
Biology	All Students	23%	25%	31%	22	24%	45%		-		7	25%	44%	•	33%	0%	33%	29%	*		100	
	CWD	5%	5%	*	-			2	2	~	92		*	*	72	2		*	2	3	1	
	CWOD	25%	28%	33%	2	26%	45%	-	-	32	100	25%	48%	20	33%	0%	35%	30%				
		007	3%	0%		0%		100				0%	4		0%	0%	the same					
	EL	3%	370			Uyn	- 41				-	U-70			U 7/n						.00	

			Region		African			Americar		Pacific											Foster	
	Female	State 23%	11 26%	Distric 29%	tAmerican -	Hispanio 23%	White 42%	Indian	Asiar -	ilslander -	Races	Disadv 19%	Disadv 63%	CWD	30%	EL	Male	Femalet 29%	MigrantH -	omeless	Care -	Milita
AAR Percen	t at Appr	oache	s Grade	e I evel	or Ahove																	
All Grades All Subjects		77%		84%	75%	82%	88%				83%	83%	89%	53%	88%	78%	82%	86%	56%	7		
وعقاره در	Students		46%	53%	#	49%	58%		20	2	*	53%	52%	53%	2		51%	58%	*	2	6	- 6
	CWOD	80%	82%	88%	86%	85%	91%	•		*	100%	86%	92%	3570	88%		87%	88%	100%		-	
	EL	60%	60%	78%		78%	*	*	*	80	98	78%	84%	52%	81%		77%	80%	*		(4	
	Male Female	74% 79%	76% 81%	82% 86%	67%	80% 85%	86% 90%	:		**	79% 88%	81% 85%	87% 91%	51% 58%	87% 88%	77% 80%	82%	86%	50%		(d)	
Reading	All	73%	75%	79%		76%	84%	*		ķ.	86%	77%	83%	41%	83%	69%	75%	83%	[K)	*	22	
	Students CWD	39%	40%	41%		37%	45%			*	*	43%	35%	41%	-		37%	52%	•	-	54	54
	CWOD		79%	83%	•	79%	89%	*		*	100%	81%	87%	146	83%	73%	80%	85%		•	28	
	EL	52%	53%	69%		69%	-	8	-	*	-	69%	73%	*	73%		64%	75%		3	37	
	Male Female	69%	71% 80%	75% 83%		71% 81%	80% 88%	•		2	86% 86%	73% 82%	79% 88%	37% 52%	80% 85%	64% 75%	75%	83%			12	1.5
Mathanath								2		,										10	-	-
Mathematics	Students		81%	89%		88%	92%			*	82%	87%	95%	68%	92%		89%	90%	71%	•	27	
	CWD	52% 83%	51% 84%	68% 92%		69% 90%	70% 95%			-	100%	64% 90%	83% 96%	68%	020/		67% 92%	68%				
	EL	70%	69%	88%		90% 88%	95%	*	(**	20	100%	90% 88%	100%		92% 89%			91% 89%		2	-	- 8
	Male	78%	79%	89%	*	88%	90%			75	*	86%	96%	67%	92%			-		*		
	Female	82%	82%	90%	•	88%	93%	*		*	86%	89%	93%	68%	91%	89%	27.0	90%	. (6)			8
Science	All Students	79%	80%	89%		88%	91%	×	0	40	*	87%	94%	50%	93%	81%	89%	88%	100		1	1
	CWD	48%	48%	50%		40%	71%	*		23	*	55%	*	50%			52%	*	*	*	ije.	
	CMOD		84%	93%	*	93%	92%	3	1	5	•	91%	98%	0.00	93%		95%	90%		*		2
	EL Male	58% 78%	57% 79%	81% 89%	5	81% 89%	91%	-		-		80% 89%	91%	52%	83% 95%	81% 86%		73%				
	Female		81%	88%	•	87%	90%	ē		+:	٠	85%	100%	32 /0	90%	73%	0570	88%	•	*		2
AAR Percen	t at Moots	Grad	a I ava	l or Ab	OVA																	
II Grades						1001	0001	2	525											-		
All Subjects	All Students	47%	50%	53%	50%	48%	63%	ñ		*	57%	49%	64%	28%	56%	36%	53%	53%	25%			
	CWD	23%	23%	28%	*	21%	37%	7.1	120	**	*	27%	33%	28%	20	13%	24%	40%	*	~		-
