# Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: ODEM H S Campus ID: 205905001 District Name: ODEM-EDROY ISD

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

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

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

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level o	r 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% 54% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54% 66%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 66% 73% 80% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 78% 82% 87% 82% 82% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 61% 69% 77%	33% 33% 43% 55% 67% 36% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22	1370	0070	1070	0070	1376	3170	7576	1170	0070	0270	41% 36%
	2022-23 through 2026-27 2027-28 through 2031-32											38% 40%
Graduation Rate:	4-Year Longitudinal Rate <sup>^</sup>											
	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;

Indicator	Weight
Academic Achievement	30%
Other Academic Indicator	50%
English Learner Language Proficiency	10%
SQSS: Student Achievement Domain Score	10%
Academic Achievement	50%
4-Year Graduation Rate	10%
English Learner Language Proficiency	10%
SQSS: College, Career, and Military Readiness	30%
	Academic Achievement Other Academic Indicator English Learner Language Proficiency SQSS: Student Achievement Domain Score Academic Achievement 4-Year Graduation Rate English Learner Language Proficiency

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

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

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

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

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

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

comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

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

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

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

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

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

## Part (ii): Student Achievement by Proficiency Level

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

											Two											
		State	District	t Campus	Afr Ame	r Hispanie	c White	Amer Ind			or c More Races				CWOD	EL	Male	Female N	/ligrant Ho	meless	Foster Care	
STAAR Perc	ont at Anr			-		-						2.0441										
End of Cou		noac				ADOVE																
English I	All Students	66%	74%	74%	*	74%	78%	-	-	-	-	70%	81%	55%	76%	*	73%	76%	-	*	-	-
	CWD	27%	55%	55%	-	55%	-	-	-	-	-	63%	*	55%	-	*	50%	*	-	*	-	-
	CWOD		76%	76%	*	76%	78%	-	-	-	-	70%	85%	-	76%	*	76%	76%	-	-	-	-
	EL Male	34% 60%	* 73%	* 73%	- *	* 74%	- 60%	-	-	-	-	* 68%	* 80%	* 50%	* 76%	*	* 73%	*	-	-	-	-
	Female		76%	76%	-	74%	*	-	-	-	-	71%	83%	\$	76%	*	-	- 76%	-	*	-	-
English II	All	67%	64%	64%	*	64%	58%	-	-	-	-	59%	73%	0%	70%	*	67%	61%	-	-	*	-
	Students	070/	00/			00/						0.01	*	<b>0</b> 0/		*		0.01				
	CWD CWOD	27% 72%	0% 70%	0% 70%	-*	0% 71%	- 58%	-	-	-	-	0% 64%	80%	0% -	- 70%	*	, 71%	0% 68%	-	-	- *	-
	EL	30%	*	*	-	/ 1 /0	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	62%	67%	67%	*	68%	50%	-	-	-	-	62%	75%	*	71%	*	67%	-	-	-	-	-
	Female	73%	61%	61%	-	60%	67%	-	-	-	-	55%	71%	0%	68%	*	-	61%	-	-	*	-
Algebra I	All	83%	85%	83%	-	84%	67%	-	-	-	-	79%	91%	50%	87%	60%	75%	94%	-	*	-	-
	Students CWD	52%	50%	50%	-	50%	_	_	_	_	_	63%	*	50%	-	*	50%	*	_	*	_	_
	CWOD	87%	89%	87%	-	89%	- 67%	-	-	-	-	82%	100%	-	- 87%	*	80%	97%	-	-	-	-
	EL	73%	60%	60%	-	60%	-	-	-	-	-	*	*	*	*	60%		*	-	-	-	-
	Male	79%	78%	75%	-	77%	*	-	-	-	-	70%	87%	50%	80%	*	75%	-	-	-	-	-
	Female	88%	95%	94%	-	94%	*	-	-	-	-	92%	100%	*	97%	*	-	94%	-	*	-	-
Biology	All Students	87%	95%	95%	-	95%	100%	-	-	-	-	97%	93%	*	97%	*	97%	93%	-	-	-	-
	CWD	60%	*	*	-	*		-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	90%	97%	97%	-	96%	100%	-	-	-	-	97%	96%	-	97% *	*	97% *	96%	-	-	-	-
	EL Male	68% 84%	97%	97%	-	97%	- *	-	-	-	-	95%	- 100%	*	97%	*	97%	-	-	-	-	-
	Female		93%	93%	-	92%	*	-	-	-	-	100%	85%	*	96%	*	-	93%	-	-	-	-
STAAR Perce End of Cour		ets G	rade Le	evel or A	bove	9																
English I	All Students	48%	50%	50%	*	50%	56%	-	-	-	-	43%	60%	27%	52%	*	43%	59%	-	*	-	-
	CWD	15%	27%	27%	-	27%	-	-	-	-	-	38%	*	27%	-	*	25%	*	-	*	-	-
	CWOD	53%	52%	52%	*	53%	56%	-	-	-	-	44%	65%	-	52%	*	45%	61%	-	-	-	-
	EL	14%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	42%	43%	43%	*	42%	60%	-	-	-	-	37%	52%	25%	45%	*	43%	-	-	-	-	-
	Female	56%	59%	59%	-	60%	*	-	-	-	-	52%	72%	*	61%	*	-	59%	-	*	-	-
English II	All Students	48%	43%	43%	*	44%	33%	-	-	-	-	40%	48%	0%	47%	*	40%	46%	-	-	*	-
	CWD	16%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	52%	47%	47% *	*	49%	33%	-	-	-	-	43%	53%	-	47%	*	43%	51%	-	-	*	-
	EL	11%			- *	*	-	-	-	-	-	*		*	*	÷	*	*	-	-	-	-
	Male Female	42% 55%	40% 46%	40% 46%	-	42% 45%	17% 50%	-	-	-	-	41% 38%	38% 59%	0%	43% 51%	*	40% -	- 46%	-	-	*	-
Algebra I	All Students	59%	46%	40%	-	37%	67%	-	-	-	-	36%	48%	30%	41%	0%	40%	39%	-	*	-	-
	CWD	24%	30%	30%	-	30%	-	-	-	-	-	38%	*	30%	-	*	25%	*	-	*	-	-
	CWOD	63%	48%	41%	-	38%	- 67%	-	-	-	-	36%	52%	-	- 41%	*	43%	39%	-	-	-	-
	EL	40%	0%	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	53%	44%	40%	-	39%	*	-	-	-	-	33%	53%	25%	43%	*	40%	-	-	-	-	-
	Female	65%	49%	39%	-	35%	*	-	-	-	-	40%	38%	*	39%	*	-	39%	-	*	-	-

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Dielegy	A.II.						c White	Amer Ind						CWD		EL			Migrant	Homeless	Foster Care	
Biology	All Students CWD	60% 24%	75% *	75% *	-	72% *	100% -	-	-	-	-	65% *	86% *	*	78% -	*	77% *	71% *	-	-	-	-
	CWOD EL	64% 24%	78% *	78% *	-	76% *	100%	-	-	-	-	69% *	89%	- *	78% *	*	82% *	74% *	-	-	-	-
	Male	58%	77%	77%	-	76%	*	-	-	-	-	68%	88%	*	82%	*	77%	-	-	-	-	-
	Female	62%	71%	71%	-	68%	*	-	-	-	-	60%	85%	*	74%	*	-	71%	-	-	-	-
AAR Perce		sters (	Grade	Level																		
End of Cours English I	All	10%	4%	4%	*	4%	0%	_	_	_	_	0%	9%	0%	4%	*	3%	4%	_	*	_	_
	Students	10 /0	4 /0	4 /0		4 /0	0 /0	-	-	-	-	0 /0		0 /0	4 /0		370		-		-	-
	CWD CWOD	3% 11%	0% 4%	0% 4%	- *	0% 4%	- 0%	-	-	-	-	0% 0%	* 10%	0% -	- 4%	*	0% 4%	* 4%	-	*	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male Female	7% 14%	3% 4%	3% 4%	*	4% 4%	0%	-	-	-	-	0% 0%	8% 11%	0% *	4% 4%	*	3%	- 4%	-	- *	-	-
English II	All Students	8%	3%	3%	*	4%	0%	-	-	-	-	2%	6%	0%	4%	*	4%	2%	-	-	*	-
	CWD	4% 8%	0%	0%	- *	0%	-	-	-	-	-	0%	* 7%	0%	-	*	*	0%	-	-	- *	-
	CWOD EL	8% 0%	4% *	4% *	-	4% *	0% -	-	-	-	-	2% *	/ %o *	*	4% *	*	5% *	2% *	-	-	-	-
	Male	6%	4% 2%	4%	*	5% 3%	0%	-	-	-	-	3%	6%	*	5% 2%	*	4%	-	-	-	- *	-
	Female	10%	2%	2%	-	3%	0%	-	-	-	-	0%	6%	0%	2%		-	2%	-	-	-	-
Algebra I	All Students	36%	22%	12%	-	13%	0%	-	-	-	-	10%	17%	0%	14%	0%	15%	9%	-	*	-	-
	CWD	9%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD EL	39% 19%	25% 0%	14% 0%	-	15% 0%	0% -	-	-	-	-	12% *	19% *	*	14% *	0%	18% *	10% *	-	-	-	-
	Male	31%	22%	15%	-	16%	*	-	-	-	-	12%	20%	0%	18%	*	15%	-	-	-	-	-
	Female	40%	22%	9%	-	10%	*	-	-	-	-	8%	13%	*	10%	*	-	9%	-	*	-	-
Biology	All Students	24%	19%	19%	-	19%	20%	-	-	-	-	12%	28%	*	20%	*	20%	18%	-	-	-	-
	CWD CWOD	6%	* 20%	* 20%	-	* 20%	- 20%	-	-	-	-	* 13%	* 29%	*	- 20%	*	* 21%	* 19%	-	-	-	-
			20 /0	20 /0	-	20 /0	20 /0	-	-	-	-	1370	29/0	*	20 /0	*	21/0	*	-	-	-	-
	EL	4%	*	*	-	*	-	-	-	-	-	*	-						-	-	-	-
AAR Perce	Male Female	24% 25%	20% 18%	* 20% 18% ade Lev	- - - rel or	* 21% 16% Above	- * *	-	-	-	-	* 21% 0%	19% 38%	*	21% 19%	*	20%	- 18%	-	-	-	-
	Male Female nt at App All	24% 25%	18%	18%	-	16%	- * *	-	-	-	-			* * 41%	19%	* * 33%	20% - 76%	-	-	- - *	- -	-
All Grades	Male Female nt at App	24% 25% proact	18% nes Gra 80% 46%	18% ade Lev	- rel or . * -	16% <b>Above</b> 78% 41%	* 72% -	-	-	-	-	0%	38% 84% 11%	* * 41% 41%	19%		-	- 18% 78% 27%		- - *	- - *	-
All Grades	Male Female nt at App All Students CWD CWOD	24% 25% <b>broact</b> 77% 46% 81%	18% nes Gra 80% 46% 83%	18% ade Lev 77% 41% 81%	-	16% Above 78% 41% 82%	* 72% _ 72%	-		-		0% 74% 52% 76%	38% 84%	41% -	19% 81% - 81%	40% 30%	- 76% 48% 80%	- 18% 78%		- - * *	- - * *	-
All Grades	Male Female nt at App All Students CWD	24% 25% oroact 77% 46%	18% nes Gra 80% 46%	18% ade Lev 77% 41%	- rel or . * -	16% <b>Above</b> 78% 41%	* 72% -	-	- - - -	-	- - - -	0% 74% 52%	38% 84% 11% 89%		19% 81% - 81%	40% 30% 33%	- 76% 48% 80% 27%	- 18% 78% 27% 82%	-	*	- - * - *	-
All Grades	Male Female nt at App All Students CWD CWOD EL	24% 25% <b>proact</b> 77% 46% 81% 62% 74%	18% nes Gra 80% 46% 83% 53%	18% ade Lev 77% 41% 81% 33%	- rel or . * -	16% Above 78% 41% 82% 33%	* 72% - 72% -	-	- - - - - -	-	-	0% 74% 52% 76% 33%	38% 84% 11% 89% *	41% - 40%	19% 81% - 81% 30%	40% 30% 33%	- 76% 48% 80% 27%	- 18% 78% 27% 82%	· · ·	- - - * * - - - *	- - * - *	-
All Grades	Male Female nt at App All Students CWD CWOD EL Male Female All	24% 25% <b>proact</b> 77% 46% 81% 62% 74%	18% nes Gra 80% 46% 83% 53% 79%	18% ade Lev 77% 41% 81% 33% 76%	- rel or . * -	16% Above 78% 41% 82% 33% 78%	* 72% 	-	-	-	-	0% 74% 52% 76% 33% 71%	38% 84% 11% 89% * 85%	41% - 40% 48%	19% 81% - 81% 30% 80%	40% 30% 33% 27% *	- 76% 48% 80% 27%	- 18% 78% 27% 82% *		- - * * - *	- - * -* *	-
All Grades All Subjects	Male Female nt at App All Students CWD CWOD EL Male Female All Students CWD	24% 25% <b>Proact</b> 77% 46% 81% 62% 74% 80% 73% 39%	18% <b>nes Gr</b> 80% 46% 83% 53% 79% 82% 79% 43%	18% ade Lev 77% 41% 81% 33% 76% 78% 69% 32%	- /el or . - - - * -	16% Above 78% 41% 82% 33% 78% 77% 69% 32%	* 72% 59% 87% 67%	-	-	-	-	0% 74% 52% 76% 33% 71% 76% 65% 36%	38% 84% 11% 89% * 85% 82% 78% 17%	41% 40% 48% 27% 32% 32%	19% 81% - 81% 30% 80% 82% 73% -	40% 30% 33% 27% * 0%	- 76% 48% 80% 27% 76% - 70% 33%	- 18% 78% 27% 82% * - 78% 68% 25%	· · ·	- - * * * *	- - * - *	-