	CWOD		53%	56%	57%	50%	66%	•	•		71%	52%	67%		56%	38%		54%	57%	•	37	
	EL Male	26% 45%	25% 47%	36% 53%	*	36% 48%	62%				57%	36% 49%	32%	13%	38%			37%	*		-	
	Female		52%	53%	44%	48%	63%		100		56%	49%	63% 66%	24% 40%	58% 54%	34% 37%	53%	53%	25%	•	3	10
Reading	All	46%	49%	47%	*	40%	58%		300	2	57%	42%	59%	23%	49%	24%	45%	49%	200		_	9
	Students	000/	000/			4404										-						
	CWD	22% 48%	22% 52%	23% 49%		11% 43%	32% 62%				60%	21% 45%	29% 62%	23%	49%	26%	15%	43% 49%				- 6
	EL	21%	22%	24%		24%	0270	**	- 40	100	-	24%	18%		26%			27%		-		
	Male	41%	44%	45%	*	39%	55%		٠		43%	40%		15%	50%	21%				-	*	
	Female	50%	54%	49%	*	41%	62%	•		161	71%	44%	62%	43%	49%	27%	7.	49%	0.00	•	3	
Mathematics	All Students	48%	49%	59%	*	56%	65%	•			45%	56%	67%	35%	61%	50%	60%	57%	43%		19	•
	CWD	26%	25%	35%	*	38%	41%		-		*	34%	42%	35%		30%	35%	37%	5.00	_		
	CWOD		52%	61%	*	57%	68%			1	71%	58%	70%		61%	52%	64%	59%	⊕:	•		
	EL	33%	31%	50%	95	50%	. 3		.0	·	*	49%	67%	30%	52%	50%		53%			2	
	Male Female	47% 49%	49% 50%	60% 57%	*	55% 56%	67% 62%		(\$) (*)	180	29%	56% 55%	70% 64%	35% 37%	64% 59%	47% 53%	60%	57%		•	*	
Science	All	49%	52%	59%		51%	70%	-	120	060		54%		25%		35%	60%	57%			0	
20,01100	Students				20				-	-	-										5	
	CWD	23%	23% 55%	25% 62%	1	13% 55%	43% 73%	0#3			:	25%	760/	25%	620/	370/	24%	5.70/	•	2	-	-
	EL	5∠% 21%	19%	35%		35%	73%		=0	05		57% 37%	76%	*	62% 37%	37% 35%		57% 27%		2	3	-
	Male	50%	52%	60%		54%	70%	4			*	58%	66%	24%	66%	41%	60%	8	*	•	2	- 6
	Female	49%	52%	57%	•	46%	71%	167	4		*	49%	87%	*	57%	27%		57%	200		8	-
AAR Percent	at Maste	rs Gra	de Lev	el																		
II Grades All Subjects		21%		22%	0%	18%	29%	::e1	; <b>•</b> ? ;	120	10%	19%	29%	12%	23%	11%	21%	22%	13%		9	
	Students CWD	8%	7%	12%	130	9%	20%				•)								*			
	CWOD		24%	23%	0%	18%	30%			500	14%	13% 20%	12% 30%	12%	23%		10% 23%	19% 22%	29%	2	Ĭ	
	EL	9%	9%	11%	-	11%	-				5	11%	5%	0%	12%	11%	9%	13%	*	8	-	•
	Male Female		21% 23%	21% 22%	*	17% 19%	29% 30%		()()() (a)		14% 6%	19% 19%		10% 19%	23% 22%	9% 13%	21%	22%	8%	:	8	•
Reading	All		23%	17%	0%	13%	26%			740	0%	14%			18%		16%	19%				
	Students										*											
	CWD	7% 20%	7% 22%	11% 18%		8% 13%	16% 28%				0%	10% 15%	12% 27%	11%	18%	8%	7% 17%	19% 19%		2	0	
	EL	7%	7%	8%		8%	=		ž±	3.00	-	8%	9%	*	8%	8%	6%	10%	•	=	-	
	Male	16%	17%	16%		11%	24%	30		300	0%	13%	23%	7%	17%	6%	16%	*	•	30	1	•
	F1-	22%	24%	19%		14%	29%	•	2.0	300	0%	15%	29%	19%	19%	10%	-	19%	•	*	8	7.
	Female																					
Mathematics			23%	26%	3.50	24%	31%	8.00	:•	84	9%	26%	27%	15%	28%	16%	26%	26%	29%	•		•