All Grades All Subjects	Male Female nt at App All Students CWD CWOD EL Male Female All Students	24% 25% <b>Proact</b> 77% 46% 81% 62% 74% 80% 73% 39%	18% nes Gra 80% 46% 83% 53% 79% 82%	18% ade Lev 77% 41% 81% 33% 76% 78% 69% 32% 73%	- rel or , * - * - *	16% Above 78% 41% 82% 33% 78% 77% 69%	* 72% - 59% 87% 67%		-	-	-	0% 74% 52% 76% 33% 71% 65%	38% 84% 11% 89% * 85% 82% 78%	41% - 40% 48% 27% 32%	19% 81% - 81% 30% 80% 82% 73%	40% 30% 33% 27% *	- 76% 48% 80% 27% 76% - 70% 33%	- 18% 27% 82% - 78% 68%	-	- - * * * *	- - - * - * - *	-
All Grades All Subjects	Male Female nt at App All Students CWD EL Male Female All Students CWD CWOD EL Male	24% 25% 77% 46% 81% 62% 74% 80% 73% 39% 73% 39% 78% 54% 69%	18% nes Gra 80% 46% 83% 53% 79% 82% 79% 43% 82% 28% 76%	18% ade Lev 77% 41% 33% 76% 78% 69% 32% 73% 0%	- * - * - * - * - * - * - *	16% Above 78% 41% 82% 33% 78% 77% 69% 32% 74% 0% 72%	* 72% 59% 87% 67% 55%	-	-	-	-	0% 74% 52% 76% 33% 71% 76% 65% 36% 68% 0% 66%	38% 84% 11% 89% * 85% 82% 78% 17% 83% * 78%	41% 40% 27% 32% 32% - * 33%	19% 81% - 81% 30% 82% 73% - 73% 0% 74%	40% 30% 33% 27% * 0% 0%	- 76% 48% 80% 27% 76% - 70% 33% 74% 0% 70%	- 18% 78% 27% 82% * - 78% 68% 25% 72% * -	-	- - * * * *	- - - * -* - * - *	
II Grades All Subjects Reading	Male Female nt at App All Students CWOD EL Male Female All Students CWOD EL Male Female Female	24% 25% 77% 46% 81% 62% 74% 80% 73% 39% 73% 54% 69% 78%	18% <b>nes Gr</b> 80% 46% 83% 53% 53% 79% 82% 79% 43% 82% 28% 76% 81%	18% ade Lev 77% 41% 81% 33% 76% 78% 69% 32% 73% 0% 70% 68%	- * - * - * - * -	16% Above 78% 41% 82% 33% 78% 77% 69% 32% 74% 0% 72% 67%	* 72% 59% 87% 67% 55% 80%	-				0% 74% 52% 76% 33% 65% 36% 65% 36% 66% 63%	38% 84% 11% 89% * 85% 82% 78% 78% 78% 78% 77%	41% 40% 48% 27% 32% 32% - * 33% 25%	19% 81% - 81% 30% 82% 73% - 73% 0% 74% 72%	40% 30% 33% 27% % 0% % 0% 0% 0% %	- 76% 48% 80% 27% 76% - 70% 33% 74% 0% 70% -	- 18% 27% 82% - 78% 68% 25% 72% - 68%		- - * * * * *	* - * * - * - *	
All Grades All Subjects	Male Female nt at App All Students CWOD EL Male Female All Students CWOD EL Male Female Female	24% 25% 77% 46% 81% 62% 74% 80% 73% 39% 73% 39% 78% 54% 69%	18% nes Gra 80% 46% 83% 53% 79% 82% 79% 43% 82% 28% 76%	18% ade Lev 77% 41% 33% 76% 78% 69% 32% 73% 0%	- * - * - * - * - * - * - *	16% Above 78% 41% 82% 33% 78% 77% 69% 32% 74% 0% 72%	* 72% 59% 87% 67% 55%	-	· · · · ·			0% 74% 52% 76% 33% 71% 76% 65% 36% 68% 0% 66%	38% 84% 11% 89% * 85% 82% 78% 17% 83% * 78%	41% 40% 27% 32% 32% - * 33%	19% 81% - 81% 30% 82% 73% - 73% 0% 74% 72%	40% 30% 33% 27% % 0% % 0% 0% 0% %	- 76% 48% 80% 27% 76% - 70% 33% 74% 0% 70%	- 18% 78% 27% 82% * - 78% 68% 25% 72% * -		- - * * * * *	* -* * * -* -	
II Grades All Subjects Reading	Male Female nt at App All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	24% 25% 77% 46% 81% 62% 74% 80% 73% 39% 73% 39% 78% 81% 53%	18% <b>nes Gr</b> 80% 46% 83% 53% 53% 79% 82% 79% 43% 82% 43% 82% 81% 82% 48%	18% ade Lev 77% 41% 33% 76% 78% 69% 32% 73% 0% 68% 83% 50%	- rel or . - - - - - - - - -	16% Above 78% 41% 82% 78% 77% 69% 32% 74% 0% 82% 74% 0% 84% 50%	* 72% 59% 87% 67% 55% 80% 67% -		· · · · · ·			0% 74% 52% 76% 33% 71% 76% 65% 36% 68% 68% 68% 63% 79% 63%	38% 84% 11% 89% * 85% 82% 78% 78% 78% 77% 91% *	41% 40% 48% 27% 32% 32% - 33% 25% 50% 50%	19% 81% - 81% 30% 82% 73% - 73% 73% 74% 72% 87% -	40% 30% 33% 27% * 0% 0% 0% 0% 0% 0% * 60%	- 76% 48% 80% 27% 76% - 70% 33% 74% 0% - 75% 50%	- 18% 27% 82% - 78% 68% 25% 72% - 68% 94% *	· · · · · · · · · · · · · · · · · · ·	- - * * * * * * *	* *	
II Grades All Subjects Reading	Male Female nt at App All Students CWD CWOD EL Male Female All Students CWD EL Male Female ale Female	24% 25% 77% 46% 81% 62% 74% 80% 73% 39% 73% 39% 73% 81% 53% 84%	18% <b>nes Gr</b> 80% 46% 83% 53% 79% 82% 79% 43% 82% 28% 76% 81% 82% 48% 85%	18% ade Lev 77% 41% 81% 33% 76% 78% 69% 32% 73% 0% 70% 68% 83% 50% 87%	- rel or , * - * - * - * - * - * - * -	16% Above 78% 41% 82% 33% 78% 77% 69% 32% 69% 32% 67% 84% 50% 89%	* 72% 59% 87% 67% 55% 80%		· · · · · ·			0% 74% 52% 76% 33% 71% 76% 65% 36% 68% 0% 66% 63% 79%	38% 84% 11% 89% * 85% 82% 78% 78% 78% 77% 91%	41% 40% 48% 27% 32% 32% * 33% 25%	19% 81% - 30% 80% 82% 73% - 73% 0% 74% 72% 87% - 87%	40% 30% 33% 27% * 0% 0% 0% 0% 0% * 60%	- 76% 48% 80% 27% 76% - 70% 33% 74% 0% 70% - 75% 50% 80%	- 18% 27% 82% - 78% 68% 25% 72% * 68% 94%	· · · · · · · · · · · · · · · · · · ·	- - * * * - * * * * - * *	* - * * - * - * - * - *	
II Grades All Subjects Reading	Male Female nt at App All Students CWD CWOD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female	24% 25% <b>proact</b> 77% 46% 81% 62% 74% 80% 73% 73% 39% 73% 81% 53% 81% 53% 81% 72% 72%	18% <b>nes Gr</b> 80% 46% 83% 79% 82% 79% 43% 82% 76% 81% 82% 48% 85% 81%	18% ade Lev 77% 41% 33% 76% 78% 69% 32% 73% 69% 32% 70% 68% 83% 50% 83% 60% 75%	- rel or . - - - - - - - - - - - - - -	16% Above 78% 41% 82% 33% 78% 77% 69% 32% 74% 69% 82% 72% 67% 84% 50% 89% 60% 77%	* 72% 59% 87% 67% 67% 67% 67% 67% *					0% 74% 52% 76% 33% 71% 76% 65% 36% 65% 0% 66% 63% 79% 63% 82% * 70%	38% 84% 11% 89% * 85% 82% 78% 78% 78% 78% 78% 77% 91% * 100% * 87%	41% 40% 27% 32% 32% - 33% 25% 50% - - 50%	19% 81% - 81% 30% 80% 82% 73% - 73% 0% 74% 72% 87% * 80%	40% 30% 33% 27% * 0% 0% 0% 0% * 60% *	- 76% 48% 80% 27% 76% - 70% 33% 70% - 75% 50% 80% * 75%	- 18% 27% 82% - 78% 68% 25% 72% * - 68% 94% * 94% * 94% * -		- - - - - - - - - - - - - - - - - - -	* * * * * * *	
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Il Grades All Subjects Reading Mathematics	Male Female nt at App All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	24% 25% 77% 46% 81% 62% 74% 80% 73% 39% 73% 39% 73% 80% 53% 81% 83% 82% 80% 51%	18% <b>nes Gr</b> 80% 46% 83% 79% 82% 79% 43% 82% 79% 82% 76% 81% 82% 48% 85% 67% 81% 83% 50%	18% ade Lev 77% 41% 33% 33% 76% 69% 32% 73% 0% 68% 83% 50% 83% 50% 87% 60% 94% 95% *	- rel or . - - - - - - - - - - - - - - - - - - -	16% Above 78% 41% 82% 78% 77% 69% 32% 74% 0% 82% 67% 84% 50% 89% 60% 89% 60% 94% 95%	* 72% 59% 87% 67% 55% 80% 67% - * * 100%					0% 74% 52% 76% 33% 71% 76% 65% 66% 63% 66% 63% 79% 63% 82% * 70% 92% 97%	38% 84% 11% 85% 82% 78% 78% 78% 77% 91% * 100% 87% 100% 93% *	41% 40% 27% 32% 32% - 33% 25% 50% - - 50%	19% 81% - 1% 30% 80% 82% 73% 73% 73% 74% 72% 87% 87% - 87% 97% 97% -	40% 30% 33% 27% * 0% 0% 0% 60% * 60% *	- 76% 48% 80% 27% 76% - 70% 33% 74% 70% - 75% 50% 80% * 75% - 97% *	- 18% 27% 82% - 78% 68% 25% 72% - 68% 94% * 94% 93% *		* = * * * = * * = * * * = * * = * * = * * = * * * = * = - * = * = - * = * = - =	* * * * * * * * * * * *	
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Reading	All Students	State 47%	District 47%	Campus 47%	Afr Amer *	Hispanio 47%	<b>c White</b> 43%	Amer Ind			Two or More Races -	Econ Disadv 42%	Non Econ Disadv 55%	<b>CWD</b> 16%	<b>CWOD</b> 50%		<b>Male</b> 42%	Female 53%	Migrant -	Homeless *	Foster Care	
	CWD	21%	29%	16%	-	16%	-	-	-	-	-	21%	0%	16%	-	*	17%	13%	-	*	-	-
	CWOD		49%	50%	*	51%	43%	-	-	-	-	44%	60%	-	50%	0%	44%	56%	-	-	*	-
	EL	23%	6%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	43%	44%	42%		42%	36%	-	-	-	-	39%	46%	17%	44%	0% *	42%	-	-	-	-	-
	Female	51%	50%	53%	-	53%	50%	-	-	-	-	45%	66%	13%	56%		-	53%	-	-		-
Mathematic		51%	46%	40%	-	37%	67%	-	-	-	-	36%	48%	30%	41%	0%	40%	39%	-	*	-	-
	Students																					
	CWD	26%	35%	30%	-	30%	-	-	-	-	-	38%	*	30%	-	*	25%	*	-	*	-	-
	CWOD		47%	41%	-	38%	67%	-	-	-	-	36%	52%	-	41%	*	43%	39% *	-	-	-	-
	EL	37%	33%	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*		-	-	-	-
	Male	50%	48%	40%	-	39%	*	-	-	-	-	33%	53%	25%	43%	*	40%	-	-	-	-	-
	Female	51%	44%	39%	-	35%	*	-	-	-	-	40%	38%	*	39%	*	-	39%	-	*	-	-
Science	All Students	53%	52%	75%	-	72%	100%	-	-	-	-	65%	86%	*	78%	*	77%	71%	-	-	-	-
	CWD	25%	36%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		54%	78%	-	76%	100%	-	-	-	-	69%	89%	-	78%	*	82%	74%	-	-	-	-