			Region		African			American		Pacific	Two or More	Econ	Non Econ								Foster	
		State	11	District	American	Hispani	cWhite	Indian	Asia	nislander	Races	Disady	Disad	CWD	CWOD	EL	Male	FemaleM	igrantHo	meless	Care	Militar
	CWOD	25%		28%	•	25%	33%	•		16.	14%	27%	28%		28%	18%	28%	27%	•	*	*	•
	EL	13%	11%	16%	-	16%		-			-	17%	0%	0%	18%	16%	14%	19%				
	Male	23%	23%	26%		22%	33%				*	27%	24%	12%	28%	14%	26%	-	()●()	•	-	
	Female	24%	23%	26%	•	26%	30%	9)	30	0.00	0%	25%	32%	21%	27%	19%	-	26%	( <u>*</u> )	*		1
Science	All Students	22%	24%	24%	•	18%	33%	<b>*</b> 5	*	5.53	•	18%	40%	13%	25%	5%	25%	21%		*	-	$\approx$
	CWD	7%	7%	13%		7%	29%	-	127	722		15%		13%	_		14%		0.00	9	9	1
	CWOD	24%	26%	25%		19%	33%	25	4.1	1.0		18%	43%	-	25%	6%	27%	21%	20.00		8	- 5
	EL	5%	4%	5%		5%		¥.	28.1		-	6%	*		6%	5%	5%	7%	*	-	-	
	Male	23%	25%	25%		21%	33%	*:	20.5			21%	36%	14%	27%	5%	25%	-			-	-
	Female	21%	23%	21%	*	13%	32%	- 9	-	55	•	14%	48%	*	21%	7%	-	21%			8	25
	s results are					to prote	ct slude	nl confide	ntialit	/==												

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		140-14	American			Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	( <b>*</b> 0)	70	71	•		22	€2	70	69	72
CWD	69		69	68	-				72	69	56
CWOD	70		70	72	•		=	•	70	-	74
EL	72		72	-	£0	760	39	-3	74	56	72
Male	71		70	74	**		· ·		70	63	67
Female	69		70	68	•		27		71	85	78
Mathematics											
All Students	68		70	66	•0	3.65	-		70	69	73
CWD	69	•	70	68	*	2.5	54	180	68	69	83
CWOD	68	•	70	66	•			•	70	-	72
EL	73		73	-	-	0.00			73	83	73
Male	68	•	70	66	-		-		69	69	73
Female	69	200	71	67	•	(2)	2	(0)	70	69	74

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

This section provides information on high school graduation rates.

	All	African			American		Pacific	Two or More	Econ				Foste
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
ederal Graduation Rates													
year Longitudinal Cohort	Graduation Rate	(Gr 9-12):	Class of 20	017									
All Students	100.0%	1	100.0%	100.0%					100.0%				
CWD	*		-	R	-		200	2	*		9		
CWOD	100.0%		100.0%	100.0%	¥5		540		100.0%	52	~	1.0	3
EL	*:	950	-	*	83			8	S 1	3-8	-	16	13
Male	100.0%	0.60	100.0%	100.0%	52	5.80	250		100.0%	Ž.	25	( e :	19
Female	100.0%		100.0%	100.0%	- 5	5/7/	250		100.0%				12
Indicates results are ma	sked due to smal	I numbers to	o protect stu	udent conf	idenliality								
Indicates there are no s	tudents in the gro	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
207	47	23%
	ue to small numbers to protect student co	nfidentiality
Indicates zero observations re	ported 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
udent Success (Student Ach	levement Dor	nain Score	STAAR C	omponen	t Only)						
STAAR Component Score	53	*	49	60	*	•	*	•	50	31	42