	EL	26%	71%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	53%	57%	77%	-	76%	*	-	-	-	-	68%	88%	*	82%	*	77%	-	-	-	-	-
	Female	53%	48%	71%	-	68%	*	-	-	-	-	60%	85%	*	74%	*	-	71%	-	-	-	-
FAAR Perc All Grades	ent at Mas	sters	Grade	Level																		
FAAR Perc All Grades All Subjects	s All Students	23%	17%	8%	*	9%	3%	-	-	-	-	5%	14%	0%	9%	0%	9%	7%	-	*	*	-
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All Grades All Subjects Reading	<ul> <li>All</li> <li>Students</li> <li>CWD</li> <li>CWOD</li> <li>EL</li> <li>Male</li> <li>Female</li> <li>All</li> <li>Students</li> <li>CWD</li> <li>EL</li> <li>Male</li> <li>Female</li> <li>CWOD</li> <li>EL</li> <li>Male</li> <li>Female</li> <li>CWOD</li> <li>EL</li> <li>Male</li> <li>Female</li> <li>CWOD</li> <li>EL</li> <li>Male</li> <li>Students</li> <li>CWOD</li> <li>CWOD</li> <li>CWOD</li> </ul>	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28%	17% 1% 18% 8% 19% 15% 16% 0% 17% 6% 16% 16% 16% 17% 3% 19%	8% 0% 9% 0% 9% 7% 3% 0% 4% 0% 4% 3% 12% 0% 14%	* - * - * -	0% 10% 7% 4% 0% 4% 0% 4% 13% 0% 15%	3% 0% 7% 0% - 0% 0%	· · · ·	-		-	0% 6% 0% 8% 2% 1% 0% 1% 0% 1% 0%	0% 15% 13% 16% 8% 0% 9% * 7% 9% 17% * 19%	0% 0% 0% 0% * 0% 0%	9% 0% 11% 8% 4% - 4% 0% 4% 3% 14%	0% 0% 0% * 0% * 0% 0% * *	0% 11% 0% 9% - 4% 0% 4% 0% 4% - 15%	0% 8% - 7% 3% 0% 3% - 3% 9% * 10%	-	* * * * * * * * *	* -* -* -* -* -* -* -* -* -* -* -**	-
All Grades All Subjects Reading	s All Students CWD EL Male Female All Students CWD EL Male Female Students CWD CWOD EL Students CWD CWOD EL	23% 8% 25% 21% 22% 20% 7% 22% 8% 17% 23% 26% 11% 23%	17% 1% 18% 8% 19% 15% 16% 0% 16% 16% 16% 16% 16% 17% 3% 19% 0%	8% 0% 9% 0% 9% 7% 3% 0% 4% 0% 4% 3% 12% 0%	* - * - * - *	0% 10% 7% 4% 0% 4% 4% 13% 0% 15% 0%		-	· · · ·	-	-	0% 6% 0% 8% 2% 1% 0% 1% 0% 1% 0% 10% 0% 12% *	0% 15% * 13% 16% 8% 9% * 7% 9% 17% * 19%	0% 0% 0% 0% - * 0% 0% 0% 0% 0% -	9% 0% 11% 8% 4% - 4% 0% 4% 3% 14% - 14%	0% 0% 0% * 0% * 0% 0% * 0%	0% 11% 0% 9% - 4% 0% 4% 0% 4% - 15% 0% 18% *	0% 8% - 7% 3% 0% 3% * - 3% 9%	-	* * * * * * * * * * * * *	* _* _ * _ *	-
All Grades All Subjects Reading	<ul> <li>All</li> <li>Students</li> <li>CWD</li> <li>CWOD</li> <li>EL</li> <li>Male</li> <li>Female</li> <li>All</li> <li>Students</li> <li>CWD</li> <li>EL</li> <li>Male</li> <li>Female</li> <li>Students</li> <li>CWD</li> <li>EL</li> <li>Male</li> </ul>	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28%	17% 1% 18% 8% 19% 15% 16% 16% 16% 16% 16% 16% 16% 17% 3% 19% 0% 21%	8% 0% 9% 7% 3% 0% 4% 0% 4% 3% 12% 0% 14% 0% 15%	* - * - * - * - - - -	0% 10% 7% 4% 0% 4% 0% 4% 13% 0% 13% 0% 15% 0%	3% 0% 7% 0% - 0% 0% 0%	· · · · ·	· · · · ·	-	-	0% 6% 8% 2% 1% 0% 1% 0% 1% 0% 10% 0% 12%	0% 15% * 13% 16% 8% 0% 9% 7% 9% 17% * 19% * 20%	0% 0% 0% 0% * 0% 0%	- 9% 0% 11% 8% 4% - 4% 0% 4% 3% 14% - 14% * 18%	0% 0% 0% * 0% * 0% * 0% *	0% 11% 0% 9% - 4% 0% 4% 0% 4% - 15% 0%	0% 8% - 7% 3% 3% * - 3% 9% * 10% *	-	* * * * * * * * *	* * * * * * *	-
All Grades All Subjects Reading	s All Students CWD EL Male Female All Students CWD EL Male Female Students CWD CWOD EL Students CWD CWOD EL	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28%	17% 1% 18% 8% 19% 15% 16% 0% 16% 16% 16% 16% 16% 17% 3% 19% 0%	8% 0% 9% 0% 9% 7% 3% 0% 4% 0% 4% 3% 12% 0%	* - * - * - * - - - -	0% 10% 7% 4% 0% 4% 4% 13% 0% 15% 0%		-	· · · · · ·	-		0% 6% 0% 8% 2% 1% 0% 1% 0% 1% 0% 10% 0% 12% *	0% 15% * 13% 16% 8% 9% * 7% 9% 17% * 19%	0% 0% 0% 0% - * 0% 0% 0% 0% 0% -	9% 0% 11% 8% 4% - 4% 0% 4% 3% 14% - 14%	0% 0% 0% * 0% * 0% 0% * 0%	0% 11% 0% 9% - 4% 0% 4% 0% 4% - 15% 0% 18% *	0% 8% - 7% 3% 0% 3% - 3% 9% * 10%		* * * * * * * * * * * * * * * * * *	* * * * * * * *	-