School Quality (College, Career	All Students , and Military			White nce)	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
%Students meeting CCMR	63%	-	59%	66%	-	350	*	(in)	59%		100
Indicates results are maske Indicates there are no stude Indicates the student group	ents 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	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	Y					Υ	Y	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					Υ	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Targel 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		0, ,0	1070	7070	N	N	N
Mathematics				.,							
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	0.70	Y	Υ	1070	02 70	0070	0170	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	1170	Y	Y	0076	0070	57 70	0170	Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	0470	N	N	0570	0070	0070	0370	Y	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	00 /6	N	N	7 3 70	3170	7570	1170	N	N	N
Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals											Y 44% Y 46% Y 46% Y
Target Met											
ederal Graduation Status	009/	009/	000	000/	001/	000/	001/	0004	000/	0004	000
ederal Graduation Status Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
ederal Graduation Status Interim Goals (2018-2022) Target Mel	Y		Υ	Υ					Υ		
ederal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)	Y 92%	90% 92%	Y 92%	Y 92%	90% 92%	90% 92%	90% 92%	90% 92%	Y 92%	90% 92%	
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met	Y 92% Y	92%	Y 92% Y	Y 92% Y	92%	92%	92%	92%	Y 92% Y	92%	92%
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	Y 92% Y 94%		Y 92% Y 94%	Y 92% Y 94%					Y 92% Y 94%		92%
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Target Met	Y 92% Y 94% Y	92% 94%	Y 92% Y 94% Y	Y 92% Y 94% Y	92% 94%	92% 94%	92% 94%	92% 94%	Y 92% Y 94% Y	92% 94%	92% 94%
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	Y 92% Y 94%	92%	Y 92% Y 94%	Y 92% Y 94%	92%	92%	92%	92%	Y 92% Y 94%	92%	90% 92% 94% 94%

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.

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migran
articipation Rat	te			Y.0													
All Subjects	All Students	100%	100%	100%	100%			*	100%	100%	100%	99%	100%	99%	100%	100%	100%
•	CWD	99%	100%	99%	100%	23		9	100%	99%	100%	99%		100%	99%	100%	100%
	CWOD	100%	100%	100%	100%				100%	100%	100%	-	100%	99%	100%	100%	100%
	EL	99%	-	99%	16	198	-	4	45	99%	100%	100%	99%	99%	99%	99%	
	Male	100%	*	99%	100%	(4)	*		100%	100%	100%	99%	100%	99%	100%	900	100%
	Female	100%	100%	100%	100%		371.	~	100%	100%	100%	100%	100%	99%	*	100%	R
Reading	All Students	100%	100%	99%	100%	3.66		2	100%	99%	100%	99%	100%	99%	99%	100%	100%
_	CWD	99%	*	97%	100%	50		2	*	98%	100%	99%		100%	98%	100%	*
	CWOD	100%	*	100%	100%			*	100%	100%	100%		100%	99%	99%	100%	*
	EL	99%	220	99%	3.00	200	1.0	*		99%	100%	100%	99%	99%	99%	100%	*
	Male	99%	*	99%	100%	14.			100%	99%	100%	98%	99%	99%	99%	31	100%
	Female	100%	*	100%	100%		-	2	100%	100%	100%	100%	100%	100%		100%	+
Mathematics	All Students	100%	100%	100%	100%			-	100%	100%	100%	100%	100%	99%	100%	100%	100%
	CWD	100%		100%	100%		5.5	*	*	100%	100%	100%		100%	100%	100%	*
	CWOD	100%		100%	100%	•		-	100%	100%	100%	-	100%	99%	100%	100%	*
	EL	99%		99%	2.0	-	22		15	99%	100%	100%	99%	99%	100%	98%	*
	Male	100%		100%	100%	-		\$		100%	100%	100%	100%	100%	100%	131	100%

		District	African	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disady	CWD	CWOD	EL	Male	Female	Minro
	Female	100%	*	99%	100%	· ·	ASIAII	isianuei	100%	100%	100%	100%	100%	98%	iviale.	100%	wigrai
21.		1.200758640		AMES 2015.	1102-00000												
Science	All Students	100%	•	100%	100%		-	-	100%	100%	100%	100%	100%	100%	100%	100%	•
	CWD	100%		100%	100%	-				100%	*	100%		*	100%	*	•
	CWOD	100%	•	100%	100%	100	-	-		100%	100%	An.	100%	100%	100%	100%	
	EL	100%	8	100%			**	-	*	100%	*	*	100%	100%	100%	100%	•
	Male	100%		100%	100%		7.0	177		100%	100%	100%	100%	100%	100%		
	Female	100%	•	100%	100%	-	-	-	•	100%	100%	*	100%	100%		100%	
n-Participatio	n Rate																
All Subjects	All Students	0%	0%	0%	0%			-	0%	0%	0%	1%	0%	1%	0%	0%	0%
,	CWD	1%	0%	1%	0%				0%	1%	0%	1%	-	0%	1%	0%	0%
	CWOD	0%	0%	0%	0%				0%	0%	0%	-	0%	1%	0%	0%	0%
	EL	1%		1%	-		25	3	-	1%	0%	0%	1%	1%	1%	1%	*
	Male	0%	*	1%	0%	0		-	0%	0%	0%	1%	0%	1%	0%	1 70 25	0%
	Female	0%	0%	0%	0%	2			0%	0%	0%	0%	0%	1%		0%	U70 *
	Tomale	<b>V</b> /0	070	070	070		20	17	0 76	0 76	0 76	076	0.76	1 70	34	070	
Reading	All Students	0%	0%	1%	0%	•	•		0%	1%	0%	1%	0%	1%	1%	0%	0%
	CWD	1%	•	3%	0%		*	-	*	2%	0%	1%		0%	2%	0%	*
	CWOD	0%	- 5	0%	0%		*	59	0%	0%	0%	200	0%	1%	1%	0%	*
	EL	1%	*	1%	-	-	80		-	1%	0%	0%	1%	1%	1%	0%	*
	Male	1%		1%	0%	-		0.0	0%	1%	0%	2%	1%	1%	1%	_	0%
	Female	0%		0%	0%	•		-	0%	0%	0%	0%	0%	0%	-2	0%	*
Mathematics	All Students	0%	0%	0%	0%			32	0%	0%	0%	0%	0%	1%	0%	0%	0%
Matriomation	CWD	0%		0%	0%	-	27	-	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%		0%	0%				0%	0%	0%	-	0%	1%	0%	0%	*
	EL	1%	33	1%	-			1.0	- 0 76	1%	0%	0%	1%	1%	0%	2%	
	Male	0%		0%	0%	2		2		0%	0%	0%	0%	0%	0%	2%	0%
	Female	0%		1%	0%				0%	0%		0%					0%
	геппане	0%		1 70	0%			-	0%	0%	0%	0%	0%	2%		0%	
Science	All Students	0%	•	0%	0%	*	+4	S#	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%		0%	0%		*/	17	*	0%	*	0%	-	*	0%	*	•
	CWOD	0%	*	0%	0%	2		2	*	0%	0%	-	0%	0%	0%	0%	•
	EL	0%		0%	-	2	4.5	2	-	0%	*		0%	0%	0%	0%	
	Male	0%	•	0%	0%	*	+3	1.6	*	0%	0%	0%	0%	0%	0%		
	Female	0%	•	0%	0%		40		*	0%	0%	*	0%	0%	-	0%	0.00
2.2	sults are mask																

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.

		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					7111110		1301031	ioidiraci	110000		Dioubilitioo	5547
In-School Suspensions												
	Male	7		5			•	*				
	Female	•	•	•			•	•				
	Total	9	•	5		*				•		
Out-of-School Suspensions												
	Male	11		7.			20		*			
	Female	*		*				•				
	Total	15	•	7	8	•						
Expulsions					250							
With Educational Services	Male			•0	(★)	5€		*				
	Female			*		:•						
	Total											
Without Educational Services	Male	÷				2			-			
William Educational Services	Female											
	Total											
Under Zero Tolerance Policies												
Under Zero Tolerance Policies	Male	2	9	1	30		- 5	3	- 2	- 2		
	Female	9	8	- 2	- 57	- 8	- 0	9	- 8	- 5		
AND AND AND ADVISOR .	Total	-	-				ै	•				
School-Related Arrests												
	Male	•	•	•	2.40	•	•	•	•	•		
	Female		•	•			•			•		
	Total		•		*					*		
Referrals to Law Enforcement												
	Male	•				•	•	•				
	Female		•									
	Total		•	(*)	1991	*		•				
Students With Disabilities In-School Suspensions												
- F	Male	•										
	Female											
	Total			0.00					•			
Out-of-School Suspensions	· Ottal											
our-or-oution dasperisions	Male				9.		•	2	•			
	Female		-		Ğ.	2	2	2				<u> </u>
	Total					2	2	ş	Ş			8
Expulsions	IOISI				-	-		-	-	-		-
With Educational Services	Mala								•			
with Educational Services	Male	3	<u> </u>		£	Ĩ	3	- 1	2	8		Ö
	Female	5	5		- 8		- 2	33	- 5	•		
	Total		5		:		- 5	8	\$			•
Without Educational Services	Male	*	•		**	•	•	•	•	•		
	Female									*		*