All Grades All Subjects Reading	<ul> <li>All</li> <li>Students</li> <li>CWD</li> <li>CWOD</li> <li>EL</li> <li>Male</li> <li>Female</li> <li>All</li> <li>Students</li> <li>CWD</li> <li>EL</li> <li>Male</li> <li>Female</li> <li>Students</li> <li>CWD</li> <li>EL</li> <li>Male</li> </ul>	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28%	17% 1% 18% 8% 19% 15% 16% 16% 16% 16% 16% 16% 16% 16% 16% 13% 18%	8% 0% 9% 7% 3% 0% 4% 0% 4% 3% 12% 0% 14% 0% 15%	* - * - * - - - - -	0% 10% 7% 4% 0% 4% 0% 4% 13% 0% 13% 0% 15% 0%		-				0% 6% 8% 2% 1% 0% 1% 0% 1% 0% 10% 0% 12%	0% 15% * 13% 16% 8% 0% 9% 7% 9% 17% * 19% 20% 13% 28%	0% 0% 0% 0% - * 0% 0% 0% 0% 0% -	- 9% 0% 11% 8% 4% - 4% 0% 4% 3% 14% - 14% * 18%	0% 0% 0% * 0% * 0% * 0% *	0% 11% 0% 9% - 4% 0% 4% 0% 4% - 15% 0% 18% *	0% 8% - 7% 3% 3% * - 3% 9% * 10% *		* * * * * * * * * * * * * * * -	•	
All Grades All Subjects Reading Mathematic	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 23% 26% 11% 28% 16% 25% 26% 24% 8%	17% 1% 18% 8% 19% 15% 16% 0% 16% 16% 17% 6% 16% 17% 3% 19% 0% 21% 13% 18% 0%	8% 0% 9% 0% 9% 7% 3% 0% 4% 0% 4% 0% 12% 0% 14% 0% 15% 9%	* - * - *	0% 10% 7% 4% 0% 4% 4% 13% 0% 15% 0% 16% 10%	3% 0% 7% 0% - 0% 0% - 0% - * * 20%					0% 6% 0% 8% 2% 1% 0% 1% 0% 1% 0% 10% 10% 12% *	0% 13% 16% 8% 0% 9% 7% 9% 17% * 19% 20% 13% 28% *	0% 0% 0% 0% - * 0% 0% 0% 0% 0% -	9% 0% 11% 8% 4% - 4% 0% 4% 3% 14% - 14% * 18% 10% 20% -	0% 0% 0% * 0% * 0% * 0% * *	0% 11% 0% 9% - 4% 0% 4% - 15% 0% 15% * 15% - 20% *	0% 8% - 7% 3% 0% 3% - 3% 9% * 10% * 18% *		* * * * * * * * * * * * * * * * * * * *	*	-
All Grades All Subjects Reading Mathematic	<ul> <li>All</li> <li>Students CWD CWOD EL</li> <li>Male Female</li> <li>All</li> <li>Students CWOD EL</li> <li>Male Female</li> <li>All</li> <li>Students CWOD EL</li> <li>Male Female</li> <li>All</li> <li>Students CWOD EL</li> <li>Male Female</li> <li>CWOD EL</li> <li>Male Students CWOD EL</li> <li>Male Female</li> </ul>	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25% 26% 8% 26%	17% 1% 18% 8% 19% 15% 16% 0% 17% 6% 16% 16% 16% 17% 3% 19% 0% 21% 13% 18% 0% 19%	8% 0% 9% 0% 9% 7% 3% 0% 4% 0% 4% 3% 12% 0% 14% 0% 15% 9% 19% * 20%	* - * - *	0% 10% 7% 4% 0% 4% 4% 13% 0% 15% 0% 16% 10%	3% 0% 7% 0% - 0% 0% 0% - 0% - *					0% 6% 0% 8% 2% 1% 0% 1% 0% 10% 10% 10% 12% * 12% 8%	0% 15% * 13% 16% 8% 0% 9% 7% 9% 17% * 19% 20% 13% 28%	0% 0% 0% 0% - * 0% 0% 0% 0% 0% -	- 9% 0% 11% 8% 4% - 4% 0% 4% 3% 14% - 14% * 18% 10%	0% 0% 0% * 0% * 0% * 0% * *	0% 11% 0% 9% - 4% 0% 4% 0% 4% - 15% 8% * 15% -	0% 8% - 7% 3% 0% 3% - 3% 9% * 10% * - 9%		* * * * * * * * * * * * * * * * * * * *	*	
All Grades All Subjects Reading Mathematic	s All Students CWD CWOD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 25% 26% 26% 24% 8% 26% 7%	17% 1% 18% 8% 19% 15% 16% 0% 17% 6% 16% 16% 16% 16% 17% 3% 19% 0% 21% 13% 18% 0% 19% 29%	8% 0% 9% 0% 9% 7% 3% 0% 4% 0% 4% 0% 12% 0% 12% 0% 15% 9% 19% *	· · · · · · · · · · · · · · · · · · ·	0% 10% 7% 4% 0% 4% 4% 13% 0% 15% 0% 16% 10% 19% *	3% 0% 7% 0% 0% 0% 0% 0% 					0% 6% 8% 2% 1% 0% 1% 0% 1% 0% 10% 0% 12% * 12% 8% 12% * 13% *	0% 15% 13% 16% 8% 9% 7% 9% 17% * 19% 20% 13% 28% * 28%	0% 0% 0% 0% - * 0% 0% 0% 0% 0% -	9% 0% 11% 8% 4% - 4% 0% 4% 3% 14% - 14% 18% 10% 20% *	0% 0% 0% * 0% * 0% * 0% * *	0% 11% 0% 9% - 4% 0% 4% 0% 4% - 15% 0% * 20% * 21%	0% 8% - 7% 3% 0% 3% - 3% 9% * 10% * 18% *		* *	*	
All Grades All Subjects Reading Mathematic	<ul> <li>All</li> <li>Students CWD CWOD EL</li> <li>Male Female</li> <li>All</li> <li>Students CWOD EL</li> <li>Male Female</li> <li>All</li> <li>Students CWOD EL</li> <li>Male Female</li> <li>All</li> <li>Students CWOD EL</li> <li>Male Female</li> <li>CWOD EL</li> <li>Male Students CWOD EL</li> <li>Male Female</li> </ul>	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 26% 26% 24% 8% 26% 24% 8% 26% 24%	17% 1% 18% 8% 19% 15% 16% 0% 17% 6% 16% 16% 16% 17% 3% 19% 0% 21% 13% 18% 0% 19%	8% 0% 9% 0% 9% 7% 3% 0% 4% 0% 4% 3% 12% 0% 14% 0% 15% 9% 19% * 20%	* - * - *	0% 10% 7% 4% 0% 4% 4% 13% 0% 15% 0% 16% 10%	3% 0% 7% 0% - 0% 0% - 0% - * * 20%					0% 6% 0% 8% 2% 1% 0% 1% 0% 1% 0% 10% 10% 12% *	0% 13% 16% 8% 0% 9% 7% 9% 17% * 19% 20% 13% 28% *	0% 0% 0% 0% - * 0% 0% 0% 0% 0% -	9% 0% 11% 8% 4% - 4% 0% 4% 3% 14% - 14% * 18% 10% 20% -	0% 0% 0% * 0% * 0% * 0% * *	0% 11% 0% 9% - 4% 0% 4% - 15% 0% 15% * 15% - 20% *	0% 8% - 7% 3% 0% 3% - 3% 9% * 10% * 18% *		* * * * * * * * * * * * * * * * * * * *	· · · · · · · · · · · · · · · · · · ·	