	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)
		•	•		•	•	•	•	•		•
					( <b>*</b>	•	•	•	•		
Female		•				•					
Total		•		•		•	•				
Male			•			*					
Female							•				
		•	•		2.51	•	•				
Male	•		¥:					*			
			¥6	•							
			•	(40)	1.6		*				*
Male	44	•	19	21					7		6
Female		*		27	2.4	•				•	6
Total	86		34	48			*:		11	*	6
	Male Female Total Male Female Total Male Female	Students	Students American	Students American Hispanic	Students American Hispanic   White	Total	Total   African   Hispanic   White   Alaska   Native   Asian	Total   African   Hispanic   White   Native   Asian   Pacific   Islander	Total   African   Students   American   Hispanic   White   Native   Asian   Pacific   Islander   Races	Total   African   Students   African   Hispanic   White   Alaska   Native   Asian   Islander   Races   EL	Total   African   Students   American   Hispanic   White   Native   Asian   Pacific   Islander   Races   EL   Disabilities

	Total
acidents of Violence	
Incidents of rape or attempted rape	•
Incidents of sexual assault (other than rape)	
ncidents of robbery with a weapon	
ncidents of robbery with a firearm or explosive device	•
ncidents of robbery without a weapon	•
ncidents of physical attack or fight with a weapon	•
ncidents of physical attack or fight with a firearm or explosive device	i i
ncidents of physical attack or fight without a weapon	•
ncidents of threats of physical attack with a weapon	
Incidents of threats of physical attack with a firearm or explosive device	•
ncidents of threats of physical attack without a weapon	•
ncidents of possession of a firearm or explosive device	10
egations 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											
and the second state of th	Male	31		20	11	•				8	•
	Female	33	685	23	8			(*)	•	17	
	Total	64	9.50	43	19	*		3.0	•	25	
Accelerated Coursework											
Advanced Placement Courses	Male				•	•					
	Female					20			•		*
	Total	• 5	0.00	•				0.00	•6	1900	94
International Baccalaureate Courses	Male		243	54	23	25	140	54	¥7	(2)	
	Female	160	3.00	94		53	363	19	÷:	53	34
	Total	=	(25)	<u>:</u>	*	#7	163	68	31	200	9
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 th the group.	e 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.

	All S	chool	High-Pove	rty Schools	Low-Pover	ty Schools
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	15.3	14.6%				
Teachers Teaching with Emergency or Provisional Credentials	2.0	2.0%				
Teacher Who Are Not Teaching in the Subject or Field for Which the eacher is Certified or Licensed	2,7	2.7%				
Indicates there are no data available in the group.  Blank cell Indicates data are not applicable to this report.						

Source: TEA Division of Research and Analysis

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	Region 11 Number of ALT2	Region 11 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	6,019	1%	621	1%		(*)
Mathematics	6,020	1%	622	1%	8)	
Grade 4 Reading	6,061	1%	581	1%		1.00
Mathematics	6,056	1%	582	1%	*	
Grade 5 Reading	6,162	2%	650	1%	•<	2.42
Mathematics	6,160	1%	647	1%		161
Science	6,164	1%	649	1%	<u>#</u>	•
Grade 6 Reading	5,678	1%	518	1%		1.6
Mathematics	5,677	1%	516	1%	•	
Grade 7 Reading	5,298	1%	519	1%		0.00
Mathematics	5,294	1%	520	1%	<u> </u>	
Grade 8 Reading	5,088	1%	456	1%	20	¥
Mathematics	5,087	2%	456	1%	+)	₩:
Science	5,087	1%	456	1%	£	• <u>·</u>
End of Course English I	4,868	1%	484	1%	•	(8)
English II	4,556	1%	468	1%	€	Ē
Algebra I	4,884	1%	490	1%		(3)
Biology	4,861	1%	468	1%	**	- 5
All Grades All Subjects	99,020	1%	9,703	1%	19	1%
Reading	43,730	1%	4,297	1%	9	1%
Mathematics	39,178	1%	3,833	1%	9	1%
	16,112	1%	1,573	1%		

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

0.70-7.00	Tax Land Start	a War Till a barrer of the same of the sam	% 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
	-	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

	5E525	0 11 5/2	% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
000017		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	В	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	W	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander		29	fr.	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 θ	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	i
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	N	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20 1	1	
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5		n/a
	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 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
		English Language Learners	01	1 1	JZ	20	,	Ü		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 standard		
n/a Indicate	es data reporting is n	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

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