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			-								
Reading											
All Students	72	*	76	50	-	-	-	-	69	*	*
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	73	*	76	50	-	-	-	-	67	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	78	*	78	*	-	-	-	-	72	*	*
Female	67	-	73	40	-	-	-	-	66	*	-
Mathematics											
All Students	71	-	70	80	-	-	-	-	67	36	*
CWD	36	-	36	-	-	-	-	-	42	36	-
CWOD	75	-	75	80	-	-	-	-	71	-	*
EL	*	-	*	-	-	-	-	-	*	-	*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	67	-	67	*	-	-	-	-	60	42	*
Female	77	-	75	*	-	-	-	-	78	*	*

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

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

Federal Graduation Rates	;	African American	•	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
4-year Longitudinal Coho	rt Graduatio	on Rate (Gr	<sup>.</sup> 9-12): Cla	ss of 2018	8								
All Students	96.3%	-	95.9%	100.0%	*	-	-	-	96.8%	*	-	*	-
CWD	*	-	*	-	-	-	-	-	-	*	-	-	-
CWOD	97.5%	-	97.2%	100.0%	*	-	-	-	96.8%	-	-	*	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	97.4%	-	97.0%	*	*	-	-	-	100.0%	*	-	-	-
Female	95.3%	-	95.0%	*	-	-	-	-	94.7%	-	-	*	-

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

'-' Indicates there are no students in the group.

'^' Ever EL in grades 9-12

#### Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
٨	٨	٨

'^' Indicates data reporting does not meet for Minimum Size.

\*\* 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. (CWD: children with disability; EL: English learner)

Student Success (Student Achiev		African American nain Score	•	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	*	46	44	-	-	-	-	41	20	13
School Quality (College, Career, a	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	57%	-	55%	67%	*	-	-	-	50%	*	-

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

'-' Indicates there are no students in the group.

#### Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Ν		Y						N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Ν		N						N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Ν		N						Ν		

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2018&year2=18&\_debug=0&single=N&title=2018-19+Federal+Report+Card&\_... 5/11

9/22/21, 4:24 PM				2	2018-19 Fed	eral Repo	ort Card				
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Ν		Ν						Ν		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Ν		Ν						Ν		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		

# English Learner Language Proficiency Status

• • •	•										
Interim Goals (2018-2022) Target Met											36%
Interim Goals (2023-2027)											38%
Target Met Interim Goals (2028-2032)											40%
Target Met Long-Term Goals Target Met											40%
Federal Graduation Status <sup>^</sup>											
Interim Goals (2018-2022) Target Met	90% N	90%	90% N	90%	90%	90%	90%	90%	90% N	90%	90%

Target Met	N		N						N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Ν		N						N		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						Ν		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	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). '+'

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# Part (vii): STAAR Participation

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

			African			American		Pacific		Econ	Non Econ						
Participation Ra	ate	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	100%	*	100%	100%	_	_	_	_	100%	100%	97%	100%	100%	99%	100%	_
	Students	10070		10070	10070					10070	10070	01 /0	10070	10070	0070	10070	
	CWD	97%	-	97%	-	-	-	-	-	96%	100%	97%	-	100%	95%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	*	-
	Male	99%	*	99%	100%	-	-	-	-	99%	100%	95%	100%	100%	99%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Reading	All	100%	*	99%	100%	-	-	_	-	99%	100%	95%	100%	100%	99%	100%	-
0	Students																
	CWD	95%	-	95%	-	-	-	-	-	93%	100%	95%	-	*	92%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	99%	*	99%	100%	-	-	-	-	99%	100%	92%	100%	100%	99%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Mathematics	s All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	*	*	*	*	100%	*	*	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	-	100%	-
Science	All	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	100%	-
	Students																
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	-	100%	-
Non-Participati	on Rate																

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
			s American			Indian	Asian	Islander	Races				CWOD	EL			Migrant
All Subjects	All	0%	*	0%	0%	-	-	-	-	0%	0%	3%	0%	0%	1%	0%	-
	Students																
	CWD	3%	-	3%	-	-	-	-	-	4%	0%	3%	-	0%	5%	0%	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	*	-
	Male	1%	*	1%	0%	-	-	-	-	1%	0%	5%	0%	0%	1%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
Reading	All	0%	*	1%	0%	-	-	-	-	1%	0%	5%	0%	0%	1%	0%	-
0	Students																
	CWD	5%	-	5%	-	-	-	-	-	7%	0%	5%	-	*	8%	0%	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	_	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	1%	*	1%	0%	-	-	-	-	1%	0%	8%	0%	0%	1%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
Mathematics	s All	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	_	0%	*	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	-	0%	-
Science	All	0%	-	0%	0%	-	-	_	-	0%	0%	*	0%	*	0%	0%	-
	Students																
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	_
	Female	0%	-	0%	*	-	-	_	_	0%	0%	*	0%	*	-	0%	-
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

## Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilities	s										
In-School Suspensions											
	Male	33	0	26	5	2	0	0	0	2	
	Female	25	0	23	0	2	0	0	0	0	
	Total	58	0	49	5	4	0	0	0	2	
Out-of-School Suspensions											
	Male	15	0	13	2	0	0	0	0	0	
	Female	6	0	4	0	2	0	0	0	0	
	Total	21	0	17	2	2	0	0	0	0	
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 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	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	0	0	0	0	0	0	0	0	0	
	Female	7	0	5	0	2	0	0	0	0	
	Total	7	0	5	0	2	0	0	0	0	
Students With Disabilities In-School Suspensions											
·	Male	2	0	2	0	0	0	0	0	0	0

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	Female Total	Total students 2 4	African American 0 0	Hispanic 2 4	White 0 0	Indian or Alaska Native 0 0	Asian 0 0	Pacific Islander 0 0		<b>EL</b> 0 0	Students with Disabilities	Students with Disabilities (Section 504) 0
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	0		0
Expulsions	Total	4	0	4	0	0	0	0	0	0		0
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	Õ	Ő	Õ	Ő	Õ	Õ	Ő	õ	õ		Ő
	Total	Õ	Ő	0	Õ	Õ	Õ	Õ	Õ	Õ		Ő
Without 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
Under Zero Tolerance Policies	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
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	õ	Ö	Ő	Ő	0	Ő	0 0	ŏ	õ		Ő
Referrals to Law Enforcement		-	-	-	-	-	-		•			-
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism	Mala	45	0	25	0	2	0	0	0	2	0	2
	Male Female	45 51	0 2	35 41	8 8	2 0	0 0	0 0	0 0	2 2	2 2	2 2
	Total	96	2	76	16	2	0	0	0	4	4	4
Incidents of Violence												Total
Incidents of rape or attempted Incidents of sexual assault ( Incidents of sexual assault ( Incidents of robbery with a w Incidents of robbery without Incidents of physical attack of Incidents of physical attack of Incidents of physical attack of Incidents of threats of physic Incidents of sex On the basis of sex On the basis of face On the basis of sexual orien On the basis of religion	other than rape yeapon a weapon or fight with a wo or fight with a fin or fight without i cal attack with a cal attack with a cal attack without firearm or exploullying	sive device eapon rearm or explo a weapon weapon firearm or ex ut a weapon										

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
6	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	16	0	11	5	0	0	0	0	0	0
	Female	12	2	8	2	0	0	0	0	0	0
	Total	28	2	19	7	0	0	0	0	0	0
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit	Male	13	0	8	5	0	0	0	0	0	0
Programs	Female Total	7 20	2 2	5 13	0 5	0 0	0 0	0 0	0 0	0 0	0 0

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

'-' 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 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 3.0	Percent 13.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	8.6	39.8%

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

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

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

	State & Local and Federal		State & Local District			Federal District	
	Enrollment Total(\$)	Site(\$)	Allocation(\$)	Total(\$)	Site(\$)	Allocation(\$)	Total(\$)
Business/central/other support services	137		137	137			
Food services	631					631	631
Instruction	7,180	6,069	586	6,656	45	8 66	524
Support services, general administration	641		638	638		3	3
Support services, instructional staff	434	324	56	380		2 52	54
Support services, operation and maintenance of plant	1,564	21	1,543	1,564			
Support services, pupils	339	321		321		18	18
Support services, school administration	693	693	3	693			
Support services, student transportation	371		371	371			
Total	284 11,990	7,429	3,331	10,760	46	0 771	1,230

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

#### Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	*	2%	-	-
Mathematics	5,880	1%	*	2%	-	-
Grade 4 Reading	6,312	2%	_	_	<u>.</u>	
Mathematics	6,311	2%	-	-	-	-
Grade 5 Reading	6,133	1%	*	3%	-	
Mathematics	6,131	1%	*	3%	-	-

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	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2				
Science	6,133	1%	*	3%	-	-				
Grade 6 Reading	6,038	1%	-	-	-	-				
Mathematics	6,036	1%	-	-	-	-				
Grade 7 Reading	5,616	1%	5	8%	-	-				
Mathematics	5,616	2%	5	8%	-	-				
Grade 8 Reading	5,251	1%	*	4%	-	-				
Mathematics	5,254	2%	*	5%	-	-				
Science	5,250	1%	*	4%	-	-				
End of Course English I	5,150	1%	*	3%	*	3%				
English II	4,680	1%	-	-	-	-				
Algebra I	5,122	1%	*	3%	*	4%				
Biology	4,954	1%	-	-	-	-				
All Grades All Subjects	101,751	1%	33	3%	6	2%				
Reading	45,064	1%	14	2%	*	1%				
Mathematics	40,350	1%	14	3%	*	4%				
Science	16,337	1%	5	2%	-	-				

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

'<u>-</u>' 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 2019 National Assessment of Educational Progress, compared to the national average of such results.

# State Level: 2019 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	Ū.	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
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
	-	Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5

Grade

#### 2018-19 Federal Report Card

		% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Subject	Student Group	тх	US	тх	US	тх	US	тх	US
•	American Indian	*	41	*	59	*	19	*	1
	Asian	8	13	92	87	59	57	11	13
	Pacific Islander	*	37	*	63	*	25	*	2
	Two or More Races	26	24	74	76	25	37	1	5
	Econ Disadv	43	40	57	60	15	20	n/a	1
	Students with Disabilities	81	68	19	32	3	7	n/a	n/a
	English Language Learners	66	72	34	28	4	4	n/a	n/a
Mathematics	Overall	32	31	68	69	30	34	7	10
	Black	48	53	52	47	16	14	2	2
	Hispanic	37	43	63	57	21	20	3	4
	White	20	20	80	80	44	44	13	13
	American Indian	*	49	*	51	*	15	*	3
	Asian	10	12	90	88	71	64	36	33
	Pacific Islander	*	45	*	55	*	21	*	4
	Two or More Races	25	27	75	73	41	38	11	12
	Econ Disadv	41	46	59	54	19	18	2	3
	Students with Disabilities	73	73	27	27	5	6	1	2
	English Language Learners	60	72	40	28	8	5	1	1

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
	-	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
	•	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

'\*' Indicates reporting standards not met.

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

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

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	51%	-	51%	45%	*	-	-	-	48%	*	*

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

'-' Indicates there are no students in the group.

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